

Budget Detail Request - Fiscal Year 2016-17

Your request will not be officially submitted unless all questions and applicable sub parts are answered.

1. Title of Project: FIU UP: LIFT (University Paridign:Learn, Interact, Facilitate)
2. Date of Submission: 12/21/2015
3. House Member Sponsor(s): Manny Diaz

4. DETAILS OF AMOUNT REQUESTED:

- a. Has funding been provided in a previous state budget for this activity? No
If answer to 4a is ?NO? skip 4b and 4c and proceed to 4d
- b. What is the most recent fiscal year the project was funded?
- c. Were the funds provided in the most recent fiscal year subsequently vetoed? No
- d. Complete the following Project Request Worksheet to develop your request (Note that Column E will be the total of Recurring funds requested and Column F will be the total Nonrecurring funds requested, the sum of which is the Total of the Funds you are requesting in Column G):

FY:	Input Prior Year Appropriation for this project for FY 2015-16 (If appropriated in FY 2015-16 enter the appropriated amount, even if vetoed.)			Develop New Funds Request for FY 2016-17 (If no new Recurring or Nonrecurring funding is requested, enter zeros.)			
	Column: A	B	C	D	E	F	G
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated (Recurring plus Nonrecurring: Column A + Column B)	Recurring Base Budget (Will equal non-vetoed amounts provided in Column A)	INCREASED or NEW Recurring Requested	TOTAL Nonrecurring Requested (Nonrecurring is one time funding & must be re-requested every year)	Total Funds Requested Over Base Funding (Recurring plus Nonrecurring: Column E + Column F)
Input Amounts:					4,197,160	800,000	4,997,160

- e. New Nonrecurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs
- f. New Recurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs

5. Requester:

- a. Name: Kenneth G Furton
- b. Organization: Florida International University
- c. Email: furtonk@fiu.edu
- d. Phone #: (305)348-2151

6. Organization or Name of Entity Receiving Funds:

- a. Name: Florida International University
- b. County (County where funds are to be expended) Miami-Dade
- c. Service Area (Counties being served by the service(s) provided with funding) Statewide

7. Write a project description that will serve as a stand-alone summary of the project for legislative review. The description should summarize the entire project's intended purpose, the purpose of the funds requested (if request is a sub-part of the entire project), and most importantly the detail on how the funds requested will be spent - for example how much will be spent on positions and associated salaries, specifics on capital costs, and detail of operational expenses. The summary must list what local, regional or statewide interests or areas are served. It should also document the need for the funds, the community support and expected results when applicable. Be sure to include the type and amount of services as well as the number of the specific target population that will be served (such as number of home health visits to X, # of elderly, # of school aged children to receive mentoring, # of violent crime victims to receive once a week counseling etc.)

FIU will create the UP:LIFT (University Paradigm: Learn, Interact, Facilitate, Transform) initiative to deploy state of the art evidence-based instruction, learning technologies, and advanced classroom assessment throughout critical Gateway and STEM courses. The critical Gateway courses are high enrollment, foundational courses that have been found to have high failure rates and/or are predictors of students leaving college. The State's economic prosperity drives us to target both the foundational and STEM courses. The initiative integrates FIU's two most impactful student success initiatives, the Graduation Success Initiative (GSI) and the STEM Transformation Institute, to create a new institution-wide paradigm for classroom instruction and student success. Early results include increased student passing rates of 16% averaged over 6 first-time course transformations. The project goal is to attain at least 20% increases in all STEM courses within 4 semesters of intervention.

UP:LIFT will prepare faculty to implement the best instructional and assessment practices in their Gateway and STEM courses to improve student success, graduation rates, and programmatic efficiencies so that FIU students develop real-world skills through timely, cost-effective programs. Research and assessment of the student learning impacts resulting from the course transformations will be a core innovation that provides continuous feedback on the implementation as well as spur expansion across FIU and Florida's universities and colleges through an annual UP:LIFT Symposium. The initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation and startups as well as attract high-tech companies to South Florida.

The initiative capitalizes on the opportunities afforded by the breadth of effective evidence-based instructional techniques, wide availability of technological devices that can be utilized for learning, and FIU's growing expertise in preparing faculty to implement evidence-based instruction in their classrooms. Effective active learning techniques are well established and understood, yet propagation of these techniques across the Gateway and STEM courses is often limited to

faculty with expertise in evidence-based instruction. Faculty often teach as they were taught in college, using lectures as the primary method; thus the barrier to innovative instruction is sufficient, effective professional development. This initiative provides the resources, professional development, and assessment necessary for effective course transformation, thereby providing our students with the best instructional practices available in the nation.

UP:LIFT serves students attending FIU, many of which are from South Florida, FIU STEM faculty, as well as STEM faculty from across the state. The 25 FIU faculty developed each year will impact at least 60,000 student instances of enrollments each year. The economic benefit of the graduates is state-wide.

?Hire 10 new Discipline-based Education Research (DBER) faculty: These highly-skilled faculty will provide leadership in Learning Technologies and Evidence-based Instruction implementation and measurement. The hires will target established leaders in their disciplines as well as top junior candidates. (\$1,277,600, salaries)

?Operate UP:LIFT Faculty Institute: We will operate a summer Faculty Institute to prepare 25 current and incoming faculty to implement evidence-based instruction in their classroom. The Institute will operate for several weeks each summer to provide professional development to faculty prior to instruction. A follow-up Institute will incorporate analysis of instructional data as well as provide further professional development to extend the course innovation based on evidence. Incoming faculty will be encouraged to arrive in summer to participate, allowing them to be successful from day one. (\$345,935, salaries)

?Provide 300 Learning Assistant Stipends to top FIU students: Undergraduate Learning Assistants (LAs) have been critical catalysts in transformation of STEM courses at FIU, as they facilitate learning with their peers while deepening their understanding of content and collaboration. LAs improve the success of students in transformed courses, increasing retention. These prestigious scholarships will elevate the LA program, improve success of faculty course transformations, and expand the LA program beyond the STEM disciplines. LAs also experience improved learning as a result of the experience, thereby serving to improve Florida's workforce. Three hundred \$3,000 LA Stipends will be awarded annually. Learning Assistants (LAs) are undergraduates who are hired to facilitate small-group interaction in large-enrollment courses. LAs are paid a modest stipend (\$1,500/semester) to work 10 hours per week in various aspects of course transformation. (\$904,770, student hourly salary)

?Award 12 DBER Graduate Fellowships: A prestigious graduate student research fellowship program will be created both to develop skills as future university researchers and educators. These Discipline-based Education Graduate Researchers (DBER) will work with the DBER faculty to implement and provide data on student impact and improved faculty instruction. (\$418,383, graduate student stipend and tuition)

?Hire 3 Post-doctoral education researchers: The researchers will assess impact of the innovative instructional strategies through student learning outcomes and classroom observations. Their work will be incorporated into the continuous improvement feedback loop. (\$191,640, salary)

?Hire 4 Staff for program operations: Two LA Program Directors will be hired to manage the LA program and prepare faculty to effectively integrate LAs into their active classrooms, working with faculty and undergraduate LAs. Two Faculty Developers with expertise in education transformation will be hired to prepare faculty to implement Learning Technologies and Evidence-based Instruction in their classroom. The Developers will operate the Faculty Institute as well as

provide year-round support and feedback. (\$408,832, salary)

?State Wide UP:LIFT Symposium: We will launch an annual UP:LIFT Symposium to disseminate the initiative?s innovative model to all SUS / FCS sites. Faculty, staff, administrators from the institutions as well as members of the BOG will be invited to attend and participate. Funding includes operation of the three-day Symposium as well as travel support for 200 participants. (\$150,000, expenses)

?FIU will utilize state-of-the-art learning analytics and technologies to support course reform and instruction. We will combine software and courseware to deliver a technology-based content solution to first year students, which is specifically designed to help ensure competency in select gateway courses. The Program will also assess student readiness in Gateway courses, and provide targeted resolutions for increased efficiency and efficacy. The traditional classroom has been forever changed by the powerful changes in technology and digital communication modes available today. These changes are reshaping and redefining the classroom. Today, our classrooms must adapt to new teaching and learning modes such as active learning, flexible learning, immersive and interactive learning and distributed learning, just to name a few. These teaching and learning modes demand the redesign and renovation of the traditional face-to-face lecture classroom into a space that must be technology rich, flexible, adaptable and expandable. (\$500,000, electronic data processing)

?Classroom Renovation: Existing traditional classrooms will be renovated to facilitate active learning using state of the art facilities. FIU has transitioned to active-learning, technology-driven classrooms to promote student engagement of content during class time and dissuading the use lecture by faculty. New classrooms are now routinely built as active learning rooms. We include funding for one-time retrofit of four of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms. (\$800,000, non-recurring, operating capital outlay)

8. Provide the total cost of the project for FY 2016-17 from all sources of funding:

Federal: 0

State: 4,997,160 (Excluding the requested Total Amount in #4d, Column G)

Local: 0

Other: 0

9. Is this a multi-year project requiring funding from the state for more than one year?

Yes