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Founding a Historically Latino/Caribbean-serving Institution: An Archival Research Study on Florida International University

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FOUNDING A HISTORICALLY LATINO/CARIBBEAN-SERVING INSTITUTION: AN
ARCHIVAL RESEARCH STUDY ON FLORIDA INTERNATIONAL UNIVERSITY

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The College of Human Sciences and Education
The School of Education
The Department of Education, Leadership, Research, & Counseling

by

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First and foremost, I dedicate my dissertation to my *abuelo* Fenelon “Lulo” Guzmán in the skies, whose first few airlifts from the Dominican Republic to Paterson, New Jersey during the 1960s brought him hopes, fears, dreams, laughs, nostalgia, and unforgettable memories of his and his family’s Dominican roots. His love for *cafecito*, family, and community were forever contagious. Papa, *gracias* for instilling in all of us Guzmáns the beauty of hard work, fervor, determination, and the ability to do anything we dream of in life. Your intellectual curiosity and travels in the 60s motivated me to do the same. I will forever cherish your last name Papa. This one, among many more, is for you.

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progress and prosperity for our community...our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own”.

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ABSTRACT

Employing an archival research approach, this study explores the formation of Florida International University (FIU) in Miami, Florida. As one of the few institutions to open its doors with a specific mission to promote greater international understanding, this study explores diasporic migration and community formation in efforts to challenge the U.S. federally designated phrase of Hispanic-serving Institutions (HSIs) and acknowledge those HSIs who have historically served Latino and Caribbean populations. The author defined FIU as a Historically Latino/Caribbean-serving institution based on the transnational Latino and Caribbean cultural community formation in southeast Florida between the mid-1960s and mid-1970s. Specifically, this dissertation illustrated evidence in the FIU university archives pertaining to the influence of a Latino and Caribbean demographic increase during the 1960s-1970s on the southeast region of Florida, Hispanic student headcount, and the founding of an international institution with geographic proximity to the Caribbean. This dissertation also expressed the importance of conducting historical research in higher education including archival research in efforts to provide a more holistic narrative regarding American higher education. Framing migration as an essential process to the economic and social development of a region (Castles, 2002), the intent was to understand how transnational Latino and Caribbean cultural community formation in southeast Florida shaped and influenced the initial years of the institution.

CHAPTER 1: INTRODUCTION TO THE RESEARCH

Overview

During the mid-1960s, the formation of transnational Hispanic, Latino,¹ and Caribbean² cultural communities throughout the United States played an instrumental role in the founding of many present-day Hispanic-serving Institutions (HSIs). Cuban emigration and refugee influx in the south Florida region helped shape the founding of an international-based university, Florida International University, in 1965. The formation of Spanish-speaking Puerto Rican communities in New York City promulgated the educational need for a bilingual institution of American higher education in the South Bronx. In 1968, Eugenio María de Hostos Community College—named after a Puerto Rican educator—was founded to serve the educational needs of the growing Puerto Rican demographic. Boricua College was also founded in 1972 to help serve the educational and cultural needs of a growing Puerto Rican community in Spanish Harlem. As population growth emanates political, economic, and educational needs, community leaders, educators, and elected officials among others collectively pushed forth the aforementioned present-day HSIs to serve the growing Hispanic, Latino, and Caribbean populations in the United States.

Regretfully, much of the literature on HSIs has neglected the impact of migration and diasporic community formation on founding institutions of American higher education.

¹ The terms Hispanic and Latino describe students who were birthed in or who are descendants of family from Latin America (e.g. Mexico, Guatemala, Honduras, Nicaragua, El Salvador, among other Spanish-speaking nations in Central and South America). Higher education institutions often use the terms interchangeably, yet they have different historical relevance, which will be detailed further in this chapter. However for this study, the terms Latino and Hispanic will be used interchangeably and as described in various historical archival documents.

² The term Caribbean will be used to refer to individuals who were birthed in or who are descendants of the Caribbean region including Spanish-speaking Islands (e.g. Dominican Republic, Puerto Rico, Cuba, Venezuela, among other Spanish-speaking nations in the region surrounding the Caribbean sea).

Inaccurate data surrounding Hispanic, Latino, and Caribbean demographics prior to 1980 may have produced this gap in HSI literature. U.S. Census Bureau data prior to 1980 failed to properly document the number of Hispanics, Latinos, and Caribbean individuals residing the United States. The term Hispanic was not introduced fully in the U.S. Census Bureau questionnaire until 1980 hence educational needs were minimally assessable if demography was also inaccurately counted.

Nonetheless, despite inaccurate demographic numbers, migration and diasporic community formation became evident in the social, political, and economic national advocacy efforts from nonprofit organizations including the Hispanic Association of Colleges and Universities (HACU). HACU advocated for the appropriation of federal dollars to ensure Hispanic student success. In 1986, HACU was founded to serve as a representative voice in Washington, D.C. for colleges and universities serving a large percentage of Hispanic students. As one of many initiatives on its legislative agenda, HACU paved the way for the U.S. to provide federal dollars in efforts to “strengthen institutions” serving a growing Hispanic student demographic. By 1992, the U.S. federal government enacted legislation that would help create a financial path toward strengthening institutions serving Hispanic populations.

Institutions would later be recognized by the reauthorization of the Higher Education Act of 1998, issuing the designation of “Hispanic Serving Institutions” (HSIs). According to *Excelencia³ in Education*, “HSIs are defined in federal law (the Higher Education Opportunity Act (HEOA), Title V, 2008) as accredited, degree-granting, public or private nonprofit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment” (“Hispanic-Serving Institutions,” section 2). To acquire

³ Author Translation: Excellence

this title, institutions must achieve a total enrollment that has at least 25% students who self-identify as Hispanic/Latino and at least half of the 25% has to demonstrate federal financial need (Laden, 2001; Benítez, 2002; Cejda, Casparis, & Rhodes, 2002; De Los Santos Jr. & De Los Santos, 2003; Benítez & DeAro, 2004; Santiago, 2006; Contreras, Malcom, & Bensimon, 2008; Santiago, 2008; Laden, 2010; Hurtado & Ruiz, 2012; Núñez, Hurtado, & Calderón Galdeano, 2015). According to the Hispanic Association of Colleges and Universities, since 1990, the number of HSIs has increased by 317.5 percent as a result of the rapid growth of transnational Latino and Caribbean cultural communities in major U.S. cities leading to an increase in Hispanic student enrollment (Laden, 2001). The continual growth of Hispanic, Latino, and Caribbean communities throughout the United States also shifted the demographic and cultural landscape of institutions of American higher education. Predominantly white institutions (PWIs) and Historically Black Colleges and Universities (HBCUs) have particularly begun to experience a slight cultural and demographic shift as a result of the growing Hispanic/Latino student demographic.

Although HSIs are often charged with institutional efforts to serve its “Latino/a” populations, the identities of HSIs remain “closeted identities” (Contreras, Malcom, & Bensimon, 2008). Not all colleges and universities with HSI status promote that institutional identity. Negative attitudes and sentiments toward Hispanics/Latinos and the current state of immigration in the U.S. may cause colleges and universities to stray from the visible promotion of its federal designation as an HSI. Additionally, as a fairly recent status, in comparison to HBCUs, many colleges and universities are not aware of how to actively promote this status beyond programs and additional resources provided to serve its Hispanic/Latino students. Literature concerning HSIs has often closeted the identities of evident HSIs historically founded

to serve Latino and Caribbean populations. HSIs including Eugenio María de Hostos Community College (Bronx, NY), Boricua College (Manhattan, NY), St. Augustine College (Chicago, IL), and National Hispanic University (Oakland, CA) have challenged notions of “closeted identities” by intentionally founding institutions with specific missions, programmatic initiatives, and/or curriculum additions to provide educational access to an increasing number of Latino and Caribbean students. As Hurtado and Ruiz (2012) stressed, these higher education institutions “were established with the express purpose of responding to the educational needs of Hispanic/Latino students” (p. 2). These institutions have historically served a Hispanic/Latino and Caribbean population since inception to meet the educational needs of the increasingly growing population. Nonetheless, these institutions have not been recognized for their efforts over 4 decades to serve the increased demographic since inception. As such, this study explores the ways in which transnational Latino and Caribbean cultural community formation during the 1960s-1970s influenced the founding of one HSI, Florida International University. The following section problematizes HSIs as institutions never historically “created” to serve Hispanic/Latino student populations and challenges the reducibility of the HSI status as a “recent” phenomenon.

Statement of the Problem

From a historical lens, American Higher Education historians have dismissed the narrative surrounding HSIs as historical institutions. Few scholars have questioned whether some institutions have historically served 25 percent or more Hispanic/Latino student population. In other words, how many presently designated HSIs have in fact served Hispanic, Latino, and Caribbean populations since the founding of these institutions? How can archival research assist our efforts in better understanding the role of migration and diasporic community formation in

founding a university? Primary sources often found at university archives provide a more holistic picture of the student demographic and the surrounding community the institution intended to serve and/or actually served. While enrollment numbers of underrepresented student demographics often remain closeted in archives or absent, archival research allows researchers to gain a deeper understanding as to why the work in diversity, inclusion, and equity matter within American higher education institutions.

HSIs have seldom been regarded as historical institutions with missions to particularly serve Hispanic student populations. The HSI status is based solely on student demography and federal aid need and not historical longevity in serving these populations (Laden, 2001; Benítez, 2002; Benítez & DeAro, 2004; Santiago, 2006; Contreras, Malcom, & Bensimon, 2008; Santiago, 2008; Santiago & Andrade, 2010; Hurtado & Ruiz, 2012). According to Laden (2001), “majority of HSIs were not created to serve this specific population; rather they evolved over the last 30 years due primarily to their geographic proximity to Hispanic populations” (p. 74). This is very different from the terminology and designation of Historically Black College and Universities (HBCU), which directly refers to institutions with historic roots and missions to serve Black/African Americans. Most HSI literature details the experiences and educational decisions of Hispanic students and administrators (Cejda, Casparis, & Rhodes, 2002), equitable outcomes (Contreras, Malcom, & Bensimon, 2008), challenges and opportunities (Benítez, 2002; De Los Santos Jr. & De Los Santos, 2003), student success (Benítez & DeAro, 2004), student and administrator perspectives (Dayton, Gonzalez-Vasquez, Martinez, and Plum, 2004), organizational theories relevant to the study of HSIs (Garcia, 2013), myths and realities (Laden, 2001; Laden 2010), community college access (Nuñez, Sparks, & Hernández, 2011), and HSIs as inventions (Santiago, 2006), models (Santiago, 2008), and emerging (Santiago & Andrade,

2010). More recent literature highlighted the efforts of Latino community leaders and pioneers involved in policy-based movements in efforts to gain federal funding for HSIs (Nuñez, Pickett, Stuart-Carruthers, & Vazquez, 2013; Freeman & Martinez, 2015; Mendez, Bonner, Méndez-Negrete, & Palmer, 2015). Nonetheless, the conversation surrounding HSIs as institutions created to serve the Hispanic/Latino student demographic and the surrounding community merits research efforts.

From a historical lens, American Higher Education historians have also “silenced” (Trouillot, 1995) and have not been culturally responsive to the impact of Hispanic, Latino, and Caribbean communities in founding several institutions of American higher education. Historians of Higher Education including Brubacher and Rudy (1997), Thelin (2004; 2013), Rudolph (2011), and Geiger (2014), among others have dismissed or minimized the impact of transnational Latino and Caribbean migration on the formation of these institutions prior to 1992. In *The History of U.S. Higher Education: Methods for Understanding the Past*, Tudico (2013) argued Latinos were often absent from the conversation surrounding the history of American higher education. For example, throughout 362 pages detailing a history of American higher education, Thelin (2004) mentioned Hispanic students once regarding the overwhelming number of students enrolled in institutions. According to the National Center for Education Statistics (2007), between 1976 and 2004, “Hispanic student enrollment increased from 353,000 to 1,667,000, a 372 percent increase” (p. 108). Thelin (2004) acknowledged,

To speak merely of 'minorities' was no longer adequate, now that demographic and educational data on such groups as Asian Americans, Native Americans, Hispanics, and gays and lesbians had elevated awareness of the growing diversity of both the United States as a whole and its potentially college-bound students (p. 349)

In his second edition, Thelin (2013) acknowledged the increasing Hispanic and Latino student populations on college campuses in the southwest. Yet, decades prior, the southwest region of the United States birthed HSI supportive advocacy-based organizations including the Hispanic Association of Colleges and Universities (HACU), Mexican American Legal Education Defense Defund (MALDEF), and the National Council of La Raza (NCLR), among others (Mendez, Bonner, Méndez-Negrete, & Palmer, 2015). As Mendez, et al. (2015) argued, these factions of society were actively involved in promoting, executing, and evaluating Hispanic/Latino student success after the large influx of Hispanic/Latino students enrolling in higher education institutions. Thelins' (2004, 2013) works, among others' were not culturally responsive to the depth and breadth of influences on American higher education as a result of this student population.

Several HSIs including Florida International University (Miami, FL), Eugenio María de Hostos Community College (Bronx, NY), Boricua College (Manhattan, NY), St. Augustine College (Chicago, IL), and National Hispanic University (Oakland, CA) merit further research in efforts to challenge the invisibility of HSIs within historical narratives of American higher education. These institutions and others were openly founded with institutional efforts to serve an increasing number of Hispanic, Latino, and Caribbean students in their respective regions. As Hurtado and Ruiz (2012) stressed, these higher education institutions “were established with the express purpose of responding to the educational needs of Hispanic/Latino students” (p. 2). While the designation serves as a nationally recognized effort to acknowledge institutions serving a growing student population in American higher education and provide beneficial federal dollars to those institutions, it is also necessary to recognize the efforts of those institutions that have since their founding, served a 25 percent or more Hispanic student

population. The following questions remain: (1) Does the HSI designation adequately include/identify institutions that historically (since founding) enrolled at least 25 percent Hispanic student populations? (2) How have racial and ethnic demographic changes and community formation contributed to the establishment of HSIs? (3) How does demographic change contribute to this historical status?

Purpose of the Study

This dissertation explores the ways in which Latino and Caribbean cultural community formation via migration and diasporic community formation influenced the founding of FIU. The intent is to detail how one HSI historically served students who self-identify as Hispanic/Latino/Caribbean decades prior to the federal government's legislation in 1992. The purpose of this historical study is to chronicle how demographic changes (via migration patterns alongside transnational Latino and Caribbean community formation) influenced the establishment of FIU from the mid-1960s to the mid-1970s. Moreover, this study offers more inclusive terminology for HSIs that have historically served Latino and Caribbean populations by proposing the use of the phrase Historically Latino/Caribbean-serving Institutions (HLCIs).

Significance of the Study

Today's conversations surrounding the "browning of America" neglect the historical settlement, longevity, and continual migration of diverse Latino and Caribbean communities that have long resided and contributed to the U.S. Beyond the HSI designation, there is a need to shift the conversation toward a more holistic narrative of American higher education—a narrative that is inclusive of institutions that have historically served what Benítez and DeAro (2004) describe as “increasingly diverse populations in the United States” (p. 35). Moreover, beyond the statistical data produced about HSIs, historical research fills the gaps in American

higher education. The narrative surrounding the history of American higher education has often silenced the voices of those communities that influenced the birth and trajectory of these institutions. This dissertation positions migration and diasporic community formation alongside enrollment as essential factors to the historical status of Florida International University in serving at least 25 percent of more Hispanic students. This study also contributes to migration studies, Latino and Caribbean studies, and the history of American higher education.

For historical, sociocultural, and philosophical purposes, there is a need to recount the story of American higher education institutions that prior to institutional HSI designation created campus spaces to serve Latino and Caribbean populations. The formation of Hispanic-serving Institutions designed to serve what we identify today, as Latino and Caribbean populations, remain important to the larger narrative of the history of American higher education. Furthermore, the experiences of Latino and Caribbean populations and contributions to the formation of American higher education merit a space in historical texts. This historical research study makes a contribution to the existing HSI literature by providing a historical recount of one HSI that has historically served Latino and Caribbean populations: Florida International University. This study's goal was to contribute to the narrative concerning the history of American Higher Education by suggesting institutions with established missions, programmatic efforts, at least 25 percent enrollment, and/or community initiatives to serve Latino and Caribbean populations since the university's founding—be identified as Historically Latino/Caribbean-Serving Institutions. This study also serves as the first attempt to differentiate between what is known today as HSIs and what may be considered as HLCIs.

Theoretical Framework

As a theoretical framework, this dissertation employs Datta's (2003) notion surrounding migration as a "process...[and] important factor in the area of development and changes in the present-day society" (p. 15). In *Human Migration: A Social Phenomenon*, Datta (2003) argues that "flows" of migration play a role in "employment and regional development." Similar to Datta, Castles (2002) also shared the notion that migration or "population mobility and its corollary—processes of community formation leading to social and cultural change" has gained importance in our attempts to evaluate "future perspectives" (p. 1144). According to Castles (2002), migration is "a new form of a systemic element in processes of globalization." Both Datta (2003) and Castles' (2002) view migration as a process that produces inevitable community formation via economic and regional development. This allows us to understand migration as a key factor contributing to regional, national, and international social and cultural change. This study attempts to understand Latino and Caribbean migration as a process intricately tied to community formation influencing social and cultural change in Miami, including the establishment of an international university as FIU.

Concluding Thoughts

The increase of Hispanics/Latinos and people from the Caribbean in the United States due to birthrate, immigration, and migration has not only changed the culture of the cities, states and areas in which they live, but have also affected American higher education. While the first institution of higher learning opened its doors in 1636, it only served White males from middle class to upper class households. Over 200 years later, females and people of color garnered access to higher education. As the diversity of the nation increased, so did the classrooms of

American higher education due in part to the Higher Education Act of 1965 and demographic change of U.S. cities.

The following chapter will provide a review of the literature concerning the rise of transnational Latino and Caribbean communities throughout several U.S. cities. Discussions surrounding demographic increase will shed light to migration and diasporic community formation as essential contributors to the shift and formation of community. As an increased transnational Latino and Caribbean migration and diasporic community formation led to the federal grant status of Hispanic-serving Institutions, the chapter will discuss how community formation in particular have influenced the founding of HSIs. This chapter ultimately bridges Latino and Caribbean cultural community formation to the establishment of HSIs.

CHAPTER 2: LITERATURE REVIEW

Overview

This chapter reviews the literature concerning the rise of transnational Latino and Caribbean communities throughout the U.S. This chapter sheds light to the development of Mexican American, Puerto Rican, and Cuban American communities throughout the U.S. and institutions that have historically served these populations. This chapter bridges the connections among migration, community formation, and American higher education. This chapter also provides a brief case as to why Florida International University, a current HSI, is a unique case through which to study demographic change and the need for a higher education institution in south Florida.

The rise of Latino and Caribbean Transnational Communities

The formation of U.S. Latino and Caribbean cultural communities is not a recent phenomenon. U.S. Latino and Caribbean diasporas are a direct consequence of the United State's political and economic relations with the region (Skidmore, Smith, & Green, 2010). *Latino Americans*, a six-episode series produced by Public Broadcasting System (PBS), illustrated the 500-year history of Latino and Caribbean community contributions throughout the United States including military service, civil rights, public office, and entertainment among other factions of society. The first episode shed light to the names of Spanish-speaking settlers that arrived during the 15th and 16th centuries and settled areas of what later became the states of Florida, California, Arizona, Texas, and New Mexico. According to the U.S. Department of Education, between 1999-2012, of a total of 223 HSI grantees, Florida housed 7 HSIs, California housed 70 HSIs, Arizona housed 9 HSIs, Texas housed 36 HSIs, and New Mexico housed 18 HSIs. Today, over 63 percent of HSIs are housed in the aforementioned states.

Mexican American Community Formation

The formation of Mexican American communities in the U.S. in particular was a result of several U.S. legislative acts including the Treaty of Guadalupe Hidalgo of 1848 (Skidmore, Smith, & Green, 2010). The Division of Maps at the U.S. Library of Congress houses the geographic map illustrating the western territories of the former *Estados Unidos de Méjico*⁴, dated in 1847. “By the treaty, the United States paid Mexico a modest settlement of \$15 million and took the entire expanse of territory from Texas to California—about half of Mexico’s national domain” (Skidmore, Smith, & Green, 2010, p. 50). Mexican nationals residing in post-1848 U.S. territories remained and were offered U.S. citizenship as a result of the treaty. Gonzalez (2000) discussed the involvement of the U.S. in acquiring lands of Mexico including the Treaty of Guadalupe of 1848—resulting in the continual settlement of Mexicans under a new identity as “Mexican nationals on American purchased soils”—producing Mexican/Chicano communities in the southwest areas of the U.S. According to *Historical Statistics of U.S. Census*, between 1846 and 1848, the number of immigrants from Mexico decreased from 222 persons to 24 persons. In 1849, the U.S. Census recorded an increase of immigrants of Mexico to 518 persons. Despite the limitations associated to the U.S. Census of the mid-1800s, the aforementioned census data provides an aerial view of early Mexican American community formation—a community by law entitled to equal access and privileges of U.S. citizenry inclusive to equitable and quality education.

Since the mid-19th century, the formation of transnational Mexican communities initiated a shift in demographic and cultural landscape of American higher education institutions—many

⁴ Author Translation: United States of Mexico

designated as present-day Hispanic-Serving Institutions (HSIs). During the 1940s, the *Bracero*⁵ program was a crucial factor to Mexican American cultural community formation throughout the U.S. The *Bracero* program allowed Mexican laborers to travel and legally work in the U.S. during a period of labor shortage as a result of World War II (Skidmore, Smith, & Green, 2010). The *Bracero* History Archive shared oral histories and documents of laborers on behalf of family members remaining important to memory and historical remembrance of Mexican American community formation. The formation of Mexican and Mexican American communities promulgated an educational desire and need for American higher education. In his dissertation, “Before we were Chicanas/os: The Mexican American experience in California higher education, 1848-1945,” Tudico (2010) utilized primary sources to chronicle the experiences of Mexican Americans in higher education. The chronicling of these experiences are important to the narrative surrounding the history of American higher education as the U.S. Census Data did not accurately count persons of Mexican decent until 1980.

According to the U.S. Census of 1980, 60 percent of the persons of Spanish origin were persons of Mexican descent and 31 percent of persons of Spanish origin resided in California. The large number of persons of Mexican descent in California as reflected in the U.S. Census of the 1980s coincides with the establishment of a Hispanic-serving Institution in the Oakland area. The National Hispanic University was founded as a private college in 1981 with a mission “to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology” as stated on its website (“History,” para. 3).

⁵ In Skidmore, Smith, and Green (2010), Braceros were referred to as Mexican laborers.

Puerto Rican Community Formation

The formation of Puerto Rican communities in the U.S. was also a result of the United State's economic and political agenda. Considered a "commuter nation" by Acosta-Belén and Santiago (2006), "Puerto Rican migration to the North American continent grew out of specific political and socioeconomic conditions, whether it happened under Spanish colonial rule or under the U.S. regime" (p. 1). The U.S. acquired the island in the aftermath of the Spanish-American War of 1898 (Skidmore, Smith, & Green, 2010). Similar to Mexican American communities, Puerto Ricans on the island were positioned to inherit the rights and privileges as inherited by the Anglo citizenry. Nonetheless, Puerto Ricans were not granted U.S. citizenship until 1917 (Skidmore, Smith, & Green, 2010) through which many served on both World War I and World II.

During the 1930s, literary works began expressing nostalgia for island life in Puerto Rico and migration due to economically difficult times. Relevant to the experience of Puerto Rican women, Puerto Rican scholar Vanessa Pérez Rosario (2014) describes the story of a Puerto Rican "exiled" poet and writer of the 1930s, Julia de Burgos. In her text *Becoming Julia de Burgos: The making of a Puerto Rican Icon*, Pérez Rosario (2014) described Julia's as a "nomadic subject"—a subject which challenged the prescribed "domestication" of a Puerto Rican woman during the 1930s and migrated to the U.S. to express "liberation" for female subjects. Pérez Rosario (2014) informed us of how "Burgos [evoked] the experiences of those migrants who faced discrimination and criminalized because of their linguistic and cultural differences, race, class, and gender" (p. 5). To Pérez Rosario (2014), Burgos "challenged the work of the *trenintista* [thirties] writers, and [provided] routes for other island-based writers who chose to work from a position of exile" (p. 3). Irizarry Rodriguez's (2008) chapter on *Evolving*

Identities affirmed that, “to fully appreciate the literature of Puerto Rican diaspora writers involves understanding the process of transnationalism, questioning the ideas that underpin concepts such as ‘nation,’ ‘national,’ and ‘cultural identity’” (p. 1). An additional interesting notion, Irizarry Rodriguez (2008) shares forth is this idea of “commuter nation” as “communities in constant transition and evolutions, where the concepts of emigration and migration at once reflect and perplex the literary representation of Puerto Rican experience” (p. 1). This notion of ‘commuter nation’ gives rise to the idea that diasporic nations are in continual process of evolution and movement. Important to the study of Latino and Caribbean community formation and its influence to American higher education, the notion ‘commuter nation’ contextualizes and situates diasporas as transient and transnational. Migration is intricately tied to the identity of transnational Latino and Caribbean community formation.

The works of Julia de Burgos allows us to better grasp the experiences of Puerto Rican migration during the 1940s-1950s—a time when—as Puerto Rican scholar Edna Acosta-Belén (2006) affirmed—“Puerto Ricans were the first and, to this date, the largest airborne group of migrants to come to the United States” (p. 69). Many Puerto Rican migrants left the Island to settle areas of New York City as early as the 1940s and often served in World War II. The largest influx of Puerto Ricans, however, occurred during the 1950s and 1960s as a result of the slow decline in socio-economic progress on the Island caused by ‘Operation Bootstrap,’—a plan by Governor Luis Muñoz Marín through which “the U.S. federal government would encourage investments in Puerto Rico through a series of tax holidays and other allowances” (Skidmore, Smith, Green, 2010, p. 118). As a partly failed Operation Bootstrap triggered mass unemployment, as many as 470,000 Puerto Ricans migrated north for employment opportunities (Acosta-Belén & Santiago, 2006). “One consequence,” Skidmore, Smith, and Green (2010)

informed, “was to accelerate the flow of migrants to the U.S. mainland, where 40 percent of Puerto Ricans came to reside...one-half of the migrant population settled in New York City” (p. 119). According to Acosta-Belén and Santiago (2006), “the New York Puerto Rican community was the largest and fastest growing one during the early decades of the twentieth century” (p. 54). Acosta-Belén and Santiago (2006) further informed, “Puerto Ricans also were recruited for industries in New Orleans; Wilmington, North Carolina; Charleston, South Carolina; and Brunswick and Savannah, Georgia” (p. 54). Many Puerto Rican Caribeños also settled areas of Florida, with the largest population of Puerto Ricans concentrated in areas of Orlando and Kissimmee by the 1980s (Acosta-Belén & Santiago, 2006).

A sizeable increase in Puerto Rican and often Spanish-speaking population in New York City in such a short period of time presented a new responsibility for the city of New York to provide a newly arrived population access to affordable housing, education, and employment opportunities. Socio-economic mobility was often—and still remains—aligned with the ability and affordability of higher education. Without a post-baccalaureate education or formal training beyond high school, Puerto Rican—and many other Caribbean—migrants would often be forced to attain lower wage positions in the garment industries. In 1970, 18.21 percent of the Puerto Rican population possessed a high school diploma (Acosta-Belén & Santiago, 2006). High unemployment on the island as a result of *La Operación Manos a la Obra*⁶ pushed out migrants onto U.S. mainland cities during the 1950s and 1960s (Santana, 1998; Acosta-Belén & Santiago, 2006; Skidmore, Smith, & Green, 2010).

⁶ Refers to “Operation Bootstrap” as translated by Santana (1998) in her article “Puerto Rico’s Operation Bootstrap: Colonial Roots of a Persistent Model for Third World Development”.

The increasing demographic of Puerto Rican populations in cities like New York City resulted in the founding of two presently designated Hispanic-serving Institutions missioned to serve the educational needs of this growing population: (1) Eugenio María de Hostos College Community also known as Hostos Community College; and (2) Boricua College. Hostos Community College was founded in 1968 in the southside of the Bronx to serve the needs of its growing Caribbean and African American populations settling areas of the South Bronx during the late 1960s. According to the Hostos website,

Hostos Community College was created by an act of the Board of Higher Education on April 22, 1968, in response to the demands of Puerto Rican and other Hispanic leaders who urged the establishment of a college to meet the needs of the South Bronx (“History of Hostos Community College,” para. 1).

Hostos became one of the first colleges to provide bilingual instruction to its students.

Four years after the establishment of Hostos, neighboring borough of Manhattan founded Boricua College in 1974. Boricua’s mission statement online explained its institutional name and identity,

As a Puerto Rican institution deriving its name from the Taino word from the Island Borinquen the College seeks to strengthen Boricua culture through a bilingual, bicultural approach to learning, and special course offerings in Puerto Rican history, art, and culture. At the same time problems facing Puerto Rican and other Spanish-speaking people in America, and aims to prepare students for effective leadership in their communities in future years.

By 1980, the U.S. Census projected the Puerto Rican population at 14 percent of the total persons of Spanish origin. Today, Hostos Community College and Boricua College are 2 of

many other HSI institutions serving Puerto Rican populations. According to the U.S. Department of Education, between 1999 and 2012, 44 Hispanic-serving Institutions on the island of Puerto Rico received federal grants. At least 46 institutions were selected by the U.S. Department of Education to serve the educational needs of Puerto Rican populations both on the island and U.S. mainland.

Cuban American Community Formation

The formation of Cuban cultural communities in the U.S. resulted in part as a direct consequence of the United States' political involvement in the Caribbean region. In the aftermath of the Spanish-American War of 1898, the United States agreed to seize the Island of Puerto Rico and help Cuban patriots against Spain (Gonzalez, 2000; Skidmore, Smith, and Green, 2010). Nonetheless, not all Cuban patriots agreed to U.S. interventionism on the Island. Cuban writer and poet Jose Martí became a "U.S.-based Latino voice" to Latino America's press while in exile during the late 1800s. In Martí and Foner's (2007) *Inside the Monster*, Martí's essays introduced Latino America to an "insider's perspective" of U.S. society—as Martí perceived and experienced it. Martí and Foner (2007) conveyed Martí's postcolonial lens as a member of the Cuban exiled diaspora settling in New York. Martí shared his attitude toward the U.S. and its relationship to Latino America during the mid-late 19th century—a time of expansion and 'manifest destiny' for the United States's increasing industrial economy led by wealthy business owners. Moreover, the PBS (2013) documentary series *Latino Americans* eluded to Martí as shifting from a naïve perspective of U.S. society—a society to Martí exerting inclusive demeanors toward members of diverse ethnic, cultural, socio-economic, religious and political backgrounds—and shifting toward an anti-U.S. and pro-Cuban stance. In a Cuba not yet independent of the Spanish crown, Ada Ferrer's (1999) *Insurgent Cuba* spoke of Martí as an

“intellectual” and “white son of a Spaniard and Cuban, who in 1892 founded the Cuban Revolutionary Party in New York” (p. 9). Ferrer (1999) also shared Martí’s and other intellectuals’ visions of a “raceless nationality” in efforts to create a “physical and spiritual embrace between black and white men in battle” together for a free Cuba. Although Martí’s death arrived before Cuba’s independence from Spain, a later free Cuba would memorialize and acknowledge Martí as one of Cuba’s key political actors in Cuban independence. Martí’s work speaks to the depiction of the political and socio-economic status of Cuba and its relationship with the U.S. Moreover, Martí’s political work in the U.S. allowed for many Cubans exiled in the United States to maintain a sense of community while involved in the fight against the colonial forces of Spain.

A second historical event in Cuba led to repeated formation of Cuban diasporic community in the United States. In 1959, a political regime change in Cuba led to the immigration of upper and middle class Cuban families to settle areas of Miami. Cuban President Fulgencio Batista resigned on January 1, 1959, after socialist leader Fidel Castro alongside others became involved in overthrowing the Batista regime (Quirk, 1995; Gonzalez, 2000; Skidmore, Smith, & Green, 2010). A year later, Castro’s following political agenda set the stage for *Batistianos*⁷ and wealthy landowners to flee to a politically welcoming United States. Skidmore, Smith, and Green (2010) informed,

Four basic trends took hold: (1) the nationalization of the economy, (2) a sharp swing to the Soviet bloc, (3) the establishment of an authoritarian regime, and (4) the launching of an egalitarian socioeconomic policy (p. 134).

⁷ Referred to by Quirk (1995) as supporters of Cuba’s Fulgencio Batista

The first large wave of Cuban migrants into the U.S. was caused in part by the aforementioned agenda implemented by Castro's socialist government. In *Latino Americans*, narrator Dennis Baron shared, "many of the first Spanish-speaking Cubans who came to Miami after Fidel Castro's revolution were upper, middle class, middle class professionals, well educated and to a certain extent, they felt that they were in temporary exile" ("Latino Americans," 2013). The United States' Migration and Refugee Assistance Act of 1962 welcomed Cuban migrants with open arms by providing the economic assistance necessary for newly formed Cuban communities to settle areas of Miami, Florida. Although the journey of Cuban migrants often became one of political refuge, economic protections, and voluntary migration to the U.S., many later comprehended their journey as permanent settlement—a journey similar to other Caribbean transnational migrants including Dominicans and Haitians. Cuban migrant Julio Guichard shared his experience leaving Cuba with his wife and son and settling Miami, New York City, and later New Orleans where he has resided for several decades (personal communication, March 3, 2015). As the U.S. Census of 1980 estimated, the Cuban population accounted for 5 percent of persons of Spanish origins.

Although the Migration and Refugee Assistance Act of 1962 offered Cuban communities an economic package as a means toward swift U.S. assimilation and acculturation, Cuban scholar Fernando Ortiz (1995) warned researchers of the consequences and dangers of the irreducibility of cultural identity formation as a process mandated to acculturate and assimilate. To Ortiz (1995), transculturation is a better term, as it describes Latino and Caribbean identity as a product of migration and amalgamation of different cultures. As Ortiz (1995) further explained, "the real history of Cuba is the history of its intermeshed transculturations" (p. 98) and "transculturation better [expresses] the different phases of the process of transition from one

culture” and “not consist merely of acquiring another culture” (p. 102). This process of U.S. Latino and Caribbean transculturation was also depicted in the literary texts of Cuban scholar Coco Fusco (1995). In *English is Broken Here: Notes on Cultural Fusion in the Americas*, Fusco (1995) shared the sentiment of “post exile” young Cuban Americans that welcomed a distinct perspective to Cuban identity beyond Cuba’s events of 1959. As a politically conscious artist and activist, Fusco (1995) shared the importance of “symbolic action” as a way to reject notions of an “established” or “imposed culture” (p. 25). To Fusco (1995), “cultural and communal self-expression [were] perhaps the most important sites of resistance, the signs in everyday life of an ongoing political struggle” (p. 35). In other words, as products of transculturation, members of Diasporic communities are urged by Fusco (1995) to resist attitudes of U.S. societal push for “acculturation”—often considered a necessary component in predominately white institutions of American higher education.

Dominican American Community Formation

The Dominican Republic and the U.S. always shared political, social, and economic relations. According to Torres-Saillant and Hernández (1998) U.S. Dominican relations were not a new phenomenon but a rather an “age-old romance”. Many years of U.S. military intervention in the Caribbean often came in the form of U.S. foreign policies aiming to stabilize governments—efforts essentially targeting the stabilization of U.S. economic interests in the Caribbean (Roorda, 1998; Gonzalez, 2000; Skidmore, Smith, & Green, 2010). Many Dominicans particularly left the Dominican Republic in the aftermath of the death of Dominican Republic’s Rafael Leonidas Trujillo Molina in May of 1961 to seek better economic opportunities. In *The Mobility of Workers Under Advanced Capitalism: Dominican Migration to the United States*, Hernandez (2002) informed that the labor force often pushed Dominicans to

migrate north, nonetheless “the fact immigrants came did not mean that they were all needed or wanted” in the labor force (p. 5). Throughout his 31 years as President, the Dominican Republic experienced an iron-fist form of government. “Trujillo’s dictatorship encompassed three main elements: a military ruled government, economic prosperity, and the oppression of its citizenry” (Guzmán, 2009, p. 11). Oppression outweighed economic prosperity and resulted in the mass exodus of many Dominicans toward their northern most neighbors, the United States. “Between 1961 and 1986 more than 400,000 people legally immigrated to the United States from the Dominican Republic, and another 44,000 moved to Puerto Rico, while thousands entered both places illegally” (Gonzalez, 2000, p. 117). New York City, particularly, the upper Manhattan area of New York became a home for newly settled Dominicans.

Despite the overwhelming number of Dominicans that settled New York City, according to Hoffman (2002), south Florida also became home to many Dominicans arrivals. The search for economic prosperity on U.S. soil often forced Dominican immigrants to undergo an “identity reconstruction” (Hoffman, 2002). As identity and identification became more prominent to the allocation of federal economic resources, the U.S. Census of 1970 first introduced the term *Hispanic* in efforts to account for the growing Hispanic demographic in the U.S. post-1960s. Nonetheless, the 1970 U.S. Census failed to accurately count the number of Hispanics in the United States as categories of “race” remained “white,” “negro,” or “other”—furthering its inability to accurately illustrate the number of subgroups including Dominicans.

Negotiating Diasporic Community Formation

Beside educational access and needs, community formation involved the sharing of cultural commonalities and differences among the Hispanic Caribbean community. Flores (2009) informed,

The Hispanic Caribbean, the three Spanish-speaking Antillean islands with huge, vibrant Caribbean Latino enclaves in the United States, are as closely linked in their common cultural heritage and regional location as they are distinct in their political status and migratory and diaspora histories (p. 6).

Music, particularly, became an avenue through which nostalgia for Island culture was expressed and shared among Caribeños in cities like “Spanish Harlem” in New York City, Paterson, New Jersey and Miami, Florida. “Together they formed one community with shared cultural roots...the music produced by that community was, simply put, Caribbean” (Rondón, 2008, p. 18). Musical genres include salsa, merengue, and bachata among others. Salsa, merengue, and Latin Jazz are closely tied to their similar diasporic histories often rooted in West African, Spanish, and Indigenous traditions.

Although the origins of salsa vary, according to Rondón (2008), “salsa was born in the Latino barrio of New York where the youth began to use it as the only music capable of expressing their everyday lives” (p. 18). Puerto Rican salsa singers or *salseros* of the late 1960s and early 1970s Hector Lavoe, Willie Colon, Fania All Stars, and Eddie Palmieri, among many others became an influential factor to cultural community formation in areas of New York City and Miami. Often known as the “Queens of Salsa” Cuban *salsera* Celia Cruz became immensely popular among many different groups for her celebratory music. Music from artists like Hector Lavoe and Celia Cruz played a role in the development and sustainability of culture, heritage, the community formation of Latino and Caribbean communities.

Literary works also became an expressive means towards diasporic community formation. Fictional and historical works offer both a literary and historical lens important to understanding how peoples of Latino and Caribbean descent negotiate notions of race, ethnicity,

gender, nationality, sexuality, religion, violence, peace, socio-political and economic climates as they shift from their country of origin to the diaspora or “metropolises,” particularly the U.S. and Europe. Latino and Caribbean literary artists like Condé (1995), Danticat (1998), Persaud (2004), Martí & Foner (2007), Díaz (2007), and Pérez Rosario (2014) shed light to issues of identity associated in establishing diasporic communities. Whether writers of cultural identity, writers whom educate others in higher education institutions, or writers whom write and rewrite their own cultural histories from a “Diasporic gaze”—writing plays a crucial role to the experiences—both positive and challenging—of these communities. These perspectives and often “subjects” of their novels include notions of race, ethnicity, gender, nationality, sexuality, religion, violence, peace, socio-political and economic climates in nations that often produce the voluntary and at other times involuntary migrations of Latino and Caribbean peoples. As products of our past, migration becomes an inevitable factor of Latino and Caribbean cultural community formation.

Literary and historical works also share the connection between identity and diasporic community formation. To Hall and du Gay (1996), identity is a “construction, a process never completed—always ‘in process’” (p. 2). In other words, “identification is in the end conditional, lodged in contingency” (Hall and du Gay, 1996, p. 3). Migration is intricately tied to the identity of transnational Latino and Caribbean communities. Migration repositions the identity formation of transnational Latino and Caribbean communities and enables members to “imagine communities” (Anderson, 1991) in efforts to reconstruct their identities from a U.S. diasporic locality. This process of migration and transculturation problematizes the term *Hispanic* as used by the federal government to identify persons of Spanish origin and furthermore positions those

not of Spanish origin and from particular ethnic communities of Latin American and the Caribbean as subaltern.

Migration, Community Formation, and American Higher Education

American higher education is a product of its social context or simply put in Thelin's (2004) terms, "historical institutions" (p. xiii). Researchers of higher education cannot speak of the development of higher education, without shedding light to migration due to the socio-political and economic climate simultaneously surrounding the development of these institutions. U.S. political and economic ties to the rest of the Americas, Asia, and Africa generated centuries of migration routes where both commodities and human travel became inevitable. For those ethnic groups on U.S. soil, the racial and ethnic genealogy of earlier community formations of the U.S.—similar to the Caribbean's process of Creolization—became a product of an amalgam of various communities. Thelin and Gasman (2010) reasoned, "a historical profile of American higher education is in large part a story of structures, not just bricks and mortar but also legal and administrative complexities that reflect our nation's social and political history" (p. 3). What makes these institutions historical are their historical permanence alongside the student demographic it served—particularly the demography of students who themselves or their parents were products of migration.

Migrations of ethnic groups throughout U.S. history have been intricately tied to the development and fruition of American higher education—as students, often migrants themselves or children of migrant parents. For example, in the earlier years prior to the establishment of what would later become the United States, colonial-based institutions were established and attended by Americans whose descendants came from Europe (Thelin, 2004). Europe's migrants

included many of the ethnic⁸ groups of “Old World” Europe who journeyed across the Atlantic Ocean to establish some of the earlier British colonies in the Northeast areas of the Americas (Zinn, 2003). As Thelin (2004) illustrated in *A History of American Higher Education*, “colleges in the colonial era” were established prior to the chartering of the United States. These institutions included Harvard College chartered in 1636, College of William and Mary chartered in 1693, Yale College chartered in 1701, Princeton—former College of New Jersey— chartered in 1746, Columbia—former King’s College—chartered in 1754, University of Pennsylvania chartered in 1755, Brown University chartered in 1764, Dartmouth University chartered in 1769, and Rutgers University chartered in 1766. The aforementioned American colonial institutions made an attempt to resemble institutions of “Old World” Europe including Oxford, Cambridge, and University of Bologna, among others (Thelin, 2004). Those who attended the early colleges and universities were “white” males of European descent and of elite families possessing high socio-economic status. Thelin (2004) further acknowledged, “it was a relatively privileged group of young men who were expected to be serious about their studies and their religion” that attended colonial institutions (p. 24).

The early years of American higher education presented both excitement and challenges with regard to accessibility. While constituents of early American higher education welcomed global cultural flows of knowledge and ideas—particularly from Eurocentric paradigms—its constituents turned its back to those of “less noble” status. Another group of youth with origins of ethnic groups from West Africa were often considered chattel, human commodities, and products of involuntary human migrations and not allowed to attend institutions of American

⁸ Here, we define ethnic as “ethnos” in Greek, “meaning people or ‘nation’” (Wade, 2010, p. 15) and use Wade’s (2010) reference to ethnicity as “cultural differentiation” using a “language of place” or groups whom identify according to same origins of cultural geography.

higher education. Indigenous groups were also subjected to American lifestyles by force and not allowed the privilege of American higher education. American higher education became situated in spaces often welcoming to ethnic migrants of Europe, and negligent to those in America's own backyard.

The 17th and 18th centuries promised access to American higher education to members of only a particular social and economic class. The demographic change in U.S. cultural landscape did not resemble classrooms of American higher education institutions. Women were not privileged to the same educational rights as men, nor were African Americans/Blacks, Indigenous/Tribal communities, earlier settlements of Latino/as and Asian Americans, among others. Expansion of public higher education toward the U.S. west—then territories of Mexico prior to 1848 (Skidmore, Smith, & Green, 2010)—did not provide immediate access for Mexicans and later generations of Mexican American communities residing in the areas of California, New Mexico, Arizona, among others (Bosch, 2013). Similarly, in the U.S. Northwest, indigenous communities were excluded and often discriminated against while pursuing admission to American institutions of higher education.

The 19th century presented slight change and opportunity for otherwise marginalized populations. Limited access to higher education produced the rise of women's colleges and Historically Black Colleges and Universities (HBCUs). These colleges provided an avenue to educate the increasingly diverse American populations. Women's colleges were established in the 1830s to educate a population restricted from the male only colleges (Solomon, 1985). Founded in 1836, Wesleyan College was the first women's college followed by Mount Holyoke Female Seminary and later Mount Holyoke College in 1837. Beside women's colleges, Historically Black and Colleges and Universities were also chartered to provide access to Blacks

after 1865. According to Anderson (1988), “Between 1870 and 1890, nine federal black land-grant colleges were established in the South, and this number increased to sixteen by 1915” (p. 238). However, Anderson (1988) notes only one of those Black land-grant colleges provided “collegiate-level” instruction. College degree attainment for Blacks remained low despite the establishment of 16 HBCUs. In Gasman, Baez, and Viernes Turner’s (2008) *Understanding Minority Serving Institutions*, Allen’s forward offered,

What we do know is that Minority-Serving Institutions have played critical roles in the expansion of access to higher education for underrepresented racial and ethnic minorities such as Blacks, Latinos, Native Americans, and some Asian Pacific Islanders (p. xvi).

As the educational needs of new “ethnic” migrant groups grew obsolete to some of the U.S.’s well established and well endowed institutions, U.S. legislation such as the Higher Education Act of 1965 provided the federal funding necessary to educate historically marginalized populations who otherwise would have no or limited access to higher education. The Higher Education Act of 1965 particularly paved the way for many students of underrepresented populations, including Hispanic/Latino students to attain higher education.

National advocacy based Hispanic/Latino organizations also arose as a result of the growing needs of these communities including education, immigration advocacy, legislative advocacy, and civil rights, among others (Mendez, Bonner, Méndez-Negrete, & Palmer, 2015). The National Council of La Raza (NCLR) was founded in 1968 as the “largest national Hispanic civil rights and advocacy organization in the United States” providing advocacy efforts for Hispanic Americans through its local Affiliates throughout the U.S. In the same year, the Mexican American Legal Defense and Education Fund (MALDEF), was founded as the “nation’s leading Latino legal civil rights organization” or “law firm of the Latino community”

(“Mission Statement,” sec. 1).

In 1972, the Puerto Rican Legal Defense and Education Fund (PRLDEF)—later renamed Latino Justice—emerged in efforts to provide “advocacy and litigation” as a result of “discriminatory practices” experienced by Puerto Rican and Latino communities. In 1975, the Hispanic Scholarship Fund was founded with a mission to “empower Latino families with the knowledge and resources to successfully complete a higher education, while providing scholarships and support services to as many exceptional Hispanic American students as possible” (“About HSF,” para. 1). In 1986, the Hispanic Association of Colleges and Universities (HACU) was founded as an institutional members-based organization with a “mission to engage in activities that heightened the awareness among corporations, foundations, governmental agencies and individuals of the role that member colleges and universities play in educating the nation’s Hispanic youth” (Revilla-García, 2011, p. 3).

Rise of Hispanic-serving Institutions

As illustrated in the U.S. Census of 1980 and 1990, the continual growth of Latino/as and Spanish-speaking Caribbean populations in the U.S. alongside the growing need for educational access and attainment, promulgated HACU to lead legislative advocacy efforts toward federal grant dollars. A historical timeline provided by *Excelencia* in Education illustrated the origins of a new term HACU coined to describe institutions with at least a 25 percent Hispanic student enrollment and financial need: “Hispanic-serving Institution” or HIS. In 1992, as *Excelencia* in Education stated, “the identification and definition of HSIs became law under the Higher Education Act (HEA)”. As a result, HSI funding was used to promote, develop, and implement programs toward Hispanic student success. Since the first funding appropriations, Hispanic Serving Institutions (HSIs) in particular, served as primary examples as to how the rapid growth

of transnational Latino and Caribbean cultural communities in major U.S. cities leads to an increase in Hispanic student enrollment (Laden, 2001).

Twenty-seven years after the passing of the Higher Education Act, the phrase “Hispanic-serving Institution” was acknowledged in legislation and later eligible for federal funding in an effort to increase college degree attainment among Latinos/as. According to Benítez (2002),

This development [of HSIs] is closely related to two extraordinary quantitative increases that have brought about qualitative changes in education in the United States: a large increase in federal funding, and a dramatic increase in the Hispanic population of the United States (p. 62).

Laden (2001) explained further, “defined by the reauthorization of the Higher Education Act, as amended in 1992, HSIs are those 2- and 4-year colleges and universities with 25% or more total undergraduate Hispanic full-time equivalent (FTE) enrollments” (p. 73). The U.S. Department of Education shared their interpretation of Hispanic-serving Institutions. Reflected on their site, the U.S. Department of Education “[does] not officially grant an institution an HSI designation,” however, they suggested, “institutions are considered HSIs based on their grant award status for the duration of their grant award, which is five years” (“HSI Designation,” para. 5). “HSIs are exactly what the name implies; they are colleges and universities that serve large numbers of students who self-identify as Hispanic or Latino” (Laden, 2010, p. 186). HACU, also known as the Hispanic Association of Colleges and Universities, also has its own designation. As its website suggested, “for HACU’s membership purposes, Hispanic-Serving Institutions (HSIs) are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 20% of the total enrollment” (“Membership,” para. 1). The difference between HSIs as defined by the U.S. Department of Education and HACU is

problematic in that no uniformity of one definition truly exists. Nonetheless, the study of HSIs remains important and crucial to the study of Hispanic student success (Núñez, Hurtado, & Calderón Galdeano, 2015).

Latino and Caribbean cultural community formation has often influenced the historical trajectory of American higher education institutions. “As the population of Latin American and Caribbean background in the United States increase rapidly in size and diversity, it becomes all the more important to understand the particular histories and cultures of each of the nationalities and regional groups” (Flores, 2000, p. 7). Laden (2001) shared,

Already the fastest growing minority group in the nation, Hispanics have migrated to urban areas in record numbers in search of jobs and a better life. Metropolitan areas, such as San Antonio, Los Angeles, Houston, San Jose, New York, Dallas, San Diego, Phoenix, Chicago, San Francisco, Philadelphia, Detroit, and Miami, are magnets that continue to attract Hispanics (p. 74).

U.S. Institutions of higher education on the mainland, excluding the historically Hispanic-serving institutions in Puerto Rico, have increasingly experienced an increasing number of Hispanic/Latino enrollments.

HSIs remain a temporary “designation,” in the eyes of many scholars in American higher education and often considered non-historical institutions as the criteria is purely associated with enrollment percentages and not on any specific historical events or institutional efforts intentionally designed to attract Hispanics. From a legislative perspective, the Higher Education Act as amended in 2008, defined a Hispanic-serving Institution as “an institution of higher education that – (a) is an eligible institution; and (b) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year

immediately preceding the date of application” (2008). The act (2008) further defined eligible institution as “an institution of higher education—that has an enrollment of needy students”. According to the Higher Education Act as amended in 2008, needy students include “at least 50 percent of the degree students so enrolled are receiving need-based assistance.” As evidenced in the amended Higher Education Act of 2008, eligibility criteria are associated with enrollment percentages based on student demography and financial need. Unlike Historically Black Colleges and Universities (HBCUs), HSIs receive designation based on a temporary grant-based status irrelevant of ability to have historically-served Latino populations. At the ground level, the U.S. Department of Education has provided HSI grantees with appropriated federal dollars in efforts to develop and promote educational opportunities for Hispanics student success. In 2013, the U.S. Department of Education’s list of *Hispanic-serving Institutions Grant Recipients* offered 181 Hispanic-serving Institutions became federal grant recipients. However, as listed in the *Title V Developing Hispanic-serving Institutions Program Historical List of All Grantees*, approximately 223 were funded between 1999-2012. What has not been addressed in the HSI legislation is the term “historical” as it relates to those HSIs that have historically served Latino and Caribbean populations.

HSIs as *Historical* Institutions

The civil rights movement, political unrest, and as Boren (2001) described “student resistance of the 1960s,” ironically presented a prime opportunity for the founding of several higher education institutions designed to educate underrepresented populations. Presently designated as Hispanic-Serving Institutions (HSIs), some of these institutions include Florida International University (founded in 1965), Eugenio María de Hostos Community College (founded in 1968), Boricua College (founded in 1974), St. Augustine College (founded in 1980),

and National Hispanic University (founded in 1981). Eugenio María de Hostos Community College, Boricua College, St. Augustine College, and National Hispanic University were among the four listed by Laden (2001) and Hurtado and Ruiz (2012) “established with the express purposes of responding to the educational needs of Hispanic/Latino students” (p. 2). The historical formation of transnational Latino and Caribbean cultural communities throughout the U.S. has influenced the student demography of institutions of American higher education. As increasing number of Hispanic students enrolled at colleges and universities, HACU, in particular, advocated for HSI recognition, designation, and later funding of institutions that met federal criteria to promote Hispanic student success. According to *Excelencia* in Education, in Hispanic Association of Colleges and Universities (HACU) is created; the term ‘Hispanic-Serving Institutions’ is coined” (“Historical Timeline,” HSI origin timeline). July 23, 1992, the Higher Education Act was amended to include a federal definition of “HSIs” and provided eligibility for federal funds to “strengthen institutions”.

HSIs have seldom been regarded as historical institutions with missions, programs, or initiatives since the birth of the university to particularly serve Hispanic student populations. The HSI status is based on recent demography and financial need (Laden, 2001; Benítez, 2002; Benítez & DeAro, 2004; Santiago, 2006; Contreras, Malcom, & Bensimon, 2008; Santiago, 2008; Santiago & Andrade, 2010; Hurtado & Ruiz, 2012). According to Laden (2001), "majority of HSIs were not created to serve this specific population; rather they evolved over the last 30 years due primarily to their geographic proximity to Hispanic populations" (p. 74). Most HSI literature detailed the experiences and educational decisions of Hispanic students and administrators (Cejda, Casparis, & Rhodes, 2002), equitable outcomes (Contreras, Malcom, & Bensimon, 2008), challenges and opportunities (Benítez, 2002; De Los Santos Jr. & De Los

Santos, 2003), student success (Benítez & DeAro, 2004), student and administrator perspectives (Dayton, Gonzalez-Vasquez, Martinez, and Plum, 2004), organizational theories relevant to the study of HSIs (Garcia, 2013), myths and realities (Laden, 2001; Laden 2010), community college access (Nuñez, Sparks, & Hernández, 2011), and HSIs as inventions (Santiago, 2006), models (Santiago, 2008), and emergent (Santiago & Andrade, 2010). More recent literature highlighted the efforts of Latino community leaders and pioneers involved in policy-based movements in efforts to gain federal funding for HSIs (Mendez, Bonner, Méndez-Negrete, & Palmer, 2015). Nonetheless, the HSI, as a result of its more “recent” use in higher education literature, has remained away from conversations concerning historical institutions.

Despite this non-historical nature of HSIs in literature, institutions like Florida International University (1965), Hostos Community College (1968), St. Augustine College (1980), and the National Hispanic University (1981), among others offered mission statements and/or were established in close proximity to and for Latino/Caribbean populations. Institutions whose origins suggest a mission and lifelong service to newly formed Latino/Caribbean populations should be considered what the author coined as Historically Latino/Caribbean-Serving Institutions or HLCIs.

The formation of a transnational Latino and Caribbean cultural community in the southeast region of Florida coincided with the founding and first opening years of FIU between 1965-1975. FIU is one of the few institutions to establish a specific mission to cater to international understanding as a result of the geographic proximity to Latin America and the Caribbean. This campus presents a unique case through which to study such phenomenon and founding an international-based higher education institution in the midst of civil unrest and the U.S. government’s anti-communist stance against communist and socialist governed countries in

the Caribbean and Latin America. This dissertation posed transnational Latino and Caribbean cultural community formation as an important factor to in the formation of FIU between 1965-1975. The intent was to chronicle how demographic changes led to the creation of an HSI and given this fact, HSIs should be considered Historically Latino and Caribbean-serving Institutions.

Concluding Thoughts

This chapter provided a literature review as well as introduced Florida International University as a case study and focal analysis point of this dissertation. The following chapter will provide details as to the importance of historical research in education. The chapter will also share some of the philosophical underpinnings of historical research in education and explain the methodology involved in examining this case study. Research design, method, questions, limitations, bias, and summary of study will be discussed in detail.

CHAPTER 3: METHODOLOGY

Overview

This study employs historical research in education to explore how demographic changes and community formation impacted the formation of Florida International University (FIU). The following chapter introduces the underlying premise associated to historical research in education as well as the philosophical and methodological underpinnings associated to historical research in education. This chapter also introduces the research design and method for this particular case study as well as the bias associated to conducting this historical study. A brief discussion surrounding the limitations involved in this study assists in the researcher's efforts to acknowledge constraints surrounding historical research. An explanation of document analysis follows in efforts to validate the genealogical roots of each document and ensure sources are in fact primary sources as defined by Johnson and Christensen (2015). A summary of study concludes the following methods chapter.

Historical Research in Education

Historical research in education is based on the premise that knowledge of the past informs today's discourses on education. Johnson and Christensen (2015) defined historical research as “the process of systematically examining past events or combinations of events to arrive at an account of what has happened in the past (Berg, 1998)” (p. 411). Johnson and Christenson (2015) further stressed, in collecting data and analyzing the past, the historical researcher shifts beyond “incidents, facts, dates, and figures” and “attempts to reconstruct and present the facts and figures in a way that communicates an understanding of the events from the multiple points of view of those who participated in them” (p. 411). Historians are concerned with reliable sources of the past. Howell and Prevenier (2001) defined sources as “artifacts that

have been left by the past...they exist either as relics, what we might call 'remains,' or as the testimonies of witnesses to the past” (p. 17).

Philosophy and Method in Historical Research

Historical researchers come to understand knowledge through an epistemological framework that examines the past. The philosophical underpinnings of historical research are rooted in the epistemology of exploring past events, dates, places, and individuals, among others, in an effort to obtain "truths" that inform today's knowledge surrounding particular events. For historians, the ontological suppositions are grounded in history as living and being. Historical research is not the search for the dead but of those who lived in the past and contributed to our present.

Historical researchers are also concerned with ontological notions of reality as a social construction. As described by Creswell (2009), “the [social constructivist] researcher's intent is to make sense of (or interpret) the meanings other have about the world” (p. 8). Historical research is primarily concerned with multiple perspectives as a means to understand events. Additionally, historical research engages the interpretation of primary documents and positions itself within close proximity to first hand accounts of the past in an effort to reach a reality as constructed by multiple perspectives. Historical research is also fixated in an axiological understanding of memory and historical artifacts as objects that represent various interpretations of the past. Why is historical research important to broader research in education? In a *Historian's handbook: A Key to the Study and Writing of History*, Gray (1991) suggested we study history “as vicarious experience” proposing,

all thinking is based, consciously or unconsciously, upon recollections of past experience.

Man's unique ability to incorporate into his personal experience that of other men and

women, not only of his own time but of all previous generations, is a true second sight that sets him above other species and enables him better to understand the present in order to prepare himself to face the problems of the future (p. 6).

This vicarious experience allows one to understand how those in the past are connected with those in the present.

Historical research is highly relevant and important to the study of education, as it provides a more comprehensive recount inclusive to multiple perspectives of those engaged in education throughout history. In reference to Berg (1998), Johnson & Christensen (2015) listed several aims associated to historical research below,

- To uncover the unknown;
- To answer questions;
- To identify the relationship that the past has to the present;
- To record and evaluate the accomplishments of individuals, agencies, or institutions;
- To aid in our understanding of the culture in which we live (p. 423).

Despite the obvious notion of history tied to a past that already happened and is known, “significant events often go unrecorded” (Johnson & Christensen, 2015, p. 412). Historical research aims to often recover and/or capture significant events seldom noticed throughout history. Historical researchers are also interested in answering questions by inquiring about gaps found throughout history or historical facts. For example, a researcher interested in understanding how an institution of higher education was founded, might inquire about what narratives are not included in a celebratory magazine or documentary-such as the narratives of students or legislators involved.

As Johnson and Christensen (2015) advised, “education has always been a part of our

history” (p. 413). Historical research also bridges past events with the present. This dissertation study bridges connections between the increasing demographic of transnational Latino and Caribbean community formation during the 1960s and 1970s with the birth and opening years of FIU between 1965 and 1975. Another important reason to conduct historical research is to track the accomplishments of individuals, agencies, and institutions. In *A History of American Higher Education*, Thelin (2004) used primary documents to identify individuals, agencies, and institutions involved in the establishment and fruition of American higher education. Relevant to research in education, historical research often mediates preconceived generalizations about past education and better informs our decisions of today's issues in education.

How is historical research in education conducted? In referencing Kaestle (1992, 1997), Johnson and Christensen (2015) affirmed, “there is no agreed-on methodology for conducting historical research, and historians are constantly looking to other disciplines for and theories” (p. 413). Nonetheless, Johnson and Christensen (2015) listed important steps one should take while conducting historical research,

1. Identification of the research topic and formulation of the research problem or question
2. Data collection or literature review
3. Evaluation of materials
4. Data Synthesis
5. Report preparation or preparation of the narrative exposition (p. 414).

The aforementioned reasons to conduct historical research allows us to better identify a research topic or formulate a research problem. As Johnson and Christensen (2015) also posed, researchers might be interested in exploring and interpreting history based on data not previously collected.

Educational historians also consider the distinction between primary and secondary sources. For example, as Christensen and Johnson (2015) informed,

as you locate and acquire the documents, records, oral histories, and other sources needed to prepare your narrative of the topic or event you have selected to research, you need to classify these sources as primary or secondary (p. 418).

Educational historians collect data including documents and other written records, photographs, relics, and oral histories (Johnson & Christensen, 2014). Moreover, “documents or records that are of interest to the educational historian typically consist of written or printed materials, such as diplomas, cartoons, diaries, memoirs, newspapers, yearbooks, memos, periodicals, reports, files, attendance records, census reports, budgets, maps, and tests” (Johnson & Christensen, 2015, p. 415). Photographs and relics also share “still” moments of the events in the past and may also be of beneficial use to the researcher in education seeking to piece together a past event.

Educational historians also use archival collections to help gather data regarding the past. For example, the University Archives and Special Collections at Florida International University houses historical documents relevant to the founding of FIU and other documents related to FIU's history. Post-data collection, educational historians are also concerned with using data to often resolve gaps in educational research (Gall, Gall, & Borg, 2010). In efforts to “apply” historical research, historiography, described by Clifford (2008) as the “writing of history,” becomes crucial (p. 212). The rhetoric of historical research lies in the inclusivity of facts gathered, interpreted, and presented. Scholars like Clifford (2008) and Johnson and Christensen (2015) have proposed that our subjectivities as educational historians-and historians alike-are inevitable. “Whether the historian is liberal or conservative, black, or white, male or female

matters a great deal in the account of the historical event being investigated and the interpretation of the facts and incidents surrounding that event” (Johnson & Christensen, 2015, p. 411).

Educational historians, through their methodological means, leave out people, places, dates, and other data, to share a story interpreted and presented by the historian. In light of historical research in education conducted by Thelin (2008; 2013), Gasman (2007; 2013), and Tudico (2010; 2013), archival research in particular assists researchers in developing a more holistic narrative of the past and deeper understanding of American higher education.

As one of the few institutions to open its doors with a specific mission to cater to students from diverse backgrounds, this dissertation employs archival research to explore how the growing Latino and Caribbean community formation helped shape this mission, programs, and community initiatives of Florida International University. Archival research allows one to chronicle how demographic changes alongside transnational Latino and Caribbean community formation influences the establishment of FIU during the 1960s and 1970s. Documents were analyzed to contextualize migration and diasporic community formation as essential contributors to the formation of HLCIs. Considering FIU's mission to embrace global cultural understanding, this study positioned Florida International University as what Otero (2007) phrased as “diasporic zone of commemoration” or diasporic space in which Latino and Caribbean cultural communities influenced the formation of a university.

Archival documents located in the FIU University Archives and Special Collections and statistical data including the U.S. Census data were analyzed in the study of this HSI. The FIU University Archives and Special Collections houses archival documents sharing how individuals and groups involved in the founding of FIU attempted to resolve the educational needs of a growing population who otherwise had limited access to post-baccalaureate degrees. FIU's

University Archives and Special Collection also houses primary documents surrounding the founding of FIU including planning agenda, minutes, and memos as well as commencement booklets, yearbooks, faculty and staff memos, opening ceremony programs, and photographs, among others. A large number of boxes in particular house documents related to the birth of FIU's main campus and "Interama" Campus. Digital archives online were also reviewed and examined. Statistical data related to the racial/ethnic backgrounds of FIU's student population during its early years were requested for descriptive statistics to determine how demographic changes over time influenced the birth of a Historically Latino/Caribbean-serving Institution. In efforts to differentiate between HSIs and what the author termed as Historically Latino/Caribbean-serving Institutions (HLCIs), this dissertation intended to use statistical data and data found in archives to identify HSIs that have historically served at least a 25 percent Hispanic student population.

Research Questions

This study asked several questions in efforts to contribute a more holistic narrative to the history of American higher education. As HSIs have not been considered institutions that have historically served populations, this historical research study seeks to ask how demographic changes led to the creation of what the author defines as a Historically Latino/Caribbean-serving Institution based on enrollment numbers since its inception and programmatic efforts to serve this population. In other words, how did the coinciding increasing demographic of Latino/Caribbean-serving Institution influence the birth of Florida International University? This study also explores how the rise of a transnational Latino and Caribbean cultural communities influenced the birth of Florida International University. This study aims to explore how archival

documents illustrate FIU's efforts to cater to a growing demographic of Latino and Caribbean populations in Miami, FL during the 1960s and 1970s.

Research Design

This study employs historical research in efforts to reach the events of the past to understand the happenings of today. This dissertation uses available enrollment percentages data to illustrate the enrollment of Hispanic, Latino, and Caribbean populations. This dissertation also conducts archival research in efforts to share diasporic community formation related to the founding of Florida International University. Given the nature of historical research in education, this study ultimately seeks to follow Patton's (2002) advice to "remain sufficiently open and flexible to permit exploration of whatever the phenomenon under study offers for inquiry" and sought to allow the design to become "emergent" (p. 255). This study helps us explore the founding of FIU beyond enrollment numbers and seeks to understand how Latino and Caribbean cultural community formation influenced the development of what the author coined as a Historically Latino/Caribbean-Serving Institution.

Research Method

This study conducts archival research as the primary research method in efforts to examine archival documents located in the FIU University Archives and Special Collections and statistical data as available via U.S. Census Bureau. Preliminary archival research at the FIU University Archives and Special Collections housed archival documents sharing how individuals and groups involved in the founding of FIU attempted to resolve the educational needs of a growing population who otherwise had limited access to a Post-Baccalaureate degrees. Four boxes in particular housed documents that piece together the narrative surrounding the birth of FIU's main campus and "Interama" Campus. Digital archives online were also reviewed and

examined. Archival research allows us to obtain more information regarding the racial/ethnic backgrounds of FIU's student population during its early years. Archival research helps us determine how demographic changes influenced the birth of a Historically Latino/Caribbean-serving Institution. Furthermore, this dissertation utilizes primary sources to help explore and historicize transnational Latino and Caribbean cultural community formation and its influence on the formation of FIU.

Researcher Bias

Researcher bias is inevitable as our preferred paradigms alone depict how we view the world. As Johnson and Christensen (2015) offered, "whether the historian is liberal or conservative, Black, or White, male or female matters a great deal in the account of the historical event being investigated and the interpretation of the facts and incidents surrounding that event" (p. 411). My subjectivities in research topic choice, method of data collection, and ethnic background may distort my ability to collect and interpret data. Moreover, as a female of Caribbean descent, the author fully acknowledged that in collecting archival documents associated to those who may identify as Latino and/or Caribbean, positioned the author's research in favor of Latino and Caribbean experiences and narratives. The author accepted that while the author was unable to remove her own cultural ethnic identity, the author also wholeheartedly self-assured her ethical groundings as a researcher and future educator. The author wrote memos in order to monitor thoughts and minimize researcher bias. As Birks, Chapman, and Francis (2008) advised, "memoing serves to assist the researcher in making conceptual leaps from raw data to those abstractions that explain research phenomenon in the context in which it is examined" (p. 68). Nonetheless, arguably, the author's ability to relate and share similarities with others who acknowledge Latino and Caribbean ethnicities, cultural values,

and often language, may have assisted in building a rapport with archivists currently housed at the FIU University Archives and Special Collections.

Limitations

As with any research study, there were limitations in accessing archival documents for this topic and population. Issues arose concerning accessibility of demographic numbers of race and/or ethnicities of Hispanics, Latinos, and Caribbean populations. Issues arose concerning the accuracy in data collection on behalf of the institution as terminology inclusive to “race” and “ethnic” categories may have changed or varied over time. To date, the percentage of Hispanic/Latinos prior to 1999 were not available to the public via online sources. Additionally, archival sources limited the scope of the author’s study as the research was confined to primary sources housed at the FIU University Archives and Special Collections. Archival access was also limited to hours of operation and staffing availability as preliminary visits to the archives have shown.

Data Analysis

All primary sources used for this dissertation study were subjected to both external criticism and internal criticism (Gall, Gall, and Borg, 2010; Johnson and Christensen, 2015). As referenced in Johnson and Christensen (2015), Wineburg (1991) offered, “in evaluating documents, historians compare information sources, give critical attention to the sources of their documents, and attend to the chronological context in which the event took place” (p. 421). Archival research involved extensive document analysis in efforts to validate the reliability of sources. Documents, photographs, yearbooks, meeting agenda, meeting minutes, programs, assessments, videos, among other artifacts housed in the archives related to the founding of Florida International University and efforts to reach out to the transnational Latino and

Caribbean communities during the 1960s and 1970s were subjected to internal criticism and external criticism. After data collection, the author utilized the data to revisit the narrative concerning how FIU responded to the demographic change in Miami during its birth years.

Summary of the Study

Florida International University presented a unique case through which to study such phenomenon—founding an international-based higher education institution in the midst of civil unrest and the U.S. government’s stance against communist and socialist governed countries in the Caribbean and Latin America. The founding of FIU coincided with the influx of Latino and Caribbean populations settling areas of southeast Florida due in part to its proximity to the Caribbean Islands and Latin America. Beyond a major city without a major institution, planning documents including meeting agendas, minutes, and memos, at the FIU University Archives and Special Collections offered details as to community catalysts involved in the founding of Florida International University. Other primary sources during several preliminary archival visits offered fragments of the narrative related to the founding of FIU. The primary documents housed in the FIU University Archives and Special Collection provided insight as to the formation of FIU coinciding with a growing transnational Latino and Caribbean population.

This study employed archival research in efforts to chronicle how demographic change leads to the establishment of Historically Latino and Caribbean-serving Institutions (HLCIs). This study used archival research to contextualize migration and diasporic community formation as essential contributors to the formation HLCIs. The FIU University Archives and Special Collections houses archival documents related to the birth of FIU as well documents illustrating how Florida International University intended to cater to the growing Latino and Caribbean community in Miami, Florida. Archives in the Freedom Tower located in Miami, Florida were

not available and were not considered as an additional site for archival research study. In-depth document analysis including the genealogical roots, author, date, among other items relevant to the production of the primary source were reviewed in conjunction to other documents also produced during the date of production. Journaling and memoing took place in efforts to reduce bias throughout document analysis process.

CHAPTER 4: FINDINGS

Overview

This chapter shares details concerning documents accessed at FIU's University Archives and Special Collections located on the fourth floor of the FIU Green Library. The archival documents included newspapers, magazines, photographs, commencement booklets, Charles E. Perry's commencement speech, meeting agendas and minutes surrounding FIU's progress, tapes and mailing addresses of community contacts for FIU promotional use, progress reports to and on behalf of the Florida Board of Regents, and staff memos, among others. Other archival documents were referenced to provide a holistic narrative of FIU's founding in relation to migration growth in Miami between 1965 and 1975. U.S. enacted legislation—as archived and provided to the public via government websites—were also analyzed to shed light on the societal times in which FIU's founding occurred. U.S. statutes including the Civil Rights Act of 1964, the Higher Education Act of 1965, and the Cuban Readjustment Act of 1966, among others were reviewed to provide insight on the national context of issues related to education. Florida Senate Bill 711—as archived and accessible to the public via FIU's 50@50 anniversary website—was also analyzed to share the story of FIU's founding. Lastly, Common Data Sets between 1999-2016 were publically accessible on behalf of the FIU Office of Information Analysis and Management. Additionally, statistical data surrounding student headcount of race and ethnicity between 1972-1999 was also requested and attained for analysis.

Education, Access, and Rights

In *Beyond the Tower: The History of Florida International University*, Riley (2002) affirmed that “higher education in Florida” did not commence until 1851 and that fourteen years later the Henry H. Buckman Act of 1905,

abolished several minor schools and left the state with three public institutions of higher education—one for white males, the University of Florida in Gainesville, one for white females, Florida State College for Women in Tallahassee, and one for blacks of both sexes, Florida Agricultural and Mechanical College for Negroes in Tallahassee (p. 7).

In honor of Buckman's efforts, the University of Florida named a campus building "Henry H. Buckman Hall," which remains to present-day. For at least sixty years, state dollars would centrally support what would later become the University of Florida and Florida State University due to the majority of Florida's demographic in those areas. Other institutions including the University of Miami and Jacksonville University were private and often remained the only universities available for residents living in the cities of Miami, Jacksonville, and the surrounding communities.

By the 1960s, the ongoing civil rights movement, college student protests, and social disruptions made educational inequities and racial/ethnic discrimination difficult to ignore. Many colleges and universities remained skeptical as to racial integration and access for non-white persons. Particularly, the University of Miami remained racially exclusive, often operating under the notion of "separate but equal" until 1961. In 2012, the University of Miami celebrated 50 years of campus desegregation in light of demands placed on administration, faculty, and staff by students demanding integration, and diverse faculty. An online exhibit featured a national timeline of events surrounding desegregation and illustrated archival documents depicting the time. The online exhibit informed,

The pursuit of racial equality within educational institutions was a crucial turning point in the history of ideas and their modes of transmission. Desegregation was not only a matter of 'allowing' people of color to inhabit the same physical spaces as whites, but

also involved curriculum changes, the hiring of ‘negro’ scholars, administrators and diversifying the content of libraries and museums (“The University of Miami Commemorates 50 years of Desegregation,” para 2).

Decades would pass before the University of Miami, alongside the Miami public school system, would shift toward full integration and meet the demands of students.

The rise and formation of transnational Latino and Caribbean communities in Miami also presented a series of additional concerns for colleges and universities in South Florida. Although the University of Miami in the early 1960s welcomed many of the first arriving Cubans—often of higher socioeconomic class and of less melanin than their later *compatriotas*⁹—later generations referred to as *Marielitos* as García (1996) informed were not as welcomed. According to García (1996), *Marielitos* were referred to as Cuban immigrants of the 1980s or “undesirables” including “hundreds, if not thousands of criminals” often of lower socioeconomic status sent by Castro on a boat (p. 46). Miami’s rising Cuban population, particularly those of lower socioeconomic status, was unable to afford private higher education and as Riley (2002) informed, south Floridians were granted limited access to higher education. The “Freedom Tower” illustrated in figure 1 below served as an instrumental gateway for Cuban exiles first arriving into the U.S. Designated as a National Historic Landmark by U.S. Department of Interior’s National Park Service, the freedom tower facilitated and processed Cubans exiles and provided access to “housing, finances, and education” (“FREEDOM TOWER,” para. 2).

⁹ Author Translation: Compatriots



Figure 1. Present Day Miami Freedom Tower

Courtesy of Sidd Vásquez

The only two public degree-granting institutions were Florida Atlantic University located in Boca Raton, FL and then Junior College Miami Dade Community College (now Miami Dade College). Both of these institutions relied heavily on each other to ensure MDCC students interested in continuing from an Associates Degree to a Bachelors Degree had the ability to attain their degree at a local institution—yet how local remained questionable. South Florida, south of Broward County, had no 4-year public degree-granting institution during the 1960s, problematizing the issue of higher education as a private entity in south Miami. As Riley (2002) reminded us, the University of Miami highly disregarded the establishment of another four-year degree granting institution as the birth of another university would both challenge their research status and limit tuition dollars often sought after by UM’s leadership during challenging fiscal times. Furthermore, for Miami’s southern most residents, access to a public university was far from attainable.

Legislations were underway in efforts to push institutional leadership toward access and inclusion in several states including Florida as a result of the slow implementation of social and educational change. On January 1, 1964, U.S. President Lyndon B. Johnson signed Public Law 88-352 also known as the Civil Rights Act of 1964 in efforts,

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination to public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes (p. 1).

Shortly after, on November 8, 1965, Public Law 89-329 known as the Higher Education Act of 1965 was enacted “to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education” (p. 1219).

Pushed forth by U.S. President Lyndon B. Johnson, the Higher Education Act of 1965 paved the way for crucial appropriations of federal dollars including community service and continuing education programs, college library assistance and library training and research, strengthening developing institutions, student assistance, teacher programs, and financial assistance for the improvement of undergraduate instruction, among other amendments pertaining to the Higher Education Facilities Act of 1963. Updegrove (2012) shared further,

HEA’s modest \$785 million annual price tag proved a worthy investment. From 1960 to 1970, the number of Americans attending four or more years of college grew by 39 percent, constituting 10.7 percent of the population, up from 7.7 percent (p. 157).

The Higher Education Act of 1965 helped alleviate financial barriers for underrepresented

populations attempting to attain a college education. Both the Civil Rights Act of 1964 and the Higher Education Act of 1965 were passed to ensure anti-discriminatory practices alongside financial aid were provided to students who otherwise would not have had access to higher education.

Founding Florida International University

Legislative conversations surrounding the expansion of higher education throughout the state of Florida peaked in the wake of recurring themes of social protest related to educational reform, integration, and the increase in Miami's population. While U.S. President Lyndon B. Johnson continued to push for the passing of the Higher Education Act of 1965, Florida legislators understood the ripe moment to pass a similar bill in efforts to grant public access to a higher education institution in Dade County. As early as 1943, Florida State Senator Ernest 'Cap' Graham first introduced Senate Bill 711. The bill was later pushed forth for voting by Florida State Senator Robert M. Haverfield in 1965 (Riley, 2002). On June 22, 1965, several months prior to the enactment of the Higher Education Act, Senate Bill 711 was passed in the Florida legislature as "an act relating to the establishment of a degree granting four year institution of higher learning in Dade County" ("50@50: Governor signs bill to create FIU in 65," p. 1). FIU's "50@50" campaign affirmed, the "bill was signed into law by Governor W. Haydon Burns"—passing the Senate on May 26, 1965 and passing the House of Representatives on June 1, 1965. Although Senator Graham did not live to see his legislative efforts come to fruition, Senator Graham's efforts paved the way for the birth of what would later be called Florida International University, the first public upper division only degree-granting institution in Dade County, Miami, Florida.

According to the archived booklet titled *Florida International University Background*

1970, “Florida International University was established by an act of the State Legislature on June 22, 1965 [nonetheless]...operating funds for the University were not appropriated until the 1969 Legislature” (p. 1). The aforementioned archival evidence is indicative of how state appropriations were not made available until several years after the signing of the 1965 legislation. Nonetheless, the years between 1965 and 1969 served as major planning years for the establishment of the physical campus. The following section will shed light to archival documents sharing some of the efforts involved in establishing a public higher education institution in the midst of Latino/Caribbean population growth and community formation.

Population Growth and Community Formation

FIU’s planning committee became concerned with the rise in Dade County’s population and its ability to serve the needs of that growing population. In the author’s search at the FIU University Archives and Special Collection, “Box #1” held planning documents that were dated between 1968 and 1972. In the box, a folder tab titled “Planning for new state institution of higher learning in Dade county” housed several documents including a report indicative of the population growth in Dade and Broward County. Dated in May 1968, the report titled shared the need for public higher education institution despite the institutions already pre-established in the surrounding area. FIU fought for accessibility for its incoming student population and understood that despite Florida Atlantic University’s founding in the early 1960s, FIU would become (1) a more accessible upper-division public higher education institution for residents of Dade County; and (2) an additional and affordable college choice for the surrounding junior colleges including then Dade County Junior College (today Miami Dade College) and Junior College of Broward County (today Broward College). The Planning Document dated on May 15, 1968 shared,

Although the establishing of Florida Atlantic University in south Palm Beach County in 1962 made a public degree-granting institution generally available to young people in the lower east coast of Florida, the need for a similar institution generally available to young people in the lower east coast of Florida, the need for a similar institution more central to metropolitan Dade remains undiminished (p. 4).

Despite pushback from the University of Miami (Dade County) and newly established institutions including Florida Atlantic University (Broward County), and Miami Dade College (Dade County), FIU focused its resources on developing research reports based on population growth and educational access in the area to best make its case for the need for such an institution.

The aforementioned 1968 research report was vital in the founding years of FIU. The research report specifically offered population estimates necessary to understand the current growth and projected growth of counties in Miami in efforts to meet the educational needs of this growing population in both Broward and Dade counties. Utilizing data acquired by the 1950 and 1960 U.S. Census, the Bureau of Economics and Business Research, and the Florida Board of Regents, a table was developed to illustrate population estimates for Broward, Dade, Statewide, and adults of ages 20 to 24 years old, between 1950 and 1965. The table also displayed population projections between 1970-1985 in five-year intervals. According to the table, in 1965 Broward and Dade Counties housed approximately 1,513,000 residents, a number that almost tripled from the population count of both Broward and Dade counties in 1950. The table further projected that Broward and Dade Counties would approximately house 2,411,800 residents—a number in favor of inaugurating a public higher education institution as a result of the population growth in the area of south Florida. Figure 2 illustrates the data table produced in May of 1968.

TABLE 1
POPULATION ESTIMATES: BROWARD, DADE, STATEWIDE, AND OF 20 TO 24-YEAR-OLD AGE GROUP, 1950-1965,
AND PROJECTIONS AT FIVE YEAR INTERVALS, 1970-1985

Year	Broward Population (1)	Dade Population (2)	Broward & Dade Total (Col. 1 & 2) (3)	Broward & Dade % of Statewide Total (4)	Broward-Dade Total Population Age 20-24 (5)	Statewide Population (6)
1950	82,600 ^a	505,900 ^a	588,500	20.98	95,379	2,810,400 ^a
1951	97,400	548,400	645,800	21.77	98,748	2,156,800
1952	108,100	592,700	700,800	22.61	101,448	2,117,800
1953	126,400	626,200	752,600	22.85	105,078	2,789,300
1954	146,300	668,500	814,800	23.46	108,768	2,462,800
1955	170,800	713,100	883,900	24.09	112,408	2,665,800
1956	206,900	772,200	979,100	24.38	116,048	2,891,300
1957	243,400	831,800	1,075,200	24.76	119,688	3,200,800
1958	282,900	894,700	1,177,600	25.08	123,328	3,370,800
1959	308,600	919,700	1,228,300	25.69	126,968	3,750,800
1960	361,100 ²	962,600 ²	1,323,700	26.03	130,608	4,799,000 ²
1961	370,800	986,500	1,357,300	26.03	134,248	5,205,000
1962	378,900	1,031,500	1,410,400	26.20	137,888	5,392,000
1963	395,000	1,077,000	1,472,000	26.52	141,528	5,531,000
1964	403,200	1,075,500	1,478,700	26.17	145,168	5,650,000
1965	423,800	1,089,200	1,513,000	26.10	148,808	5,790,000
1970	520,700 ³	1,200,000 ³	1,720,700	26.05	152,448	6,800,000 ³
1975	640,800 ³	1,300,000 ³	1,940,800	25.76	156,088	7,333,000 ³
1980	723,900 ³	1,468,000 ³	2,191,900	26.00	159,728	8,428,000 ³
1985	795,800 ³	1,610,000 ³	2,405,800	26.00	163,368	9,276,000 ³

1950 Census: Broward, 82,900; Dade, 495,000; statewide, 2,771,300
 1960 Census: Broward, 333,900; Dade, 935,100; statewide, 4,931,600
 Projections based on the assumption that out-migration and in-migration patterns will converge until net migration reaches zero by the end of the projected period
^a Bureau of Economics and Business Research, Projections of the Population of Florida Counties for July 1, 1973 and July 1, 1975, by Ronald E. Heller (Gainesville: University of Florida, 1969), p. 3
² Florida Board of Regents projections
 May 1, 1968

Figure 2. Photo of Data Table, May 1968 located in Planning Documents

(Courtesy of FIU University Archives and Special Collections)

The large increase in population growth refined Perry's vision in FIU's mission to serve a mainly urban population. The First Phase in Section 6 of the document outlined "The First

Campus of a Multi-Campus University and Basic Assumptions Related to Planning,” highlighted the projected enrollment for FIU’s opening day and affirmed that “this institution will be an urban university, serving a student population characteristic of a large city” (p. 6-7).

As a large number of Latinos and Caribeños arrived in Miami during the 1960s and 1970s, FIU understood both the potential student enrollment numbers of Latinos and Caribeños but also the importance of developing stable relations with neighboring island nations and other countries in continental Latin America. Section 8 of the document offered the possibility of Inter-American programs that would address the need for an institution of higher learning with closer ties to the Caribbean and Latin America. This particular document also highlighted Miami’s early Spanish heritage and its continuing migration of Spanish-speaking populations below,

The City of Miami has a background of Spanish history as well as a large Spanish-speaking population, and is considered to be the gateway between North and South America... The Board of Regents and the State University System of Florida have traditionally sought to develop closer relations with Latin and South America and to strengthen the academic ties between the Americas (p. 14-15).

The document further discussed the importance in assessing projected student enrollment for an upper-division institution. The author of the document was not listed. Nonetheless, the document shares the process involved in assessing the need for FIU in the area. The following section will describe the importance of FIU’s name and mission to “promote greater international understanding” as shared by its geographic proximity to Latin America and the Caribbean.

“Promoting Greater International Understanding” in the Midst of Social Unrest

Internationally, the late 1960s and early 1970s have often been depicted as economically,

politically, and socially difficult times. A faction of society, college students in particular, became highly dissatisfied with the older generation's agenda to wage war in the midst of domestic discriminatory practices and social unrest in America's own backyard (Guzmán, 2009; Greene, 2010; Boren, 2013). Nineteen sixty-eight served as a crucial year in which university students throughout the U.S., Latin America and the Caribbean, Europe, and Asia often staged protests in efforts to resist what they often found as oppressive mechanisms on behalf of government institutions. Resistance efforts often came in the form of protests, sit-ins, civil disobedience, marches, demonstrations, and often—as characterized by law enforcement—the excess use of physical force or physical threat to ensure demands were met (Chong, 1991). In his book titled *Student Resistance: A History of the Unruly Subject*, Boren (2013) historicized student resistance as a notion predating the late 1960s and early 1970s and informed us of the resistance mechanisms used on behalf of university students attending some of Europe's earliest colleges and universities until present day. Nonetheless, university students in the late 1960s certainly stood out among its protesting predecessors as their efforts to mobilize populations were highly publicized vis a vis the new broadcasting mediums of the times: television and radio.

As America grappled with its highly politicized and mobilized youth, U.S. President Richard Nixon began his presidency on January 1, 1969 and served until his resignation in August of 1974. Nixon took office in the midst of a war in Vietnam, antiwar protests across U.S. college campuses including the Kent State University shooting, and the increasing rate of drug use and abuse among an often young and veteran population. In *RN: The Memoirs of Richard Nixon*, Nixon (2013) wielded a negative attitude toward youthful antiwar protestors, and stood firm against any practices or influencing ideologies of Communism. Nixon also held a strong stance against ending a war that would essentially blame the United States for the Vietnam

War's substantial number of civilian casualties. During the first several months of his term in office, Nixon visited several countries in efforts to promote "world peace". On August 4, 1969, the *Miami Herald* shared a summary of Nixon's "historic trip" illustrated in Figure 3 below,

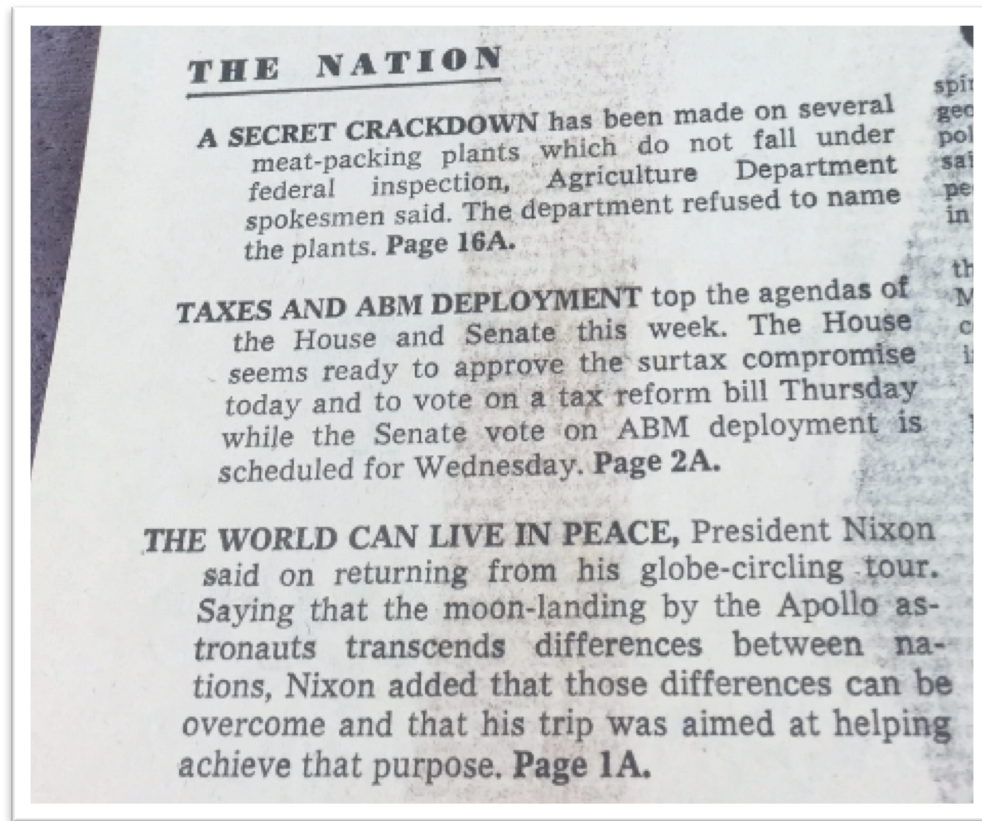


Figure 3. Photo of The Miami Herald on August 4, 1969

(Courtesy of FIU University Archives and Special Collections)

According to the Miami Herald article, upon returning to Washington, Nixon used the "moon-landing by the Apollo" to promote his notion of peace irrelevant of differences among nations (p. 2-A). Nonetheless, Nixon's controversial presidency, student unrest, growing populations in Dade County, and difficult foreign relations abroad developed the ripe moment for FIU to "promote greater international understanding" beginning with the appointment of its first president and institutional name.

Perry as Founding President

Amidst social unrest, on July 11 1969, Florida's Board of Regents appointed the youngest University President in U.S. collegiate history to lead the new Dade County College, Dr. Charles Edward Perry (Riley, 2002). At the mere age of 32, Perry alongside other community colleagues including Butler Waugh, Donald McDowell, and Nick Sileo set up shop at a deserted airport tower formerly known as Tamiami Airport in efforts to establish a university on the abandoned grounds (Riley, 2002; "The Early Years Through 1979," para. 3-4). Prior to his new role as President of the new Dade County College, Perry served in numerous roles relevant to education. According to Riley's (2002) recount of Perry's life, Perry left his native state of West Virginia to pursue his undergraduate degree at Bowling Green State University in Ohio. Perry later pursued a Masters degree and commenced a doctorate at the University of Michigan's Center for Higher Education. Perry's professional roles at his alma mater allowed for him to later pursue professional endeavors in the State University System of Florida. According to Riley (2002), "one year after his arrival in Tallahassee, he became vice-chancellor of the State University System" (p. 25). As Vice-Chancellor, Perry's influential character and substantial involvement in the naming of the new Dade County College buzzed the ears of members on the new college's presidential search committee—leading to the appointment of Perry as the founding president.

Naming the New Dade County College

The Florida Board of Regents did not name the Dade County College until four years after passing Senate Bill 711. Community tension between local university supporters including members of the Board of Trustees for the University of Miami became evident in the letter exchanges found in the University Archives. On June 24, 1969, Don Shoemaker, then editor of

The Miami Herald addressed a letter to then Chancellor Robert M. Mautz expressing his concern for the possible use of “the State University at Miami” for the new Dade County College.

According to Shoemaker (1969) the name “would lead to a great deal of confusion in the community and in the country over the use of the word Miami” (p. 1). A week later, Chancellor Mautz replied to Shoemaker in a letter clarifying that the name was in fact 1 of 25 on a list and sharing Shoemaker’s concern over the possibility of a university name confusion. These letters became indicative of the University of Miami’s strong sentiments against naming a college beside the term “Miami”.

Nonetheless, despite push back from both the University of Miami and then Dade Junior College, the name for the new Dade County College was eventually up for vote by the Florida Board of Regents (Riley, 2002). After reviewing several names, the Florida Board of Regents was ready to vote on a name that would server as conclusive to the previous reports issued on behalf of Perry and others. On July 11, 1969—the same date in which Perry was appointed—the Florida Board of Regents voted on the name of the Miami Dade College. The board unanimously voted for Florida International University. A copy of the certificate and official minutes signed by Hendrix Chandler, then Corporate Secretary of the Florida Board of Regents is currently housed at the University Archives.

Local newspapers in Miami, Tallahassee, and Orlando headlined articles on the newly chosen name for the Dade County College. “Box # 2” at the University archives housed two notecards outlining the proceeding quotes as to why the new university name. A day after the unanimous vote took place, *The Miami Herald* issued, “The name too is pleasing— Florida International University, oriented toward Latin America and helping to give Miami’s celebrated gateway a cultural arch”. On the same day, the *Tallahassee Democrat* published a news article

surrounding the naming of FIU and provided a detailed conversation surrounding the thoughts of those on the Board of Regents. On July 20, 1969—the same day that the first humans landed on the moon—the Orlando Sentinel shared, “The regents named it Florida International because of a hope that it would provide a cultural link with Latin America”. Nonetheless, the optimism for FIU’s international scope dimmed as seen in the news articles following July of 1969 and other texts highlighting the societal woes of the late 1960s and early 1970s.

Challenging Times between Vision and Enrollment

As Borstelmann (2012) described the times, “beneath the surface waves of economic, political, and cultural challenges” there was a notion of “egalitarianism and inclusiveness” and “free-market economics as the preferred means for resolving political and social problems” (p. 3-4). Internationally, economic hardship struck countries like Peru, Bolivia, and Colombia and the demand for newly introduced drugs to the black market increased. Countryside farmers—who often produced and sold vegetable and fruit produce—began resorting instead to a higher income commodity—the production and distribution of cocaine (Keen, 1996; Skidmore, Smith, & Green, 2010). Boville (2004) described the 1960s and 1970s as the decades of the cocaine boom through which,

Drug culture of the Beat generation spread to the large Hippie movement and to the younger generation more or less as a whole...as cocaine began substituting amphetamines, many individuals became involved in the trade, distributing small quantities among people they knew (p. 48).

“Colombia, with its access to both U.S. coasts, and cocaine, lower in price than heroin or opium, and easier to carry out in short plane trips to the Florida coasts, provided a solution” (Keen, 1996). Miami particularly became a hotbed for drug smuggling, drug cartels, and police

corruption. As drug production and distribution became profitable sources of income, police cooperation became well compensated by those in the drug industry.

By the early 1970s, police corruption was normalized in cities like New York, Boston, and Miami. In the book titled, *Turnaround: How America's Top Cop Reversed the Crime Epidemic*, former New York City Police Commissioner William Bratton (1998) detailed the rampant police corruption involving narcotics in cities like Boston and New York. Bratton's (1998) efforts to professionalize law enforcement officials allowed for the turn around of "American policing" in cities like Boston and New York (p. 81). Similarly in Miami, an article published on December 9, 1969 by *The Florida Report* titled "Efficient police? More money needed" also questioned the legitimacy and professionalism of those involved in law enforcement leadership. While law enforcement leaders like Bratton helped change the attitudes in policing leading toward a more professionalized force, institutions like the FIU in Miami had to face community needs affecting the surrounding urban areas in south Florida.

The cocaine epidemic of Miami and its negative impact on youth promulgated FIU's leadership to address the needs of that population. Perry's passion to serve inner city youth was clear as evidenced in the August article of *The Miami Herald*. Although youthful drug users and crime rates increased in Dade County, Perry and his colleagues remained firm in their efforts to establish a university that would put theory into practice and put the community's needs first. Perry (1969) prepared a paper titled, *The Future of Higher Education in Dade County...A View from Its Newest Institution*. Perry's (1969) paper served as brief report for a community series program of the Junior League of Miami in efforts to share the need of a public institution of higher education. Perry (1969) explained FIU's responsibility in tackling issues concerning the Greater Miami area including "filthy and unsanitary" rivers, "youthful drug users," eroding

beaches, and “crime and delinquency rates,” among others (p. 4-5). As drug abuse, especially among youth, presented challenges to the new university, FIU’s leadership labored to help alleviate and address community issues by implementing an “Urban Agent.” The Urban Agent served as the community liaison between the university and the Dade County community. On November 1, 1970 *The Miami Herald* article titled, “FIU Refurbished an Old Tradition: University Introduces ‘Urban Agent,’” staff writer Jo Werne wrote,

Some of Greater Miami’s problems in which Dean Goerke believes the university will become interested, include mass transportation, the inner city, the effects of exile on Cuban refugees, the aged, [and] the growing drug abuse among the youth.

The urban agent essentially helped programmatic efforts come to fruition in relation to Dade’s county’s needs.

According to Riley (2002), in 1971, a Hispanic Urban Agent position was also created to “serve the needs of the Spanish-speaking population in Miami” (p. 71). The Urban Agent Initiative became FIU’s avenue through which to connect with the community directly and communicate issues they were facing back to FIU’s leadership in efforts to present viable solutions for these communities. In a progress report titled “The First Thousand Days...A Progress Report to the BOR 7/72,” Perry offered,

By our geography, we also have a special obligation to work with the thousands of Cubans and other Latins residing in Greater Miami, America’s fastest growing international center. Several special programs for these individuals have been developed already —the Cuban CPA Training program is one major example where the University’s training role has been effectively utilized (p. 7).

Maintaining the “I” in FIU

FIU became a product of its time. The free spirited views of “peace” and “inclusivity” alongside what Riley (2002) shared as the influential notions of Marx, Dewey, and King cultivated the more progressive attitudes of FIU’s leadership in addressing political and social problems. The geographic proximity of Latin America and the Caribbean and vibrant community formation of transnational Latino and Caribbean communities in the surrounding areas of FIU nudged FIU’s leadership to deliver on the “I” in the institutional name. Perry (1969) reasoned, “because of Dade County's Latin population and our close geographical location to South and Central America, there will be an emphasis on Inter-American Studies (p. 7-8). Several documents, promotional booklets, and local news articles housed at the FIU University Archives shared forth the sizable influences of Latin America and the Caribbean on FIU vis a vis student enrollment, growing community needs, cultural festivities on campus, curriculum inclusive to international and inter-American dialogue, and efforts to “promote greater international understanding”.

FIU seemingly stood firm in developing positive relations with members of the Caribbean and Latin American communities. On February 12, 1970, Glen A. Goerke (who later became the Dean of the Division of University Services and Continuing Education) sent a Memo to Dr. Robert Kinsinger regarding a visit to the Kellogg Foundation Staff on behalf of the Florida Delegation. This Memorandum initiated some of the first written dialogues surrounding the “development of a Latin American Center” at FIU (p. 1). The memorandum also highlighted Miami’s strategic locality and gateway to the Americas and stressed the need for FIU’s involvement in Latin American and Caribbean relations as populations began permanently settling areas of Miami. The Cuban Refugee Airlift was mentioned in the Memo as it had paved

the way for the large influx of Cubans and resulted in “entire sections or neighborhoods” to become “Spanish-speaking exclusively” (p. 4). Although a Latin American and Caribbean Studies Center was not established until 1979, the Hispanic Urban Agent served as one avenue in which FIU engaged and accommodated its geographic proximity to the Americas.

FIU’s leadership would also come to realize the need to specifically place “greater international understanding” as one of three crucial points in its mission. A folder titled “FACTS ABOUT FLORIDA INTERNATIONAL UNIVERSITY 1969-70” stored a 5-paged “brief review” authored by then Office of Information Services. On September 24, 1970, the brief review discussed the university’s goals, governance, faculty, undergraduate admissions, student housing, athletics and recreation, and academic programs. The document also highlighted three goals for FIU: (1) education of students; (2) service to the community; and (3) greater international understanding (p. 1). The third goal emphasized FIU’s ability “to become a major international center with a primary emphasis on creating greater mutual understanding among the Americas and throughout the world” (p. 1).

Perry’s passion in establishing an international university was evermore present in the memorandums housed at the University Archives. Memos were distributed to all faculty and staff to ensure all members were on track to open by 1972. In an inter-office communication dated on September 22, 1971, Perry sent a memo to All Staff members of FIU about the “first Perry Talk Time”. One point involved “recruitment information to Latin American consuls” illustrated in Figure 4.

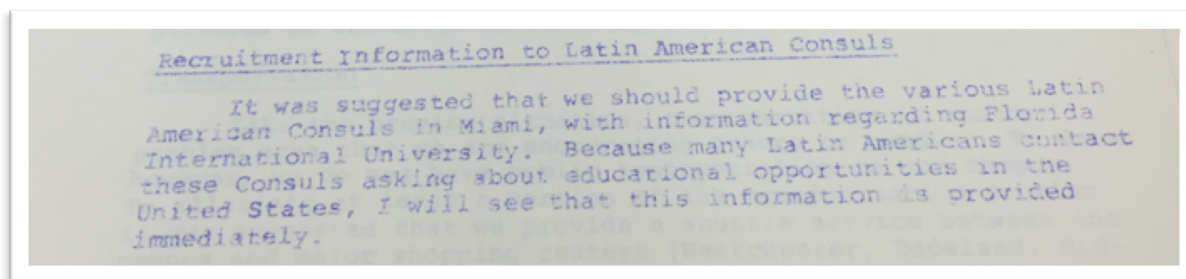


Figure 4. Memorandum sent to All Staff Members from Perry on September 27, 1971

(Courtesy of FIU University Archives and Special Collections)

As FIU tightened its recruitment strategies to ensure a large student enrollment by 1972, Perry actively sought recruitment avenues for students of Latin American descent. Furthermore, FIU's founding years were crucial in developing positive relationships with its closest international neighbors—Latin American and Caribbean communities via four different routes: (1) the development of a Latin American Center; (2) the creation of a position for a Hispanic Urban Agent; (3) the mission to promote greater international understanding; and (4) the recruitment of Latin American and Caribbean populations via Latin American consuls.

Fiscal Responsibility Associated with “Gateway” Space

Fiscally, news outlets were questioning FIU's ability to open its doors by 1972. On August 4, 1969, *The Miami Herald* published an article headlined “Dade U: Can It Meet Deadline?” featuring Perry's goals for fiscal security. After a detailed questionnaire session with reporters from *The Miami Herald*, Perry's responses were outlined in the article. Figure 5 below shows Perry's candid reactions when answering reporters' questions.



Figure 5. Photo of The Miami Herald on August 4, 1969

(Courtesy of FIU University Archives and Special Collections)

The article outlined Perry's comments to staff writers concerning cooperation with local colleges, student enrollment, academic programs, housing, student government, and faculty, among others. With FIU's strategic move toward a Latin American center, FIU braced itself for difficult economic times. On February 12, 1970, *The Miami Herald* published an article titled "Shortchanged by State FIU President Charges". Staff Writer June Kronholz quoted Perry's sentiment surrounding the legislature's inability to provide FIU with the budget that "Florida's other new state schools were allotted" (n.p.). A photocopied duplicate was housed at the University Archives. As the university attempted to ensure fiscal security, the university remained a blueprint without physical construction until January 25, 1971. The preliminary geographic location of FIU was also illustrated in the article and shown in Figure 6 below.

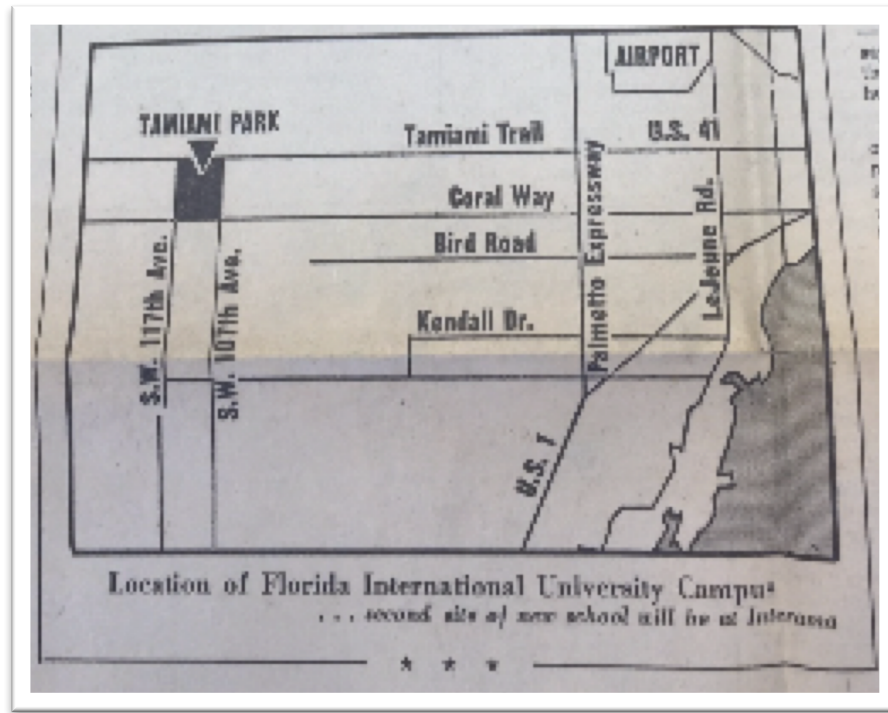


Figure 6. Photo of FIU Location in The Miami Herald on August 4, 1969

(Courtesy of FIU University Archives and Special Collections)

FIU was later appropriated funds by the Florida legislature. *The Miami Herald* shifted its focus toward FIU's physical space in its article titled "How FIU Will Look? FIU Charts Its Future With New Master Plan" dated on September 24, 1970. In the article, Staff Writer Carolyn Jay Wright shared the list of possible buildings in the area. Figure 7 illustrates an aerial view of the campus plan.



Figure 7. Photo of FIU Master Plan in The Miami Herald on September 24, 1970

(Courtesy of FIU University Archives and Special Collections)

According to Riley (2002), FIU conducted its groundbreaking ceremony on January 25, 1971. Honoring the “I” in FIU, a black and white photograph revealed the UN Secretary General U-Thant receiving “the first honorary degree presented by FIU” (Riley, 2002, p. 37). Ten months after the groundbreaking ceremony, the *Miamian* published a seventy-five cent issue on the construction of FIU. Figure 8 illustrates a sketch blueprint of FIU’s future campus.



Figure 8. October 1971 Issue of Miamian: FIU Blueprint Sketch

(Courtesy of FIU University Archives and Special Collections)

Striving toward Opening Day

Several months after the naming of the new Dade County College, FIU initiated efforts to campaign and advocate for a large student enrollment by 1972. “The vision was expressed in the university’s first major advertising campaign, bumper stickers which were placed on the university’s four campus vehicles and on all employee vehicles, which gallantly proclaimed ‘FIU IN ‘72’” (p. 52). FIU News “50@50” shared the bumper sticker and button campaigning for student recruitment shown in Figure 9.



Figure 9. FIU in '72 Button and Sticker

(Courtesy of FIU News 50@50 Online)

FIU missioned to provide affordable baccalaureate degrees to recent graduates of nearby Miami-Dade College. The University's online brief history described,

In September 1972, 5,667 students finally entered the new state university. Miami had been the largest city in the country lacking a public baccalaureate-granting institution, and now it finally had a university that offered both accessibility and affordability ("The Early Years through 1979," para. 5).

The Official Opening Day Ceremony Program on September 14, 1972 was also housed in the University Archives at FIU. Printed in a blue booklet, the program detailed Perry's (1972) sentiments regarding the university's commitment to Miami's newly settled Caribbean and Latino community in the following,

By the university's geography...it has a special obligation to work with the thousands of Cubans and other Latins [directly quoted] residing in the Greater Miami, America's

fastest growing international center...Florida International University has already started to establish close ties with various nations and institutions in the Caribbean. In addition, the University is currently exploring future working relationships in South and Central America. All of these activities are a part of the University's effort to become a truly international institution in reality as well as in name (n.p.).

While these sentiments were shared on opening day, the opening ceremony statement serves as an important reminder of Perry's commitment to educate and assist a growing community in Miami during the mid 1960s-mid 1970s. FIU's Latin American and Caribbean Center produced an "Occasional papers series" or "dialogues" between 1980-1994. One dialogue in particular shared the demographic change in Miami by 1980. According to Boswell (1987), "the relative magnitude of the Hispanic influx to Dade County can be illustrated by comparing the growth rates of its major population components between 1970 and 1980" (p. 2). Major population components included language spoken in the home and parents country of origin accounted for in the 1970 U.S. Census. The magnitude of the Hispanic influx to Dade County became evident in Perry's speeches, memos, and other archival documents.

FIU opened its doors to one of the largest enrollment classes in U.S. history.

Nonetheless, campaign efforts continued. Several committees including a Hispanic Advisory Board labored to attain fundraising and institutional development dollars for FIU. In Box # 2, a folder titled, "Margin of Excellence Campaign 1972," was stored. Inside the folder, a blue pamphlet titled "Margin of Excellence Leadership Rosters" included several key players involved in the institutional recruitment and development of FIU. These members included the Board of Trustees, Board of Advisors, Hispanic-American Advisory Board, Sunblazers Club,

and Viva Las Artes. The aforementioned boards assisted in advising FIU's leadership on community relations and the active promotion of institutional development.

According to the PBS documentary, "Miami had become officially bilingual in 1973, following a referendum sponsored by its growing Cuban community" ("Latino Americans," 2013). Less than a year later, on June 8, 1974, Florida International University hosted its first Commencement at Hialeah Park at 3:00PM. According to the archived commencement booklet, Don Luis A. Ferre, "former governor of Puerto Rico" was a recipient of the Doctor of International Laws Degree. Additionally, a substantial number of undergraduate and graduate degree recipients had Spanish surnames. At the University Archives and Special Collections, a "Views Progress" Album booklet kept the FIU's surrounding community abreast of FIU's progress since opening day. According to the booklet, "Florida International's students, of whom 18 percent have Spanish surnames, are an amalgam of the different cultures that exist at the University".

Despite the university's ability to function with a minimal amount of space, Perry insisted that buildings align with its mission to "promote greater international understanding". On January 8, 1975 in a letter written to Chancellor Mautz, Perry expressed his interest in a "supplemental approval" for the building names below,

- First Building – Spanish – Primera Casa
- Second Building – French – La Deuxieme Maison
- Third Building – English – University House
- Fourth Building – Greek – Athenaeum
- Fifth Building – German – Viertes Haus

Perry pressed Chancellor Mautz to approve its request to name its five major buildings by international exp—only three of which remain presently named.

After ten years of service and dedication to FIU, Perry decided to venture toward new beginnings in his public service career. On Friday, October 24, 1975, Florida International University's "The Bulletin" issued an article announcing Perry's university departure on December 31. Figure 10 exhibits The Bulletin's announcement below. According to *The Bulletin*, two days prior Perry had announced his resignation as University President. During his tenure as FIU president, Perry's public relations experience landed him a job offer at a magazine company. Perry shared his sadness to leave a university through which he had worked tirelessly for throughout the last ten years. Nonetheless, he welcomed this as an opportunity for a new beginning in a different sector of society. As he prepared "to enter private enterprise," Perry advised,

Change is the most consistent characteristic of our world in this era, however, and it is my earnest hope that the change ahead for the University will be met with the same spirit and dedication from each of you which you have always displayed for Florida International (p. 7).

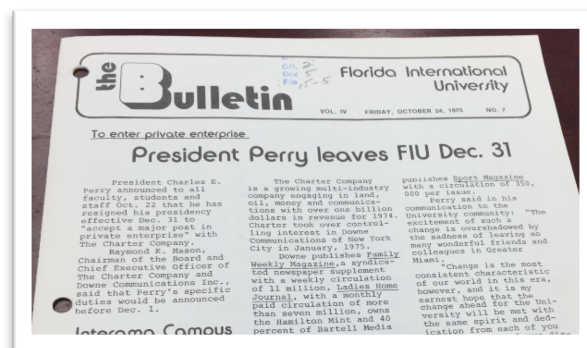


Figure 10. October 24, 1975 Issue of the Bulletin

(Courtesy of FIU University Archives and Special Collections)

FIU's Hispanic Student Headcount

Archival research also indicated that FIU served more than 25 percent of students Latino and Caribbean students since opening its door in September of 1972. Enrollment data illustrating race/ethnicity between 1972-1999 are not readily available for public access online. The author contacted the Office of Analysis and Information Management for archival data enrollment. In efforts to collect descriptive data with regard to race, ethnicity, and nationality for students enrolled between 1972-1999, an online data request form on behalf of FIU's Office of Analysis and Information Management was completed. Nine days after the requested data, the Office of Analysis and Information Management provided an excel sheet titled "University wide Headcount by Ethnicity From 1973-1999" illustrated in Appendix D. The terms Asian, Black, Hispanic, and White were used to categorize students by ethnicity. The total numbers of students were listed by academic year, term description, and ethnicity. Numbers listed on the excel sheet did not indicate whether student headcount were undergraduate and/or graduate students. Terms were described by seasonal categories including Spring Quarter, Winter Quarter, Fall Quarter, and Summer Quarter. Academic years were listed by including 1972 through 1999. Between fall 1972 and fall 1999, the Hispanic student population increased from 28.9 percent to 54.1 percent.

Hispanic Student Headcount: 1972-1999

During the years of FIU's first president, Charles E. Perry (1969-1976), the Hispanic student population rose from 28.9 percent to 34.8 percent in the spring of 1976, illustrated in Figure 11 below.

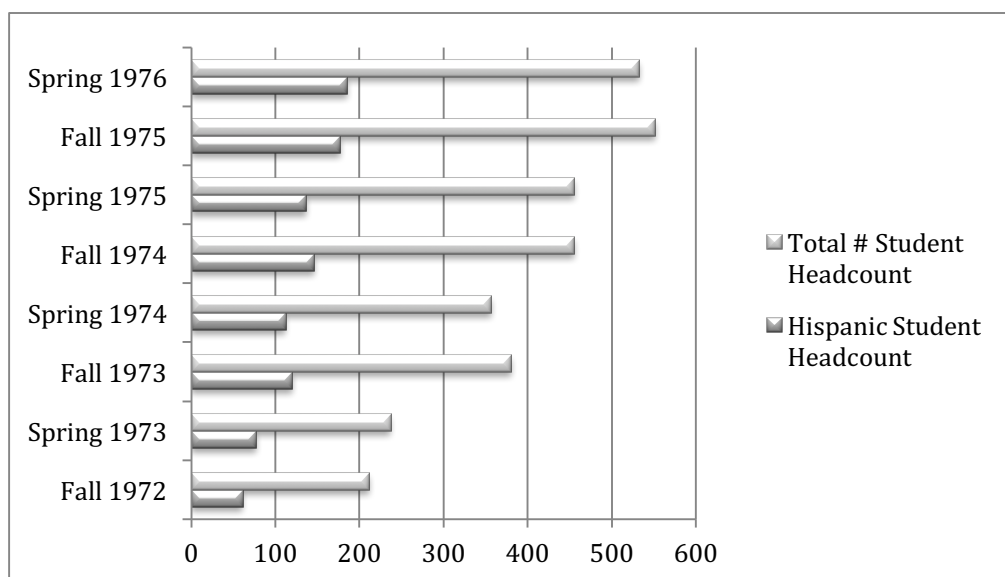


Figure 11. Hispanic Student Headcount and Total Student Headcount

Perry's Presidency: Fall 1972- Spring 1976

According to the university-wide headcount by ethnicity, of the total 211-student headcount in the fall of 1972, the Hispanic student headcount accounted for 61 students or 28.9 percent of the total student headcount¹⁰. The number of Hispanic students increased the following fall of 1973 and reached 31.6 percent. Subsequently, in the fall of 1974 and fall of 1975, the Hispanic student headcount increased to 32.1 percent. At the end of Perry's term as FIU president, the Hispanic student population had increased 5.4 percent.

Figure 12 illustrates the headcount of Hispanic students and the total number of students between the fall of 1976 and the fall of 1979. As Interim and second FIU President Harold Crosby took office, in the fall of 1976 (Riley, 2002), the Hispanic student population reached 36.8 percent and slightly decreased to 35.9 percent in the fall of 1977 (Riley, 2002). The fall of 1978 brought an increased number of Hispanic students comprising of 37.8 percent of the total student population. In the final year of Florida International University's status as a 2-year

¹⁰ Appendix D illustrates actual student headcount numbers.

upper-division post-baccalaureate institution, the Hispanic student population slightly increased to 38.3 percent. As FIU began its trajectory toward becoming a four-year post-baccalaureate degree-granting institution, the Hispanic student headcount rose almost 10 percent since opening its doors.

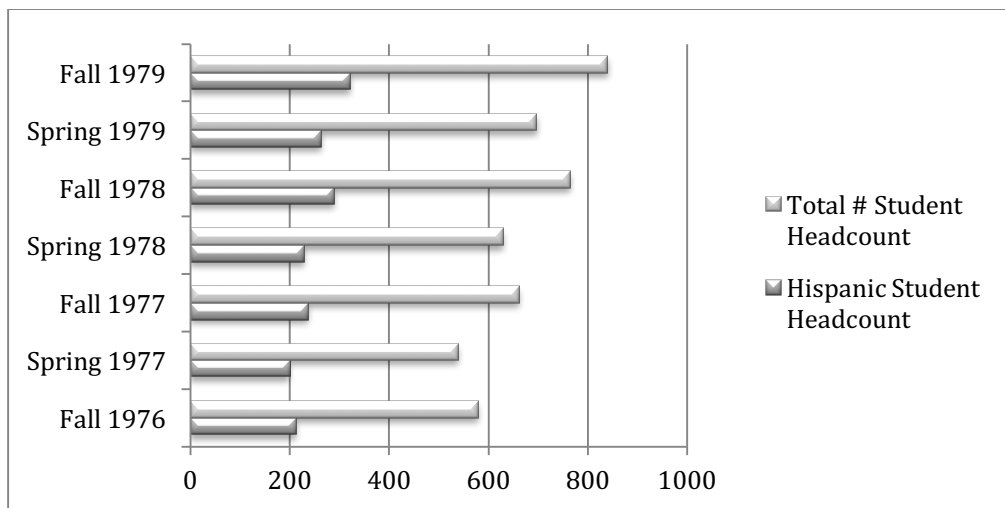


Figure 12. Hispanic Student Headcount and Total Student Headcount

Crosby's Presidency: Fall 1976 - Fall 1979

Figure 13 illustrates the number of Hispanic student headcount to the total number of student headcount¹¹ between the fall 1979 and the spring of 1986. By the fall of 1980, FIU's third president Gregory Wolfe welcomed its first freshman class and FIU became a four-year post-baccalaureate degree granting institution. In the fall of 1980, the Hispanic student headcount reached 40.4 percent and increased by 5.1 percent the following fall. Despite a slight decrease in the fall of 1982, the number of Hispanic students increased to 48.5 in the fall of 1983. The following year, the Hispanic student population reached over half of the student population and accounted for 52 percent of the total student headcount. During the fall of 1985,

¹¹ Appendix D illustrates actual student headcount numbers.

the Hispanic student headcount minimally decreased 1.5 percent and decreased an additional .7 percent by the spring of 1986.

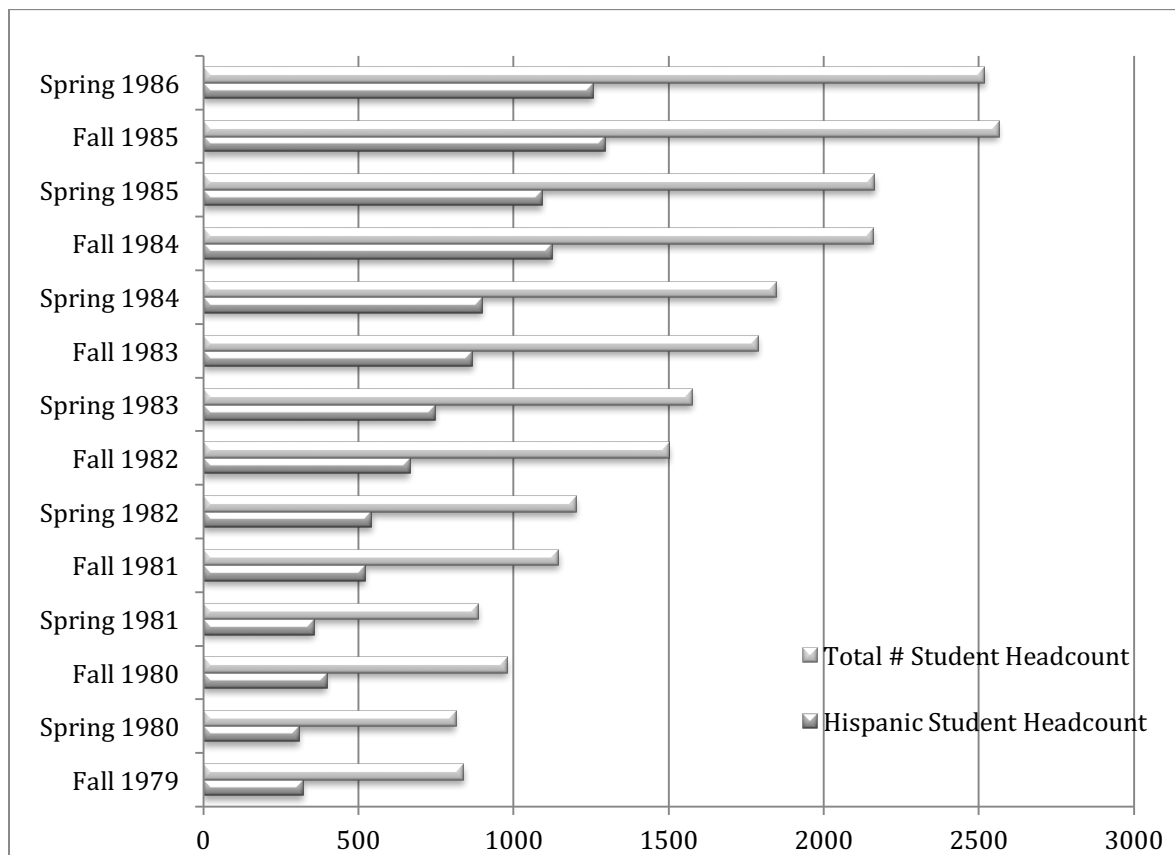


Figure 13. Hispanic Student Headcount and Total Student Headcount

Wolfe’s Presidency: Fall 1979 - Spring 1986

The year 1986 also became a significant year for the Hispanic/Latino community and its efforts to increase educational access to the growing Hispanic/Latino community in the United States. In 1986, the Hispanic Association of Colleges and Universities also known as HACU was founded as the “only national education association that represents HSIs” (“HACU 101,” para. 1). According to *Excelencia in Education* (2014), that same year “the term ‘Hispanic-Serving Institutions’ is coined” (p. 1)—a term later differentiated between HACU and the U.S. Department of Education. For example, HACU houses a list of HSIs according to an

institutional membership platform through which HSI designation takes place pending the percentage of Hispanic student population within higher education institutions, high schools, and/or Hispanic-serving School Districts. The U.S. Department of Education houses a much smaller list of HSIs as HSIs—according to the Higher Education Act as amended in 1992—allowed for the “strengthening of institutions” via federal grant funds only for higher education institutions. In other words, both designations are different. Nonetheless, had this legislation been brought to congress and passed prior to 1992, FIU would have had the Hispanic student enrollment percentages necessary to apply for both federal funds and HACU HSI institutional membership.

As HACU continued its efforts toward attaining federal funds to best strengthen institutions housing a large Hispanic student population, FIU continued its trajectory in enrolling a Hispanic student population of over 52 percent of its total enrollment. In the fall of 1986, FIU’s fourth president Modesto A. Maidique rose to presidency. As evidenced in Riley’s (2002) *The history of Florida International University*, Maidique was “born in Cuba and educated in America” (p. 314), an often similar case for Hispanic/Latino students attending U.S. colleges and universities. In the fall of 1986, the Hispanic student population accounted for 50.3 percent of the total student enrollment¹²; remaining at at-least half of the student population. Figure 14 below illustrates the slow increase in the number of Hispanic students. Between the fall of 1986 and the fall of 1994, the Hispanic student population dropped from 50.3 percent to 49.9 percent yet increased the following fall of 1995 to 50.1 percent. By the spring of 1999, the Hispanic student population accounted for 52.4 percent of the population.

¹² Appendix D illustrates actual student headcount numbers.

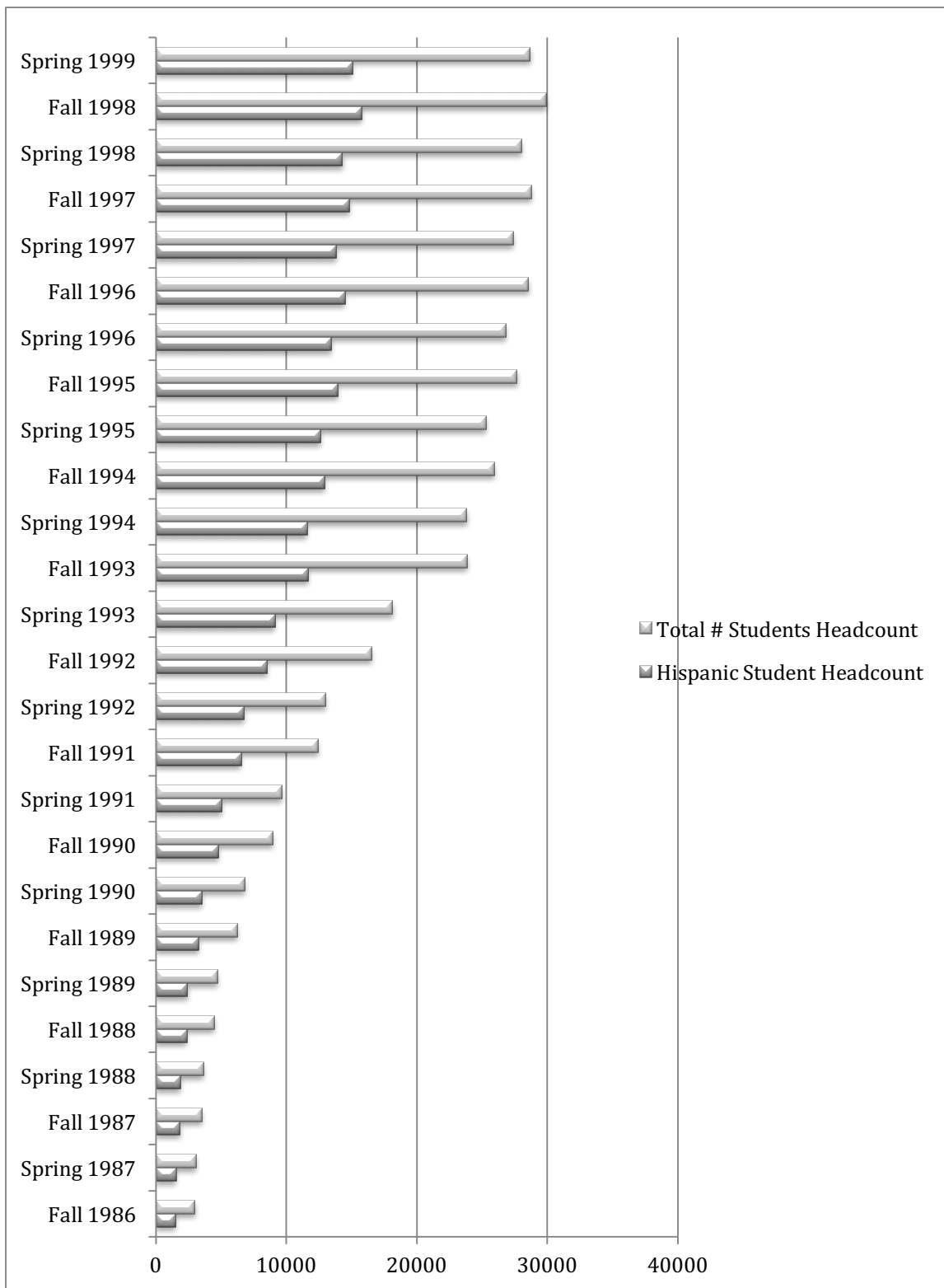


Figure 14. Hispanic Student Headcount and Total Student Headcount

Maidique's Presidency: Fall 1986 – Spring 1999

Hispanic Student Headcount: 1999-2016

Under the leadership of Maidique, Florida International University had experienced a steady growth of Hispanic student enrollment. By the fall of 1999, the Hispanic student population hit an all time high reaching 54.1 percent of the total student population. In the spring of 1999, Florida International University received its HSI grantee status. According to the U.S. Department of Education, *Title V Developing Hispanic-serving Institutions Program Historical List of All Grantees* between 1999-2012, FIU was listed as 1 of 4 Hispanic-Serving Institutions (HSIs) in the state of Florida suggesting that at least 25% of FIU's student headcount was of Latino or Hispanic descent. On the Hispanic Association of Colleges and Universities' website (HACU), FIU was listed as 1 of 10 HSIs in the state of Florida. Further research should be conducted to determine whether the increase in the number of Hispanic students between the spring of 1999 and the fall of 1999 was in part due to the HSI grant on behalf of the U.S. Department of Education.

In efforts to collect descriptive data with regard to race, ethnicity, and/or nationality for students enrolled from 2000 to present day, an online Common Data Set was accessed via the FIU Analysis and Information Management Office. Appendix E-T illustrates FIU's *Common Data Sets* between 2000-2016. FIU Common Data 2000-2001 categorized enrollment by racial/ethnic categories in the following order,

- Nonresident aliens
- Black, non-Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic

- White, non-Hispanic
- Race/ethnicity unknown (p. 3)

The proceeding figures illustrate the number of Hispanic students enrolled in the fall and spring academic years alongside the total number of undergraduates as evidenced in the Common Data Sets produced by academic years. The number of Hispanic students and total number of students includes undergraduates both degree- and non-degree seeking. The following figures will also illustrate the number of students by fall and spring semesters combined.

As illustrated in Figure 15 below¹³, between 2000-2001, FIU's undergraduate Hispanic student enrollment averaged 54.6% of the total undergraduate population. The Hispanic student enrollment numbers increased slightly between the fall of 2000 and the spring of 2006. Fall of 2006 and spring of 2007 experienced a 7 percent increase in Hispanic student enrollment, reaching a total of 62 percent of the total undergraduate student population. As Maidique concluded his years as FIU President, the undergraduate Hispanic student enrollment continued to steadily increase to 63 percent in the proceeding 2007-2008 and 2008-2009 academic years.

¹³ Appendix E-M illustrate actual student headcount numbers.

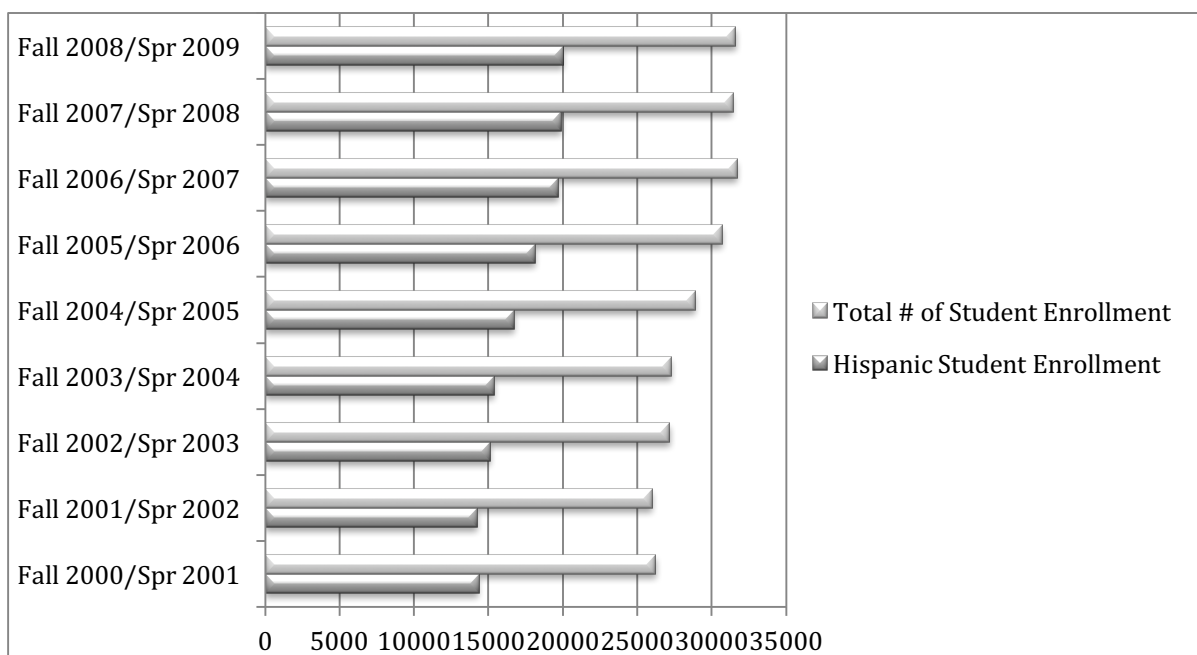


Figure 15. FIU Common Data Set

Maidique's Presidency: Fall 2000– Spring 2009

In the fall of 2009, Mark B. Rosenberg became FIU's 5th and current President. Under Rosenberg's leadership, as illustrated in Figure 16 below¹⁴, the undergraduate Hispanic student enrollment slowly increased from 63.9 percent in the 2009-2010 academic year to 64.8 percent in the 2010-2011 academic year. Additionally, it is also important to note, the Common Data Set for 2010-2011 noted a significant change to "enrollment by Racial/Ethnic category [reflecting] new reporting standards". As racial and ethnic categories change over time in efforts to accurately report institutional statistics, the Common Data Set 2010-2011 evidenced an additional descriptor under the "enrollment by Racial/Ethnic Category". Institutions were urged to,

¹⁴ Appendix N-T illustrate actual student headcount numbers.

Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under ‘Two or more races’ (p. CDS-B).

As a result, in Common Data Set 2010-2011, Figure 16 below continued to illustrate the total number of all undergraduate Hispanic/Latino students enrolled both degree- and non-degree seeking beside the total number of undergraduate students enrolled both degree- and non-degree seeking. These numbers were based on the data provided in the Common Data Set for 2010-2011 and proceeding academic years. The term “non-Hispanic/Latino” was also placed beside the following categories to ensure Hispanic/Latino students were not counted twice based on “racial” or “multi-racial” categories. For example, the following were listed as “enrollment by Racial/Ethnic category,”

- Nonresident aliens
- Hispanic/Latino
- Black or African American, non-Hispanic/Latino
- White, non-Hispanic/Latino
- American Indian or Alaskan Native, non-Hispanic/Latino
- Native Hawaiian or other Pacific Islander, non-Hispanic/Latino
- Two or more races, non-Hispanic/Latino
- Race and/or ethnicity unknown

The number of students reflected in figures prior to Figure 16 may not be an accurate reflection of student enrollment by racial/ethnic category and may be problematic for researchers.

In the 2011-2012 academic year, the number continued to increase an additional .4 percent and an additional 1 percent subsequently reaching a 66.2 percent by the 2012-2013 academic year and remaining at about 66 percent in 2013-2014. Coinciding with data illustrated by the National Center for Education Statistics (2014), FIU's Common Data Set for 2014-2015 revealed a slight increase to 66.8% of undergraduate Hispanic students enrolled. This academic year, the number of undergraduate Hispanic students reached a 66.4 percent of the total student population.

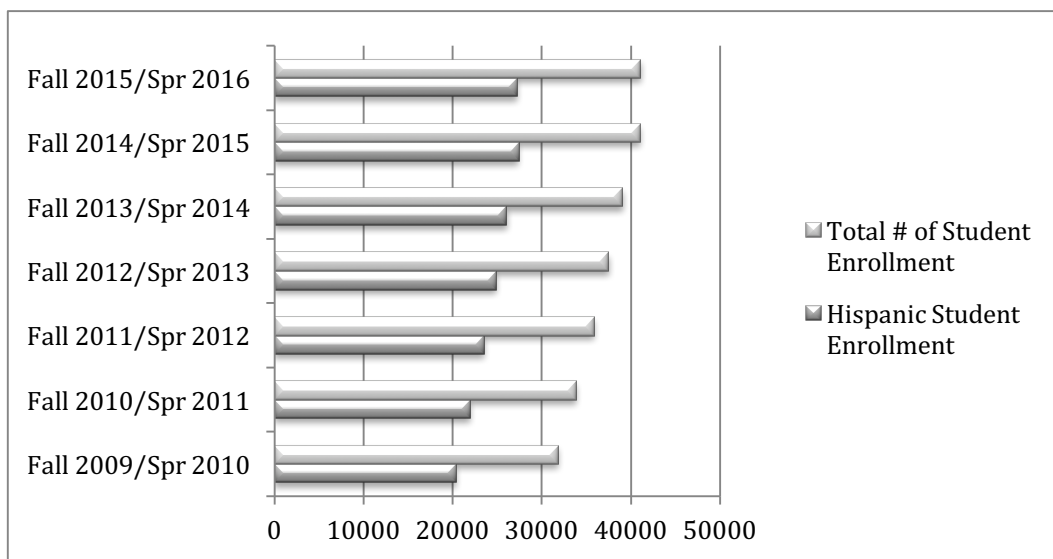


Figure 16. FIU Common Data Set

Rosenberg's Presidency: Fall 2009– Spring 2016

Since its inception, Florida International University has experienced a steady increase in Hispanic/Latino student enrollment. Since the fall of 1972, the Hispanic student population at Florida International University increased from a 28.9 percent to 66.4 percent in its 44 years since first opening its doors for enrollment. During Perry's four years of presidency, the Hispanic student headcount increased 5.4 percent. Under Crosby's three-year leadership, the Hispanic student headcount increased 1.5 percent. Wolfe's seven-year presidency increased the

number of Hispanic student headcount by 11.6 percent. The undergraduate Hispanic student headcount and later enrollment increased 13.1 percent during Maidique's twenty-three years leading FIU. Under Rosenberg's leadership, the undergraduate Hispanic student enrollment increased 2.5% in the last seven years. The largest increase in Hispanic students came about during the leadership of Cuban-born Maidique. Nonetheless, Wolfe's leadership held the highest Hispanic student headcount increase of 11.6 percent in the short 7 years he served as President. The following chapter will provide a discussion surrounding migration and census data, community formation, archival documents, and statistical data collected in efforts to answer the research questions. The chapter will also provide recommendations for future research.

CHAPTER 5: DISCUSSION

Overview

This chapter answers the two research questions for this study: (1) How did demographic changes lead to the creation of what the author defines as a Historically Latino/Caribbean Institutions? and (2) How does this demographic change serve in establishing this historical status? This chapter begins by revisiting the formation of transnational Latino and Caribbean cultural communities as acquired by *Historical Statistics of the United States: Colonial Times to 1970* in the Bureau of the Census. This chapter frames migration as a contributing factor “leading to social and cultural change” as suggested by Castles (2002). This chapter also compares the archival data collected at the FIU University of Archives and Special Collections with data from the U.S. Census Bureau as available. Limitations and implications for higher education and student affairs educators are also discussed. The chapter also recommends further research on the term *Hispanic* in Hispanic-serving Institution as cultural identity changes over time.

RQ1: How did demographic changes lead to the creation of what the author defines as a Historically Latino/Caribbean-serving Institution

Migration, Population Growth, Community Formation

Demographic changes during the mid-1960s to mid-1970s in Miami led to the creation of a public post-baccalaureate degree granting institution in Dade County: Florida International University. As early as the 1950s, Cuban exiles, Caribeños, and Persons of ‘Spanish Surnames’ in Miami settled areas of Miami in large populations. In 1959, Cuba experienced a power shift as Fidel Castro overthrew Fulgencio Batista’s regime and installed a socialist-communist government on the island nation enduring until present-day (Skidmore, Smith, & Green, 2010).

García (1996) shared, “many had opposed the revolution from the beginning, but others were Castro supporters who became disillusioned with the course *la revolución* ultimately took” (p. 13). Many Cubans, particularly those of middle and upper socio-economic classes, often did not agree with Castro’s governance and decided to migrate 90 miles north into a welcoming U.S.—a welcome not often experienced by Dominican or Haitian migrants also fleeing political regimes on the island of Hispaniola in the early 1960s. *Latino Americans*, episode six titled *Peril and Promise*, shed light to the number of political refugees who left the island of Cuba to begin a new journey in the U.S. According to the documentary, “over 300,000 Cubans had descended to Florida during the 1960s and 70s in the aftermath of Fidel Castro’s 1959 revolution and the rise of a Soviet backed communist government” (“Latino Americans,” 2013).

García (1996) referred to Cubans who departed Cuba during Castro’s government as “exiles, not immigrants” due to their attempt to temporarily settle in the U.S. and later return to Cuba. In *Miami: A Cultural History*, Maingot (2014) shared that Cuban migration and influences in Miami became very evident in the economy, politics, and radio shows of Miami. In part, the smooth resettlement on behalf of U.S. Immigration Services was a result of the Cuban Adjustment Act of 1966. On November 2, 1966, Public Law 89-732 was enacted “to adjust the status of Cuban refugees to that of lawful permanent residents of the United States, and for other purposes” (p. 1161). No other Latino or Caribbean group in U.S. history had been granted such privileges.

The U.S. Census Bureau helped provide a general overview of Cuban emigration to the United States. In the *Bicentennial Edition of Historical Statistics of the United States: Colonial Times to 1970*, about 29, 295 Cubans were counted in the population of foreign-born migrants in the U.S. Census of 1950. Subsequently, the U.S. Census of 1960 documented an additional 45,

626 Cuban exiles. The year 1970 evidenced an upsurge in U.S. migrants from Latin America and the Caribbean. The U.S. Census of 1970 documented approximately 425, 974 Cuban exiles—a 468.6 percent increase from a decade prior. According to the Metropolitan Center at Florida International University, Miami-Dade County alone housed about 296, 820 peoples of Hispanic origin by 1970. “Thus, by 1970, large numbers of Cubans were already living in Miami – a total of 107, 445 or about three-quarters of all the foreign born in Miami at that time” (Martin, Bouvier, & Leonard, 1995).

FIU’s Projected Population Growth

In Chapter 4, a report including a table dated on May 1968 illustrated the population growth between 1950-1965 using U.S. Census Data and projected growth between 1970-1985 in five year intervals. According to the table, the population would have tripled by 1985. In Figure 2 population estimates in 1960 were as follows: Broward County housed 341,100 residents and Dade County housed 942,800 residents. According to actual data on behalf of U.S. Census of Florida in 1960, Broward County housed 333, 946 residents and Dade County housed 935,047. By 1980 the U.S. Census stated Broward County housed 1,018,200 residents and Dade County housed 1,625,781 residents. Figure 17 below illustrates the increase in population over a 20-year span.

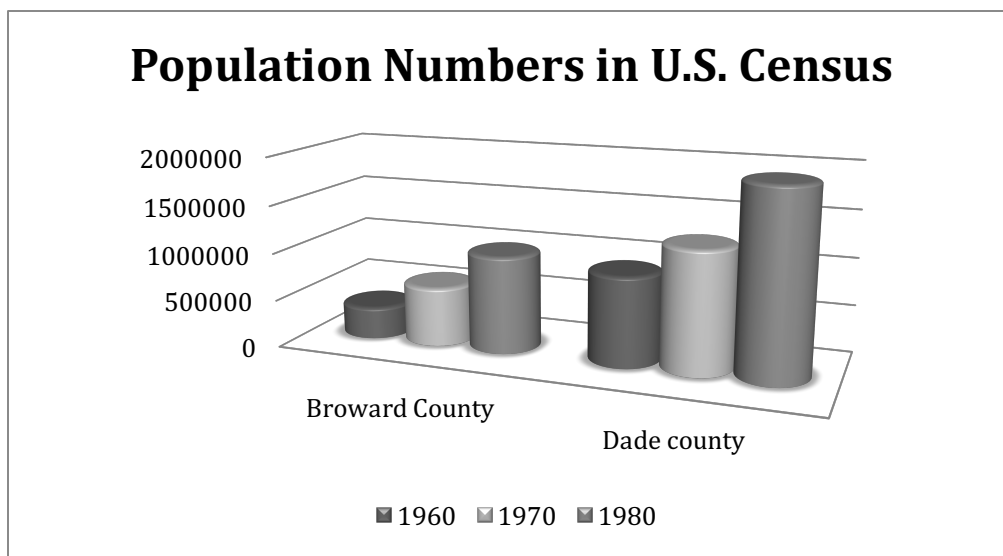


Figure 17. Population Increase 1960-1980: Broward and Dade Counties, Florida

If we compared actual U.S. Census Data from the projected population growth illustrated in the table in May of 1968, we may attain slightly different results. Figure 18 illustrates the difference between projected population estimates and actual U.S. Census Data between 1970-1980.

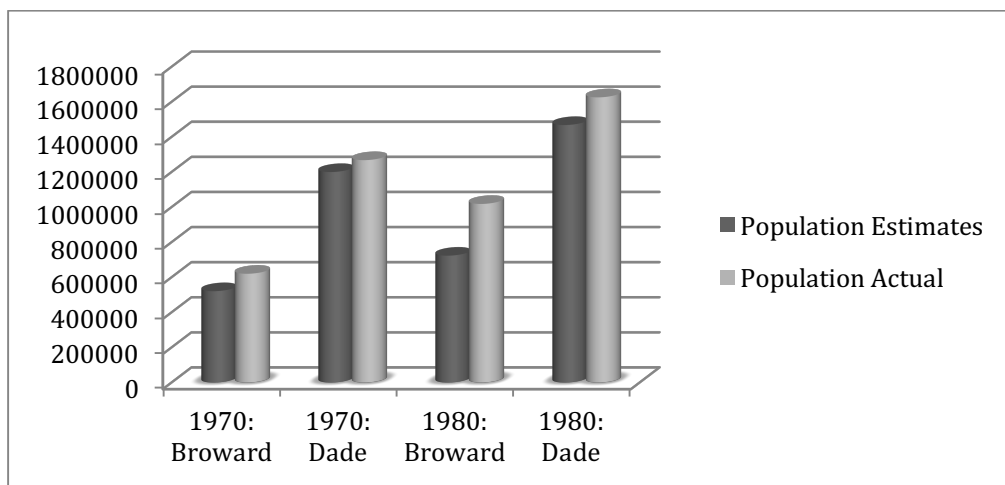


Figure 18. Florida Board of Regents Projected Population Estimates Compared to U.S. Census Data 1970-1980

Data in Figure 2 was used beside U.S. Census data to produce Figure 18. As offered in Figure 2 the Bureau of Economics and Business Research¹⁵ produced projected population estimates for 1970. The Florida Board of Regents produced projected population estimates for 1970. The actual population count was obtained from the U.S. Census of 1970 and 1980. Figure 18 illustrates the comparison between the estimated population and the actual population in Broward County and the estimated population and the actual population in Dade County. Important to this study, these numbers depict whether estimated projections closely match actual population counts. In 1980, the estimated population data for Broward County was projected to be 723,300 and the U.S. Census Data of 1980 stated that about 1,018,200 residents were housed in Broward County. That same year, the estimated population data for Dade County was projected to be 1,468,000 and the actual U.S. Census Data showed Dade County as housing 1,625,781 residents. Although the actual population count in each county was slightly higher than the projected population estimates, these numbers depict how FIU conservatively chose to project populations in efforts to secure state appropriations. Nonetheless, these numbers only depicted the total number of residents and not resident by racial or ethnic groups.

The U.S. Census of 1960 and 1970 was unable to provide an accurate number of Latino and Caribbean populations due in part to the low sampling of additional questions on questionnaire surveys. For example, in 1970, the U.S. Census implemented a 15 percent sample and 5 percent sample through which additional questions were asked to individuals. In Miami, Gibson and Jung (2005) found that 45.3 percent of the 15 percent sample counted in Miami was of Hispanic origin, and 44.7 percent of the 5 percent sample accounted for those in Miami was of

¹⁵ As cited in Figure 2, projected population estimates for 1970 was retrieved from “Bureau of Economics and Business Research, Projections of The Population of Florida Counties for July 1, 1970 and July 1, 1975, by Ronald E. Beller (Gainesville: University of Florida, 1967), p. 3”

Hispanic origin. Although the U.S. Census Bureau was not able to provide an accurate depiction of the entire population of Hispanic origin in Miami, other data housed at FIU provided us with a rough fragmented sketch of the amount of Hispanics residing in Miami during the early 1970s. According to the Metropolitan Center at Florida International University, Miami-Dade County alone housed about 296, 820 peoples of Hispanic origin by 1970. “Thus, by 1970, large numbers of Cubans were already living in Miami – a total of 107, 445 or about three-quarters of all the foreign born in Miami at that time” (Martin, Bouvier, & Leonard, 1995).

To help further fill this sketch, archival research at the University Archives and Special Collection informed us of the existent Latino and Caribbean communities. Many archival items particularly offered separate data surrounding Latino and Caribbean communities. These archival items included the following:

- (1) Racial/ethnic student headcount numbers between 1972-1999 as provided by the FIU Office of Information Analysis and Management;
- (2) The number of Spanish surnames in the first graduating class at FIU in 1973 found in the commencement booklet;
- (3) The survey distributed to community members of Broward County in FIU’s development of the “Interama Campus” today’s Biscayne Bay campus;
- (4) Hispanic Advisory Board and community listings serving Hispanic populations;
- (5) Documents acknowledging the need to assist a growing Cuban refugee and ‘Latin’ population in the surrounding community;
- (6) The implementation of a Hispanic Urban Agent;
- (7) Planning documents in efforts to establish an “Interama” or “Inter American Campus” in North Miami

(8) Planning memos surrounding the development of a Latin American Center.

Additionally, on November 11, 1971 Perry's address to Washington's 92nd Congress shared the importance of Miami as "gateway both to and from the United States" and FIU's responsibility in serving as the premier volunteer as the "central world clearing house for the international exchange of teachers" and serve Latin America. Archival research referenced FIU's geographic proximity to Latin America and the Caribbean and understood that geographic proximity to these countries would produce student demography resonant with this region.

Both Datta (2003) and Castles' (2002) idea of migration as a process in which produces inevitable community formation via economic and regional developments allows us to understand migration as a key factor contributing to regional, national, and international social and cultural change. Latino and Caribbean migration is a process intricately tied to community formation influencing social and cultural change in Miami, including the founding of an international university as FIU. Archival data specifically indicated that FIU understood that population growth in Dade County, Miami, Florida would inevitably present a need for education and access in the area. Both archival data and statistical data provide substantial evidence of the growing Latino and Caribbean community in Miami during the birth of FIU.

RQ2: How does demographic change serve in establishing this historical status?

HLCIs: Towards an Inclusive History of American Higher Education

Demographic change and community formation serves as an important factor in establishing the historical status of an HSI. During the 1960s and 1970s, the exodus, migration, exile, and often-permanent settlement of what Flores (2009) referred to as Caribeños or Caribbean Latinos were a result of political and economic instability in the Spanish-speaking Islands. Caribeños included members of transnational communities including those who left

Cuba and the Dominican Republic to later settle permanently in U.S. cities including Miami-Dade County (Arnold, 2015). Puerto Rican communities also settled in New York and Florida. The Hispanic/Latino/Caribbean demographic growth of areas like Miami, the Bronx, and Manhattan uniquely produced a need for affordable access to higher education otherwise unavailable at other institutions of higher learning.

Important to note in this study, the formation of Caribbean cultural communities or *Comunidades Caribeñas* was crucial to the historical formation of particular Hispanic-serving Institutions during the 1960s and 1970s. Beside FIU in Miami, community leaders began voicing the educational needs of the growing Puerto Rican community in the South Bronx during the mid-1960s. Community leaders including Puerto Rican born Congressman Herman Badillo, educators at the City University of New York, and others helped found one of the first bilingual colleges in the U.S. Eugenio María de Hostos Community College—named after a Puerto Rican educator and current HSI—was founded on April 22, 1968 as a result of the growing educational needs of the south Bronx. Four years proceeding the founding of Hostos, Boricua College was also founded in 1972 in efforts to address the need for both a cultural and educational curriculum for the growing Puerto Rican community in what is often referred to as “Spanish Harlem” in Manhattan. As a product of social unrest and upheaval occurring in New York City, Boricua College concerned its student citizenry with ethnic empowerment vis a vis courses on Puerto Rican culture and history in addition to their core curriculum.

Historical research in education, particularly archival research, enriches the history of American higher education and contributes a more holistic narrative concerning the contribution of ethnic populations to American higher education. Archival research urges historians of American higher education to become culturally responsive to the demographic impacting the

founding of institutions of American higher education. U.S. Census Data and statistical data as provided by the university's office of information provides a more holistic picture as to how migration and diasporic community formation impact the founding of American Higher Education institutions.

According to the U.S. Department of Education, *Title V Developing Hispanic-serving Institutions Program Historical List of All Grantees* between 1999-2012, FIU was listed as 1 of 4 Hispanic-Serving Institutions (HSIs) in the state of Florida suggesting that at least 25% of FIU's student enrollment was of Latino or Hispanic descent. On the Hispanic Association of Colleges and Universities website (HACU), FIU is listed as 1 of 10 HSIs in the state of Florida. As the "only national education association that represents HSIs" since 1986, the Hispanic Association of Colleges and Universities (HACU) designated separate HSI membership to institutions that also serve Hispanic student populations. The increased number of Hispanic-serving Institutions as listed on HACU's website may suggest that more than 4 institutions housed a "total Hispanic enrollment [constituting] a minimum of 25% of the total enrollment" ("Hispanic-Serving Institution Definitions," para. 1).

This study serves as the first attempt to acknowledge HSIs that have historically served Latino and Caribbean students. FIU has seen a steady increase in Latino and Caribbean student enrollment since its inception. FIU's total Hispanic student headcount during its first year surpassed the current percentage requirement (25 percent) for the U.S. Department of Education HSI status. In 1972, 28.9 percent of its students were of Hispanic descent and FIU's Hispanic student headcount has increased to 66.4 percent of its total undergraduate student population in the last year. The data provided on behalf of the FIU Office of Information Analysis and Management was crucial in determining how many students of Hispanic descent first enrolled at

FIU and how numbers changed over time. FIU's *Common Data Set* between 2000-2001, illustrated FIU's undergraduate Hispanic student enrollment averaging 54.6% of the total undergraduate population. Fifteen years later, coinciding with data illustrated by the National Center for Education Statistics (2014), FIU's Common Data Set for 2014-2015 reveal an increase to 66.8% undergraduate Hispanic student enrollment. Although the HSI designation was not acknowledged by the U.S. Department of Education or HACU until 1998, one may suggest that per the 25 percent benchmark for federal appropriations today, FIU has historically served Hispanic, Latino, and Caribbean communities since opening its doors.

In addition to student headcount, the geographic proximity of Miami to Latin America and the Caribbean pushed FIU to become an "international" university whose mission became to "promote greater international understanding". As the archives indicated, FIU attempted to establish relations with community members to ensure that an upcoming urban city university met the needs of such a rapidly growing community. Naming the first building at FIU "Primera Casa" or First House became indicative of the positive message Perry wanted to share with both the Latino and Caribbean community in Miami and south of Key West. This study also serves to designate HSIs that have, since inception, served at least 25 percent of its total student headcount as Hispanic, alongside Latino and Caribbean demographic increase surrounding the community of such institution during its founding, Historically Latino/Caribbean-serving Institution.

Limitations

Archival Documents

In FIU's early documents including those produced between 1969-1976 often referred to members of the Hispanic community as "Latin," "Latin people," or "persons of Spanish surnames". According to Soruco (1996), however, the use of "persons of Spanish-sounding

surnames, persons born in countries where the official language is Spanish, or persons of Spanish heritage” is problematic and “must be applied carefully” (p. 21). As Soruco (1996) further warned, the misidentification of Hispanics using a “Spanish surname designation” below,

The term refers to the population segment whose last name has been identified as being Spanish by the U.S. Census Bureau. It does not include Hispanics with non-Spanish last names, and it does include non-Hispanics whose last names are Spanish by the bureau’s definition. In addition, it excludes Hispanic women married to non-Hispanic men (p. 21).

Soruco’s (1996) recommendation problematizes the accuracy involved in records accounting for the actual number of Hispanic students attending Florida International University since opening its doors in 1972.

U.S. Census Data on Hispanics

Limitations arose due in part to the lack of accurate data offered by both the 1960 and 1970 U.S. Census Bureau. Prior to the 1980 questionnaire, the U.S. Census provided rudimentary and limited selections for the category of “color or race”. For example, as illustrated in Appendix A, the 1960 U.S. Census Questionnaire asked, “is this person— White, Negro, American Indian, Japanese, Chinese, Filipino, Hawaiian, Part Hawaiian, Aleut, Eskimo (etc.)?” The U.S. Census Questionnaire of 1970 also provided the same list with regard to “color or race” but also included an additional set of questions as displayed in Appendix B. On page 2 of the questionnaire, section 4 titled “Color or Race” asked to “fill one circle” for the following options: White, Negro or Black, Indian (Ameri.) print tribe, Japanese, Chinese, Filipino, Hawaiian, Korean, and Other with an arrow indicating to “print race” if the individual circles “Other”. In Appendix C, question number 13a asked individuals to state “where was this person born” and provided an option to circle “this state” or print the “name of state or foreign country;

or Puerto Rico, Guam, etc”. Question 13b asked the follow-up question “Is this person’s origin or descent—(Fill one circle)” and provided the options of Mexican, Puerto Rican, Cuban, Central or South American, Other Spanish, and No, none of these. Also exhibited in Appendix C, Questions 14 and 15 asked individuals to circle United States or print the “name of state or foreign country; or Puerto Rico, Guam, etc”. The aforementioned questions served as the attempt—on behalf of the U.S. Census Bureau—to grapple with how to (1) best enumerate and (2) remain inclusive toward a growing number of individuals from various ethnic backgrounds residing in the U.S. Nonetheless, the post-civil rights U.S. Census Bureau remained unmoved by the notion of “color” or “race”. This category is indicative of the archaic terminology used to categorize members of the U.S. population by color of skin and not by the various ethnic groups residing in the U.S. Additionally, individuals of Latin American and Caribbean descent are often multi-racial and multi-ethnic, and the “circle one” or “print one” option may have left room for discrepancy in data collection on behalf of the agency.

As noted by the U.S. Census Bureau, “studies after the 1950 and 1960 censuses revealed that those censuses had undercounted segments of the population” (“Enumeration,” para. 2). The question remained whether or not the U.S. Census was able to accurately count how many Hispanics, Latinos, and Caribbean populations resided in the United States during the 1960s and 1970s. Gibson and Jung (2005) informed,

While there were various indicators of portions of the Hispanic origin population, including data on mother tongue, data on the population with Spanish surname, and the designation of Mexican as a race in the 1930 census, the first attempt to identify the entire Hispanic origin population was in 1970” (p. 12).

The U.S. Census did not accurately depict populations of Hispanic origin until the 1980 census. The umbrella terminology “Hispanic” for groups of Latin America and the Caribbean were not present until the U.S. Census Data of 1980. Nonetheless, the term *Hispanic* is often problematized in the current literature concerning Latino and Caribbean populations as the term itself as discussed below is not often inclusive to those members neither of Spanish descent nor Spanish-speaking countries.

Implications

This research study helps student affairs educators become more holistically informed about institutional types and the efforts of institutions like Florida International University to best serve its surrounding community. For example, Florida International University ensured it created positive relationships with members of the surrounding community including the Miami Herald, Latin American Consuls, community organizations, legislators, and the intellectual community among others for its long standing success. Additionally, as an international university, the naming of FIU, the mission, goals, and naming of buildings coincided with FIU’s promotion of greater international understanding especially during a time of social unrest. This archival research allows us to gain a deeper understanding of the different institutional types and ways in which these institutional categories can help our work in student affairs and academic affairs. Policy makers should acknowledge those institutions that have historically served underrepresented populations alongside HBCU’s and TCU’s. Federal grant appropriations can help strengthen and acknowledge the efforts of these institutions to serve a demographic that present-day is continuously growing.

Archival research in furthers our knowledge and understanding of how demographic change can create a need for access to higher education. As the number of HSIs increase in

conjunction with demographic change in the surrounding community, there is a need to understand the historical trajectory of the communities of the students served. This dissertation assists student affairs educators in better understanding community formation both on and off campus via student organizations and the development of ethnic identity. The following section discusses the need to examine the term *Hispanic* in the phrase Hispanic-serving Institution, as the term may not be inclusive and accurate in depicting the identity of those with origins from Latin America and the Caribbean.

Recommendations for Future Research

HSI literature has seldom questioned whether *Hispanic* in Hispanic-serving Institution accurately represents the cultural identity of the students served. The term *serving* in Hispanic-serving Institution has often been the central focus of HSI literature. Most HSI literature have detailed the experiences and educational decisions of Hispanic students and administrators (Cejda, Casparis, & Rhodes, 2002), discussed equitable outcomes (Contreras, Malcom, & Bensimon, 2008), shared challenges and opportunities (Benítez, 2002; De Los Santos Jr., De Los Santos, 2003), highlighted student success (Benítez & DeAro, 2004), offered student and administrator perspectives (Dayton, Gonzalez-Vasquez, Martinez, & Plum, 2004), proposed organizational theories relevant to the study of HSIs (Garcia, 2013), shed light to myths and realities of HSIs (Laden, 2001; Laden 2010), examined community college access (Nuñez, Sparks, & Hernández, 2011), and illustrated HSIs as inventions (Santiago, 2006), and models (Santiago, 2008). In a doctoral dissertation study, Garcia (2013) explored the organizational identity formation of HSIs utilizing an organizational theory lens through which to interpret what she termed as “identity claims” of HSI identity. Garcia (2013) found four central themes relevant to a HSI’s organizational identity including, “regionally focused, committed to the

community, dedicated to access, and serving of a diverse population” (p. iii). While a micro-level organizational perspective of an HSI campus remains important to understanding HSI identity, literature has yet to question the process of cultural identity of students whom “self-identify” as Hispanic.

When we speak of Hispanic-serving Institutions, what does it mean to be a *Hispanic*-serving Institution, ethnically or racially? With regard to Hispanic student enrollment numbers, the U.S. Department of Education utilizes data collected on behalf of the National Center for Education Statistics (NCES) (“Definitions of Hispanic-Serving Institutions,” para. 3). Through the Integrated Postsecondary Education Data System (IPEDS), a self-reporting system housed in NCES, institutions provide enrollment data including student race/ethnicity (“Report Your Data,” section 8). Considering the fact that Hispanic-student enrollment is a crucial factor to HSI grant eligibility, the ways in which we define *Hispanic* as an ethnic identity matters. Beyond a check box on undergraduate and graduate student applications, university administration, faculty, and staff, alongside federal agencies, need to assess identity as a lived fluid experience through which students, as Hall and du Gay (1996) argue, are in constant process of reproduction. Eaton (2015) alluded to college student identity as “emergent” through which students are “becoming” in the digital age. The lifelong work of Developmental Psychologist, Jean S. Phinney shares the importance of student ethnic identity as an internal psychological developmental process necessary for a college student’s self esteem. Throughout her tenure in academia, Phinney (1992; 1996) shed light to the importance of understanding ethnic identity in relationship to self-concept and self-esteem of adolescents and college adults (Phinney & Alipuria, 1996; Phinney & Chavira, 1992; Phinney, Chavira, & Williamson, 1992). Considering the relationship between self-esteem and ethnic identity, ethnic identity should be

examined beyond the enrollment percentage and examined from a culturally evolving identity lens.

“Who” ethnically are we serving? Are we serving Hispanics? Latinos? Caribbean populations? In *Race and Ethnicity in Latin America*, Wade’s (2010), referred to ethnicity as “‘cultural’ differences” or “a social construction that is centrally about identifications of differences and sameness” dissimilar to “phenotypical differences” as often associated with race (p. 15). Evans, Forney, Guido, Patton, and Renn (2010) shared Cokley’s (2007) definition of ethnic identity as “differences in a multitude of characteristics like ‘nationality, ancestry, religion, language, culture, and history to which personal and social meanings of group identity are usually attached’ (p. 519)” (p. 274). Ethnically, Latinos and Caribbean populations are different as offered by Torres’ (2004) conversation surrounding the diversity among such populations. As ethnic identity becomes a salient representation in constant reproduction (Hall and du Gay, 1996) and “emergent” (Eaton, 2015) for students of Latino and Caribbean descent, the question remains, is the HSI designation representative of the evolving cultural identities it suggests it serves? In her article titled *The Diversity Among Us*, Torres (2004) discussed the differences among the lived experiences of diverse Latino groups including Puerto Ricans, Cuban Americans, Caribbean Americans, and Central and South Americans as a result of immigration, economic attainment, and educational attainment. As Torres (2004) advised to student affairs educators, “students from different Latino countries have different issues” (p. 14). Countries south of the U.S.-Mexico border are all linguistically, politically, culturally, and socio-economically diverse (Gonzalez, 2000; Dávila, 2001; Skidmore, Smith, & Green, 2010; Wade, 2010).

Is the HSI designation at best representative of the historical trajectory involving the cultural identity process of transnational Latino and Caribbean cultural communities? There is a need to re-examine student self-identification labels and solidification of cultural identity terms to best identify students of Latino and Caribbean descent—as the term *Hispanic* may exclude non-Spanish speaking ethnic groups from Latin America and the Caribbean. The term *Hispanic* has been deemed questionable and problematic by cultural theorists like Fusco (1995), Flores (2000; 2009), and Dávila (2001). The term *Hispanic* has not always represented the amalgam of ethnic groups that comprise the regions we phrase as Latin America and the Caribbean (Dávila, 2001). As Schultz (2000) explained, *Hispanic* was first introduced to the U.S. Department of Health, Education, and Welfare in 1973 and “applied to persons whose descent is tied to Spain or Spanish-speaking Latin American countries, including the Caribbean” (p. 402). Although the U.S. Census has made some effort to “nourish” the evolving identity formation of Latino and Caribbean cultural communities through the use of categorical check boxes since the 1980 census, the U.S. Department of Education has made no effort to reevaluate its use of more geoculturally inclusive terminology. Term like “Latino” and “Caribbean” are inclusive to the diverse ethnic communities comprising various linguistic, political, socio-economic, and religious backgrounds (Schultz, 2000).

The term *Hispanic*, in this context, excludes those of countries in Latin America and the Caribbean who may not speak the Spanish language including those whom identify as members of indigenous communities, Afro-Latino¹⁶, and Afro-Caribbean¹⁷ communities. For example,

¹⁶ By “Afro-Latino,” I mean members of Latino communities who also identify as descendants of African groups brought to areas of Latin America throughout the colonial era and often non-Spanish speaking.

¹⁷ By “Afro-Caribbean,” I mean members of Caribbean communities identifying as descendants of African groups brought to the Islands throughout the colonial era and often non-Spanish speaking.

students from Anglophone¹⁸ and Francophone¹⁹ Islands may be left out of the HSI conversation and programmatic efforts all together as a result of the use of such term. Caribbean students are often “racialized” in conversations surrounding “Latinos” as a result of the creolization or racial mixture in the Caribbean (Evans, Forney, Guido, Patton, & Renn, 2010). In Evans et al. (2010), the conversation surrounding the ethnic identity development of Caribbean students was subtitled under African Americans/Blacks and not subtitled under Latinos—suggesting that Caribbean identity remains a complex and gray field of study for student affairs. Considering Caribbean student populations are discussed as separate to the Latino student experience in Evans et al. (2010), the diversity among Caribbean populations and Caribbean identity merits further research.

¹⁸ Reference to English-speaking Islands including but not limited to Jamaica, Barbados, Grenada, and Trinidad and Tobago, among others.

¹⁹ Reference to French-speaking Islands including but not limited to Haiti, and Guadeloupe and Martinique, among others.

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SPECIMEN

➔ Please complete this form, as follows:

- First, fill the listing of persons and the information required for each of them on this page.
- Second, fill the questions about your dwelling on pages 2 and 3.
- Third, write the name of the head of this household at the top of page 4, and fill the questions for him on pages 4 and 5. Then, do the same for each person (including each child) you have listed on page 1, using pages 6 and 7, 8 and 9, etc.

➔ Please tear out and study the enclosed example (on the white sheet) before you start to fill the inside pages of this form.

➔ Never skip a question just because it does not seem to apply. For instance, an answer of "No" to the question, "Did this person work at any time last week?" is just as important as an answer "Yes." Whenever you do not know the exact answer (such as the cost of utilities or the amount of wages last year) make a reasonable estimate. After you complete the form, please check it over to make sure you have not missed anything.

➔ Please mail the completed form within 3 days in the special envelope. No postage is required.

[illegible]

APPENDIX B: U.S. CENSUS QUESTIONNAIRE OF 1970

Page 6

The 15-percent and 5-percent forms contain a pair of facing pages for each person in the household (as listed on page 2). Shown on each pair of pages in the 15-percent form are the questions designated as 15-percent here on pages 6, 7, and 8. Shown on each pair of pages in the 5-percent form are the questions designated as 5-percent here on pages 6, 7, and 8.

Name of person on line ① of page 2

Last name	First name	Initial
13a. Where was this person born? If born in hospital, give State or country where mother lived. If born outside U.S., see instruction sheet; distinguish Northern Ireland from Ireland (Ire). <input type="radio"/> This State OR (Place of birth or foreign country; or Puerto Rico, Guam, etc.)		
b. Is this person's origin or descent— (Fill one circle) <input type="radio"/> Mexican <input type="radio"/> Central or South American <input type="radio"/> Puerto Rican <input type="radio"/> Other Spanish <input type="radio"/> Cuban <input type="radio"/> No, none of these		
14. What country was his father born in? <input type="radio"/> United States OR (Place of foreign country; or Puerto Rico, Guam, etc.)		
15. What country was his mother born in? <input type="radio"/> United States OR (Place of foreign country; or Puerto Rico, Guam, etc.)		
16. For persons born in a foreign country— a. Is this person naturalized? <input type="radio"/> Yes, naturalized <input type="radio"/> No, alien <input type="radio"/> Born abroad of American parents		
b. When did he come to the United States to stay? <input type="radio"/> 1965 to 70 <input type="radio"/> 1950 to 64 <input type="radio"/> 1925 to 34 <input type="radio"/> 1960 to 64 <input type="radio"/> 1945 to 49 <input type="radio"/> 1915 to 24 <input type="radio"/> 1955 to 59 <input type="radio"/> 1935 to 44 <input type="radio"/> Before 1915		
17. What language, other than English, was spoken in this person's home when he was a child? Fill one circle. <input type="radio"/> Spanish <input type="radio"/> Other— <input type="radio"/> French Specify _____ <input type="radio"/> German <input type="radio"/> None, English only		
18. When did this person move into this house (or apartment)? Fill circle for date of last move. <input type="radio"/> 1969 or 70 <input type="radio"/> 1965 or 66 <input type="radio"/> 1949 or earlier <input type="radio"/> 1968 <input type="radio"/> 1960 to 64 <input type="radio"/> Always lived in this house or apartment <input type="radio"/> 1967 <input type="radio"/> 1959 to 59		
19a. Did he live in this house on April 1, 1965? If in college or Armed Forces in April 1965, report place of residence then. <input type="radio"/> Born April 1965 or later (Skip to 20) <input type="radio"/> Yes, this house <input type="radio"/> No, different house		
b. Where did he live on April 1, 1965? (1) State, foreign country, U.S. possession, etc. (2) County (3) Inside the limits of a city, town, village, etc? <input type="radio"/> Yes <input type="radio"/> No (4) If "Yes," name of city, town, village, etc.		
20. Since February 1, 1970, has this person attended regular school or college at any time? Count nursery school, kindergarten, and schooling which leads to an elementary school certificate, high school diploma, or college degree. <input type="radio"/> No <input type="radio"/> Yes, public <input type="radio"/> Yes, parochial <input type="radio"/> Yes, other private		
21. What is the highest grade (or year) of regular school he has ever attended? Fill one circle. If now attending, mark grade he is in. <input type="radio"/> Never attended school—Skip to 23 <input type="radio"/> Nursery school <input type="radio"/> Kindergarten Elementary through high school (grade or year) 1 2 3 4 5 6 7 8 9 10 11 12 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> College (academic year) 1 2 3 4 5 6 or more <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
22. Did he finish the highest grade (or year) he attended? <input type="radio"/> Now attending this grade (or year) <input type="radio"/> Finished this grade (or year) <input type="radio"/> Did not finish this grade (or year)		
23. When was this person born? <input type="radio"/> Born before April 1966—Please go on with questions 24 through 41. <input type="radio"/> Born April 1966 or later—Please omit questions 24 through 41 and go to the next page for the next person.		
24. If this person has ever been married— a. Has this person been married more than once? <input type="radio"/> Once <input type="radio"/> More than once b. When did he get married? When did he get married for the first time? Month Year Month Year c. If married more than once—Did the first marriage end because of the death of the husband (or wife)? <input type="radio"/> Yes <input type="radio"/> No		
25. If this is a girl or a woman— How many babies has she ever had, not counting stillbirths? Do we count her reproduction or children she has adopted? 1 2 3 4 5 6 7 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 9 10 11 12 or more None <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
26. If this is a man— a. Has he ever served in the Army, Navy, or other Armed Forces of the United States? <input type="radio"/> Yes <input type="radio"/> No b. Was it during— (Fill the circle for each period of service.) Vietnam Conflict (Since Aug. 1964) Korean War (From 1950 to Jan. 1953) World War II (Sept. 1940 to July 1947) World War I (April 1917 to Nov. 1918) Any other time		

1. WHAT IS THE NAME OF EACH PERSON HEAD OF THIS HOUSEHOLD?	2. HOW IS EACH PERSON RELATED TO THE HEAD OF THIS HOUSEHOLD?	3. SEX	4. COLOR OR RACE	5. MONTH AND YEAR OF BIRTH	6. MONTH AND YEAR OF MARRIAGE	7. YEAR OF BIRTH	8. WANT IS EACH PERSON'S MARRIAGE STATUS?
<p>DO NOT WRITE IN THESE SPACES</p> <p>Head of household Person who is responsible for the household Other relatives of the head Persons not related to the head</p> <p>First name Last name</p>	<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	
<p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p> <p>Head of household Wife of head Son or daughter of head Other relative of head Other not related to head—Prior owner Other not related to head—Present owner</p>	<p>Male Female</p>	<p>White Negro Hispanic or Latino Other race</p>	<p>Month Year</p>	<p>Month Year</p>	<p>Year of birth</p>	<p>Married Never married Divorced Widowed Separated Never</p>	

APPENDIX D: FIU HISPANIC STUDENT HEADCOUNT 1972-1999



UNIVERSITYWIDE HEADCOUNT BY ETHNICITY FROM 1973-1999

COUNT			
ACAD_YEAR	TERM_DESCRIPTION	ETHNICITY	Total
1972	Spring Quarter 1973	ASIAN	1
		BLACK	21
		HISPA	77
		WHITE	138
	Spring Quarter 1973 Total		237
	Winter Quarter 1973	ASIAN	1
		BLACK	19
		HISPA	77
		WHITE	147
	Winter Quarter 1973 Total		244
	Fall Quarter 1972	ASIAN	1
		BLACK	14
		HISPA	61
		WHITE	135
	Fall Quarter 1972 Total		211
	Summer Quarter 1973	AMIND	1
		ASIAN	2
		BLACK	18
		HISPA	61
		WHITE	109
	Summer Quarter 1973 Total		191
1973	Winter Quarter 1974	AMIND	1
		ASIAN	4
		BLACK	47
		HISPA	112
		NSPEC	1
		WHITE	266
	Winter Quarter 1974 Total		431
	Fall Quarter 1973	AMIND	2
		ASIAN	4
		BLACK	38
		HISPA	120
		WHITE	216
	Fall Quarter 1973 Total		380
		AMIND	1

	Spring Quarter 1974	ASIAN BLACK HISPA NSPEC WHITE	3 41 112 1 198
	Spring Quarter 1974 Total		356
	Summer Quarter 1974	AMIND ASIAN BLACK HISPA NSPEC WHITE	1 4 29 75 1 150
	Summer Quarter 1974 Total		260
	Summer Quarter 1975	ASIAN BLACK CNRRAC HISPA NSPEC WHITE	4 40 1 101 1 173
	Summer Quarter 1975 Total		320
1974	Spring Quarter 1975	AMIND ASIAN BLACK CNRRAC HISPA NSPEC WHITE	2 4 57 1 136 1 254
	Spring Quarter 1975 Total		455
	Winter Quarter 1975	AMIND ASIAN BLACK CNRRAC HISPA NSPEC WHITE	2 6 57 1 155 1 292
	Winter Quarter 1975 Total		514
	Fall Quarter 1974	ASIAN BLACK HISPA WHITE	3 45 146 261
	Fall Quarter 1974 Total		455
		AMIND ASIAN	2 7

1975	Summer Quarter 1976	BLACK CNRETH CNRRAC HISPA WHITE	46 1 1 129 190
	Summer Quarter 1976 Total		376
	Winter Quarter 1976	AMIND ASIAN BLACK CNRRAC HISPA WHITE	3 8 54 1 202 332
	Winter Quarter 1976 Total		600
	Fall Quarter 1975	AMIND ASIAN BLACK HISPA NSPEC WHITE	2 6 70 177 1 295
	Fall Quarter 1975 Total		551
	Spring Quarter 1976	AMIND ASIAN BLACK CNRETH CNRRAC HISPA NSPEC WHITE	2 8 61 1 1 185 1 273
	Spring Quarter 1976 Total		532
1976	Fall Quarter 1976	AMIND ASIAN BLACK CNRRAC HISPA WHITE	2 8 66 1 213 289
	Fall Quarter 1976 Total		579
	Spring Quarter 1977	ASIAN BLACK HISPA WHITE	6 64 200 268
	Spring Quarter 1977 Total		538
	Winter Quarter 1977	ASIAN BLACK	10 70

	Winter Quarter 1977	HISPA WHITE	225 300
	Winter Quarter 1977 Total		605
	Summer Quarter 1977	AMIND	1
		ASIAN	5
		BLACK	42
		HISPA	155
		WHITE	220
	Summer Quarter 1977 Total		423
1977	Spring Quarter 1978	AMIND	3
		ASIAN	7
		BLACK	92
		HISPA	229
		WHITE	297
	Spring Quarter 1978 Total		629
	Winter Quarter 1978	AMIND	1
		ASIAN	5
		BLACK	103
		HISPA	235
		WHITE	333
	Winter Quarter 1978 Total		678
	Summer Quarter 1978	AMIND	1
		ASIAN	7
		BLACK	71
		HISPA	146
		WHITE	235
	Summer Quarter 1978 Total		461
	Fall Quarter 1977	ASIAN	6
		BLACK	93
		HISPA	237
		WHITE	325
	Fall Quarter 1977 Total		661
	Spring Quarter 1979	AMIND	2
		ASIAN	10
		BLACK	88
		HISPA	262
		WHITE	333
	Spring Quarter 1979 Total		696
		AMIND	2

1978	Winter Quarter 1979	ASIAN	13	
		BLACK	106	
		HISPA	290	
		WHITE	391	
		NOT REPORTED	1	
	Winter Quarter 1979 Total		803	
	Fall Quarter 1978	AMIND	1	
		ASIAN	12	
		BLACK	112	
		HISPA	289	
NSPEC		1		
Fall Quarter 1978 Total	WHITE	347		
	NOT REPORTED	2		
	Fall Quarter 1978 Total		764	
Summer Quarter 1979	AMIND	1		
	ASIAN	10		
	BLACK	79		
	HISPA	219		
	WHITE	234		
Summer Quarter 1979 Total		543		
1979	Summer Quarter 1980	AMIND	1	
		ASIAN	12	
		BLACK	68	
		HISPA	239	
		TWOMORE	1	
	Summer Quarter 1980 Total	WHITE	321	
		Summer Quarter 1980 Total		642
		Spring Quarter 1980	AMIND	1
	ASIAN		17	
	BLACK		99	
HISPA	307			
WHITE	388			
Spring Quarter 1980 Total	NOT REPORTED	1		
	Spring Quarter 1980 Total		813	
	Winter Quarter 1980	AMIND	1	
ASIAN		20		
BLACK		106		
HISPA		350		
WHITE		405		
Winter Quarter 1980 Total	NOT REPORTED	1		
	Winter Quarter 1980 Total		883	
		AMIND	1	
ASIAN		15		

	Fall Quarter 1979	BLACK HISPA NSPEC WHITE	107 321 1 394
	Fall Quarter 1979 Total		839
1980	Summer Quarter 1981	AMIND	1
		ASIAN	10
		BLACK	95
		HISPA	272
		NSPEC	1
		TWOMORE	1
		WHITE	346
		NOT REPORTED	1
	Summer Quarter 1981 Total		727
	Spring Quarter 1981	AMIND	1
		ASIAN	12
		BLACK	113
		HISPA	356
		NSPEC	1
		TWOMORE	1
		WHITE	401
	Spring Quarter 1981 Total		885
	Winter Quarter 1981	AMIND	1
		ASIAN	18
		BLACK	120
		HISPA	391
		NSPEC	1
		TWOMORE	1
		WHITE	454
		NOT REPORTED	1
	Winter Quarter 1981 Total		987
	Fall Quarter 1980	AMIND	1
		ASIAN	16
		BLACK	116
		HISPA	396
		NSPEC	1
		WHITE	448
		NOT REPORTED	1
	Fall Quarter 1980 Total		979
	Spring 1982	AMIND	2
		ASIAN	21
		BLACK	130
		HISPA	541

1981		TWOMORE	3
		WHITE	503
		NOT REPORTED	2
	Spring 1982 Total		1202
	Summer 1982	AMIND	1
		ASIAN	17
		BLACK	100
		HISPA	398
		NSPEC	3
		TWOMORE	1
		WHITE	378
		NOT REPORTED	1
	Summer 1982 Total		899
1982	Fall 1981	AMIND	2
		ASIAN	25
		BLACK	144
		HISPA	520
		NSPEC	1
		TWOMORE	3
		WHITE	447
		NOT REPORTED	2
	Fall 1981 Total		1144
	Summer 1983	AMIND	1
		ASIAN	19
		BLACK	144
		HISPA	536
		NSPEC	4
		TWOMORE	1
		WHITE	429
		NOT REPORTED	1
	Summer 1983 Total		1135
	Spring 1983	AMIND	2
		ASIAN	34
		BLACK	181
		HISPA	746
		NSPEC	3
		TWOMORE	3
		WHITE	602
		NOT REPORTED	3
	Spring 1983 Total		1574
		AMIND	2
		ASIAN	34
		BLACK	195

1983	Fall 1982	HISPA NSPEC TWO MORE WHITE NOT REPORTED	664 2 1 600 2
	Fall 1982 Total		1500
	Spring 1984	ASIAN BLACK CNRRAC HISPA NSPEC TWO MORE WHITE NOT REPORTED	37 236 2 898 5 1 667 2
	Spring 1984 Total		1848
	Summer 1984	AMIND ASIAN BLACK HISPA NSPEC TWO MORE WHITE NOT REPORTED	2 27 180 675 6 1 471 2
	Summer 1984 Total		1364
	Fall 1983	AMIND ASIAN BLACK CNRRAC HISPA NSPEC TWO MORE WHITE NOT REPORTED	1 33 229 2 867 4 1 649 2
	Fall 1983 Total		1788
	Summer 1985	ASIAN BLACK CNRRAC HISPA NSPEC TWO MORE WHITE NOT REPORTED	38 196 2 831 3 3 566 3
	Summer 1985 Total		1642

1984	Spring 1985	AMIND	2
		ASIAN	47
		BLACK	237
		CNRRAC	2
		HISPA	1090
		NSPEC	5
		TWOMORE	3
		WHITE	775
		NOT REPORTED	3
		Spring 1985 Total	2164
	Fall 1984	AMIND	1
		ASIAN	45
		BLACK	252
		CNRRAC	2
		HISPA	1122
		NSPEC	6
		TWOMORE	2
		WHITE	725
		NOT REPORTED	3
		Fall 1984 Total	2158
1985	Fall 1985	AMIND	3
		ASIAN	55
		BLACK	271
		CNRRAC	3
		HISPA	1294
		NSPEC	3
		TWOMORE	2
		WHITE	930
		NOT REPORTED	2
		Fall 1985 Total	2563
	Summer 1986	AMIND	3
		ASIAN	45
		BLACK	253
		CNRRAC	3
		HISPA	988
		NSPEC	4
		TWOMORE	2
		WHITE	684
		NOT REPORTED	2
		Summer 1986 Total	1984
		AMIND	2
		ASIAN	65
		BLACK	265

1986	Spring 1986	CNRRAC HISPA NSPEC TWOMORE WHITE NOT REPORTED	3 1255 4 3 921 1
	Spring 1986 Total		2519
	Spring 1987	AMIND ASIAN BLACK CNRRAC HISPA NSPEC TWOMORE WHITE NOT REPORTED	7 70 322 2 1547 6 2 1106 2
	Spring 1987 Total		3064
	Fall 1986	AMIND ASIAN BLACK CNRRAC HISPA NSPEC TWOMORE WHITE NOT REPORTED	5 72 307 3 1497 6 2 1083 1
	Fall 1986 Total		2976
	Summer 1987	AMIND ASIAN BLACK CNRRAC HISPA NSPEC TWOMORE WHITE NOT REPORTED	4 60 284 1 1148 2 3 809 1
	Summer 1987 Total		2312
	Summer 1988	AMIND ASIAN BLACK CNRRAC HISPA NSPEC	4 92 353 2 1521 6

1987		TWOMORE	2
		WHITE	977
		NOT REPORTED	2
	Summer 1988 Total		2959
	Spring 1988	AMIND	4
		ASIAN	102
		BLACK	415
		CNRETH	1
		CNRRAC	1
		HISPA	1856
		NSPEC	11
		TWOMORE	1
		WHITE	1252
	Spring 1988 Total		3643
1987	Fall 1987	AMIND	3
		ASIAN	93
		BLACK	393
		CNRETH	1
		CNRRAC	1
		HISPA	1843
		NSPEC	6
		TWOMORE	1
		WHITE	1195
		NOT REPORTED	1
	Fall 1987 Total		3537
1988	Summer 1989	AMIND	7
		ASIAN	137
		BLACK	445
		CNRRAC	3
		HISPA	2028
		NSPEC	4
		TWOMORE	2
		WHITE	1302
		NOT REPORTED	2
	Summer 1989 Total		3930
	Spring 1989	AMIND	6
		ASIAN	160
		BLACK	549
		CNRETH	1
		CNRRAC	3
		HISPA	2411
		NRPT	1
		NSPEC	11

1989		TWOMORE	3
		WHITE	1582
		Spring 1989 Total	4727
		AMIND	4
		ASIAN	146
		BLACK	512
	Fall 1988	CNRETH	1
		CNRRAC	2
		HISPA	2353
		NSPEC	9
		TWOMORE	3
		WHITE	1438
	Fall 1988 Total		4468
	Summer 1990	AMIND	9
		ASIAN	218
		BLACK	683
		CNRRAC	3
		HISPA	3070
		NSPEC	10
	Spring 1990	TWOMORE	2
		WHITE	1847
		NOT REPORTED	4
	Summer 1990 Total		5846
	Fall 1989	AMIND	15
		ASIAN	252
		BLACK	792
		CNRRAC	3
		HISPA	3507
		NSPEC	13
	Fall 1989	TWOMORE	3
		WHITE	2202
		NOT REPORTED	3
	Spring 1990 Total		6790
	Fall 1989	AMIND	14
		ASIAN	223
		BLACK	715
		CNRRAC	3
		HISPA	3272
		NSPEC	10
	Fall 1989	TWOMORE	3
		WHITE	2000
		NOT REPORTED	2
	Fall 1989 Total		6242

1990	Spring 1991	AMIND	16
		ASIAN	393
		BLACK	1104
		CNRETH	1
		CNRRAC	4
	Fall 1990	HISPA	5030
		NSPEC	15
		PACIF	1
		TWOMORE	2
		WHITE	3060
	Summer 1991	NOT REPORTED	5
		AMIND	14
		ASIAN	356
		BLACK	988
		CNRRAC	4
	Fall 1990 Total	HISPA	4765
		NSPEC	12
		PACIF	1
		TWOMORE	2
		WHITE	2812
	Summer 1991 Total	NOT REPORTED	4
		AMIND	13
		ASIAN	347
		BLACK	887
		CNRRAC	3
	Summer 1992	HISPA	4315
		NSPEC	10
		WHITE	2599
		NOT REPORTED	3
		AMIND	18
	Summer 1992	ASIAN	522
		BLACK	1219
		CNRRAC	3
		HISPA	5711
		NHISP	1
	Summer 1992	NSPEC	16
		PACIF	1
		TWOMORE	2
		WHITE	3427
		NOT REPORTED	5

1991	Summer 1992 Total		10925
	Spring 1992	AMIND	21
		ASIAN	601
		BLACK	1401
		CNRRAC	2
		HISPA	6719
		NSPEC	13
		PACIF	1
		TWOMORE	2
		WHITE	4228
		NOT REPORTED	6
	Spring 1992 Total		12994
	Fall 1991	AMIND	19
		ASIAN	532
		BLACK	1322
		CNRRAC	4
		HISPA	6506
		NSPEC	17
		PACIF	1
		TWOMORE	1
		WHITE	4014
		NOT REPORTED	6
	Fall 1991 Total		12422
	Summer 1993	AMIND	14
		ASIAN	822
		BLACK	1723
		CNRRAC	3
		HISPA	7814
		NHISP	1
		NSPEC	26
		PACIF	1
		TWOMORE	3
		WHITE	4819
		NOT REPORTED	6
	Summer 1993 Total		15232
	Spring 1993	AMIND	26
		ASIAN	931
		BLACK	2109
		CNRETH	1
		CNRRAC	6
		HISPA	9102
		NHISP	1
		NSPEC	32

1992		PACIF	1
		TWOMORE	3
		WHITE	5893
		NOT REPORTED	6
	Spring 1993 Total		18111
	Fall 1993	AMIND	50
		ASIAN	1230
		BLACK	2860
		CNRETH	1
		CNRRAC	7
		HISPA	11661
		NHISP	1
		NSPEC	43
		PACIF	1
		TWOMORE	4
		WHITE	7977
		NOT REPORTED	8
	Fall 1993 Total		23843
	Fall 1992	AMIND	19
		ASIAN	792
		BLACK	1841
		CNRRAC	4
		HISPA	8516
		NHISP	1
		NSPEC	26
		PACIF	1
		TWOMORE	4
		WHITE	5311
		NOT REPORTED	5
	Fall 1992 Total		16520
1993	Spring 1994	AMIND	65
		ASIAN	1232
		BLACK	2990
		CNRETH	1
		CNRRAC	9
		HISPA	11552
		NHISP	1
		NSPEC	44
		PACIF	1
		TWOMORE	3
		WHITE	7911
		NOT REPORTED	6
	Spring 1994 Total		23815

1993	Summer 1994	AMIND	33
		ASIAN	987
		BLACK	2327
		CNRETH	1
		CNRRAC	8
		HISPA	9474
		NHISP	1
		NSPEC	70
		PACIF	1
		TWOMORE	3
		WHITE	6004
		NOT REPORTED	5
	Summer 1994 Total		18914
	Summer 1995	AMIND	25
		ASIAN	1034
		BLACK	2719
		CNRETH	2
		CNRRAC	6
		HISPA	10326
		NHISP	2
		NSPEC	54
		PACIF	1
		TWOMORE	5
		WHITE	5874
		NOT REPORTED	5
	Summer 1995 Total		20053
1994	Spring 1995	AMIND	33
		ASIAN	1310
		BLACK	3539
		CNRETH	1
		CNRRAC	9
		HISPA	12582
		NHISP	2
		NSPEC	69
		PACIF	2
		TWOMORE	1
		WHITE	7713
		NOT REPORTED	6
	Spring 1995 Total		25267
		AMIND	34
		ASIAN	1323
		BLACK	3437
		CNRETH	1

1995	Fall 1994	CNRRAC	12
		HISPA	12935
		NHISP	2
		NSPEC	60
		PACIF	2
		TWOMORE	3
		WHITE	8124
		NOT REPORTED	6
	Fall 1994 Total		25939
	Spring 1996	AMIND	31
		ASIAN	1389
		BLACK	3993
		CNRETH	2
		CNRRAC	12
		HISPA	13436
		NHISP	2
		NSPEC	122
	Fall 1995	PACIF	2
		TWOMORE	8
		WHITE	7793
		NOT REPORTED	6
	Spring 1996 Total		26796
	Fall 1995	AMIND	31
		ASIAN	1418
		BLACK	4089
		CNRETH	1
		CNRRAC	10
		HISPA	13943
		NHISP	2
		NSPEC	75
	Summer 1996	PACIF	1
		TWOMORE	7
		WHITE	8075
		NOT REPORTED	7
	Fall 1995 Total		27659
	Summer 1996	AMIND	34
		ASIAN	1134
		BLACK	3056
		CNRETH	1
		CNRRAC	10
		HISPA	10805
	Summer 1996	NHISP	2
		NSPEC	134

1996		PACIF	2
		TWOMORE	4
		WHITE	5737
		NOT REPORTED	7
		Summer 1996 Total	20926
	Summer 1997	AMIND	26
		ASIAN	1020
		BLACK	3240
		CNRETH	4
		CNRRAC	17
		HISPA	11088
		NHISP	1
		NSPEC	449
		TWOMORE	6
		WHITE	5590
		NOT REPORTED	7
		Summer 1997 Total	21448
	Spring 1997	AMIND	31
		ASIAN	1342
		BLACK	4184
		CNRETH	1
		CNRRAC	15
		HISPA	13813
		NHISP	2
		NSPEC	549
		PACIF	3
		TWOMORE	9
		WHITE	7444
		NOT REPORTED	6
		Spring 1997 Total	27399
	Fall 1996	AMIND	40
		ASIAN	1410
		BLACK	4291
		CNRETH	1
		CNRRAC	15
		HISPA	14466
		NHISP	3
		NSPEC	387
		PACIF	2
		TWOMORE	8
		WHITE	7903
		NOT REPORTED	7
		Fall 1996 Total	28533

1997	Spring 1998	AMIND	36
		ASIAN	1200
		BLACK	4333
		CNRETH	7
		CNRRAC	27
		HISPA	14282
		NHISP	2
		NSPEC	1051
		PACIF	2
		TWOMORE	9
		WHITE	7036
		NOT REPORTED	7
	Spring 1998 Total		27992
	Fall 1997	AMIND	27
		ASIAN	1305
		BLACK	4328
		CNRETH	9
		CNRRAC	26
		HISPA	14826
		NHISP	3
		NSPEC	897
		PACIF	3
		TWOMORE	9
		WHITE	7322
		NOT REPORTED	5
	Fall 1997 Total		28760
	Summer 1998	AMIND	20
		ASIAN	991
		BLACK	3458
		CNRETH	6
		CNRRAC	13
		HISPA	11659
		NHISP	2
		NSPEC	755
		PACIF	1
		TWOMORE	5
		WHITE	5310
		NOT REPORTED	5
	Summer 1998 Total		22225
		AMIND	34
		ASIAN	1209
		BLACK	4316
		CNRETH	7

1998	Spring Term 1999	CNRRAC	27
		HISPA	15030
		NHISP	3
		NSPEC	1335
		PACIF	2
		TWOMORE	11
		WHITE	6688
		NOT REPORTED	9
	Spring Term 1999 Total		28671
	Fall Term 1998	AMIND	36
		ASIAN	1239
		BLACK	4449
		CNRETH	8
		CNRRAC	25
		HISPA	15755
		NHISP	3
		NSPEC	1324
		PACIF	4
		TWOMORE	12
		WHITE	7037
		NOT REPORTED	9
	Fall Term 1998 Total		29901
	Summer Term 1999	AMIND	23
		ASIAN	966
		BLACK	3469
		CNRETH	5
		CNRRAC	24
		HISPA	12222
		NHISP	4
		NSPEC	909
		PACIF	1
		TWOMORE	10
		WHITE	4956
		NOT REPORTED	9
	Summer Term 1999 Total		22598
1999	Fall Term 1999	AMIND	29
		ASIAN	1261
		BLACK	4531
		CNRETH	8
		CNRRAC	35
		HISPA	16708
		NHISP	5
		NSPEC	1531
		PACIF	2
		TWOMORE	12
		WHITE	6737
		NOT REPORTED	10
	Fall Term 1999 Total		30869

APPENDIX E: FIU COMMON DATA SET 2000-2001

A. GENERAL INFORMATION

A1. Address Information

Name of College or University: **Florida International University**
Mailing Address, City/State/Zip/Country: **11200 S.W. 8 Street, Miami, FL 33199**
Street Address (if different), City/State/Zip/Country
Main Phone Number: **(305) 348-2000**
WWW Home Page Address: **ww.fiu.edu**
Admissions Phone Number: **(305) 348-2363**
Admissions Toll-free Number
Admissions Office Mailing Address, City/State/Zip/Country: **University Park, PC 140, Miami, FL 33199**
Admissions Fax Number: **(305) 348-3648**
Admissions E-mail Address: **admiss@fiu.edu**
Is there a separate URL application site on the Internet? If so, please specify:

A2. Source of institutional control (check one only)

- ☒ Public
☐ Private (nonprofit)
☐ Proprietary

A3. Classify your undergraduate institution:

- ☒ Coeducational college
☐ Men's college
☐ Women's college

A4. Academic year calendar

- | | |
|--|---|
| <input checked="" type="checkbox"/> Semester | <input type="checkbox"/> 4-1-4 |
| <input type="checkbox"/> Quarter | <input type="checkbox"/> Continuous |
| <input type="checkbox"/> Trimester | <input type="checkbox"/> Differs by program (describe): |
| <input type="checkbox"/> Other (describe): | |

A5. Degrees offered by your institution

- | | |
|--|---|
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral |
| <input type="checkbox"/> Terminal | <input type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2000.

	Degree-seeking First-time First year	Degree-seeking Undergraduates	Total Undergraduates
Nonresident aliens	95	1788	1871
Black, non-Hispanic	345	3390	3791
American Indian or Alaskan Native	2	38	46
Asian or Pacific Islander	148	858	930
Hispanic	1404	12,975	14,321
White, non-Hispanic	558	4455	5160
Race/ethnicity unknown	11	87	103
Total	2563	23,591	26,222

Persistence

B3. Number of degrees awarded by your institution from July 1, 1999, to June 30, 2000.

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	4180
Postbachelor's certificates	_____
Master's degrees	1475
Post-master's certificates	_____
Doctoral degrees	59
First professional degrees	_____
First professional certificates	_____

Graduation Rates

The items in this section correspond to data elements formerly collected by IPEDS or currently collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 1999 paper-based survey or the 2000 Web-based survey.

For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1994. Include in the cohort those who entered your institution during the summer term preceding fall 1994.

B4. Initial 1994 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: _____

B5. Of the initial 1994 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _____

B6. Final 1994 cohort, after adjusting for allowable exclusions: _____
(Subtract question B5 from question B4)

B7. Of the initial 1994 cohort, how many completed the program in four years or less (by August 31, 1998): _____

B8. Of the initial 1994 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1998 and by August 31, 1999): _____

APPENDIX F: FIU COMMON DATA SET 2001-2002

Common Data Set 2001-02

A. General Information

A1 Address Information

A1	Name of College/University:	Florida International University
A1	Mailing Address:	11200 S. W. 8 Street
A1	City/State/Zip	Miami, FL 33199
A1	Main Phone:	(305) 348-2000
A1	WWW Home Page Address:	www.fiu.edu
A1	Admissions Phone Number:	(305) 348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Fax number:	(305) 348-3648
A1	Admissions E-mail Address:	admiss@fiu.edu
A1	Is there a separate URL application site on the Internet? If so, please specify:	

A2 Source of institutional control (Check only one):

A2	Public	<input checked="" type="checkbox"/>
A2	Private (nonprofit)	<input type="checkbox"/>
A2	Proprietary	<input type="checkbox"/>

A3 Classification of institution:

A3	Coeducational college	<input checked="" type="checkbox"/>
A3	Men's college	<input type="checkbox"/>
A3	Women's college	<input type="checkbox"/>

A4 Academic year calendar:

A4	Semester	<input checked="" type="checkbox"/>
A4	Quarter	<input type="checkbox"/>
A4	Trimester	<input type="checkbox"/>
A4	4-1-4	<input type="checkbox"/>
A4	Continuous	<input type="checkbox"/>
A4	Differs by program (describe):	<input type="checkbox"/>
A4	Other (describe):	<input type="checkbox"/>

A5 Degrees offered:

A5	Certificate	<input type="checkbox"/>
A5	Diploma	<input type="checkbox"/>
A5	Associate	<input type="checkbox"/>
A5	Transfer Associate	<input type="checkbox"/>
A5	Terminal Associate	<input type="checkbox"/>
A5	Bachelor's	<input checked="" type="checkbox"/>
A5	Postbachelor's certificate	<input checked="" type="checkbox"/>
A5	Master's	<input checked="" type="checkbox"/>
A5	Post-master's certificate	<input type="checkbox"/>
A5	Doctoral	<input checked="" type="checkbox"/>
A5	First professional	<input checked="" type="checkbox"/>
A5	First professional certificate	<input type="checkbox"/>

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2001.

B1		FULL-TIME		PART-TIME	
		Men	Women	Men	Women
B1	Undergraduates				
B1	Degree-seeking, first-time freshmen	1,012	1,255	124	101
B1	Other first-year, degree-seeking	689	753	308	274
B1	All other degree-seeking	4,463	6,428	3,846	4,649
B1	<i>Total degree-seeking</i>	6,164	8,436	4,278	5,024
B1	All other undergraduates enrolled in credit courses	224	320	636	889
B1	<i>Total undergraduates</i>	6,388	8,756	4,914	5,913
B1	First-Professional				
B1	First-time, first-professional students				
B1	All other first-professionals				
B1	<i>Total first-professional</i>	0	0	0	0
B1	Graduate				
B1	Degree-seeking, first-time				
B1	All other degree-seeking				
B1	All other graduates enrolled in credit courses				
B1	<i>Total graduate</i>	1126	1284	1276	2070
B1	Total all undergraduates				25,971
B1	Total all graduate and professional students				5,756
B1	GRAND TOTAL ALL STUDENTS				31,727

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2001. Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

B2		Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
B2	Nonresident aliens	106	1,796	1,893
B2	Black, non-Hispanic	295	3,320	3,610
B2	American Indian or Alaskan Native	1	44	52
B2	Asian or Pacific Islander	154	903	978
B2	Hispanic	1,403	13,155	14,215
B2	White, non-Hispanic	528	4,564	5,100
B2	Race/ethnicity unknown	5	120	123
B2	TOTAL	2,492	23,902	25,971

APPENDIX G: FIU COMMON DATA SET 2002-2003

Common Data Set 2002-2003

A. GENERAL INFORMATION

A1. Address Information

Name of College or University: Florida International University
Mailing Address, City/State/Zip/Country: 11200 S. W 8th Street, Miami, FL 33199
Street Address (if different), City/State/Zip/Country
Main Phone Number: 305-348-2000
WWW Home Page Address: www.fiu.edu
Admissions Phone Number: 305-348-2363
Admissions Toll-free Number
Admissions Office Mailing Address, City/State/Zip/Country: University Park, PC 140, Miami, FL 33199
Admissions Fax Number: 305-348-3648
Admissions E-mail Address: www.fiu.edu/~admiss/
Is there a separate URL application site on the Internet? If so, please specify:

A2. Source of institutional control (check one only)

- ☒ Public
☐ Private (nonprofit)
☐ Proprietary

A3. Classify your undergraduate institution:

- ☒ Coeducational college
☐ Men's college
☐ Women's college

A4. Academic year calendar

- ☒ Semester ☐ 4-1-4
☐ Quarter ☐ Continuous
☐ Trimester ☐ Differs by program (describe):
☐ Other (describe):

A5. Degrees offered by your institution

- | | |
|--|---|
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral |
| <input type="checkbox"/> Terminal | <input checked="" type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

Common Data Set 2002-2003

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2002. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	79	1,786	1,831
Black, non-Hispanic	362	3,437	3,691
American Indian or Alaskan Native	8	53	58
Asian or Pacific Islander	164	987	1,056
Hispanic	1,697	13,925	15,121
White, non-Hispanic	580	4,719	5,257
Race/ethnicity unknown	0	128	139
Total	2,890	25,035	27,153

Persistence

B3. Number of degrees awarded by your institution from July 1, 2001, to June 30, 2002.

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	4310
Postbachelor's certificates	_____
Master's degrees	1591
Post-master's certificates	_____
Doctoral degrees	52
First professional degrees	_____
First professional certificates	_____

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2002 Web-based survey.

For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1996. Include in the cohort those who entered your institution during the summer term preceding fall 1996.

B4. Initial 1996 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 1850

B5. Of the initial 1996 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 0

B6. Final 1996 cohort, after adjusting for allowable exclusions: 1850
(Subtract question B5 from question B4)

B7. Of the initial 1996 cohort, how many completed the program in four years or less (by August 31, 2000): 314

APPENDIX H: FIU COMMON DATA SET 2003-2004

Common Data Set 2003-2004

A. General Information

A0 Respondent Information (Not for Publication)

A0 Name:		
A0 Title:		
A0 Office:		
A0 Mailing Address:		
A0 City/State/Zip/Country:		
A0 Phone:		
A0 Fax:		
A0 E-mail Address:		
A0 Are your responses to the CDS posted for reference on your institution's Web site?	Yes	No
A0 If yes, please provide the URL of the corresponding Web page:		

A1 Address Information

A1 Name of College/University:	Florida International University
A1 Mailing Address:	11200 S. W. 8 Street
A1 City/State/Zip/Country:	Miami, FL 33199
A1 Street Address (if different):	
A1 City/State/Zip/Country:	
A1 Main Phone Number:	305 348-2000
A1 WWW Home Page Address:	www.fiu.edu
A1 Admissions Phone Number:	305 348-2363
A1 Admissions Toll-Free Phone Number:	
A1 Admissions Office Mailing Address:	11200 S. W. 8 Street, PC 140
A1 City/State/Zip/Country:	Miami, FL 33199
A1 Admissions Fax Number:	305 348-3648
A1 Admissions E-mail Address:	admiss@fiu.edu
A1 Is there a separate URL application site on the Internet? If so, please specify:	http://www.fiu.edu

A2 Source of institutional control (Check only one):

A2 Public	<input checked="" type="checkbox"/>
A2 Private (nonprofit)	<input type="checkbox"/>
A2 Proprietary	<input type="checkbox"/>

A3 Classify your undergraduate institution:

A3 Coeducational college	<input checked="" type="checkbox"/>
A3 Men's college	<input type="checkbox"/>
A3 Women's college	<input type="checkbox"/>

A4 Academic year calendar:

A4 Semester	<input checked="" type="checkbox"/>
A4 Quarter	<input type="checkbox"/>
A4 Trimester	<input type="checkbox"/>
A4 4-1-4	<input type="checkbox"/>
A4 Continuous	<input type="checkbox"/>
A4 Differs by program (describe):	
A4 Other (describe):	

A5 Degrees offered by your institution:

A5 Certificate	<input type="checkbox"/>
A5 Diploma	<input type="checkbox"/>
A5 Associate	<input type="checkbox"/>
A5 Transfer Associate	<input type="checkbox"/>
A5 Terminal Associate	<input type="checkbox"/>
A5 Bachelor's	<input checked="" type="checkbox"/>
A5 Postbachelor's certificate	<input type="checkbox"/>
A5 Master's	<input checked="" type="checkbox"/>
A5 Post-master's certificate	<input type="checkbox"/>
A5 Doctoral	<input checked="" type="checkbox"/>
A5 First professional	<input checked="" type="checkbox"/>
A5 First professional certificate	<input type="checkbox"/>

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2003.

B1		FULL-TIME		PART-TIME	
		Men	Women	Men	Women
B1	Undergraduates				
B1	Degree-seeking, first-time freshmen	1,184	1,669	126	99
B1	Other first-year, degree-seeking				
B1	All other degree-seeking	5,471	7,630	4,221	5,329
B1	<i>Total degree-seeking</i>	6,655	9,299	4,347	5,428
B1	All other undergraduates enrolled in credit courses	197	184	473	686
B1	<i>Total undergraduates</i>	6,852	9,483	4,820	6,114
B1	First-Professional				
B1	First-time, first-professional students				
B1	All other first-professionals				
B1	<i>Total first-professional</i>	113	80	2	0
B1	Graduate				
B1	Degree-seeking, first-time				
B1	All other degree-seeking				
B1	All other graduates enrolled in credit courses				
B1	<i>Total graduate</i>	1046	1370	1278	2070
B1	Total all undergraduates				27,269
B1	Total all graduate and professional students				5,959
B1	GRAND TOTAL ALL STUDENTS				33,228

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2003. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

B2		Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
B2	Nonresident aliens	67	1,489	1,507
B2	Black, non-Hispanic	364	3,551	3,781
B2	American Indian or Alaskan Native	6	48	54
B2	Asian or Pacific Islander	148	989	1,041
B2	Hispanic	1,898	14,494	15,381
B2	White, non-Hispanic	587	4,833	5,172
B2	Race/ethnicity unknown	8	325	333
B2	TOTAL	3,078	25,729	27,269

APPENDIX I: FIU COMMON DATA SET 2004-2005

Common Data Set 2004-05

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:					
A0	Title:					
A0	Office:					
A0	Mailing Address:					
A0	City/State/Zip/Country:					
A0	Phone:					
A0	Fax:					
A0	E-mail Address:					
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Yes	No		
Yes	No					
A0	If yes, please provide the URL of the corresponding Web page:					

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

A1 Address Information

A1	Name of College/University:	Florida International University
A1	Mailing Address:	11200 S. W. 8 Street
A1	City/State/Zip/Country:	Miami, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305 348-2000
A1	WWW Home Page Address:	www.fiu.edu
A1	Admissions Phone Number:	305 348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	University Park Campus, PC 140
A1	City/State/Zip/Country:	Miami, FL 33199
A1	Admissions Fax Number:	305 348-3648
A1	Admissions E-mail Address:	admiss@fiu.edu
A1	Is there a separate URL application site on the Internet? If so, please specify:	www.admissions.fiu.edu

A2 Source of institutional control (Check only one)

A2	Public	<input checked="" type="checkbox"/>
A2	Private (nonprofit)	<input type="checkbox"/>
A2	Proprietary	<input type="checkbox"/>

A3 Classify your undergraduate institution:

A3	Coeducational college	<input checked="" type="checkbox"/>
A3	Men's college	<input type="checkbox"/>
A3	Women's college	<input type="checkbox"/>

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2004.

B1		FULL-TIME		PART-TIME	
		Men	Women	Men	Women
B1	Undergraduates				
B1	Degree-seeking, first-time freshmen	1,455	1,860	224	247
B1	Other first-year, degree-seeking				
B1	All other degree-seeking	5,529	7,499	4,160	5,310
B1	Total degree-seeking	6,984	9,359	4,384	5,557
B1	All other undergraduates enrolled in credit courses	316	296	946	1,023
B1	Total undergraduates	7,300	9,655	5,330	6,580
B1	First-Professional				
B1	First-time, first-professional students				
B1	All other first-professionals				
B1	Total first-professional	155	121	2	1
B1	Graduate				
B1	Degree-seeking, first-time				
B1	All other degree-seeking				
B1	All other graduates enrolled in credit courses				
B1	Total graduate	1,122	1,407	1,256	1,936
B1	Total all undergraduates				28,865
B1	Total all graduate and professional students				6,000
B1	GRAND TOTAL ALL STUDENTS				34,865

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2004. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

B2		Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
B2	Nonresident aliens	115	1,652	1,739
B2	Black, non-Hispanic	439	3,394	3,747
B2	American Indian or Alaska Native	4	45	56
B2	Asian or Pacific Islander	137	984	1,077
B2	Hispanic	2,399	15,348	16,722
B2	White, non-Hispanic	632	4,711	5,157
B2	Race/ethnicity unknown	60	180	367
B2	TOTAL	3,786	26,314	28,865

Persistence

B3 Number of degrees awarded from July 1, 2003 to June 30, 2004

B3	Certificate/diploma	
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APPENDIX J: FIU COMMON DATA SET 2005-2006

A. General Information

A1 Address Information

A1	Name of College/University:	Florida International University
A1	Mailing Address:	11200 S. W. 8th Street
A1	City/State/Zip/Country:	Miami, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	(305) 348-2000
A1	WWW Home Page Address:	www.fiu.edu
A1	Admissions Phone Number:	(305) 348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	University Park, PC 140
A1	City/State/Zip/Country:	Miami, FL 33199
A1	Admissions Fax Number:	(305) 348-3648
A1	Admissions E-mail Address:	admiss@fiu.edu

A2 Source of institutional control (Check only one):

A2	Public	<input checked="" type="checkbox"/>
A2	Private (nonprofit)	<input type="checkbox"/>
A2	Proprietary	<input type="checkbox"/>

A3 Classify your undergraduate institution:

A3	Coeducational college	<input checked="" type="checkbox"/>
A3	Men's college	<input type="checkbox"/>
A3	Women's college	<input type="checkbox"/>

A4 Academic year calendar:

A4	Semester	<input checked="" type="checkbox"/>
A4	Quarter	<input type="checkbox"/>
A4	Trimester	<input type="checkbox"/>
A4	4-1-4	<input type="checkbox"/>
A4	Continuous	<input type="checkbox"/>
A4	Differs by program (describe):	<input type="text"/>
A4	Other (describe):	<input type="text"/>

A5 Degrees offered by your institution:

A5	Certificate	<input type="checkbox"/>
A5	Diploma	<input type="checkbox"/>
A5	Associate	<input type="checkbox"/>
A5	Transfer Associate	<input type="checkbox"/>
A5	Terminal Associate	<input type="checkbox"/>
A5	Bachelor's	<input checked="" type="checkbox"/>
A5	Postbachelor's certificate	<input checked="" type="checkbox"/>
A5	Master's	<input checked="" type="checkbox"/>
A5	Post-master's certificate	<input type="checkbox"/>
A5	Doctoral	<input checked="" type="checkbox"/>
A5	First professional	<input checked="" type="checkbox"/>
A5	First professional certificate	<input type="checkbox"/>

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2005.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,686	2,226	268	303
Other first-year, degree-seeking				
All other degree-seeking	6,000	8,053	4,312	5,408
<i>Total degree-seeking</i>	7,686	10,279	4,580	5,711
All other undergraduates enrolled in credit courses	364	402	810	873
<i>Total undergraduates</i>	8,050	10,681	5,390	6,584
First-Professional				
First-time, first-professional students				
All other first-professionals				
<i>Total first-professional</i>	171	153	4	2
Graduate				
Degree-seeking, first-time				
All other degree-seeking				
All other graduates enrolled in credit courses				
<i>Total graduate</i>	1135	1663	1203	1868
Total all undergraduates				30,705
Total all graduate and professional students				6,199
GRAND TOTAL ALL STUDENTS				36,904

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2005. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	192	1,967	2,082
Black, non-Hispanic	582	3,697	3,934
American Indian or Alaska Native	4	44	48
Asian or Pacific Islander	160	1,038	1,110
Hispanic	2,811	16,974	18,106
White, non-Hispanic	725	4,591	4,988
Race/ethnicity unknown	9	183	416
TOTAL	4,483	28,494	30,684

Persistence

B3 Number of degrees awarded from July 1, 2004 to June 30, 2005

B3	Certificate/diploma	
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APPENDIX K: FIU COMMON DATA SET 2006-2007

Common Data Set 2006-07

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Marta Perez				
A0	Title:	Assistant Director, Institutional Research				
A0	Office:	Planning & Institutional Effectiveness				
A0	Mailing Address:	11200 S. W. 8th Street				
A0	City/State/Zip/Country:	Miami, FL 33173				
A0	Phone:	305 348-2731				
A0	Fax:	305 348-1908				
A0	E-mail Address:	perezma@fiu.edu				
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Yes	No		
Yes	No					
A0	If yes, please provide the URL of the corresponding Web page:					

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

A1 Address Information

A1	Name of College/University:	Florida International University
A1	Mailing Address:	11200 S. W. 8th Street
A1	City/State/Zip/Country:	Miami, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305 348-2000
A1	WWW Home Page Address:	www.fiu.edu
A1	Admissions Phone Number:	305 348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	University Park, PC 140
A1	City/State/Zip/Country:	Miami, FL 33199
A1	Admissions Fax Number:	305 348-3648
A1	Admissions E-mail Address:	admiss@fiu.edu
A1	If there is a separate URL for your school's online application, please specify: _____	http://admissions.fiu.edu/applcation.htm

A1 If you have a mailing address other than the above to which applications should be sent, please provide:

Florida International University
Office of Undergraduate Admissions
Box 659003
33265-9003

PO
Miami, FL

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2006.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
B1 Undergraduates				
B1 Degree-seeking, first-time freshmen	1,685	2,061	164	222
B1 Other first-year, degree-seeking				
B1 All other degree-seeking	6,493	8,802	4,555	5,801
B1 Total degree-seeking	8,178	10,863	4,719	6,023
B1 All other undergraduates enrolled in credit courses	217	264	725	713
B1 Total undergraduates	8,395	11,127	5,444	6,736
B1 First-Professional				
B1 First-time, first-professional students				
B1 All other first-professionals				
B1 Total first-professional	199	171	9	4
B1 Graduate				
B1 Degree-seeking, first-time				
B1 All other degree-seeking				
B1 All other graduates enrolled in credit courses				
B1 Total graduate	1267	1752	1098	1785
B1 Total all undergraduates				31,702
B1 Total all graduate and professional students				6,285
B1 GRAND TOTAL ALL STUDENTS				37,987

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2006. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
B2 Nonresident aliens	86	997	1,071
B2 Black, non-Hispanic	490	3,982	4,168
B2 American Indian or Alaska Native	7	41	45
B2 Asian or Pacific Islander	184	1,150	1,247
B2 Hispanic	2,652	18,672	19,672
B2 White, non-Hispanic	698	4,811	5,152
B2 Race/ethnicity unknown	25	140	357
B2 TOTAL	4,142	29,793	31,712

Persistence

B3 Number of degrees awarded from July 1, 2005 to June 30, 2006

B3 Certificate/diploma	
-------------------------------	--

APPENDIX L: FIU COMMON DATA SET 2007-2008

Common Data Set 2007-08

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	NANCY I. COLÓN	
A0	Title:	ASSISTANT DIRECTOR, INSTITUTIONAL RESEARCH	
A0	Office:	PLANNING AND INSTITUTIONAL EFFECTIVENESS	
A0	Mailing Address:	11200 SW 8 STREET, PC 543	
A0	City/State/Zip/Country:	MIAMI, FL 33199, USA	
A0	Phone:	305-348-2731	
A0	Fax:	305-348-1008	
A0	E-mail Address:	ncir@fiu.edu	
A0	Are your responses to the CDS posted for reference on your institution's Web site?	Yes	No
		X	
A0	If yes, please provide the URL of the corresponding Web page:	http://w3.fiu.edu/irdata/portal/cds.htm	

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305-348-2000
A1	WWW Home Page Address:	WWW.FIU.EDU
A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	UNIVERSITY PARK, PC 140
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify:	http://admissions.fiu.edu/application.htm
A1	If you have a mailing address other than the above to which applications should be sent, please provide:	Florida International University Office of Undergraduate Admissions PO Box 659003 33265-9003 Miami, FL

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2007.

	FULL-TIME			PART-TIME			GRAND TOTAL
	Men	Women	Not Reported	Men	Women	Not Reported	
Undergraduates							
Degree-seeking, first-time freshmen	1,436	1,634	4	132	128		3,334
Other first-year, degree-seeking	0	0	0	0	0	0	0
All other degree-seeking	6,571	9,024		4,667	5,987	1	26,250
Total degree-seeking	8,007	10,658	4	4,799	6,115	1	29,584
All other undergraduates enrolled in credit courses	242	193	19	723	608	21	1,806
Total undergraduates	8,249	10,851	23	5,522	6,723	22	31,390
First-Professional							
First-time, first-professional students	113	81	0	0	0	0	194
All other first-professionals	131	119	0	7	1	0	258
Total first-professional	244	200	0	7	1	0	452
Graduate							
Degree-seeking, first-time	521	694	0	226	372	0	1,813
All other degree-seeking	808	1,119	0	732	1,110	0	3,769
All other graduates enrolled in credit courses	129	111	0	221	405	0	866
Total graduate	1,458	1,924	0	1,179	1,887	0	6,448
Total all undergraduates							31,390
Total all graduate and professional students							6,900
GRAND TOTAL ALL STUDENTS							38,290

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2007. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	67	1,054	1,141
Black, non-Hispanic	305	3,723	3,884
American Indian or Alaska Native	4	47	59
Asian or Pacific Islander	137	1,109	1,177
Hispanic	2,273	18,895	19,869
White, non-Hispanic	546	4,631	4,948
Race/ethnicity unknown	2	125	312
TOTAL	3,334	29,584	31,390

APPENDIX M: FIU COMMON DATA SET 2008-2009

Common Data Set 2008-09

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	NANCY I. COLÓN
A0	Title:	ASSISTANT DIRECTOR, INSTITUTIONAL RESEARCH
A0	Office:	PLANNING AND INSTITUTIONAL RESEARCH
A0	Mailing Address:	11200 SW 8 STREET, PC 543
A0	City/State/Zip/Country:	MIAMI, FL 33199, USA
A0	Phone:	305-348-2731
A0	Fax:	305-348-1008
A0	E-mail Address:	oir@fiu.edu
A0	Are your responses to the CDS posted for reference on your institution's Web site?	
	Yes	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
A0	If yes, please provide the URL of the corresponding Web page: http://w3.fiu.edu/irdata/portal/cds.htm	

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305-348-2000
A1	WWW Home Page Address:	WWW.FIU.EDU
A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	UNIVERSITY PARK, PC 140
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify: http://admissions.fiu.edu/	

A1 If you have a mailing address other than the above to which applications should be sent, please provide:

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2008.

	FULL-TIME		PART-TIME		Total
	Men	Women	Men	Women	
Undergraduates					
Degree-seeking, first-time freshmen	1,298	1,461	126	106	2,991
Other first-year, degree-seeking	0	0	0	0	0
All other degree-seeking	6,872	9,346	5,140	6,368	27,726
Total degree-seeking	8,170	10,807	5,266	6,474	30,717
All other undergraduates enrolled in credit courses	119	143	273	337	872
Total undergraduates	8,289	10,950	5,539	6,811	31,589
First-Professional					
First-time, first-professional students	106	105	0	0	211
All other first-professionals	170	137	7	5	319
Total first-professional	276	242	7	5	530
Graduate					
Degree-seeking, first-time	483	762	226	376	1847
All other degree-seeking	824	1188	839	1268	4119
All other graduates enrolled in credit courses	86	151	175	361	773
Total graduate	1393	2101	1240	2005	6739
Total all undergraduates					31,589
Total all graduate and professional students					7,269
GRAND TOTAL ALL STUDENTS					38,858

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2008. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	65	1,229	1,302
Black, non-Hispanic	311	3,787	3,889
American Indian or Alaska Native	5	59	62
Asian or Pacific Islander	135	1,123	1,150
Hispanic	1,977	19,687	20,029
White, non-Hispanic	491	4,712	4,925
Race/ethnicity unknown	7	120	232
TOTAL	2,991	30,717	31,589

APPENDIX N: FIU COMMON DATA SET 2009-2010

Common Data Set 2009-10

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Nancy I. Colón
A0	Title:	Assistant Director
A0	Office:	Planning and Institutional Research
A0	Mailing Address:	11200 SW 8 Street, PC 543
A0	City/State/Zip/Country:	Miami, FL 33199
A0	Phone:	(305) 348-2731
A0	Fax:	(305) 348-1008
A0	E-mail Address:	nir@fiu.edu
A0	Are your responses to the CDS posted for reference on your institution's Web site?	
	Yes	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
A0	If yes, please provide the URL of the corresponding Web page:	
	http://w3.fiu.edu/irdata/portal/cds.htm	

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305-348-2000
A1	WWW Home Page Address:	WWW.FIU.EDU
A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	UNIVERSITY PARK, PC 140
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify: http://admissions.fiu.edu	

A1 If you have a mailing address other than the above to which applications should be sent, please provide:

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2009. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME		
	Men	Women	Men	Women	Grand Total
B1 Undergraduates					
B1 Degree-seeking, first-time freshmen	1,203	1,522	93	82	2,900
B1 Other first-year, degree-seeking	0	0	0	0	0
B1 All other degree-seeking	7,230	9,225	5,220	6,361	28,036
B1 <i>Total degree-seeking</i>	8,433	10,747	5,313	6,443	30,936
B1 All other undergraduates enrolled in credit courses	141	192	239	282	854
B1 <i>Total undergraduates</i>	8,574	10,939	5,552	6,725	31,790
B1 Graduate					
B1 Degree-seeking, first-time	686	950	280	581	2,497
B1 All other degree-seeking	1,148	1,584	741	1,302	4,775
B1 All other graduates enrolled in credit courses	46	69	210	331	656
B1 <i>Total graduate</i>	1880	2603	1231	2214	7,928
B1 <i>Total all undergraduates</i>					31,790
B1 <i>Total all graduate</i>					7,928
B1 GRAND TOTAL ALL STUDENTS					39,718

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2009. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
B2 Nonresident aliens	86	1,603	1,680
B2 Black, non-Hispanic	292	3,687	3,740
B2 American Indian or Alaska Native	8	58	63
B2 Asian or Pacific Islander	115	1,082	1,112
B2 Hispanic	1,950	20,008	20,311
B2 White, non-Hispanic	409	4,260	4,447
B2 Race/ethnicity unknown	40	238	437
B2 TOTAL	2,900	30,936	31,790

APPENDIX O: FIU COMMON DATA SET 2010-2011

Common Data Set 2010-2011

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Nancy I. Colón
A0	Title:	Assistant Director
A0	Office:	Planning and Institutional Research
A0	Mailing Address:	11200 SW 8 Street, PC 543
A0	City/State/Zip/Country:	Miami, FL 33199
A0	Phone:	(305) 348-2731
A0	Fax:	(305) 348-1008
A0	E-mail Address:	oir@fiu.edu
A0	Are your responses to the CDS posted for reference on your institution's Web site?	
	Yes	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
A0	If yes, please provide the URL of the corresponding Web page: http://w3.fiu.edu/irdata/portal/cds.htm	

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

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A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305-348-2000
A1	WWW Home Page Address:	WWW.FIU.EDU
A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
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A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify: http://admissions.fiu.edu	

B. ENROLLMENT AND PERSISTENCE

- B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2010. Note: Report students formerly designated as "first professional" in the graduate cells.

B1		FULL-TIME		PART-TIME		TOTAL
		Men	Women	Men	Women	
B1	Undergraduates					
B1	Degree-seeking, first-time freshmen	1,644	2,050	99	84	3,877
B1	Other first-year, degree-seeking	0	0	0	0	0
B1	All other degree-seeking	7,592	9,856	5,470	6,172	29,090
B1	Total degree-seeking	9,236	11,906	5,569	6,256	32,967
B1	All other undergraduates enrolled in credit courses	114	182	247	276	819
B1	Total undergraduates	9,350	12,088	5,816	6,532	33,786
B1	Graduate					
B1	Degree-seeking, first-time	767	1,039	304	560	2,670
B1	All other degree-seeking	1,284	1,774	782	1,385	5,225
B1	All other graduates enrolled in credit courses	36	48	197	325	606
B1	Total graduate	2,087	2,861	1,283	2,270	8,501
B1	Total all undergraduates				33,786	
B1	Total all graduate				8,501	
B1	GRAND TOTAL ALL STUDENTS				42,287	

- B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2010. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

B2		Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
B2	Nonresident aliens	62	1,592	1,649
B2	Hispanic/Latino	2,653	21,532	21,910
B2	Black or African American, non-Hispanic/Latino	465	3,962	4,018
B2	White, non-Hispanic/Latino	446	4,132	4,290
B2	American Indian or Alaska Native, non-Hispanic/Latino	2	31	34
B2	Asian, non-Hispanic/Latino	138	1,037	1,069
B2	Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	4	18	21
B2	Two or more races, non-Hispanic/Latino	67	241	248
B2	Race and/or ethnicity unknown	40	422	547
B2	TOTAL	3,877	32,967	33,786

APPENDIX P: FIU COMMON DATA SET 2011-2012

Common Data Set 2011-12

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Adrian X. Carter
A0	Title:	Coordinator
A0	Office:	Planning and Institutional Research
A0	Mailing Address:	11200 SW 8 Street, PC 543
A0	City/State/Zip/Country:	Miami, FL 33199
A0	Phone:	(305) 348-2731
A0	Fax:	(305) 348-1008
A0	E-mail Address:	acir@fiu.edu
A0	Are your responses to the CDS posted for reference on your institution's Web site?	
	Yes	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
A0	If yes, please provide the URL of the corresponding Web page: http://osir.fiu.edu/cds.htm	

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305-348-2000
A1	WWW Home Page Address:	WWW.FIU.EDU
A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	MODESTO MAIDIQUE CAMPUS, PC 140
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify: http://admissions.fiu.edu	

A1 If you have a mailing address other than the above to which applications should be sent, please provide:

B. ENROLLMENT AND PERSISTENCE

- B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2011. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,925	2,242	169	137
Other first-year, degree-seeking	0	0	0	0
All other degree-seeking	8,115	10,577	5,479	6,362
Total degree-seeking	10,040	12,819	5,648	6,499
All other undergraduates enrolled in credit courses	111	182	232	344
Total undergraduates	10,151	13,001	5,880	6,843
Graduate				
Degree-seeking, first-time	834	1191	299	467
All other degree-seeking	1449	1920	800	1323
All other graduates enrolled in credit courses	42	51	159	276
Total graduate	2325	3162	1258	2066
Total all undergraduates				35,875
Total all graduate				8,811
GRAND TOTAL ALL STUDENTS				44,686

- B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2011. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	117	1,583	1,643
Hispanic	3,037	23,174	23,506
Black or African American, non-Hispanic	434	4,100	4,172
White, non-Hispanic	386	4,050	4,214
American Indian or Alaska Native, non-Hispanic	58	145	146
Asian, non-Hispanic	132	1,020	1,048
Native Hawaiian or other Pacific Islander, non-Hispanic	14	35	35
Two or more races, non-Hispanic	251	459	461
Race and/or ethnicity unknown	44	440	650
TOTAL	4,473	35,006	35,875

APPENDIX Q: FIU COMMON DATA SET 2012-2013

Common Data Set 2012-2013

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Adrian X. Carter		
A0	Title:	Coordinator		
A0	Office:	Planning and Institutional Research		
A0	Mailing Address:	11200 SW 8 Street, PC 543		
A0	City/State/Zip/Country:	Miami, FL 33199		
A0	Phone:	(305) 348-2731		
A0	Fax:	(305) 348-1008		
A0	E-mail Address:	air@fiu.edu		
A0	Are your responses to the CDS posted for reference on your institution's Web site?		Yes	No
		X		
A0	If yes, please provide the URL of the corresponding Web page:			

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
A1	City/State/Zip/Country:	MIAMI, FL 33199
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A1	City/State/Zip/Country:	
A1	Main Phone Number:	305-348-2000
A1	WWW Home Page Address:	WWW.FIU.EDU
A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	MODESTO MAIDIQUE CAMPUS, PC 140
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify: _____	http://admissions.fiu.edu

A1 If you have a mailing address other than the above to which applications should be sent, please provide:

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2012. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,839	2,274	118	114
Other first-year, degree-seeking				
All other degree-seeking	8,554	11,018	5,580	6,756
Total degree-seeking	10,393	13,292	5,698	6,870
All other undergraduates enrolled in credit courses	128	188	494	405
Total undergraduates	10,521	13,480	6,192	7,275
Graduate				
Degree-seeking, first-time	954	1,250	319	371
All other degree-seeking	1,564	2,078	734	1,157
All other graduates enrolled in credit courses	16	41	112	197
Total graduate	2,534	3,369	1,165	1,725
Total all undergraduates				37,468
Total all graduate				8,793
GRAND TOTAL ALL STUDENTS				46,261

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2012. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	81	1,628	1,697
Hispanic	2,940	24,110	24,817
Black or African American, non-Hispanic	571	4,328	4,396
White, non-Hispanic	475	3,938	4,112
American Indian or Alaska Native, non-Hispanic	6	33	35
Asian, non-Hispanic	132	1,015	1,045
Native Hawaiian or other Pacific Islander, non-Hispanic	6	48	48
Two or more races, non-Hispanic	92	602	605
Race and/or ethnicity unknown	42	551	713
TOTAL	4,345	36,253	37,468

APPENDIX R: FIU COMMON DATA SET 2013-2014

Common Data Set 2013-2014

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Adrian X. Carter				
A0	Title:	Coordinator				
A0	Office:	Planning and Institutional Research				
A0	Mailing Address:	11200 SW 8 Street, PC 543				
A0	City/State/Zip/Country:	Miami, FL 33199				
A0	Phone:	(305) 348-2731				
A0	Fax:	(305) 348-1008				
A0	E-mail Address:	air@fiu.edu				
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<table border="1"> <tr> <th>Yes</th> <th>No</th> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No					
X						
A0	If yes, please provide the URL of the corresponding Web page:					

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

--

A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
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A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	MODESTO MAIDIQUE CAMPUS, PC 140
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A1 If you have a mailing address other than the above to which applications should be sent, please provide:

B. ENROLLMENT AND PERSISTENCE

- B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,960	2,359	126	101
Other first-year, degree-seeking				
All other degree-seeking	9,344	11,982	5,673	6,694
Total degree-seeking	11,304	14,341	5,799	6,795
All other undergraduates enrolled in credit courses	115	178	209	304
Total undergraduates	11,419	14,519	6,008	7,099
Graduate				
Degree-seeking, first-time	973	1,283	231	360
All other degree-seeking	1,669	1,978	697	1,096
All other graduates enrolled in credit courses	21	36	85	262
Total graduate	2,663	3,297	1,013	1,718
Total all undergraduates				39,045
Total all graduate				8,691
GRAND TOTAL ALL STUDENTS				47,736

- B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	181	1,804	1,869
Hispanic	3,119	25,638	26,031
Black or African American, non-Hispanic	515	4,668	4,726
White, non-Hispanic	432	3,851	3,977
American Indian or Alaska Native, non-Hispanic	4	31	32
Asian, non-Hispanic	151	1,030	1,058
Native Hawaiian or other Pacific Islander, non-Hispanic	10	54	54
Two or more races, non-Hispanic	100	690	697
Race and/or ethnicity unknown	34	473	601
TOTAL	4,546	38,239	39,045

APPENDIX S: FIU COMMON DATA SET 2014-2015

Common Data Set 2014-2015

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Adrian X. Carter				
A0	Title:	Coordinator				
A0	Office:	Planning and Institutional Research				
A0	Mailing Address:	11200 SW 8 Street, PC 543				
A0	City/State/Zip/Country:	Miami, FL 33199				
A0	Phone:	(305) 348-2731				
A0	Fax:	(305) 348-1008				
A0	E-mail Address:	ajr@fiu.edu				
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 50%;">Yes</td> <td style="width: 50%;">No</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No					
X						
A0	If yes, please provide the URL of the corresponding Web page:					

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
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A1	Street Address (if different):	
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A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	MODESTO MAIDIQUE CAMPUS, PC 140
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify: _____	http://admissions.fiu.edu

A1 If you have a mailing address other than the above to which applications should be sent, please provide:

B. ENROLLMENT AND PERSISTENCE

- B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2014. Note: Report students formerly designated as "first professional" in the graduate cells.

B1		FULL-TIME		PART-TIME	
		Men	Women	Men	Women
B1	Undergraduates				
B1	Degree-seeking, first-time freshmen	1,651	2,130	179	184
B1	Other first-year, degree-seeking	0	0	0	0
B1	All other degree-seeking	9,444	12,117	6,041	7,360
B1	Total degree-seeking	11,095	14,247	6,220	7,544
B1	All other undergraduates enrolled in credit courses	126	177	775	790
B1	Total undergraduates	11,221	14,424	6,995	8,334
B1	Graduate				
B1	Degree-seeking, first-time	957	1,322	238	341
B1	All other degree-seeking	1,682	2,034	711	1,084
B1	All other graduates enrolled in credit courses	16	40	95	209
B1	Total graduate	2,655	3,396	1,044	1,634
B1	Total all undergraduates				40,974
B1	Total all graduate				8,729
B1	GRAND TOTAL ALL STUDENTS				49,703

- B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2014. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

B2		Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
B2	Nonresident aliens	147	2,038	2,119
B2	Hispanic/Latino	2,890	26,238	27,354
B2	Black or African American, non-Hispanic	426	4,753	4,993
B2	White, non-Hispanic	344	3,721	3,950
B2	American Indian or Alaska Native, non-Hispanic	0	29	35
B2	Asian, non-Hispanic	115	1,027	1,090
B2	Native Hawaiian or other Pacific Islander, non-Hispanic	4	50	50
B2	Two or more races, non-Hispanic	200	892	913
B2	Race and/or ethnicity unknown	18	358	470
B2	TOTAL	4,144	39,106	40,974

APPENDIX T: FIU COMMON DATA SET 2015-2016

Common Data Set 2015-2016

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Doug Burrows				
A0	Title:	Coordinator				
A0	Office:	Planning and Institutional Research				
A0	Mailing Address:	11200 SW 8 Street, PC 543				
A0	City/State/Zip/Country:	Miami, FL 33199				
A0	Phone:	(305) 348-2731				
A0	Fax:	(305) 348-1008				
A0	E-mail Address:	pbir@fiu.edu				
A0	Are your responses to the CDS posted for reference on your institution's Web site?	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>	Yes	No	X	
Yes	No					
X						
A0	If yes, please provide the URL of the corresponding Web page:					

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

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A1 Address Information

A1	Name of College/University:	FLORIDA INTERNATIONAL UNIVERSITY
A1	Mailing Address:	11200 SW 8 STREET
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	305-348-2000
A1	WWW Home Page Address:	WWW.FIU.EDU
A1	Admissions Phone Number:	305-348-2363
A1	Admissions Toll-Free Phone Number:	
A1	Admissions Office Mailing Address:	MODESTO MAIDIQUE CAMPUS, PC 140
A1	City/State/Zip/Country:	MIAMI, FL 33199
A1	Admissions Fax Number:	305-348-3648
A1	Admissions E-mail Address:	ADMISS@FIU.EDU
A1	If there is a separate URL for your school's online application, please specify: _____	http://admissions.fiu.edu

A1 If you have a mailing address other than the above to which applications should be sent, please provide:

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2015. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,665	2,130	190	224
Other first-year, degree-seeking	0	0	0	0
All other degree-seeking	9,541	12,051	6,504	7,920
Total degree-seeking	11,206	14,181	6,694	8,144
All other undergraduates enrolled in credit courses	109	159	227	318
Total undergraduates	11,315	14,340	6,921	8,462
Graduate				
Degree-seeking, first-time	912	1,359	266	380
All other degree-seeking	1,675	2,065	710	1,103
All other graduates enrolled in credit courses	17	55	99	213
Total graduate	2,604	3,479	1,075	1,696
Total all undergraduates				41,038
Total all graduate				8,854
GRAND TOTAL ALL STUDENTS				49,892

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2015. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	216	2,237	2,310
Hispanic/Latino	2,941	26,844	27,230
Black or African American, non-Hispanic	461	4,962	5,032
White, non-Hispanic	338	3,800	3,939
American Indian or Alaska Native, non-Hispanic	4	35	36
Asian, non-Hispanic	95	1,012	1,033
Native Hawaiian or other Pacific Islander, non-Hispanic	3	49	50
Two or more races, non-Hispanic	133	983	991
Race and/or ethnicity unknown	19	302	417
TOTAL	4,210	40,224	41,038

VITA

Amaris del Carmen Guzmán is a native of Paterson, New Jersey of parents were born in the Dominican Republic. Prior to her Ph.D. journey, Amaris earned a Master of Arts Degree in Latin American, Caribbean, and U.S. Latino Studies from the University at Albany in 2013, a Master of Arts Degree in Latin American and Border Studies from the University of Texas at El Paso in 2009, and a Bachelor of Science Degree in Criminal Justice from St. John's University in 2007. Her research interests include student activism, youth movements, 1960s history of American higher education, founding of Hispanic-serving Institutions, and Latino/Caribbean community and identity formation.