

RETURNING TO OUR STARTUP ROOTS: WORLDS AHEAD IN A CLICKS AND MORTAR FUTURE



“FIU is not going to be just another university, but instead an institution for a new era – the future. Florida International University will be different, not just for the sake of being different, but to meet new challenges.”
– Charles E. Perry, 1970

How we balance the pressure to deliver inexpensive degrees with the need to maintain a high quality product that represents excellent value to our students and maintains FIU's trusted brand status.

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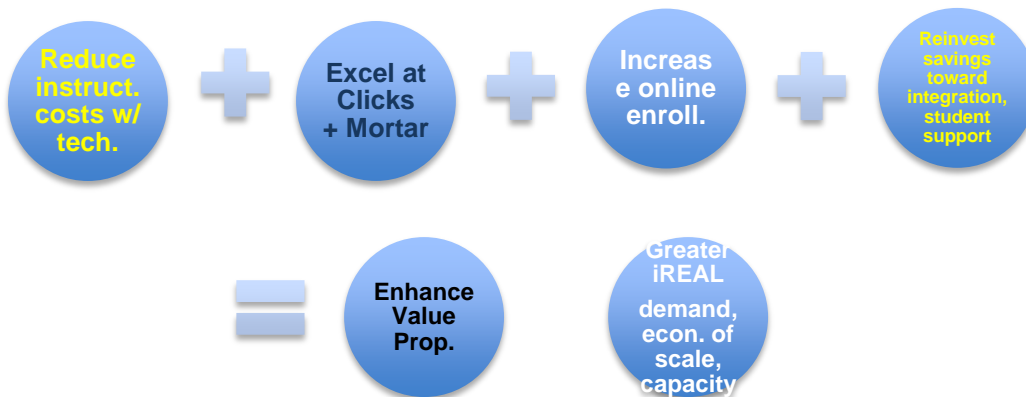
Question: How do we balance the (a) pressure to deliver inexpensive degrees with the (b) need to maintain a high quality product that (c) represents excellent value to our students and (d) maintains FIU's trusted brand status?

INTRODUCTION / SUMMARY

The challenge before urban public universities in the next decade is well captured in the question raised. Answering it for FIU becomes more complex if we are to remain true to our mission of providing affordable access to higher education and succeed in increasing our graduation rates, all while addressing a decline in state funding.

To balance an iREAL vision with the tensions laid out in this question, FIU must creatively build upon its value proposition, while reducing the cost of instruction and student support. Technology is a necessary ingredient for integration, cost-reduction and scale. We must also harness our collective talents and collaborate in new ways — internally and externally — to reimagine both place-based and online learning experiences. Achieving excellence in blending “clicks and mortar” will produce not only the university of tomorrow, but the high-quality outcome we all seek: thriving citizens who are the collaborative solutions builders of this century.

This paper seeks to provoke further discussion in the development of the iREAL strategic plan by providing: an environmental scan; a vision for a high-quality product to enhance our value proposition; and thoughts on balancing those with the need for affordable degrees.



I THE ENVIRONMENT AHEAD: UNDERLYING ASSUMPTIONS

The challenge before us is to enhance our value proposition and high quality product within the realities of our future environment and these key assumptions:

- **Greater competition for state revenues.** For now, revenues may be growing, yet at a rate slower than before the recession. This growth, however, also comes with a greater appetite to reduce taxes (current governor is proposing \$500 million in cuts).
- **Declining state appropriations and limited funds for facilities; greater sensitivity to raising tuition.** Differential tuition for undergraduates and consumer price index (CPI) increases at risk (Current funding: FY 13-14: \$195 million in tuition; \$183 million in appropriations)
- **Shift towards performance-based funding.**
- **Growing competition for federal financing** from alternative models, and potential for performance-based distribution of aid.
- **Greater financial need of our students.** (50 percent, if not more, of our students will depend on federal financial aid, 50 percent of those at the level of greatest need)
- **Increasing need to boost salary competitiveness to attract and retain top-talent faculty** who will drive our iREAL vision.
- **Greater presence of lower-cost degree programs,** online-only universities, community colleges, for-profit colleges, MOOCs and credentialing and competency-based programs.
- **Growing demand for higher quality online learning modalities.**
- **Greater student expectations of immediate access to job opportunities** and employer engagement.
- **Current physical campuses reaching capacity** as our projected enrollment grows to 60,000 students (52,000 Fall 2013).
- **Miami's further ascent as a top global city,** with FIU as its standard-bearer; yet city still ranks 43 out of 51 among metro areas for baccalaureate degree attainment.
- **A maturing alumni base, with greater giving potential and stature in employer ranks**

II THOUGHTS ON AN iREAL VISION

BACK TO THE FUTURE: RETURN TO OUR STARTUP ROOTS

As we face this complex environment, it is time for FIU to return to its nimble, startup culture and forge its own path. When the university was established in 1965, it had three main goals: educate its students; serve the community; and foster greater international understanding. The FIU brand was built on being different — serve students by the methods of delivery that best serve them. The university’s founding fathers created a plan for a university “without walls.” They envisioned virtual education before the Internet and living laboratories before engagement was a buzzword. Rather than strive to be one of America’s traditional universities, **FIU should return its focus and energy to being different, innovative and trend-setting.**

ENHANCING OUR VALUE PROPOSITION AND WORLDS AHEAD BRAND

An iREAL strategic plan must enhance our value proposition of providing access to a world-class, affordable education that prepares our students for career success, in an environment focused on solving regional and global challenges.

iREAL can propel FIU to be **the global leader of integrative learning experiences** in a manner that seamlessly blends “clicks and mortar.” FIU will encourage others to rethink how they educate, engage and assess. By 2020, **FIU will drive the transformation of American higher education: not only because of who we are, but because of what we do.**

An iREAL learning experience and degree programs will deliver a portfolio of opportunities to students who will learn from **excellent faculty; collaborate** and learn **across disciplines**; engage with relevant **alumni and the employment** sector. iREAL will also harness the power of **online, adaptive learning** and student support technologies to provide students more high-quality options and less administrative barriers to graduating on time.

An iREAL strategic plan is the platform to truly propel our Worlds Ahead brand, locally and abroad. It will leverage Miami’s own status as a global city while treating the city and our natural surroundings as laboratories. As a result, FIU will drive talent retention in South Florida and will be the leading knowledge creator and solutions center in Latin America and the Caribbean. Online modalities will also allow new reach for our brand and that of its world-class faculty researchers.

SCALE UP KEY ELEMENTS OF AN INTEGRATED iREAL EXPERIENCE IN A COST-EFFECTIVE WAY

iREAL will add to our ethos of applying research and creative energies to create knowledge and solve the community’s problems. The upcoming strategic plan must consider how to take to scale elements that are already proving successful in some corners of FIU, building a portfolio of experiences for the learner. Be it on an iPad, classroom, city hall or laboratory, learning experiences will synergistically include:

- improved adaptive learning and advising platforms
- evidenced-based metrics to quantify and evaluate success
- exposure to cross-disciplinary collaboration towards solutions to the world’s grand challenges
- dynamic place-based experiences,
- engaged experiential education,
- collaboration with alumni and private sector employers, including apprenticeships
- community-based or global research activities,

- peer-led instruction,
- global awareness and perspective
- humanities and writing

START WITH THE STUDENTS AND EMPLOYERS OF TOMORROW IN MIND

Our most important stakeholders are our students and employers. Neither can afford to wait a semester or a year for what they need — a class, access to mentors, employees, a job lead, an opportunity to collaborate on society’s challenges. We must place the student at the heart of the enterprise, with employers — the ultimate consumers of our product — closely intertwined. And our strategic plan should address what both stakeholders will need in the coming decade. It should also be clear that we will only reach our vision to meet stakeholder needs through the talents and innovation of our world-class faculty.

FULL SPEED AHEAD: BLEND ONLINE AT SCALE TO INTEGRATE AND DRIVE DOWN COSTS

Rather than erode the importance of “place-based” learning experiences, we envision online experiences complementing the valuable interactions on campus and in the field. The growing demand for online education is already upon us. Considering that, we must expand our capacity while integrating iREAL facets (above) online TODAY if we are to take our vision to scale. FIU in the virtual space provides the inflection opportunity to:

- provide students with the flexible options they seek;
- drive down cost-per-student for large-scale offerings
- provide a robust platform for collaborating across disciplines with fellow classmates or engaging with researchers and employers;
- provide effective, real-time assessment

By 2020, every FIU student would have the option to complete each individual course or entire degree program in a blended format (some or most of their courses online) or solely online (FIU Online 2.0). All online offerings must be true to the FIU brand and incorporate iREAL facets that will make them different from the competition’s.

Already, 35 percent of FIU students take at least one online course. Today, 20 percent of student credit hours are delivered online. By 2020, 50 percent of student credit hours should be offered online. Almost all new graduate programs will begin life as an online program and online versions of existing programs will become the norm. This Fall, FIU Online launched seven fully online degree programs (FIU Online 2.0) and enrollment is expected to soon reach 1,000 students. We should also seek a target of 10,000 students in fully online degree programs.

We must immediately begin experimenting with our current online degree programs to determine how to drive down the cost, while maintaining high student satisfaction and outcomes. Innovations involving the use of adaptive courseware, MOOCs-for-credit and large enrollment classes that utilize professional coaches should be aggressively pursued. For the blended approach, we should consider how to use technology most effectively to complement the experience of our students who will continue to take courses in a regular classroom setting.

By perfecting our approaches and building greater demand for our high-quality online programs, we can scale-up effectively and reduce the instructional cost per student. To ensure high quality outcomes, we can incorporate many of the innovations that have already been developed by other online private universities like success coaches, professional coaches for large enrollment classes, and the use of analytics to provide customized feedback and guidance.

We must also be sensitive to the digital divide that still persists in many low-income families and should commit to providing connectivity solutions collaboratively. At the same time, FIU is uniquely positioned to be the national model for educating underrepresented minorities online just as we are today for educating minorities in traditional programs.

ADAPTIVE LEARNING: MEANS FOR PERSONALIZED EDUCATION, ENGAGEMENT COST REDUCTION

FIU will need to harness new software applications that provide high-quality course design and higher levels of support for students at a significantly reduced cost. Adaptive courseware shows promise of doing both.

For fully online undergraduate courses with large enrollments, we must disaggregate the responsibilities traditionally associated with a professor into course design and development; course facilitation; student support; and assessment. Significant investment will be needed to develop high-quality, engaging course design with well-designed assessments. To recover this investment, all sections of a course would be required to use this master course design. Also, to reduce instructional costs, online sections should have enrollment of at least 150 students.

The role of professor then becomes one of facilitating the course, managing online academic coaches, and overseeing assessment. This approach results in a higher-quality course design and higher levels of support for students, but at a significantly reduced cost.

VIRTUAL LEARNING COMMUNITIES

Student engagement with our faculty, fellow students, relevant alumni and employers will still be the linchpin towards iREAL integration. Faculty engagement with our students is critical regardless of how the courses in any degree program are delivered (blended or fully online). Online learning communities will have mechanisms that allow the faculty of a program to "know" the online students or validate that the person completing the course is in fact the person who is receiving the degree.

Taking the founder's vision of a "university without walls," learning communities will be a hybrid of face-to-face, virtual, social networking, e-mentoring and blogging utilized so learning occurs in a multi-faceted manner. Building on our "major mapping" enhancements, once a student identifies a major, our online portal should seamlessly open many pathways for engagement, knowledge delivery, and self-driven discovery activities. If done right, this platform will also bring together blended students and fully online students, equalizing many facets of the iREAL learning experience.

"Learning is a very social activity, that involves and requires a set of experiences that connects students to students, students to faculty, student to ideas, and that it's not a top-down information transmission process."
-- Marie Norman, Acatar, creator of small-scale online and hybrid courses

ONLINE REACH INTO LATIN AMERICA, BEYOND

Online learning brings great potential for FIU to expand its programs, and brand, beyond South Florida. Particular emphasis should be placed on our larger region outside the United States — Latin America and the Caribbean. Increasingly, students from that region are interested in graduate degrees from universities in the U.S. Our online offerings, in English or Spanish, would be a natural fit for FIU compared to other universities. Moreover, many FIU faculty have roots in Latin America and we can harvest those connections to offer more joint programs with institutions in the region.

Beyond the Western Hemisphere, the power of MOOCs hold promise to transport our most innovative, exciting faculty researchers across the globe as we expand our brand. With such exciting platforms as the Aquarius Reef Base, for example, learners from around the world enrolled in an innovative FIU MOOC could benefit from our expertise in coastal ecosystems and fishery management.

A PORTFOLIO APPROACH: EXPLOIT OTHER PLATFORMS FOR COST REDUCTION, NEW REVENUE

iREAL strategic plan must also consider how to exploit other key platforms to reduce the cost of both providing and earning a degree; bring in new revenues; provide the options that students will seek; and expand the global brand. In order to reduce the cost of delivering an undergraduate degree, a portfolio of different ways to deliver the courses required for a degree could be considered. This portfolio would consist of dual enrollment courses; MOOCs for credit; courses that use are primarily self-paced using adaptive courseware; and traditional courses.

Today, it is possible for a student to receive credit via dual enrollment for 19 out of the 40 courses required for a degree. A maximum number of courses for each alternative delivery — MOOCs for credit and self-paced courses — that could be counted toward degree fulfillment should be established.

A portfolio of approaches that also aim to reduce the cost of degrees or increase revenue could include:

- accelerating pipelines: offering interactive high-school MOOCs and dual enrollment, potentially leading to AA degrees
- perfecting transfer-student success
- perfecting the approaches currently used to reduce the completion time of degrees (advising, course availability, new block scheduling, teacher quality)
- investing in market-rate graduate degrees
- increasing non-resident and international enrollment

While the “10k Degree” may appear attractive to some institutions, FIU starts with a base tuition that is extremely competitive with that of institutions at many times the price. The participants in this workgroup firmly recommend that, at this time, the university should not focus its energies on aiming to reach that tuition price. Rather, energies and investments should be used toward effectively building an integrated iREAL model and insuring its value to the consumers. If the quality is there, the students will come.

ACCELERATED PIPELINES: DUAL ENROLLMENT

Eliminating costs at the front-end for iREAL will need to involve approaches that allow for an accelerated pipeline. Expanding dual enrollment will be key, including offering hybrids that will require students to spend time in classrooms on Saturdays and Sundays. The region’s top high school students should be graduating with AA degrees from FIU by 2020. We should also offer high-school MOOCs for credit. We currently serve upwards of 5,000 dual-enrollment high school students.

PERFECTING PLATFORMS TO REDUCE EXCESS HOURS + COST OF DEGREES

Building on recent successes like the Graduation Success Initiative (GSI) and its “major mapping” features, we must exploit fully interactive, data-driven and adaptive student success models to ensure on-time college completion of bachelors’ degrees with low rates of excess credit hours (and less cost to our financial models). New technology platforms are now available that provide high-levels of student support in a virtual space,

reducing the cost per student for support. Technology exists that allows advisors to monitor and track more students, thus reducing the cost of advising per student.

CLICKS AND MORTAR: REIMAGINE PLACE-BASED EXPERIENCES

For our value-proposition, place will always matter. Although many elements of iREAL vision will exist in online communities, our differentiator will be how we effectively integrate “clicks” with “mortar” on our campuses, in our local and regional communities, and in hybrid communities that share issues of environmental, social, ethnic, and/or political concerns. For our students (life-long developers of the life of the mind) and for their employers, the personal contact will afford greater social capital and relationship networks that can be used towards place-based collaboration and engagement. The value of this cannot be replicated online.

The idea of place must be re-imagined and effectively taken to scale to accommodate those who learn by “dissecting the frog;” or who are educated in medicine by making house-calls to those without access to hospitals; or who intern in a socially innovative non-profit; or who work in a legal clinic devoted to immigration issues. Building upon many high-tech, high-touch models, including our STEM Transformation Institute, the Green Family Medicine & Society Program, or FIU’s Miami Beach Urban Studios, we plan to enhance the added value of attending face-to-face courses. Some suggestions include: implementing team-based learning techniques, “flipping” classrooms, experiment-based learning, and employer/community-sponsored research opportunities for students.

FACILITIES

Re-imagining place-based experiences may also entail investments in new facilities, which, due to declining state sources, will require entrepreneurial approaches such as public-private partnerships. Some innovative approaches already exist on campus such as peer-led learning environments tested by our own STEM Transformation Institute. Other examples include NC State’s Student-Centered Activities for Large Enrollment Undergraduate Physics Program (SCALE-UP) and Michigan State’s Room for Engaged and Active Learning (REAL).

This reinvention must also accept that not all learning experiences must happen formally on our campuses. Thinking of the founder’s view of “University without walls” we will educate where students are and want to be – on a tablet, in a coffee shop, at a gallery or in the Everglades.

Increasingly, our facilities—and their locations—must be relevant to our students and employers. If we aim to be the source of future innovators for Miami, we must incorporate entrepreneurial accelerators and incubators in our physical plant, similar to the wildly-successful Knight Foundation funded LABMiami. As with our Brickell campus and Miami Beach Urban Studios, we must offer our place-placed experiences in proximity to those our students need to engage with. And if we are serious about providing convenient options to our students, we must further explore collaborative campuses with our educational partners, Miami Dade College, Broward College and Miami-Dade Public Schools.

“It is important to keep in mind that our campus residential model not only provides the best education environment to MIT students, but it is also at the heart of knowledge creation and dissemination. Without MIT, there is no MITx. Similarly, MITx is not MIT. Each offers a different educational environment and experience.”

-- L. Rafael Reif, President, MIT, on reinforcing the need to reimagine place even as online grows

SOLUTIONS CENTER: A NEW ERA OF EMPLOYER AND ALUMNI ENGAGEMENT

A critical element of enhancing value proposition within the integrative iREAL model is to leverage our resources, influence, and faculty research to address societal problems and improve the quality of life in South Florida. This will also provide opportunities for experiential education and problem-based, cross-disciplinary research for our students. Developing FIU into an urban solutions center will require increased integration between our research and academic components along with our external engagement and fundraising units if we are to scale up.

We would be best to build upon innovation already happening in wonderful “islands” at FIU, such as the Honors College, College of Medicine, The Wolfsonian-FIU, and CARTA’s Miami Beach Urban Studios. These examples should be studied for ways to replicate and scale best-practices to enhance FIU’s low-cost and high-brand identity.

“Our courses are increasingly experiential, discipline-centered classes, and ‘in the community.’ Students don’t just learn about something, they do it.”

Juan Carlos Espinosa, Associate Dean, Honors College:

CAPTURE NEW REVENUE THROUGH STRATEGIC PARTNERSHIPS

Employers and alumni can be game changers by adding value to our iREAL vision while incorporating new investments of resources, time or engagement into the equation. We must go beyond traditional forms of engagement and gradually move corporations, the public sector and alumni entrepreneurs to a more holistic relationship with FIU—both for enhanced experiences for our students and researchers and new investments.

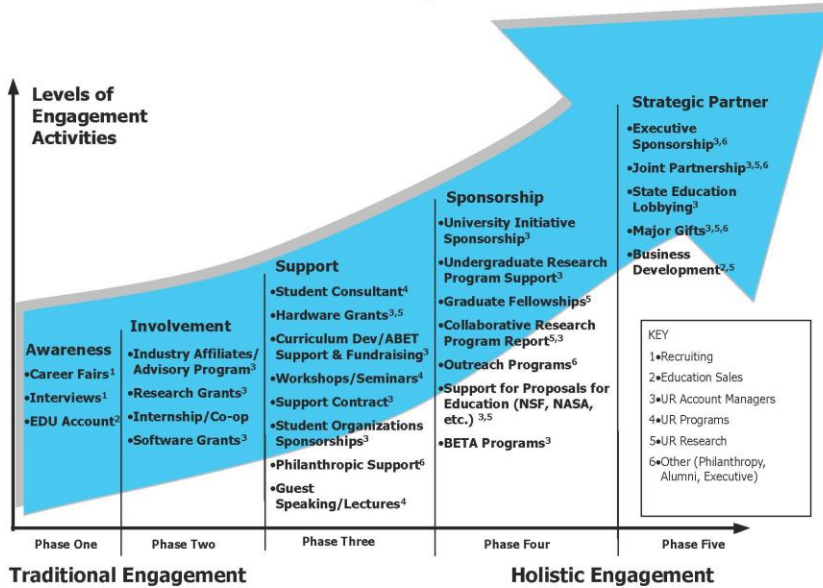
We must redefine the alumni and employer role in our knowledge enterprise as more than just one of stakeholders whom we engage upon a student’s graduation:

- Providing concurrent apprenticeships + internships
- knowledge providers: content delivery in the classroom, online and in the lab.
- Real-world advisers (serving as mentors, teachers, engaged researchers (their own enterprises)
- lifelong learner market segment: (online platforms, tailor-made courses; engaged research)
- partners in our research enterprise (**incubators, research parks**)

By utilizing the adaptive technology platforms described earlier and emphasizing employer engagement from day 1, students will learn by doing and interacting. The collaboration between students and the outside world will further establish FIU as a solutions center.

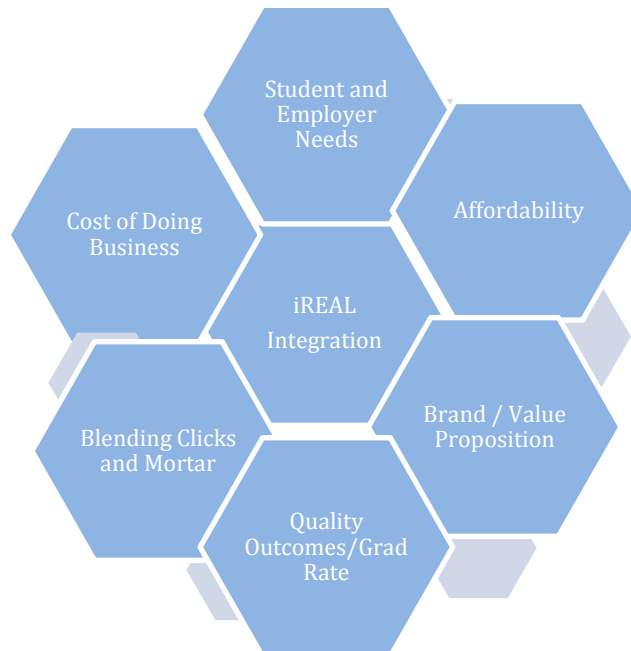
Much can be learned from the Alliance for Science and Technology Research in America and their research surrounding partnership continuums (Chart) and creating open collaborative relationships for accelerating innovation. This student-centered model serves as a useful roadmap for iREAL:

The Partnership Continuum



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“Students should see FIU as an opportunity to get an affordable degree that will be put to use immediately because of the vast partnerships available through the private sector leaders for career.”
 -- **Javier Rodriguez '90, Executive Director, Miami-Dade Expressway Authority**



III THE BALANCING ACT: REDUCE COSTS, MAKE KEY INVESTMENTS, ENHANCE OUR BRAND

Returning to the original question, many provocative options are worthy of robust debate in building the next strategic plan. They should all be reviewed within the perspective of: producing high-quality outcomes; enhancing our value proposition; reducing costs or providing a return on investment; and brand implications.

Question: *How do we balance the (a) pressure to deliver inexpensive degrees with the (b) need to maintain a high quality product that (c) represents excellent value to our students and (d) maintains FIU's trusted brand status?*

COST REDUCTION OPTIONS

1. **Use adaptive courseware for introductory courses + virtual learning communities.** Developments in adaptive courseware show promise for lowering the cost of a degree by lowering the cost of instruction while providing for high-quality outcomes and may also lead to greater rates of on-time graduation. Having high-quality master courses also reduces development costs. For fully online undergraduate courses with large enrollments, disaggregate the responsibilities traditionally associated with a professor into course design and development; course facilitation; student support; and assessment.
2. **Online: by 2020, more than 50 percent of our undergraduate, degree-seeking credit hours will be offered online, reducing the cost of operations.** Offer high-demand online courses at scale and greater use of hybrid models. For introductory courses, sections should have enrollment of at least 150 students.

3. **Reduce costs of degrees by further expanding dual degree-programs in high school.** Capitalize on dual-enrollment and high-quality FIU MOOCs as a means for delivering academic programs for: 10th-12th grade students to receive academic credit for college-level courses; foundational/developmental courses to curtail repetition of basic courses.
4. **Perfect the Graduation Success Initiative to improve graduation rate with non-excess hours and minimize administrative barriers to graduating on time.** Building on recent successes like Graduation Success Initiative (GSI), exploit fully interactive, data-driven + adaptive student success models to ensure on-time college completion of bachelors' degrees with low rates of excess credit hours (and less cost to our financial models).
5. **Move beyond standard academic calendar.** Provide options for 6-, 8-, and 10-week schedules; alternative start dates; and further expand block scheduling.
6. **Open Source textbooks (cost savings to students) Free Content.** By expanding the use of open access textbooks, we will providing cheaper alternatives to expensive traditional textbooks and thereby keeping prices lower. Open textbooks are educational resources that are licensed under an open license and made available free of charge to the public. This allows professors, students, researchers, and others to freely access these materials as a supplement or alternative to traditional textbooks.
7. **Shared Services:** Explore reducing costs through efficiencies from shared services and reduce pressure to increase revenues through tuition increases. Centralization of standardized processes or duplicated effort across colleges and administrative areas can generate cost savings in addition to improving quality by developing subject matter expertise.
8. **Explore collaborative campuses with the private sector and other educational partners** such as Miami Dade College, Broward College, Miami-Dade Public Schools.

CAPTURING NEW DOLLARS

9. **Grow strategically and in a manner that ensures implementation of an iREAL platform.** If we are to grow beyond 60,000 degree-seeking students, it must be in a manner that does not put added burden on the current physical infrastructure, capitalizes on greater adoption of online courses, or targets programs that bring in new revenue. Some approaches may include:
 - A mix of 50,000-60,000 place-based students and 10,000 fully online students
 - Market-rate graduate courses
 - Out of state, international students
10. **FIU Online 2.0 education:** pursue a target of 10,000 fully online students in 5-7 years. (1,000 now)
11. **Tuition:** pursue moderate increases as the market and political environment allow, pursuing a target that equals the actual cost of providing an iREAL education.
12. **Move beyond transactional relationships and towards strategic partnerships with corporations, the public sector and alumni.** These relationships will be long-term and mutually beneficial; include cost-sharing of innovation activities; provide internships and apprenticeships for our students; research commercialization;

allow for experiential, engaged learning activities; and provide early identification and investment in their future employees.

- 13. Incentivize entrepreneurial approaches by deans and center directors to generate revenue; unrestricted fund balances; reduce costs; and propel online education.** Exploring **responsibility centered management** and/or assigning budgetary authority based on ability to generate revenue and/or reduction of fundable costs in the delivery of our programs. For those academic units that are not self-sufficient or to help fund critical investments, the university will have the capability to redistribute budget authority to high priority or strategic areas through use of a subvention fund. Administrative areas will also be incentivized to be entrepreneurial in exploring ways of providing services for less (e.g. shared services).
- 14. Incentivize registration (reduced prices) for courses offered at off-peak times (6-8am; 8-10pm),** which will increase capacity as space utilization is dispersed (6-8am; 8-10pm)

NEEDED INVESTMENTS FOR HIGH QUALITY PRODUCT, ACCESS, INCREASED OPTIONS

- 1. Focus Next Horizon private fundraising on the added costs of providing an integrated iREAL learning experience and financial need of “edge students”** (those students “on the edge” of receiving federal financial aid; and of greatest need. These students are more prone to take out loans.
- 2. Adaptive Learning platforms:** Significant investment will be needed to developing a high-quality, engaging course design with well-planned assessments. To recover this investment, all sections of a course would be required to use this master course design.
- 3. Reimagine place-based campuses, facilities to foster integration, collaboration, cross-disciplinary learning and entrepreneurial ventures of students and alumni.** These include innovative team-based learning facilities (6-8 individuals) and adaptable learning facilities (40-50 capacity) for enhanced collaborative setups. LAB Miami serves as a model locally for accelerating entrepreneurial ventures.
- 4. Student iREAL Portal:** Towards cross-disciplinary solutions and engagement, an easy and impactful online portal will be the space for students to connect with adaptive learning platforms, each other, alumni mentors, employers, and researchers in the field and engage with cross-disciplinary urban solution initiatives of the university.

MAINTAINING OUR TRUSTED BRAND STATUS

- 1. Incentivize integration by faculty, deans and center directors to facilitate quantifiable value-added iREAL elements to degree programs and the student experience** (philanthropy, internships, alumni mentors, engaged community research, etc.)
- 2. MOOCS:** Unleash the talents, personalities, strengths of our faculty through massively open online courses to expand their individual and our collective brand.

ADDITIONAL BOLD QUESTIONS TO CONTINUE THE DIALOGUE

High Quality iREAL Outcomes:

- What will it take to go from a 50% 6-yr. grad rate to 80%????
- What are we very good at now?
- How do we define high-quality outcomes? Graduation rates, mastery, job placement?
- What is our value proposition? Cost, quality instruction, engagement opportunities?
- What is success? What artifacts will exist that demonstrate that the product we are producing is a quality product?
- How do we incentivize iREAL?
- Ultimately, why is our graduation rate only 50 percent. What are the real reasons for our increased grad rate? Our innovations or the fact that we processed through the co-hort of students that were admitted with lower scores?
- HIGHER EDUCATION is being challenged. How can we justify the value proposition? How can we validate quality?

Investments/Financing:

- What investments do we need to make in problem areas?
- What are the areas that we can improve with marginal investments?
- What is the real cost to addressing adjunct/permanent faculty balance?
- Course availability?
- The real cost of Integrating: How best to take to scale, in a cost-effective way, those approaches that transform the on-campus, in-person undergraduate experience in manners that integrate research, learning and engagement.
- Incremental costs to block scheduling, non-traditional approaches?
- We have been funding enrollment growth with tuition increases and cross-subsidization from high volume/low cost disciplines? Is no subsidy achievable using tuition alone?

ONLINE:

- Online education: how do we address the digital divide in some of our communities?
- Who is the target audience of FIU Online? Is it local students who might also be targets for in-classroom courses?
- How might a student of an online program avail themselves of FIU's place-based/living laboratories/etc. benefits?
- What does an iREAL education look like for a student who is pursuing an entirely online degree?
- Are fully on-line degrees really competitive in the market place? Can we do a better job ourselves in growing our own on-line programs with evidence-based evaluations?

Size:

- How big is too big? How small is too small? What is just right?

Faculty:

- As the economy improves and Miami-Dade cost of living rises (rents and home values), the best faculty/staff will be at risk for accepting options. Do we have a plan to compete nationally to replace mobile/transient faculty?
- Online coaches: are these adjunct professors. Is the expectation that they will hold PhDs? Will they be TAs?

Place-Based:

- To the extent that FIU expands its physical space outside of existing campuses, where does FIU expand? Youth Fair? Downtown? Urban Neighborhoods?
- Latin America, other regions?
- What value does the campus still provide? What is the best way to get students on campus to take advantage of that value (It might not be class attendance anymore)?

Credentialing:

- Can/should we explore utilizing our online learning platform to provide the opportunity to opportunity to demonstrate that they have mastered content, and ultimately pursue “credentialing” paths?

Brand:

- What is the FIU brand? How is this different from the value proposition?
- What will be our differentiating “peaks:” What are the areas in which we can achieve excellence
- What grand societal challenges (local or global) will FIU organize around in developing world-class academic curricula, conduct cross-cutting research, and hire world-class faculty in?

Employer Engagement:

- What does it mean to blend the academy with corporations and the public sector in a more dynamic, partnership model.

Key Regulatory Obstacles:

- What regulatory barriers exist that can be remedied?
- Federal and local financial aid reform models—how do we better address those “edge” students?
Australian Model: auto-repayment system
- Federal financial aid rules need to adapt to online requirements

Other:

- What are the ethical implications of the decisions we make about the future of our institution?
- Can we manage disruption without implementing chaos?

VI REFERENCES + APPENDIX

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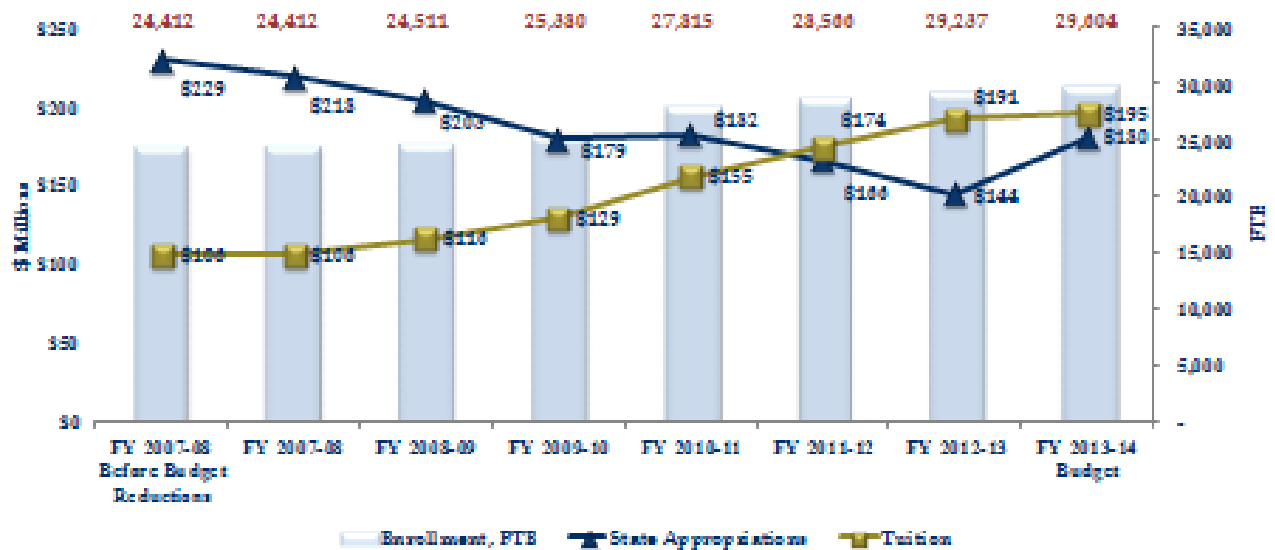
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State Appropriations vs. Tuition Revenue



State Appropriations include General Revenue and Lottery, but exclude Financial Aid, and Risk Management (SRM), and College of Medicine

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TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	\$5,638	\$4,731	\$4,526	\$3,675	\$3,252
Lottery Funds	\$720	\$621	\$665	\$698	\$528
Tuition & Fees	\$3,885	\$4,291	\$4,449	\$4,700	\$5,843
Other Trust Funds	\$0	\$420	\$375	\$0	\$0
TOTAL	\$10,243	\$10,063	\$10,015	\$9,073	\$9,623
Actual Funding per FTE					
Tuition & Fees	\$4,082	\$4,077	\$4,539	\$4,793	\$5,351
TOTAL	\$10,439	\$9,848	\$10,105	\$9,166	\$9,131

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Estimated year data from the Allocation Summary document. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

TERMS	Date *	University Wide
Fall 2013	12/01/2013	51,878
Fall 2012	11/30/2012	48,491
DIFFERENCE		3,387

PROGRAM	(All)
DEPARTMENT	(All)

HDCNT		TERM_DESC				
ENROLLMENT STATUS	LEVEL	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
FULLTIME	LOWER	7,951	6,964	7,533	8,707	8,920
	UPPER	10,957	12,212	13,576	14,179	14,831
	GRAD I	2,759	3,074	3,320	3,805	4,058
	GRAD II	593	651	901	926	1,048
	UNCLASSIFIED	504	528	459	468	459
	LAW	520	601	565	526	497
	MEDICINE		43	85	167	281
FULLTIME Total		23,284	24,073	26,439	28,778	30,094
PARTTIME	LOWER	2,660	2,165	1,694	1,958	1,795
	UPPER	8,862	9,587	10,098	10,125	10,671
	GRAD I	2,302	2,456	2,580	2,434	2,120
	GRAD II	442	455	424	406	396
	UNCLASSIFIED	1,583	1,700	2,753	4,240	5,304
	LAW	13	19	22	25	14
PARTTIME Total		15,862	16,382	17,571	19,188	20,300
Grand Total		39,146	40,455	44,010	47,966	50,394

Total	Excluding	Part-Time				
Unclassified			37,563	38,755	41,257	43,726
						45,090