



**FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE**

Wednesday, September 5, 2018  
10:15 a.m. \*approximate start time  
Florida International University  
Modesto A. Maidique Campus  
Graham Center Ballrooms

**Committee Membership:**

Cesar L. Alvarez, *Chair*; Natasha Lowell, *Vice Chair*; Jose J. Armas; Dean C. Colson; Michael G. Joseph; Joerg Reinhold; Marc D. Sarnoff; Jose L. Sirven III

**AGENDA**

1. **Call to Order and Chair's Remarks** Cesar L. Alvarez
2. **Approval of Minutes** Cesar L. Alvarez
3. **Action Items**
  - AP1. **Tenure as a Condition of Employment Nomination** Kenneth G. Furton
  - AP2. **Legislative Budget Requests** Kenneth G. Furton
    - Targeted STEM Initiatives
    - FIU Decision Lab
  - AP3. **Textbook and Instructional Materials Affordability Annual Report** Elizabeth M. Bejar
  - AP4. **Revisions to Regulation FIU-2501 Student Code of Conduct** Elizabeth M. Bejar
4. **Information/Discussion Items (No Action Required)**
  - 4.1 **Academic Affairs Regular Reports**
    - FIU *Beyond Possible 2020* Pablo G. Ortiz
    - Academic and Career Success Valerie Johnsen
    - Engagement Saif Y. Ishoof
    - Enrollment Management and Services Kevin B. Coughlin
    - Information Technology Robert Grillo
    - Research and Economic Development/ University Graduate School Andres G. Gil
    - Student Affairs Elizabeth M. Bejar

**5. New Business** *(If Any)*

**Cesar L. Alvarez**

**6. Concluding Remarks and Adjournment**

**Cesar L. Alvarez**

*The next Academic Policy and Student Affairs Committee Meeting is scheduled for December 5, 2018*

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 5, 2018

**Subject: Approval of Minutes of Meeting held June 6, 2018**

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**Proposed Committee Action:**

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 6, 2018 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

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**Background Information:**

Academic Policy and Student Affairs Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 6, 2018 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

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**Supporting Documentation:**

Minutes: Academic Policy and Student Affairs  
Committee Meeting, June 6, 2018

**Facilitator/Presenter:**

Cesar L. Alvarez, *Academic Policy and Student Affairs  
Committee Chair*

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**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE  
MINUTES  
JUNE 6, 2018**

**1. Call to Order and Chair's Remarks**

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 10:10 a.m. on Wednesday, June 6, 2018, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Committee Chair Alvarez welcomed all Trustees and University faculty and staff to the meeting.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Cesar L. Alvarez, *Chair*; Natasha Lowell, *Vice Chair*; Jose J. Armas, Dean C. Colson, Michael G. Joseph, Marc D. Sarnoff, Jose L. Sirven, III, and Kathleen L. Wilson.

Board Chair Claudia Puig, Trustees Leonard Boord, Gerald G. Grant, Jr., Natasha Lowell, Rogelio Tovar, and University President Mark B. Rosenberg were also in attendance.

Committee Chair Alvarez noted that Mr. Anthony Page was named Dean of the FIU College of Law on May 23, 2018, adding that Mr. Page most recently served as the vice dean and a professor of law at Indiana University Robert H. McKinney School of Law in Indianapolis.

**2. Approval of Minutes**

Committee Chair Alvarez asked that the Committee approve the Minutes of the meeting held on Tuesday, February 27, 2018. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Tuesday, February 27, 2018.

**3. Action Items**

**AP1. Tenure Nominations**

Committee Chair Alvarez explained that twenty-eight candidates were nominated for tenure, stating that the nominees selected to receive tenure have demonstrated excellence in scholarly and academic achievement.

Provost and Executive Vice President Kenneth G. Furton noted that while at FIU, the tenure candidates have generated \$33.5M in grants.

In response to Trustee Dean C. Colson's inquiry on how many candidates are turned down for tenure, Provost Furton stated that there were 40 faculty members that would have been eligible for tenure however; some candidates leave for personal reasons and other candidates transfer to different institutions.

Trustee Colson requested an overview of departments and their percentage with tenured faculty.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Board of Trustees approval of the Tenure Nominations as specified in the Board materials.

### **AP2. Tenure as a Condition of Employment Nominations**

Committee Chair Alvarez noted that the seven candidates for Tenure as a condition of employment (TACOE), were selected to receive (TACOE) based on the caliber of their scholarly work.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees approve the seven candidates for tenure as a condition of employment.

### **AP3. Approval of the amendment of FIU-105 Prohibited, Harassment and Related Misconduct Including Sexual and Gender-Based Harassment, Sexual Violence, Dating Violence, Domestic Violence, and Stalking**

Director of Equal Opportunity Programs and Diversity, Shirleyon J. McWhorter presented the Revisions to Regulation FIU-105 Prohibited Discrimination, Harassment and Related Misconduct Including Sexual and Gender-Based Harassment, Sexual Violence, Dating Violence, Domestic Violence, and Stalking for Committee review. Ms. McWhorter noted that FIU-105 is a comprehensive regulation that includes Title IX, Non-discrimination, Harassment and Retaliation. She added that FIU-105 will be divided into two regulations: (1) FIU-105 Sexual Misconduct and/or Gender-Based Harassment, Relationship Violence, and/or Stalking and (2) FIU-106 Nondiscrimination Harassment and Retaliation. She explained that FIU-105 is dedicated solely to Title IX/VAWA misconduct. She stated that the investigation section to address the 2017 Dear Colleague Letter (DCL) was updated to include providing a letter with the allegations to the Respondent prior to the initial investigation meeting. She indicated that the time to appeal and to respond to an appeal was expanded from three calendar days to seven business days.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the amendment of FIU-105 Prohibited, Harassment and Related Misconduct, Including Sexual and Gender-Based Harassment, Sexual Violence, Dating Violence, and Stalking and renaming of the regulation to FIU-105 Sexual Misconduct (Title IX).

#### **AP4. Proposed Regulation FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII)**

Ms. McWhorter presented the proposed Regulation FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII) for Committee review. She noted that FIU-106 is dedicated solely to Title VII misconduct adding that the time to file an appeal and to respond to an appeal was also increased to seven business days.

Trustee Colson requested that executive summaries be included for future items where the Board will review new regulations.

Trustee Kathleen L. Wilson noted that the Office of General Counsel was very responsive in amending the document based on extensive conversations.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval of the creation of Regulation FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII).

#### **AP5. Repeal of Regulation FIU-2520 Disruptive Student Conduct**

Vice President for Student Affairs Larry Lunsford presented the repeal of Regulation FIU-2520 Disruptive Student Conduct for Committee review. He stated that the code is being revised to address changes in the law, make it more user friendly, adopt best practices, and incorporate FIU-2520 Disruptive Conduct into the code so that students have one place to obtain information.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval the repeal of Regulation FIU-2520 Disruptive Student Conduct.

#### **AP6. Revisions to Regulation FIU- 2501 Student Code of Conduct**

VP Larry Lunsford presented the revisions to Regulation FIU-2501 Student Code of Conduct for Committee review. He stated that the revised Student Code of Conduct reflects zero tolerance for misconduct that jeopardizes the health, safety and welfare of the University community. He noted that the University President can modify the code process in limited circumstances and includes a process for Presidential review of certain outcomes and sanctions. He added that some examples include sexual misconduct, hazing, stalking, reference drug distribution or selling of drugs, and endangerment.

In response to Trustee Marc D. Sarnoff's inquiry regarding big brother/little brother and big sister/little sister activities and the banning of speech, General Counsel Castillo explained that the referenced activity is within the context of hazing where certain activity is being prohibited by the Student Code of Conduct.

A discussion ensued regarding the tabling of the Revisions to Regulation FIU-2501 Student Code of Conduct. In response, Trustee Jose L. Sirven, III expressed the importance of the Student Code of Conduct given that in the coming weeks, there would be new students on campus and Greek

recruitment will be taking place. He added that implementing the Student Code of Conduct is necessary for student safety.

For the next regularly scheduled committee meeting, Trustee Colson requested to know who the University investigators are and how many incidents there are for Student Conduct and Conflict Resolution and Title IX.

In terms of student codes of conduct, Trustee Natasha Lowell requested a comparative analysis contrasting other comparable universities, as well as the State University System (SUS) for the next regularly scheduled committee meeting,

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval of the revisions to Regulation FIU-2501 Student Code of Conduct and that Trustee comments and concerns be addressed at the next scheduled committee meeting.

Trustee Sarnoff voted against the motion.

#### **AP7. Revisions to Regulation FIU-110 Demonstrations**

General Counsel Castillo presented the revisions to Regulation FIU-110 Demonstrations for Committee review. He stated that Regulation FIU-110 is being updated to align the Regulation with the provisions of the Florida Campus Free Expression Act (“CFEA”), which became effective March 11, 2018. He noted that the title of Regulation FIU-110 is being changed from “Demonstrations” to “Expressive Activities in Outdoor Areas of Campus”. He added that the Regulation also is being updated to remove all references to “Free Assembly Areas”, since the CFEA prohibits the creation of free speech zones. He noted that the Regulation defines expressive activities and outdoor areas of campus, the hours during which certain such activities are not allowed to take place on campus, and the procedure for requests to engage in expressive activities with the use of amplification and appeals of the denials of such requests. General Counsel Castillo responded to questions that Trustees Sarnoff and Wilson had about certain Regulation revisions.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval of the amendments to FIU Regulation 110, Demonstrations.

Trustee Sarnoff voted against the motion.

#### **AP8. Revisions to Regulation FIU-111 Camping**

General Counsel Castillo presented the revisions to Regulation FIU-111 Camping for Committee review. He noted that Regulation FIU-111 is being amended to replace the reference to “Demonstrations” with “Expressive activities in outdoor areas on campus” adding that references to “Free Assembly Areas” are being removed since the CFEA prohibits the creation of such zones.



A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees approval of the amendments to FIU Regulation 111, Camping.

Trustee Sarnoff voted against the motion.

#### **4. Information/Discussion Items** *(No Action Required)*

##### **4.1 Mental Health Counseling**

VP Lunsford noted that FIU's Counseling and Psychological Services (CAPS), provides mental health services for students, facilitates and enhances personal learning, emotional well-being, academic skills, and development. He stated that FIU's CAPS is comprised of licensed psychologists and clinical therapists who are engaged at the direct counseling of students. He reported that (CAPS) is in the process of hiring an additional seven psychologists which will reduce the counselor to student ratio 1:1,591, adding that the goal is to increase the counselor to student ratio by June 2019.

VP Lunsford reported that the number of incidents in the State of Florida and across the nation have increased concerns in the (SUS) about college student mental health and substance abuse. He noted that the Board of Governors has created a Drugs, Alcohol, and Mental Health Task Force. He indicated that the purpose of the Drugs, Alcohol, and Mental Health Task Force is to develop system-wide recommendations, document most critical issues, identify best practices, and identify resources needed.

##### **4.2 Academic Affairs Regular Reports**

There were no questions from the Committee members about the reports included as part of the agenda materials: FIU *Beyond Possible 2020*; Academic and Career Services; Engagement; Enrollment Management and Services; Information Technology; Research and Economic Development/ University Graduate School; and Student Affairs.

#### **5. New Business**

*No new business was raised.*

#### **6. Concluding Remarks and Adjournment**

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee meeting on Wednesday, June 6, 2018 at 11:27 a.m.

<b><i>Trustee Requests</i></b>	<b><i>Follow-up</i></b>	<b><i>Completion Date</i></b>
1. <i>Trustee Colson requested the percentage of departments with tenured faculty.</i>	<i>Provost and Executive Vice President Kenneth G. Furton</i>	<i>September meeting</i>

2. <i>Trustee Colson requested that executive summaries be included for future items where the Board will review new regulations.</i>	<i>The Presenter of the New Regulation</i>	<i>On-going</i>
3. <i>Committee members requested that the comments and concerns pertaining to Revisions to Regulation FIU-2501 Student Code of Conduct be addressed at the next regularly scheduled meeting.</i>	<i>Vice President for Student Affairs, Larry Lunsford</i>	<i>September Meeting</i>
4. <i>For the next regularly scheduled committee meeting, Trustee Colson requested to know who the University investigators are and how many incidents there are for Student Conduct and Conflict Resolution and Title IX.</i>	<i>Vice President for Student Affairs, Larry Lunsford/ Director of Equal Opportunity Programs and Diversity, Shirhyon J. McWhorter</i>	<i>September meeting</i>
5. <i>Trustee Natasha Lowell requested the comparison to other comparable universities, as well as State University System (SUS).</i>	<i>Vice President for Student Affairs, Larry Lunsford</i>	<i>On-going</i>

KS June 14, 2018

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 5, 2018

**Subject: Tenure as a Condition of Employment Nomination**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees the approval of one (1) candidate for Tenure as a Condition of Employment (TACOE).

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**Background Information:**

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

TACOE nominees hold tenure at their previous institutions and have been selected to receive TACOE based on the caliber of their work.

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<b>Supporting Documentation:</b>	Tenure as a Condition of Employment Nomination  Attachment 1 - Tenure as a Condition of Employment Nominee Overview  Attachment 2 - Tenure as a Condition of Employment Nominee Bio  Attachment 3 - Tenure as a Condition of Employment Nominee Curriculum Vita
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<b>Facilitator/Presenter:</b>	Kenneth G. Furton
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Florida International University

Tenure (as a Condition of Employment) Nomination

<b>Name</b>	<b>College</b>	<b>Department</b>	<b>Proposed Rank</b>
Svetlana Roudenko	College of Arts, Sciences, & Education	Department of Mathematics and Statistics	Professor

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**Svetlana Roudenko**  
**Department of Mathematics and Statistics**  
**College of Arts, Sciences, & Education**

Dr. Roudenko joined FIU's Department of Mathematics and Statistics at the start of Fall 2018. Previously she served at George Washington University since 2010. She received her PhD in Mathematics in 2002 from Michigan State University, specializing in Fourier and Functional Analyses and applications to signal processing. After that, she held a postdoctoral position at Duke University during which she has also been a Guest Scientist at the Los Alamos National Lab for one year, consulting on application of Fourier Analysis and Wavelets to image processing and recognition. In 2004, she became an Assistant Professor at Arizona State University (2004-2010). Since 2004, the National Science Foundation via single and collaborative research and educational grants has continuously funded her. In 2012, she was a recipient of a National Science Foundation (NSF) CAREER Award.

Dr. Roudenko is currently researching the area of nonlinear differential equations which models real life processes evolving in time, in particular, whether any singularity may form (such as tsunamis, rogue waves, air turbulence, or laser beams in optics) and its possible dynamics, rates, shapes and forms, and possible control of parameters and whole systems.

While at George Washington University, she has organized several new graduate courses, a summer school and various conferences for graduate students and recent PhDs with an emphasis to attract women and under-represented minorities. She also served as a Director of Graduate Studies for three years and helped increase the number of female graduate students. She has supervised undergraduate, graduate and postdoctoral students. Moreover, she has been very active in obtaining external funding for training the future generation of applied mathematicians via fellowships, focused research groups, conferences and workshops.

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# Curriculum Vita

July 20, 2018

## Svetlana Roudenko

Department of Mathematics  
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801 H St. NW  
The George Washington University  
Washington, DC 20052

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### DEGREES

- Ph.D.** (*Mathematics*), Michigan State University, USA 2002  
Advisor: Michael Frazier  
**M.S.** (*Applied Math.*), Obninsk State Technical University, Russia 1996

### APPOINTMENTS

- Professor, Florida International University from August 13, 2018  
Professor, The George Washington University June, 2018 – present  
Associate Professor, The George Washington University May, 2012 – May, 2018  
Visiting Research Professor IHP, Paris May-June, 2018  
Visiting Professor, Paris-1 June, 2017  
Invited Researcher, IHES (by invitation only) June-July, 2016  
Visiting Professor, Paris-13 May, 2016  
Research Professor, MSRI, Univ. of California - Berkeley (by invitation only) Fall 2015  
Assistant Professor, The George Washington University 2010 – 2012  
Assistant Professor, Arizona State University 2004 – 2010  
Visiting Research Scholar, IHP & Université de Cergy-Pontoise, France Feb – Aug 2009  
Research Visitor, MSRI, Univ. of California - Berkeley (by invitation only) Fall 2005  
Assistant Research Professor, Duke University Sept 2002 – Aug 2004  
Guest Scientist, Los Alamos National Lab July 2003 – May 2004

### GRANT HISTORY

#### CURRENT

- NSF grant # 1815873 “*CAREER: Nonlinear Phenomena in evolution PDE*”, single PI; Dates: 07/03/2018 - 06/30/2021; Amount: \$320,000
- NSF CAREER grant # 1151618 “*CAREER: Nonlinear Phenomena in evolution PDE*”, single PI; Dates: 08/01/2012 - 07/31/2019; Amount: \$472,875
- CLB Supplement #1250639 to NSF CAREER grant # 1151618, single PI; Amount: \$35 K
- NSF S-STEM grant “JUMP: Joint Undergraduate Mathematics and Physics Scholarships at GW”, co-PI (PI: Y. Rong, other co-PIs: D. Ulmann, L. Medsker, G. Fieldman); Dates: 08/01/2013-07/31/2018; Amount: \$618 K

#### PREVIOUS FUNDING:

- NSF grant # 1535822 *"International Conference on Partial Differential Equations (COPDE-2015)"*, PI; (mainly to bring diversity students to the international location, Munich Tech. University) Dates: 03/01/2015 - 02/29/2016; Amount: \$10,097
- NSF-DMS grant # 1103274 *"Topics in Global Behavior of Solutions to nonlinear dispersive PDE"*, single PI, Dates: 09/01/11 - 08/31/15 ; Amount: \$125 K
- NSF grant # 1440664 *"Conference on Partial Differential Equations (COPDE-2014)"*, co-PI; (PI is Sergey Suslov, ASU); Dates: 03/01/2015 - 02/29/2016; Amount: \$3,864
- GWU CIFF (internal) grant for GWIMS (GW Institute for Mathematical Sciences), co-PI (PI: Y. Rong, other co-PIs: A. Robinson, X. Ren, C. Zheng); 2011-2016; this institute, in particular, contributed to establishing 1 postdoctoral position at math dept GWU for 2 years (2015-16 and 2016-17);
- *Simons Foundation 'Collaborations in Mathematics' program*, single PI, Dates: 07/01/2011-06/30/2016, (5 years)\*; (This grant was closed after 1 year, since another external (federal, NSF) funding was obtained)
- MAA grant\* for *Research Undergraduate Math Conference\** for the second annual DC-area conference, PI; Dates: 2012-2013 a.y.; Amount: \$2000  
\* funding by MAA is provided via NSF grant DMS-0846477 through the MAA Regional Undergraduate Mathematics Conferences program, [www.maa.org/RUMC](http://www.maa.org/RUMC)
- CCFE (internal) *"Singularity Formation in Evolution Equations and Pedagogical Connections of Math, Biology and Medicine"*, single PI, Dates: 07/01/2011-06/30/2012 (1 year); Amount: \$7500
- NSF-DMS grant # 0808081 *"Dynamics of Solutions to the Nonlinear Dispersive PDEs"*, single PI; 06/01/08 - 07/31/11, \$107 K
- NSF-DMS grant # 0652833 *"FRG: Collaborative Research: Integrated Mathematical Methods in Medical Imaging"*, the co-PI, 30%, (joint with the PI R. Renaut (Appl. Math), other co-PIs: D. Cochran (EE), A. Gelb (Appl. Math), R. Eubank (Stat), also BNI participants Dr. J. Pipe (St. Joseph hospital)) 08/15/07-08/14/10; \$818 K
- NSF-DUE grant # 0633033 (CCLI program) *"Innovations in Undergraduate STEM Education: Mathematical Exploration of Medical Imaging"*, 01/01/2007 - 01/31/2010, single PI, \$70,255
- NSF-DMS grant # 0401602/0531337 *"Methods of Harmonic Analysis in PDE and Integrable Systems,"* 07/01/2004-06/30/2007, single PI; \$35K
- NSF-DMS grant # 0541690 (REU to # 0401602), 10/01/2005-06/30/2008; \$17K
- European IHP Network HARP (Harmonic Analysis and related Problems) *Junior Research award*, for research semester at De Giorgi Center, Pisa, Italy, 06/01/2004-07/12/2004.
- *"Image Recovery and Denoising Algorithm Design,"* Los Alamos National Lab research grant # W-7405-ENG-36, 07/2003-05/2004

#### OTHER RECOGNITIONS

- Nomination for Bender Teaching award, GWU (Dec 2011)
- Twice nominated for the *Wexler Best Teaching Professor Award* at Arizona State Univ. in a period of 6 years (2004-2010)
- *Excellence in Teaching* (Senior Graduate TA Award Honorable Mention), Michigan State University, Spring 2000

## PUBLICATIONS AND PREPRINTS <sup>1, 2</sup>

### PEER-REVIEWED PUBLICATIONS:

1. **S. Roudenko**, Kai Yang\* and Yanxiang Zhao, *Blow-up dynamics and spectral property in the  $L^2$ -critical nonlinear Schrödinger equation in high dimensions*, **Nonlinearity**, to appear, preprint available: arXiv:1712.07647
2. L. G. Farah, J. Holmer and **S. Roudenko**, *Instability of solitons in the 2d cubic Zakharov-Kuznetsov equation*, **Fields Institute Communications Volume**, preprint available: arXiv:1711.05907
3. L. G. Farah, J. Holmer and **S. Roudenko**, *Instability of solitons - revisited, II: the supercritical Zakharov-Kuznetsov equation*, **Contemp. Math (AMS)**, to appear, preprint available: arXiv:1711.03207
4. L. G. Farah, J. Holmer and **S. Roudenko**, *Instability of solitons - revisited, I: the critical gKdV equation*, **Contemp. Math (AMS)** (2017), to appear, preprint available: arXiv:1711.03187
5. A. Millet and **S. Roudenko**, *Generalized KdV equation subject to a stochastic perturbation*, **DCDS-B** (Discrete and Continuous Dynamical Systems - Series B), May 2018, 23(3): 1177-1198. doi: 10.3934/dcdsb.2018147
6. M. Frazier and **S. Roudenko**, *Traces and extensions of weighted Sobolev and potential spaces*, **Contemp. Math.**, 693, Amer. Math. Soc., Providence, RI, 2017, 217-234
7. T. Duyckaerts and **S. Roudenko**, *Going beyond the threshold: scattering and blow-up in the focusing NLS equation*, **Comm. Math. Phys.** (2015), vol. 334, no. 3, 1573-1615.
8. J. Holmer, Galina Perelman and **S. Roudenko**, *A solution to the focusing 3D NLS that blows up on a contracting sphere*, **Trans. Amer. Math. Soc.** 367 (2015), no. 6, 3847-3872.
9. S. Tennenbaum, C. Freitag\* and **S. Roudenko**, *Modeling the Influence of Environment and Intervention on Cholera in Haiti*, **Mathematics** (2014), 2(3), 136-171; doi:10.3390/math2030136 (MDPI publishing) <http://www.mdpi.com/2227-7390/2/3/136>
10. S. Datta\*, K. Ni\*, P. Mahanti\* and **S. Roudenko**, *Stability of efficient deterministic compressed sensing for images with chirps and Reed-Muller sequences*, **Appl. Math.** (Irvine), Vol.4 No.1A, January 2013, p. 183-196; DOI: 10.4236/am.2013.41A029

<sup>1</sup>In mathematics, the listing of authors is **alphabetical**, and is assumed that all authors contributed equally, unless otherwise specified. In rare occasions, in applied math papers, the order may be changed (to resemble engineering) and the first author is the most contributing, the last one or two authors - are the ones who provided funding and supervision of the project.

<sup>2</sup>The symbol \* after a name indicates a supervised student or postdoc, see their details in section "Mentoring".

11. J. Holmer and **S. Roudenko**, *Blow-up solutions on a sphere for the 3d quintic NLS in the energy space*, **Analysis & PDE**, 5-3 (2012), 475-512
12. W. Stefan\*, K. Chen, H. Guo, R. Renaut and **S. Roudenko**, *Wavelet-based denoising of PET scans*, **J. Sci. Computing** (Elsevier), **50**, no. 3 (2012), 665-677
13. K. Ni\*, S. Datta\*, P. Mahanti\*, **S. Roudenko** and D. Cochran, *Efficient Deterministic Compressed Sensing for Images with Chirps and Reed – Muller Codes*, **SIAM J. Imaging Sci.**, **4**, issue 3 (2011), 931-953
14. T. Duyckaerts, F. Merle and **S. Roudenko**, *Estimates on the Strichartz norm for small solutions of  $L^2$ -critical NLS equations*, **Annali della Scuola Normale Superiore di Pisa, Classe di Scienze**, (5) Vol. X (2011), 427-476
15. J. Holmer and **S. Roudenko**, *A class of solutions to the 3d cubic nonlinear Schrödinger equation that blow-up on a circle*, **AMRX Appl. Math. Res. eXpress** (2011), vol. 2011, 23-94, doi:10.1093/amrx/abq016
16. J. Holmer, R. Platte and **S. Roudenko**, *Blow-up criteria for the 3d cubic NLS equation*, **Nonlinearity**, **23** (2010), 977-1030
17. J. Holmer and **S. Roudenko**, *Divergence of infinite-variance nonradial solutions to the 3d cubic NLS equation*, **Comm. PDE**, **35** (2010), no. 5, 878-905
18. T. Duyckaerts and **S. Roudenko**, *Threshold solutions for the focusing 3d cubic Schrödinger equation*, **Revista Matemática Iberoamericana**, **26** (2010), no. 1, 1-56
19. A. Iosevich and **S. Roudenko**, *A universal Stein-Tomas restriction estimate for measures in three dimensions*, in 'Additive Number Theory: Festschrift In Honor of the Sixtieth Birthday of Melvyn B. Nathanson', **Springer**, 2010 XI; Chudnovsky, David & Chudnovsky, Gregory (Eds.), 171-178
20. L. Diening, P. Hästö and **S. Roudenko**, *Function spaces of variable smoothness and integrability*, **Journal Func. Anal.**, **256** (2009), 1731-1768
21. T. Duyckaerts, J. Holmer and **S. Roudenko**, *Scattering for the non-radial 3D cubic nonlinear Schrödinger equation*, **Math. Res. Lett.**, **15** (2008), no. 5-6, 1233-1250
22. J. Holmer and **S. Roudenko**, *A sharp condition for scattering of the radial 3d cubic nonlinear Schrödinger equation*, **Comm. Math. Phys.**, **282** (2008), no. 2, 435-467
23. M. Frazier and **S. Roudenko**, *Traces and extensions of matrix-weighted Besov spaces*, **Bull. London Math. Soc.**, **40** (2008), no. 2, 181-192
24. J. Colliander and **S. Roudenko**, *Mass concentration window size and Strichartz norm divergence rate for the  $L^2$ -critical nonlinear Schrödinger equation*, **J. Hyper. Dif. Eq.**, **4** (2007), no. 4, 613-627
25. J. Holmer and **S. Roudenko**, *On blow-up solutions to the 3D cubic nonlinear Schrödinger equation*, **AMRX Appl. Math. Res. Express**, **1** (2007), article ID abm004, 31 pp., doi:10.1093/amrx/abm004

26. S. Tennenbaum, T. Kassem\*, **S. Roudenko**, and C. Castillo-Chavez, *The role of transactional sex in spreading HIV in Nigeria*, **Contemp. Math.** (Series) **410**, "Mathematical Studies on Human Disease Dynamics: Emerging Paradigms and Challenges", AMS (2006), 367-389
27. A. Comech and **S. Roudenko**, *Estimates on Level Set Integral Operators in Dimension Two*, **J. Geom. Anal.** **15**, no. **3** (2005), 405-423
28. M. Frazier and **S. Roudenko**, *Matrix-weighted Besov spaces and conditions of  $A_p$  type,  $0 < p \leq 1$* , **Indiana Univ. Math. J.**, **53** (2004), 1225-1254
29. S. Roudenko, *Duality of matrix-weighted Besov spaces*, **Studia Math.**, **160**, no.**2**, (2004), 129-156
30. S. Roudenko, *Matrix-weighted Besov spaces*, **Trans. AMS** **355** (2003), 273-314

#### EDITORIAL WORK

1. Guest Editors: A. Gelb, R. Renaut, **S. Roudenko** and D. Cochran for Special Issue on Mathematical Methods in Medical Imaging, **J. of Sci. Computing** vol.**50**, Num. **3** (2012), DOI: 10.1007/s10915-012-9576-9

#### REFEREED CONFERENCE REPORTS

1. Introduction by Guest Editors A. Gelb, R. Renaut, **S. Roudenko** and D. Cochran for Special Issue on Mathematical Methods in Medical Imaging in **J. of Sci. Computing**, **50**, no. **3** (2012), 493-494.
2. T. Duyckaerts and **S. Roudenko**, *Criteria for Collapse in the Focusing Nonlinear Schrödinger Equation*, Numerical Analysis and Applied Mathematics (**ICNAAM**) 2011, **AIP** (American Inst. of Physics) Conf. Proceedings 1389, (2011), 717-720, doi: 10.1063/1.3636831
3. M. Musielak and **S. Roudenko**, *Numerical Characterization of Thresholds for the Focusing 1d Nonlinear Schrödinger Equation*, Numerical Analysis and Applied Mathematics (**ICNAAM**) 2011, **AIP** (American Inst. of Physics) Conf. Proceedings 1389, (2011), 713-716, doi: 10.1063/1.3636830
4. J. Holmer and **S. Roudenko**, *Global behavior of solutions to the focusing 3d cubic nonlinear Schrödinger equation*, Numerical Analysis and Applied Math (**ICNAAM**) 2009, **AIP** (American Inst. of Physics), CP1168, **Vol. 2**, 1244-1247
5. K. Ni\*, P. Mahanti\*, S. Datta\*, D. Cochran and **S. Roudenko**, *Image Reconstruction by Deterministic Compressive Sensing with Chirp Matrices*, Proceedings of **SPIE** conference "Multispectral Image Processing and Pattern Recognition", vol. 7497, Oct 2009
6. K. Ni\*, S. Datta\*, P. Mahanti\*, D. Cochran and **S. Roudenko**, *Using Reed-Muller Codes as Deterministic Matrices for Image Reconstruction*, Proceedings of, **IEEE ICASSP** (Intern. Conf. on Acoustic, Speech and Signal Processing), March 2010.
7. M. Frazier, F. Nazarov and **S. Roudenko**, *Littlewood-Paley Theory for matrix weights*, **Oberwolfach Report**, **30** (2005), 19-21.

8. S. Roudenko, *Noise and Texture Detection in Image Processing*, LANL (Los Alamos National Lab) report, **W-7405-ENG-36**, 2004, 11pp.
9. S. Roudenko, *A steepest descent method for oscillatory Riemann-Hilbert problem. Asymptotics for the mKdV*, Proceedings of **Summer School "Hamiltonian Mechanics and Integrable Systems"**, ed. C. Thiele, 2004, 57–63

#### PAPERS IN PROGRESS

1. *Stability of solitons in the generalized KdV equation with stochastic perturbations* (with A. Millet), preprint
2. *Local well-posedness in the critical and supercritical gKdV equation subject to a stochastic perturbation*, (with A. Millet), preprint
3. *Going beyond the threshold II: scattering and blow-up in the focusing Klein-Gordon and wave equation* (with T. Duyckaerts), preprint
4. *Stable blowup dynamics in the supercritical NLS equation*, (with Kai Yang\* and Yanxiang Zhao), preprint
5. *Stable blowup dynamics in the generalized Hartree equation*, (with Kai Yang\* and Yanxiang Zhao), preprint
6. *The numerical study of the blowup and global existence dichotomy for the focusing nonlinear Klein-Gordon equation*, (with Kai Yang\* and Yanxiang Zhao), under revision
7. *A numerical study of the sign changing excited states for the nonlinear Schrödinger equation and the eigenvalues for their corresponding linearized operators*, (with Kai Yang\* and Yanxiang Zhao), preprint
8. *Global behavior of solutions of the generalized Hartree equation* (with A. Kumar\*), preprint
9. *Blow-up in finite or infinite time in the 2d critical Zakharov-Kuznetsov equation* (with L.G. Farah, J. Holmer, and K. Yang\*), preprint

#### PAPERS WRITTEN BY STUDENTS AND POSTDOCS UNDER MY SUPERVISION

1. Shigeng Sun\*, *Modeling the international links interbank offered rate among different markets through a wavelet analysis approach*, preprint
2. Anudeep Kumar\*, *Scattering to the inter-critical NLS and generalized Hartree equations, revisited*, preprint
3. Cristi Guevara\*, *Global behavior of finite energy solutions to the d-dimensional focusing nonlinear Schroedinger equation*, AMRX (Appl Math Res Express), first published online December 27, 2013; doi:10.1093/amrx/abt008; also available at <http://arxiv.org/abs/1203.6146>
4. Fernando Carreon\* and Cristi Guevara\*, *Scattering and blow up for the two-dimensional focusing quintic nonlinear Schrödinger equation*, **Contemp. Math.** (Series) **581**: "Recent Advances in Harmonic Analysis and PDE", AMS (2012), 117-154,

5. Erwin Suazo\* and S. Suslov, *An Integral Form of the Nonlinear Schrödinger Equation with Variable Coefficients*, **arXiv:0805.0633**
6. Callie Freitag\*, *A Mathematical Model Assessing the Impact of Flooding on the Cholera Epidemic in Haiti, 2010-present*, senior thesis May 2012, GWU; (her poster was the winner in GWU Research Days in 2012)
7. Cristi Guevara\*, *Global behavior of finite energy solutions to the focusing nonlinear Schroedinger equation in  $d$  dimensions*, PhD thesis, ASU, April 2011
8. Erwin Suazo\*, *Fundamental Solutions of some Evolution Equations*, PhD thesis, ASU, September 2009
9. S. Troxler\*, *Non-uniform sampling with applications to MRI*, **SAMPTA** 2009 Conference Proceedings, Marseille, May 2009, France

## DEPARTMENTAL SERVICE (AT THE DEPT OF MATH, GWU)

- Director of Graduate Studies: Spring 2014; Spring 2015; Spring 2016-Spring 2018 (supervising all current PhD and masters 40+ students)
- Member of the graduate committee: since Fall 2011 - Spring 2018
- Member of Hiring Committees:
  - 2016-17 a.y.
  - 2013-14 a.y.
  - 2012-13 a.y.
  - 2011-12 a.y.
- Colloquia organizer/co-organizer 2010-2012, 2016-17
- invited participant to AMS Focus Group for Directors of Graduate Studies (nationwide), Joint (annual) Math Meeting, Atlanta, GA, Jan 2017
- member of diversity committee: 2014 - 2018
- Outreach committee: 2013-15 a.y.
- mentor of Assistant Professor, Yanxiang Zhao (help with grant writing, research directions, discussion of teaching aspects, etc); he has received Simons Foundation grant, NIST grant and has submitted grants to NSF.

## UNIVERSITY SERVICE

- meeting with NCURA (National Council of University Research Administrators), by request of CCAS, to provide advice on CCAS research support infrastructure
- advising and help with the CAREER program which is run jointly by CCAS and SCSE (3 times)
- reviewer of CCFF/UFF proposals: 2012-13 a.y., 2013-14 a.y.

- reviewer of internal proposals for Dean's Research Chair award (the exact year is withdrawn )

## PROFESSIONAL SERVICE

- NSF (US National Science Foundation) service: 10 research panels reviewer and several 'ad hoc' proposals reviewer, 2008 - current
- co-organizer of CIRM (Marseille, France) "French-American conference on nonlinear dispersive PDE" June 12-16, 2017; <http://scientific-events.weebly.com/1510.html>
- organizer of 7-day intensive DC grad camp summer workshop for graduate students, postdocs and young faculty July 2015 (**50% of speakers were women, and over 50% participants were from under-represented groups**)
- Chair of the AMS program "Math in Moscow" (by invitation) 2015-2018; committee member 2014-2015(also by invitation).
- reviewer for Israeli Science Foundation, 2012-2013, 2017-2018
- numerous refereeing for top math journals (including Tran. of AMS, Proc. of AMS, IMRN, MRL, JFA, CPDE, CMP, Nonlinearity, DCDS-A/B, J.Diff. Eq., APDE, CPAA, JHDE, JFAA ...)
- scientific committee co-organizer for the international conference COPDE-2015 at Munich, Germany; March 25-30, 2015; and the international conference COPDE-2014 at Novacella, Italy; May 27-31, 2014
- AMS-ASA-AWM-IMS-MAA-NCTM-SIAM **Committee on Women** in the Mathematical Sciences (by invitation of AMS president Eric Friedlander), August 22, 2011 - Jan 31, 2014
- AWM (joint math meetings) Workshop Graduate Student Selection Committee; 2011-2013 (by invitation of AWM President Jill Pipher)
- organizer of DC-area URM (Undergraduate Research Math) conferences in Washington, DC: 2nd annual April 12, 2013; 1st annual April 21-22, 2012, <http://home.gwu.edu/~rong/umc.htm>
- organizer of the special session "Nonlinear dispersive equations" at the AMS meeting at GWU, March 17-18, 2012 [http://www.ams.org/meetings/sectional/2194.program\\_ss10.html](http://www.ams.org/meetings/sectional/2194.program_ss10.html)
- co-organizer of GWIMS (*GW Institute for Mathematical Sciences*), (joint with Y. Rong (leader), Y. Lai, X. Ren, A. Robinson, C. Zeng); approved & chartered in Feb 2011; in 2014 got funding for a two-year postdoc position at GWU
- Organizer of departmental colloquia and outreach committee member, 2011-2014;
- organizer of conferences (at Ariz. State Univ.):
  - *"Southwest Conference on Integrated Mathematical Methods in Medical Imaging"*, February 6-7, 2010 (partially supported by IMA and NSF-FRG)
  - *"Workshop on Nonlinear Sciences"*, in honor of Vladimir Zakharov, November 13, 2009;
  - *"Basil Nicolaenko Memorial / Conference on Nonlinear phenomena"*, October 9, 2007;



- Faculty advisor for MTBI/Los Alamos summer program; mentor of under-represented graduate and undergraduate students, July-August 2005 (in particular, with an African student Titus Kaseem we published a paper on HIV in Nigeria)

#### SPECIAL PROGRAMS (TO PROMOTE DIVERSITY IN STEM)

- One of two faculty mentors of the AWM (Assoc. of Women in Math) Chapter at GWU, 2013-2018
- Guest lecturer at the GW “SUMMER PROGRAM FOR WOMEN IN MATH”, July 2012, July 2010; & guest lecturer at George Mason Univ. REU summer program, July 28, 2010
- Invited guest lecturer to the AWM Anniversary Conference: *40 Years and Counting* at the new NSF math institute ICERM at Brown University, Sept 16-17, 2011
- Advising and mentoring graduate and undergraduate students (including minority students) at the Mathematical and Theoretical Biology Institute (MTBI) at Arizona State University during: (1) Summer 2005 at Los Alamos, (2) Summer 2007 and (3) Summer 2008 at Arizona State University. Lectures on *Fourier Analysis, PDEs in Biology, Image Processing, Wavelets*. Supervision of 3 different projects on topics of population/disease modeling and dynamics.
- Panelist and Student Advisor at the 11TH “WOMEN IN MATH” PROGRAM, IAS, Princeton, May 17-28, 2004
- Faculty Mentor and Organizer of the AWM (Assoc. of Women in Math) Chapter at Duke University to encourage participation of women in Math and Science, 2003-2004
- Broadening the participation of under-represented groups in math and science by designing curriculum and teaching courses in the framework of the **Emerging Scholars Program**, a multi-ethnic honors-level program for freshmen calculus students, with a long-term goal to increase the diversity of students who receive advanced degrees in mathematics and mathematics-intensive fields of study, Michigan State University, 1997-1998, 1998-1999, Fall 2001.

## MENTORING

#### POSTDOCS:

1. Kangyu (Connie) Ni (female), project *Deterministic Compressive Sensing for medical imaging*, ASU, July 2008 - Feb 2011 (currently Research Scientist at HRL Lab, CA)
2. Somantika Datta (female), project *Harmonic Analysis and Compressive Sensing in signal and image processing*, supervised jointly with D. Cochran (Dept Elec. Eng., ASU), Spring 2008 - Summer 2009 (currently Assistant Prof. at Univ. of Idaho)
3. Fernando Carreon (latino), project *Nonlinear Schrödinger Equation*, ASU, 2007-08 (currently Lecturer at Univ. of Michigan)
4. Slim Ibrahim, project *Nonlinear Klein-Gordon Equation*, ASU, 2006-08 (currently Assoc. Prof. at Univ. of Victoria, Canada)

#### GRADUATE STUDENTS:

1. HJ Choi, PhD student since January 2018, area of research *Numerical approaches in nonlinear PDE*
2. Anass Chraibi, PhD student since April 2018, area of research *Nonlinear dispersive PDE with stochastic perturbations*
3. Debdeep Bhattacharya, PhD student since Spring 2016, area of research *Nonlinear dispersive PDE*
4. Anudeep Kumar Arora, PhD student since Fall 2013, area of research *Harmonic analysis and Nonlinear dispersive PDE*;
5. Kai Yang, PhD student, area of research *Numerical analysis and Nonlinear dispersive PDE*, GWU, 2013-2018;
6. Chao Qi, MS student (research supervision 2012-2013), research in *Financial Math*, on modified Black-Sholes model for banking with transaction fee
7. Cristi Guevara (female, latino), PhD student, area of thesis research: *Nonlinear dispersive PDEs and Harmonic Analysis*, ASU, 2005-2011; (currently, postdoc at Louisiana State Univ.)
8. Erwin Suazo (male, latino), (co-advisor) PhD student, area of supervised research: *Harmonic Analysis and Nonlinear PDE*, ASU, 2006-2009; (was Assist. Prof. at the Univ. of Puerto Rico - Mayaguez; currently at Univ. of Texas - Rio Grande Valley)
9. Prasun Mahanti (EE dept, ASU; member of the dissertation committee) PhD student, supported by my NSF-FRG grant (25% RA), area of research: *Numerical implementation of deterministic compressive sensing*, ASU, Fall 2008- Fall 2010
10. Narayan Kovvali, (co-Chair) PhD Dept. of EE (Duke Univ.), *Wavelets on the interval and MRTD for electromagnetic scattering problems*, 2003-2004 (currently, Research Prof. at School of Engin., ASU)

#### UNDERGRADUATE STUDENTS:

1. Shigeng Sun, GWU; Spring 2015 - Spring 2017; research project on studying currency swaps using wavelets; currently a graduate student at NYU
2. Changkai Sun, GWU; Spring 2014- May 2015, supervision of senior thesis, area of research *Theoretical and numerical thresholds in solutions behavior in the nonlinear evolution PDE*; went (and received) Masters from Cornell; currently works as a financial analyst in New Jersey/New York area
3. Wonkyung (Jessica) Lee (female), GWU, certificate (post-BS) student; research on modeling of various financial acquisitions of banks assets; presented a poster at GWU Research Days 2013; Spring 2011 - Spring 2013
4. Caroline Freitag (female), GWU; supervision of her Senior Thesis in 2011-2012 a.y. on the topic of *Mathematical Modeling of Cholera in Haiti*, her poster received the First Prize in Research Days 2012 GWU, finished grad school at Univ of Chicago, and is currently working for California Government, Department of health
5. Steven Troxler, ASU, 2007-09; Dean's Circle Scholarship in Math, 2008; Wexler Award 2009, the project *Fourier Analysis for Medical Imaging* (partially funded by my NSF-REU and NSF-FRG grants); graduated in junior year with honors May 2009, was a graduate student at Berkeley statistics department; currently at the Wall Street

6. David Weis, ASU, 2007-08; the project *Analysis and Probability in Medical Imaging* (partially funded by NSF-REU grant), graduated with honors Spring 2008;
7. David Kaspar, ASU, Spring 2006-08; Wexler Award 2007, the project *Fourier Analysis and Compressive Sensing for Applications in Medical Imaging* (partially funded by NSF-REU grant), graduated with honors, was a graduate student at Berkeley math department; currently a postdoc at Brown Univ.
8. Daniel Romero (male, latino), ASU, 2005-2006 (BS), 2006-2007 (MS); Wexler Award 2005, BS/MS thesis on *Fourier Restriction Phenomenon*, currently Assist. Prof. at Univ. of Michigan (reviously postdoc at Northwestern, and grad stud at Cornell applied math department)
9. Miguel Sanchez (male, latino), ASU, 2005-2006; the project *Image Analysis with Wavelets and PDE* (partially funded by NSF-REU grant), was a grad student at University of Arizona math department;
10. Sarah Henkel (female), ASU, 2004-2005; the project *Embeddings and Interpolation of Weighted Spaces* (partially funded by NSF-REU grant);
11. Emily Khoury (female, now is Democrat for District 18 in Maryland); at Duke University, Spring 2004; the project *Mathematics of Famous Women Mathematicians: Historical point of view and current trends*;
12. Ryan Letchworth, Duke University, Summer 2003, 2003–2004; the project *Wavelet methods in Numerical Solutions of PDE* , Julia Dale Prize 2004,
13. Mark Donahue, Duke University, Summer 2003, 2003–2004; the project *Image Restoration using methods of Harmonic Analysis* (through REU program)
14. Patrick Campbell (Univ. of Washington), Los Alamos National Laboratory, Summer 2003; the project *Separating textures by wavelets in image processing*.

Member of Graduate Committees:

- Xinyu Zhang, Dept of Math, GWU (current, Advisor: M. Gualdani)
- Chubo Deng, Dept of Math, GWU (graduated in Spring 2018, Advisor: M. Gualdani)
- Efrat Barhozar (female), Dept of Math, ASU (graduated in 2006 with MS)
- Dennis Cates, Dept. of Math, ASU (graduated with PhD in 2007, Advisor: A. Gelb)
- Ricardo Cordero-Coto (male, latino), Dept. of Math, ASU (PhD student, Advisor: S. Suslov)
- Mustafa Erdem, Dept. of Math, ASU (graduated with PhD in 2007, Advisor: C. Castillo-Chavez)
- Russ Park, Dept. of Math, ASU (PhD student, Advisor: Z. Jackiewicz)
- Wolfgang Stefan, Dept. of Math, ASU (graduated with PhD in Fall 2008, Advisor: R. Renaut)
- Houssam Abbas, Dept. of EE, ASU (PhD student, Advisor: Lina Karam)
- Asaid Said, Dept of EE, ASU (PhD student, Advisor: Lina Karam)

## TEACHING

### GENERAL COURSES TAUGHT

- Graduate: *Functional Analysis, Measure Theory and Integration, Complex Analysis, Real Analysis, PDE, Applied Analysis and Partial Differential Equations, Fourier Analysis and Wavelets, Topics in Analysis, Topics in Applied Math*
- Undergraduate Courses: *Real Analysis, PDE and Boundary Value Problems, Fourier Analysis, Mathematics of Medical Imaging (topics), Abstract Algebra, Linear Algebra, ODE, Calculus, Pre-Calculus, Applied Calculus, College Algebra*
- Undergraduate Courses: *Calculus I, II, III (Multivariable), Calculus with Precalculus, Precalculus, College Algebra, Discrete Math, ODE, PDE, Real Analysis, Wavelets, Topics courses*

### CURRICULUM DESIGN AND TEACHING **New** COURSES:

- After 2011:
  1. “*Mathematical Fundamentals for Medical Imaging*” (upper level topics/Seminar in Math undergraduate course), Spring 2016 (enrollment 30+ students)
  2. “*Fourier Analysis and Wavelets*”:
    - upper level undergraduate topics course - Seminar in Math, Spring 2015 (enrollment 34 students);
    - upper level undergraduate topics course and beginning graduate course, Spring 2012 (enrollment 30+ students)
- Before 2011:
  1. “*Compressive Sensing*” (graduate topics course), co-taught with 3 more faculty from Math and EE departments, ASU; based on lectures from IMA director’s summer 2007 special program; Fall 2007
  2. “*Signal Analysis*” (graduate topics course), co-taught with 6 other faculty from Math, EE (ASU) and Barrow Neurological Institute (St. Joseph hospital); Spring 2007

### NEW TEACHING SUPPORT TECHNOLOGIES:

- Crowdmark (grading software) in the undergraduate courses Calculus 1 and ODE (Fall 2014, Spring 2016, Fall 2016)
- **LiveScribe** (smartpen) technology in the undergraduate course, Calculus 2 (Fall 2011), and in the graduate courses, Measure Theory and Integration (Fall 2011) and Functional Analysis (Spring 2012)

## TALKS <sup>3</sup>

- invited speaker to the ICM satellite conference on Nonlinear Dispersive Equations, July 27-30, 2018, Florianopolis, SC, Brazil (coming up) <http://www.icm2018.org/portal/en/satellite-conferences>, <https://impa.br/eventos-do-imp/imp/imp-2018/nonlinear-dispersive-equations/>

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<sup>3</sup>I had to decline many talk invitations during 2007-2008 and 2012-2013 due to maternity leaves.

- invited speaker at the 12th AIMS Conference on Dynamical Systems and Differential Equations, July 5-9, 2018, Taipei, Taiwan <http://www.aims.org/conferences/2018/>
- invited speaker at the 3rd international workshop on Nonlinear Dispersive Equations, November 8-10, 2017, IMECC-Unicamp, Campinas, Brazil <http://www.ime.unicamp.br/~nde/>
- invited speaker at "Workshop on Inverse Scattering and Dispersive PDEs" August 14-18, 2017, Fields Institute, Toronto, Canada  
<http://www.fields.utoronto.ca/activities/17-18/dispersive-twodimensions>
- invitation to talk at the special session at Mathematical Congress of the Americas July 24-28, 2017, Montreal, Canada <https://mca2017.org/>
- invited talk at Paris 1 University (France), June 9, 2017  
<http://samm.univ-paris1.fr/Instability-of-solitary-waves-in>
- invited speaker to the VIII-th International Conference "Solitons, Collapses and Turbulence" in honor of Evgenii Kuznetsov's 70th birthday, May 21-25, 2017, Chernogolovka, Russia  
<http://sct17.itp.ac.ru/sct17/program>
- invited 1 hour speaker at the special session, title of the talk "Instability of solitary waves in the KdV-type equations", AMS meeting in Charleston, SC, March 10, 2017  
[http://www.ams.org/meetings/sectional/2228\\_program\\_saturday.html#2228:SS27B%3C/td%3E%3C/tr%3E%3Ctr](http://www.ams.org/meetings/sectional/2228_program_saturday.html#2228:SS27B%3C/td%3E%3C/tr%3E%3Ctr)
- FFT-2017 (Fourier February Talks) at Univ of Maryland, Feb 17-18, 2017, titled "Dynamics of collapses in the focusing Nonlinear Schrodinger Equation"  
Video: <https://umd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=d4695624-f598-40cb-bb82-858a25d072fb&start=17.624894>
- Joint (annual) Mathematics Meetings, Atlanta, Georgia, Jan 2017; session "Spectral Calculus and Quasi-linear Partial Differential Equations", title of the talk: "Blow up solutions in the semilinear Schroedinger equation"
- Joint (annual) Mathematics Meeting - 2017, Atlanta, Georgia, Jan 2017, session "Recent Progress on Nonlinear Dispersive and Wave Equations", title of the talk: "Instability of solitary waves in the KdV-type equations"
- Workshop "Mathematical and Physical Models of Nonlinear Optics", IMA (Institute for Math and its Applications), Univ. of Minnesota, Oct 30-Nov 4, 2016 talk titled "Behavior of solutions in the focusing nonlinear Klein- Gordon equation"  
Video: <https://www.ima.umn.edu/2016-2017/W10.31-11.4.16/25570>
- speaker at the Summer School "Nonlinear Waves 2016", IHES (Paris), France (July, 2016)  
<https://indico.math.cnrs.fr/event/873/>  
YouTube video: <https://www.youtube.com/watch?v=r8EnfkSGUtM> (363 views)
- invited speaker for special colloquia (organized by N. Masmoudi and H. Zaag) May, 2016, Paris-13 Univ & Insitute Henry Poincare, Paris, France  
<https://www.sciencesmaths-paris.fr/fr/videos-815.htm>  
Video: below on the link above or <https://vimeo.com/193333916>

- invited speaker at the international workshop “Singularity formation in dispersive PDEs” Bonn, Germany (March 14-18, 2016)  
<https://sfb1060.iam.uni-bonn.de/singularity-formation/home/>
- keynote speaker at “International Conference on Nonlinear Dispersive Equations”, IMECC-UNICAMP, Brazil, October 2015;  
<http://www.ime.unicamp.br/~nde/II-WNDE/II-WNDE.html>
- invited speaker at MSRI workshop “Nonlinear dispersive equations”, August 2015  
<https://www.msri.org/workshops/759/schedules>  
Video: <https://www.msri.org/workshops/759/schedules/20117>
- Talks at **SIAM** conferences (prior to 2015):
  - 2 invited talks at special sessions at SIAM conf. “Nonlinear Waves and coherent structures”-2014, Cambridge, UK, August 2014
  - talk at a special session at PDE-2013, Lake Buena Vista, FL, December 2013
  - talk at PDE-2011 conference, San Diego, November 16, 2011
  - 2 talks at “Nonlinear Waves and coherent structures”-2010, Philadelphia, August 16-19, 2010
  - talk at “Analysis of PDE”, Mesa, AZ, December 2007
- talks at **AMS** conferences:
  - Buffalo, NY, September 2017 (coming up)
  - Charleston, SC, March 2017
  - Atlanta, GA, January 2017
  - Georgetown, DC, March 2015
  - Halifax, Nova Scotia, Oct 2014
  - San Francisco, CA, Oct 2014
  - Albuquerque, New Mexico, April 2014
  - Knoxville, TN, March 2014
  - University of Kansas, April 2012
  - Statesboro, GA, March 2011
  - Albuquerque, NM, April 2010
  - Lexington, KY, March 2010
  - Miami, FIU, April 2006
- Colloquia talks: George Mason Univ., Novem 15, 2016; Howard University, Dec 2014; Georgetown Univ., March 15, 2013; George Mason Univ., November 18, 2011; Howard University, February 4, 2011; Univ. of California - Santa Barbara, May 13, 2010; Univ. of Wisconsin - Madison, Feb 24, 2010; Institut Henry Poincaré, Paris, June 19, 2009; Kansas State University, March 12, 2007; MSRI, Univ. of California - Berkeley, November 10, 2005

- talks at Analysis/PDE seminars: Paris-Nord (2013), Temple Univ (2013), Brown University (2010), Univ. of Maryland (2010), GWU (2010), Univ. of Minnesota/IMA (2009), Univ of Oxford, OXPDE group (2009), Univ. of Rennes (2009), Univ. of Metz (2009), Paris-Sud -Orsay (2008), Université de Cergy-Pontoise (2007), John Hopkins (2007), Kansas State Univ. (2007), Univ. of Maryland (2006), Univ. of Toronto (2006), Univ. of Bordeaux (2006), UCLA (2005)
- Keynote speaker at the international conference COPDE-2014, Italy, May 2014
- ICNAAM (International Conference on Numerical Analysis and Applied Mathematics)-2011, Sept, Halkidiki, Greece, and ICNAAM-2009, Sept, Crete, Greece
- *Blow up solutions of the focusing nonlinear Schrödinger equation*, special AWM meeting at ICERM, Brown University, September 17, 2011
- *Dynamics of Solutions to the Focusing Cubic NLS Equation in 2 and 3 dimensions*, special invitation to the “Frontiers in Nonlinear Waves” (conference in Honor of 70th Birthday of V.E.Zakharov), Univ. of Arizona, March 28, 2010
- *Dynamics of the solutions for the focusing cubic NLS in 3D*, Summer Microprogram on Nonlinear PDE, MSRI, June 23-Aug 10, 2007
- *Global well-posedness, scattering and blow up behavior for cubic NLS in 3D*, JAMI Conference “Nonlinear dispersive equations” at John Hopkins University, March 14-18, 2007
- *Blow up behavior of  $L^2$ -critical nonlinear Schrödinger equation*, Feb 5-12, 2007, Wolfgang Pauli Institute, Vienna, Austria
- *On the concentration phenomenon in the  $L^2$ -critical nonlinear Schrödinger equations*, June 19 - 23, 2006, HARP, International Conference on Harmonic Analysis and PDEs, Crete, Greece
- Lectures at Summer programs:
  - SPWM (Summer Program for Women in Math) at George Washington University, July 2012
  - REU talk at George Mason University, July 2010
  - SPWM (Summer Program for Women in Math) at George Washington University, July 2010
  - MTBI/SUMS (Math and Theor. Biology Inst - summer undergrad. math school) at ASU, July 2008
  - MTBI/Los Alamos summer school, Los Alamos, August 2005
- *Littlewood-Paley Theory for matrix weights*, WORKSHOP #905 “HARMONIC ANALYSIS AND PDE”, Oberwolfach, Germany, July 3-9, 2005
- *Littlewood-Paley Theory for matrix weights*, WORKSHOP ON ANALYSIS AND PDE, Trondheim, Norway, June 1-3, 2005
- *Overview of matrix-weighted Besov space theory*, 7TH INTERNATIONAL CONFERENCE ON HARMONIC ANALYSIS AND PDE, El Escorial, Spain, June 21-25, 2004
- *Estimates on Fourier Integral Operators by Level Set Operators*, 11TH PROGRAM WOMEN IN MATH AT IAS, Princeton, May 17-28, 2004

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 5, 2018

**Subject: 2019-2020 Legislative Budget Requests**

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**Proposed Committee Action:**

Recommend to The Florida International University Board of Trustees approval of the 2019-2020 Legislative Budget Requests:

- |                             |                      |
|-----------------------------|----------------------|
| ▪ Targeted STEM Initiatives | Request: \$4,998,664 |
| ▪ FIU Decision Laboratory   | Request: \$3,500,000 |
- 

**Background Information:**

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The LBR is an assessment of needs developed by the Florida Board of Governors in cooperation with the universities. The Florida Board of Governors requires that all State University System institutions submit their institutional LBR request for review and approval.

Florida Board of Governors Regulation, 1.001(6))a) University Board of Trustees Powers and Duties, states, in relevant part, that board of trustees shall submit an institutional budget request to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.

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**Supporting Documentation:** 2019-2020 Legislative Budget Requests

**Facilitator/Presenter:** Kenneth G. Furton

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**State University System  
Florida Board of Governors  
2019-2020 Legislative Budget Request Instructions  
Forms I and II**

The main objective of Form I and Form II is to align budget issues and dollar values with the goals and objectives of the strategic priorities and the 2018 University Accountability Plan established by each university.

For FY 2019-2020, each university should submit one Form I and Form II for each university-unique budget issue and/or any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box "Shared Services/System-Wide Issue".

For unique issues identified by a university, please check the box "Unique Issue for FY 2019-2020".

**Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and accountability plan established by each university.**

**State University System  
Education and General  
2019-2020 Legislative Budget Request  
Form I**

<b>University(s):</b>	
<b>Issue Title:</b>	<b>Targeted STEM Initiatives</b>
<b>Recurring Funds Requested:</b>	<b>\$3,898,664</b>
<b>Non-Recurring Funds Requested:</b>	<b>\$1,100,000</b>
<b>Total Funds Requested:</b>	<b>\$4,998,664</b>
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue for Fiscal Year 2019-2020</b>	<input type="checkbox"/>
<b>Unique Issue for Fiscal Year 2019-2020</b>	<input type="checkbox"/>

**I. Description** – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2018 University Accountability Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

**Program Overview**

FIU's **Targeted STEM Initiatives** will transform and reengineer STEM programs and courses to optimize the retention, graduation, marketability, and career creation and placement of science, mathematics, engineering and computer science students—thereby launching a new STEM paradigm. The Initiative will 1) integrate best program-of-study practices into the first-year engineering, computer science and other STEM programs; 2) deploy state of the art evidence-based instruction and advanced classroom assessment throughout critical STEM courses for all STEM majors; 3) implement interventions that promote mental health and wellness, especially for first generation and millennial students; and 4) develop an Engineering Education Research School to propagate best practices, assess initiative practices, and provide critical feedback to the institutional and State stakeholders to facilitate greater efficiencies through shared system resources.

The State's economic prosperity is the impetus for this paradigm shift. It drives us to optimize the development, retention and ultimate graduation of future engineers,

computer scientists, mathematicians, and scientists, as they will play an essential role in the knowledge economy strategic priority. STEM professionals, including computer scientists and engineers are at the cutting edge of next wave technological innovations and imperatives that are changing the economic model of our nation and the world, including the internet of things, blockchains, cyber security, and virtual markets. The Initiative integrates FIU's two most impactful student success initiatives: the Graduation Success Initiative (GSI) and the STEM Transformation Institute, and leverages past legislative investments to create a new paradigm for programs of study, classroom instruction, student wellness and ultimately student success. We think about student success, not as we know it today but, as an expanded construct that prepares students for a technologically-driven world that continues to evolve at an unprecedented pace. By improving and expanding specific hybrid and online offerings, this Initiative will also allow FIU to fully engage all students in a modern, urban university education.

This initiative targets transforming student success and graduation rates through optimizing programs, classrooms and experiences for STEM students to foster development of 21<sup>st</sup> century skills necessary in a knowledge-driven economy. Research and assessment of student learning outcomes resulting from the transformations are a core innovation that provides continuous feedback on the Initiative, as well as spur expansion across FIU and propagation across Florida's universities and colleges. The Initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation and startups as well as attract high-tech companies to South Florida.

The Initiative capitalizes on the opportunities afforded by the breadth of effective evidence-based instructional techniques, wide availability of technological devices that can be utilized for learning, and FIU's established expertise in preparing faculty to implement evidence-based instruction in their classrooms. Effective active learning techniques are well established and understood, yet propagation of these techniques across the STEM courses taken by future engineers is often limited to faculty with expertise in evidence-based instruction. Faculty often teach as they were taught in college, using lectures as the primary method; thus, the barrier to innovative instruction is sufficient, effective professional development. FIU has established interventions validating this approach with an emphasis on Gateway courses for all students. The Initiative provides the resources, professional development, and assessment necessary for transforming the engineering and computer science educational paradigm, thereby providing our students with the best instructional practices available in the nation.

Specific objectives include:

- Revitalize the first-year engineering and computer science experiences: The first-year engineering and computer science programs of study will be redesigned to follow best-practices established nationally. The program will feature a two-semester engineering (or computer science) design and communications course as well as the required science and mathematics courses. This approach has been shown to be highly effective in acclimating students to engineering and computer science programs, developing the necessary skills and abilities to succeed in engineering and computer science, so they will succeed in their chosen programs

of study. The program will be operated by the Engineering Education Research School (below).

- Transform introductory science and mathematics courses and target re-design of the Calculus sequence: Building on the established success of transforming Gateway STEM courses, this objective will improve the instruction of science and mathematics courses taken by all STEM majors. This explicitly targets advancing the current pilot interventions reforming calculus, scaling effective instruction across the Calculus I, II and III sequence. Calculus has a reputation of serving as barrier for future STEM professionals; however, success in pilot calculus interventions show sufficient promise that a dedicated effort is included in this initiative. Once established, practices and curricular materials will be shared across the State colleges and universities to foster greater efficiencies through shared system resources.
- Implement interventions that promote mental health, especially for first generation and millennial students: Student mental health is a concern for those transitioning to a university, especially for first generation, urban and millennial STEM students as they need to navigate a complex educational system efficiently, often while working or supporting a family. Our current initiatives (active learning instruction featuring undergraduate Learning Assistants) foster peer learning communities that support positive mental health; however, much more can be done to improve student acclimatization to the university experience. Thus, this objective will implement interventions that have shown to improve student wellness and timely persistence to degrees. These interventions have been selected to act in concert with the classroom environments promoting mental health, as we know that the stressors on these high-impact educational opportunities and career trajectories plays a critical role in students' ability to complete and succeed. We will investigate which interventions are most effective for our student population, guided by Yeager's research on growth mindsets and self-regulation, and Walton and Cohen (2007)'s research on belonging. We will prepare faculty, administrators and undergraduate LAs to support mental health and recognize early indicators of concern.
- Create LA Commons Hubs: To build on and advance our existing Learning Assistant (LA) program, the largest in the nation, and enhance support to students, we will establish LA Commons Hubs, physical spaces where students can meet with LAs in an informal studio format that will promote their learning community and connection to FIU's STEM programs. These community-building areas are particularly important for our non-residential student population. Space will be allocated for peer-to-peer and peer-to-LA meetings, for faculty to meet with their LAs, and for teaching the LA seminar. Two hubs will be established, one on the main campus and one on the engineering center.
- Develop Engineering Education Research School: This objective will further develop the first Engineering Education Research School at a majority minority research university, following best practices by national leaders in engineering education (Purdue University, Virginia Tech University, Ohio State University, etc.). Engineering education research is an emergent multidisciplinary field that targets advancing educational practices and research on those practices in order to serve the nation in an economy that persistently relies on engineering, technology

and computer science-skilled workforce. It will be comprised of highly-skilled Discipline-based Education Research faculty who will be key drivers in implementing the objectives of this initiative as well as carrying out research on the impact of the objectives. They will provide a continuous improvement cycle on campus as well as spread the knowledge generated throughout the State University System (SUS) and Florida College System (FCS). Further, the faculty in the program will leverage external support from numerous public and private agencies seeking to transform the engineering and computer science educational landscape.

- Establish faculty “sand box” for developing instructional practices before deploying across large active learning rooms: To facilitate faculty adoption of active learning and technologically-supported instructional strategies and finetune innovations before scaling up, we will establish a physical space in which faculty can test and refine new instructional practices. This model has been successful in the introductory physics reform, which started in a small studio physics format of less than 30 students before increasing to larger enrollments of 70-90 students. This step-wise process allows for faculty to become familiar with the curriculum and implement it with fidelity, before introducing additional variables related to class management in larger settings. We have found the same improvement in student outcomes once we moved to larger enrollment classes in the introductory physics and similar results have been seen with courses in biology that have followed this model. Thus, we expect to have similar success in other disciplines and use this strategy to increase the number of reformed STEM courses on campus.
- Expand CAT and STEM Faculty Fellows program: This objective will harness the expertise of faculty that have transformed their courses into highly effective active learning environments and position them as Faculty Fellows to share their expertise with colleagues and accelerate institutional transformation. A pilot program was successfully deployed by the Center for the Advancement of Teaching (CAT) with a small cohort of Faculty Fellows including opportunities for building faculty community and leading faculty professional development initiatives. Faculty communities are known to be an essential tool for fomenting faculty change. This model has the dual objective of developing institutional leaders in innovative instruction while utilizing their expertise to expand the use of active learning practices to new faculty. We will have 10 Faculty Fellows fulfill a one-year term with either CAT or the STEM Transformation Institute. Their roles will include co-leading workshops or book clubs, facilitating faculty learning communities, conducting observations in classrooms to provide feedback to colleagues, and providing recommendations for institutional policies or initiatives. Additionally, Fellows will design a data intensive mini-project to evaluate student success in a particular course or discipline. We will provide course buyouts to allow sufficient time for this role, as well as stipends to compensate their efforts.

To achieve these objectives, specific commitments include:

- Create Education Research team through Discipline-based Education Research (DBER) faculty hires: 10 DBER highly-skilled faculty will be supported through

the Initiative, providing leadership in implementation and measurement of evidence-based instruction and learning technologies. These faculty will serve as leaders of STEM education research to establish a culture of student learning and progression that will drive the 4-year degree completion agenda, and students' marketability and career creation and placement. They join our current DBER team that consists of 14 top DBER scholars in biology, chemistry, earth science, mathematics and physics, as well as three engineering and computer science education researchers. New hires will target established leaders in their disciplines as well as top junior candidates.

- Operate STEM Faculty Institute: We will operate a Faculty Institute to prepare current and incoming faculty to implement evidence-based instruction in their STEM classrooms. The Institute will operate year-round to provide professional development to faculty prior to and during instruction. The Institute will incorporate analysis of instructional data as well as provide further professional development to extend the course innovation based on evidence. The Institute includes dedicated Online and Hybrid master design programs for faculty. Incoming faculty will be encouraged to arrive in summer to participate, allowing them to be successful from day one. Integrated into the design is establishment of the Center for Advancement of Teaching STEM Faculty Fellows program (see above) that will leverage faculty expertise in evidence-based instruction to facilitate faculty adoption of instructional change.
- Provide 300 Learning Assistant Stipends to top FIU students: Undergraduate Learning Assistants (LAs) have been critical catalysts in transformation of STEM courses at FIU, as they facilitate learning with their peers while deepening their own understanding of content and collaboration. LAs improve the success of students in transformed courses, increasing retention and completion. These prestigious scholarships will elevate the LA program, improve success of faculty course transformations, and expand the LA program beyond the STEM disciplines. LAs also experience improved learning as a result of the experience, thereby serving to improve Florida's workforce. Learning Assistants (LAs) are undergraduates who are hired to facilitate small-group interaction in large-enrollment courses. LAs work ~10 hours per week in various aspects of course transformation, including the new LA Commons Hub rooms. This also supports our students who economically may need to work for supplemental income – they are employed, while on campus and therefore still able to maintain full time enrollment and timely graduation.
- Award 10 DBER Graduate Fellowships: A prestigious graduate student research fellowship program will be created to develop skills as both future university educators and researchers. These Discipline-based Education Graduate Researchers (DBER) will work with the DBER faculty to implement and provide data on student impact and improved faculty instruction.
- Hire 3 Post-doctoral education researchers: The researchers will assess impact of the innovative instructional strategies through student learning outcomes and classroom observations, while extending their training as future university educators and researchers. Their work will be incorporated into the continuous improvement feedback loop.



- Hire 6 Staff for program operations: One LA Program Assistant Director for Engineering will be hired to manage the LA program and prepare faculty to effectively integrate LAs into their active classrooms, working with faculty and undergraduate LAs. Two Faculty Developers for Engineering and lower division STEM courses with expertise in education transformation and in the discipline will be hired to prepare faculty to implement Learning Technologies and Evidence-based Instruction in their classroom. The Developers will provide year-round support and feedback. One Database Analyst will be hired to carry out statistical analyses on the project as well as develop data analytics dashboards for STEM stakeholders. The project will be managed by a program manager and an administrative assistant to support the faculty and staff team members as well as LAs and graduate fellows.
- Classroom and LA Commons Hubs Renovations: Existing traditional classrooms will be renovated to facilitate active learning in engineering and computer science classrooms using state of the art facilities. The LA Commons Hubs model will also be expanded. FIU has transitioned to active-learning, technology-driven classrooms to promote student engagement of content during class time and dissuading the use of lecture by faculty. New classrooms are now routinely built as active learning classrooms with access prioritized for faculty utilizing active learning, thus incentivizing the best instructional practices. The recently opened active learning classroom with 270 seats averaged over 70% utilization in Fall 2017 and over 84% in Spring 2018 by large active STEM courses. This utilization rate is typical of all of our 13 active learning classrooms on campus. However, requests for the active learning rooms persistently outpace availability, so we include additional support for classroom renovations with no restrictions for use by engineering and computer science. We include funding for one-time retrofit of four of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms. These retrofits will include several rooms designed as “sand boxes” for faculty to develop and test new innovative instructional practices. We also include funding for LA Commons Hubs that will include informal meeting/study space, small teaching labs and one classroom; as well as funds with which to establish the faculty “sand box” described above.

### **Related Accomplishments**

The Initiative builds on the success of multiple projects that have brought significant change to the university and that have become integrated into university practices and culture. FIU’s STEM interventions began in physics, expanded into multiple STEM disciplines, and are now being led through the STEM Transformation Institute. Evidence of success in the reformed introductory physics courses includes significantly improved conceptual learning, the first reported increase in student attitudes towards physics, and a sustained 40% increase in the passing rate, when compared to traditional courses, realized by a dozen different faculty teaching the course. This has led to a dramatic increase in the number of physics majors and national recognition for FIU’s success.

FIU is now clearly focused on raising the 4-year graduation rate. We build our efforts on the foundational success of our Graduation Success Initiative (GSI) and Gateway Project.

FIU's GSI has helped raise the six-year graduation rate for First Time in College students (FTICs) by 16 points in its first four years. During the past year alone, we saw a 5.5 percent improvement in our four-year graduation rate, a 5.7 percent increase in the second-year retention rate, and a 3.1 percent increase in the issuing of bachelor's degrees without excess hours. GSI efforts first addressed students' choice of a major and a clear trajectory for each major and enhanced advising; and also aimed to remove barriers and add supports in the path. Institutional analytics determined that poorly performing gateway courses are a significant barrier in students' path to timely graduation, leading to the Gateway Project.

The first major success in the Gateway Course initiative was the comprehensive transformation of the College Algebra course that included Learning Assistants and innovative technology-based instruction, leading to a sustained 35-40% increase in passing rates for all students. Improvements in the pass rate for the College Algebra course has saved over 2,500 seats between Fall 2012 and Fall 2017 (compared to Fall 2010 baseline). These improvements significantly improve efficiency through direct cost savings to our students as well as reducing excess hours and thus improving timely graduation. In AY 2016 – 2017, the legislative investments for course redesign of Finite Mathematics and Social Choice Math, a Gateway course taken by non-STEM majors, resulting in consistency in content and expectations across sections and increases in average pass rates (+12% and +14% respectively). With well over 1,000 students enrolled in these courses each semester, the impact is significant. Looking across our Gateway courses in mathematics, when compared to 2013-14 passing rates, improvements have resulted in more than 5,000 additional successful course completions.

At the core of both the STEM and Gateway initiatives are interventions that 1) adapt evidence-based instructional practices to the FIU context; 2) require faculty engaging students in meaningful, active learning in the classroom; 3) are initiated by external grant or foundation funding; and 4) engage undergraduates, faculty, and administration as partners in the transformation.

One powerful and cost-effective approach is the undergraduate Learning Assistant (LA) program, which provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition for both students and faculty to active learning. FIU hosts the nation's largest LA program, with 322 LAs serving in 112 course sections across 10 STEM departments, impacting over 11,400 student enrollments in Spring 2018 (enrollment includes duplicated headcount as students may have LAs in more than one course). Lessons learned in these initiatives are spreading to other courses, where pilot projects have seen an average increase in passing rates of 18% across 7 courses (two of which increased over 25%), which will translate to improved graduation rates in the coming years. Further, enrollment in one transformed course more than quadrupled over the past several years, doubling in annual offering as well as enrollment. On-time graduation rates have also increased 16% in four years.

The Initiative's ultimate goal is to attract high technology companies to Florida, as well as fuel entrepreneurial innovation, thus driving the economic prosperity of the state. This will be achieved both through the reputation earned by our engineering and computer science graduates as well as through the evidence on student learning outcomes accumulated through the Initiative.

Further, practices, curricula, and evidenced generated by this initiative will be shared with all SUS and FCS institutions, allowing them to adopt and adapt practices for their use, fostering greater efficiencies through shared system resources. This provides the opportunity to position Florida as the first State in the nation to implement evidence-based instruction and learning technologies throughout the engineering and computer science programs.

### **Alignment with SUS Strategic Priorities / 2018 FIU University Accountability Plan**

The Initiative is very well aligned with the goals of the SUS 2025 System Strategic Plan (including *Improve the quality and relevance of the System's institutions* and *Increase Degree Productivity and Program Efficiency*) as well as the SUS Strategic Priorities in Teaching & Learning; Scholarship, Research & Innovation; and Community & Business Engagement. First, it will increase the number of degrees awarded at FIU, especially in the Engineering and Computer Science STEM fields, as well as the quality of those degrees by transforming instructional practices. Second, it will increase research commercialization activities through providing a workforce well-prepared for driving a knowledge economy and triggering start-up companies. Further, the program and classroom transformation and education research outcomes have the potential to lead to commercialization. Third, it directly increases the community and business workforce, as our graduates will be well prepared to be fully employed in their disciplines upon graduation or to seek further educational opportunities.

The Initiative immediately addresses the SUS Strategic Priorities, including:

- **Strategic Priorities for a Knowledge Economy: GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis:** *Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities.* This directly addresses improving both the quantity and quality of not only Engineering and Computer Science degrees but all other STEM degrees as improvements to foundation courses, such as the calculus sequence, that will benefit all STEM majors.
- **Strategic Priorities for a Knowledge Economy GOAL: Increase Research Commercialization Activities:** *Increase the number of patents, licenses and start-up companies created as a result of university research.* The Initiative develops students' inquiry, collaboration and out-of-the-box thinking skills, thus providing them the opportunity to make authentic and significant contributions to the knowledge economy. Furthermore, improvements throughout the engineering and computer science programs will serve to produce more innovative and fully-

developed senior research projects increasing the likelihood of successful patents, licenses, and start-ups.

- ***Strategic Priorities for a Knowledge Economy: GOAL: Increase Community and Business Workforce*** *Increase the percentage of graduates who continue their education or are employed full-time.* The project optimizes the preparation of Engineering and Computer Science STEM majors, so they may either continue their education or rapidly enter the workforce.

The Initiative immediately addresses FIU's 2018 Accountability Plan goals and objectives, including:

- Mission: Provides *high-quality teaching and state-of-the-art-research* for our students and diverse population of South Florida.
- Vision: Provides *student learning, innovation, and collaboration.*
- Strategy: Bringing the best educational and research practices is essential in FIU's *serving as an engine and agent of change for South Florida and beyond. We have invested in efforts to be proactive and substantive in the support of economic development.*
- Strategy: Developing new paradigms of evidence-based instruction now are essential for the future, as *FIU continues to be an economic driver for a rapidly growing greater South Florida community which is expected to grow by 1 million by 2030.*
- Key Initiatives & Investments 1) ***Academic and Career Success***: Directly impacts FIU's commitment to *effort to coordinate and accelerate our ongoing student success initiatives.* Further, the Initiative will serve as key partner in working *collaboratively across the University to identify the obstacles to students' success, design innovative solutions, and optimize student success initiatives* as well as *strategize increasing synergy and collaboration across units to incubate and implement initiatives designed to increase retention, graduation, and career readiness.*
- Key Initiatives & Investments 2) ***Preeminent Programs***; The STEM Transformation Institute, leading the Initiative, is one of five Preeminent Programs. FIU's goal is to be a *World's Ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation and education. FIU established Preeminent Programs and now focuses additional resources in FIU's nationally and internationally recognized areas of research and education. These programs provide opportunities for winning grants, provide focus for the Next Horizon capital campaign, and support student success. Much of faculty recruitment and resource allocation toward research growth, graduate education quality, and degree production will be focused on the Preeminent Programs.*
- Key Initiatives & Investments 3) ***StartUP FIU***: The Initiative catalyzes FIU students for StartUP FIU, a *University-wide initiative that focuses on expanding research-related economic development. This includes fostering and developing*

*innovation and entrepreneurship, patent production and commercialization of FIU intellectual property*

- Key Initiatives & Investments 3) **StartUP FIU**: *Another major goal of StartUP FIU is to adapt curricula to be more responsive to both student and industry demands utilizing an entrepreneurship framework that includes Passion, Discovery, Creativity, Invention and Innovation. The result of curricular redesign has been more student engagement and the application of skills such as creativity, critical thinking, collaboration, and communication – all of which are cited by industry as crucial skills for employment and entrepreneurship.*
- Top Three Performance-based Funding Metric Impacts through this initiative:
  - (4) FTIC Four-Year Graduation Rate
  - (5) Academic Progress Rate
  - (6) Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis
- Top Three Preeminent Research University Funding Metric Impacts through this initiative:
  - (3) Freshman Retention Rate
  - (4) Six-year Graduation Rate
  - (6) Science & Engineering Research Expenditures

### **Impact on Academic Programs, Student Enrollments, Student Services**

Every STEM student at FIU will benefit from the implementation through new and improved first-year STEM programming, implementation of evidenced-based practices in STEM coursework, and mental health interventions. The culture of teaching and learning in Engineering and Computer Science and all STEM departments will likewise be transformed, toward evidence-based and data-informed improvement. These transformations will reduce individual course failure rates by at least 30% within two years of implementation, leading towards an overall goal of an additional 15% increase in graduation rates. This goal is aligned with the standard of excellence as established by the SUS Performance Funding Metrics. As was the case in physics, we anticipate increases in the number of Engineering and Computer Science majors.

**II. Return on Investment** - *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

The Initiative leverages existing commitments to education transformation and a national climate devoted to classroom education reform. It will increase research capacity and funding opportunities that will lead to increased grant funding, improved student performance, and national recognition. Further, it will stimulate adoption of similar instructional innovation at universities and colleges across the state. The Initiative explicitly targets: revitalizing the first-year engineering and computer science programs, preparing faculty to implement innovative instruction in the STEM classrooms, gathering and analyzing classroom data, and disseminating the classroom transformation model for the state. These actions will lead to improved student learning and success in STEM courses that will lead to improved retention, graduation rates, and employment.

Curricular changes to the first-year engineering and computer science programs of study will be put into place in the first three months of the Initiative, which will impact all entering engineering and computer sciences students, roughly 1,704 annually.

The intensive Faculty Institute will provide professional development to least twenty additional faculty annually in integrating evidence-based instruction, cutting edge assessment, and learning technologies in their classrooms, as well as develop instructional leadership in at least 12 Faculty Fellows. This will directly impact approximately 12,000 student enrollments annually, and they will continue to impact similar student enrollments in later years. All engineering and computer science students will enroll in at least one of the newly renovated courses within one year of the initiative's launch.

Student mental health/wellness interventions will be expanded in the first semester after initiative launch and impact at least half of the entering engineering and computer science students and measures on the impact will be determined over the next two semesters. Within three years, all entering engineering and computer science students will have the opportunity to benefit from the interventions.

The model for faculty professional development will be established through research on faculty practices and student impact. It is anticipated that this will lead to the DBER faculty producing at least 80 scholarly products (publications and presentations) annually in the first three years, growing to at least 120 within five years. We also expect all new DBER faculty to attract external funding to the institution within 18 months of hire. All of our recent DBER faculty hires attracted external funding within six months to one year of arrival; almost all have already been awarded more than one grant.

The Initiative will also drive improved student learning and success in the courses, leading to improved retention and graduation rates. Student learning outcomes are a key driver to sustained transformative instruction (as well as a critical feedback loop element) and will be reported through the scholarly products. Based on prior FIU initiatives and national trends in active learning, we expect a 30 - 40% decrease in failure rates in large enrollment introductory courses within four semesters of implementing evidence-based instruction. For the courses with failure rates of 20-40%, this translates to an 8-16% decrease in failure rate. We expect this to increase an additional 10% within three years

and be sustained for at least a decade. We base this on prior work at FIU and active learning literature. At FIU, College Algebra passing rates increased by 25% after evidence-based instruction was introduced across all sections in Fall 2012, then rising to the current 35% increase in average pass rate (compared to the Fall 2010 baseline). We have also seen a 70% decrease in failure rates in our studio-based introductory physics courses, compared to lecture courses. A 2014 Proceedings of the National Academies of Science publication found an average 35.5% decrease in reported failure rates when comparing active learning in all STEM disciplines to lecture courses ([www.pnas.org/cgi/doi/10.1073/pnas.1319030111](http://www.pnas.org/cgi/doi/10.1073/pnas.1319030111)).

We will transform the education experience for FIU's 4,558 engineering and computer science majors as well as the majority of science and mathematics majors (through the science and mathematics course transformations), over 80% of which are from traditionally underrepresented minority groups and 25% of which are first generation students.

Ultimately, this initiative drives economic development by substantially improving learning and skill development for our students, as well as enhancing efficiency in degree attainment. Our graduates will be well prepared to tackle existing, evolving, and emerging critical needs and opportunities in the global society and technology driven marketplace. They will be the innovators, entrepreneurs, and start-up leaders of the future. Their reputation for solving global challenges will attract the top technology companies to South Florida. Thus FIU will be *the* reliable catalyst for South Florida's highly skilled and diverse engineering and computer science workforce.

**III. Facilities** *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Active Learning Room Renovations	2019/20	\$700,000	
2.	LA Commons Hub Renovation	2019/20	\$200,000	
3.	Faculty "Sand Box" Classroom	2019/20	\$200,000	

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**2019-2020 Legislative Budget Request**  
**Education and General**  
**Position and Fiscal Summary**  
**Operating Budget Form II**  
(to be completed for each issue)

**University:** Florida International University  
**Issue Title:** Targeted STEM Initiatives

	RECURRING	NON- RECURRING	TOTAL
<hr/>			
<u>Positions</u>			
Faculty	10.00	0.00	10.00
Other (A&P/USPS)	9.00	0.00	9.00
	-----	-----	-----
Total	19.00	0.00	19.00
	=====	=====	=====
 <u>Salary Rate (for all positions noted above)</u>			
Faculty	\$1,225,641	\$0	\$1,225,641
Other (A&P/USPS)	\$552,500	\$0	\$552,500
	-----	-----	-----
Total	\$1,778,141	\$0	\$1,778,141
	=====	=====	=====
Salaries and Benefits	\$2,378,641	\$0	\$2,378,641
Other Personal Services	\$1,345,023	\$0	\$1,345,023
Expenses	\$175,000	\$0	\$175,000
Operating Capital Outlay	\$0	\$1,100,000	\$1,100,000
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$3,898,664	\$1,100,000	\$4,998,664
	=====	=====	=====

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For FY 2019-2020, each university should submit one Form I and Form II for each university-unique budget issue and/or any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box "Shared Services/System-Wide Issue".

For unique issues identified by a university, please check the box "Unique Issue for FY 2019-2020".

**Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and accountability plan established by each university.**

**State University System  
Education and General  
2019-2020 Legislative Budget Request  
Form I**

<b>University(s):</b>	<b>Florida International University</b>
<b>Issue Title:</b>	<b>FIU Decision Laboratory</b>
<b>Recurring Funds Requested:</b>	<b>\$1,000,000</b>
<b>Non-Recurring Funds Requested:</b>	<b>\$2,500,000</b>
<b>Total Funds Requested:</b>	<b>\$3,500,000</b>
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue for Fiscal Year 2019-2020</b>	<input type="checkbox"/>
<b>Unique Issue for Fiscal Year 2019-2020</b>	<input type="checkbox"/> <b>XXX</b>

- I. Description** – 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2018 University Accountability Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

### **Introduction**

Decision-making is an essential skill demanded of every leader and policy maker in any organization or industry. Good decision-making, however, is what differentiates the legacies of these leaders and the success of their organizations. In today's technology-enabled, fast-paced environment, leaders are tremendous pressure to make good decisions faster. The result is that decisions are often made and programs initiated without a comprehensive and informed analysis that involves a multitude of relevant data and expert analysis from cross-disciplinary stakeholders. In other words, decisions are made and precious financial resources are invested on the basis of perspectives and/or unverified assumptions. In many cases, the solutions do not address the problems in the scale envisioned or worst do not address the problems at all, requiring even more time and resources. This challenge is particularly felt when addressing complex problems that do not have easily determined causes or solutions. Government and large organizations do not have adequate tools to make quick critical decisions that have significant impact on the organization's

competitiveness or people's lives. Therefore, long-term initiatives and investments often take too long to initiate or are initiated too quickly without proper analysis.

To address this critical need, the FIU Decision Laboratory (Decision Lab) will provide a platform for informed decision making by combining technology and analytical tools that will allow policy makers, decision makers and business leaders the ability to test solutions and alternatives in a laboratory setting prior to expensive implementation. The design of the Decision Lab enables diverse teams of stakeholders to gather into one room to address complex challenges. What differentiates this gathering from traditional "committee" meetings is the underlying technology embedded within the Decision Lab that would provide the stakeholders with tools such as **data visualization, predictive modeling and simulation, and expert analysis**. The Decision Lab brings together important stakeholders from multiple sectors that are key in making policy with experts to address complex issues, such as disaster response, sustainable infrastructure planning, or city planning. The result is informed decision making that provides realistic and objective policy options for policy makers, and data-informed implementations with real-time analysis of its effectiveness.

FIU's 2018 Accountability Plan illustrates our University's commitment to serving as an engine and agent of change for South Florida and beyond. As such, we have invested in efforts to be proactive and substantive in the support of economic development, student success, and research preeminence. The proposed **FIU Decision Laboratory** will serve as a powerful tool for decision makers, giving them an incredible advantage in solving complex challenges that face FIU, the state of Florida and beyond.

Additionally, FIU is committed to serving its students and community by providing an educational experience that will translate to meaningful careers for our students. To that end, the Decision Lab will be an essential tool to train students on the latest data analytics technology, enabling them to obtain good paying jobs and immediately contribute to their employers.

### **Core Competencies of the Decision Lab**

The technical competencies of the Laboratory will include data visualization, software development, predictive modeling and expert analytics and computation. The capabilities are combined with design thinking, collaborative modeling, and systems thinking to create interactive decision-making tools. The Laboratory staff will provide expertise in decision making, thus becoming a **think-tank** in decision making and policy analysis.

## 21<sup>st</sup> Century Industry Skill Building

In addition to policy makers and organizational leaders, the Decision Lab is an incredibly useful tool to prepare students to thrive in the 21<sup>st</sup> Century. The McKinsey Global Institute, in its 2013 report, named the data analytics industry a game-changer in “opportunities for US growth and renewal”. It estimated that data analytics could increase annual GDP in retail and manufacturing by up to \$325 billion by 2020. The opportunity is amplified when healthcare and government services are factored in.

The result is that the demand for data analysts and data scientists is growing exponentially. IBM estimates that there will be over 2.7 million jobs in the US within the data analytics industry. Furthermore, publically traded and large private technology companies argue that increasingly, even if employees aren’t data analysts, they still need to know how to read reports and make decisions based on data. To that end, FIU will utilize the Decision Lab to train our students to meet this growing industry need.

## Partnership with ASU Decision Theater Network

FIU will partner with Arizona State University (ASU) to launch the FIU Decision Laboratory. We will become part of ASU’s Decision Theater Network. This partnership will allow FIU to utilize ASU’s High Performance Computing capabilities as well as leverage their expertise, unique capabilities and other resources. For example, Decision Lab will be able to partner with ASU’s McCain Institute in Washington DC for specific policy projects, getting even more insight into decision-making. **In essence, the partnership with ASU will allow FIU to rapidly launch the Decision Laboratory by tapping into ASU’s computer capabilities and as well as their experience.**

## Functionalities and Establishment of the Decision Lab

The illustrations on Figures 1-3 below provide examples of different phases of a Decision Theater Laboratory. Phase I (Figure 1) has immediate capabilities to run policy decision making projects through the collaboration with ASU. It will allow us to start projects while completing the Decision Lab buildout. Phase II (Figure 2) will establish the Decision Lab’s physical buildout, technical hardware, software (Figure 3) and core staffing required to fully establish the Decision Lab.

Figure 1 – This environment is representative of a Decision Laboratory Phase I that provides immediate ability to tackle complex projects without finalizing the physical space. It will require utilizing ASU's computing infrastructure.

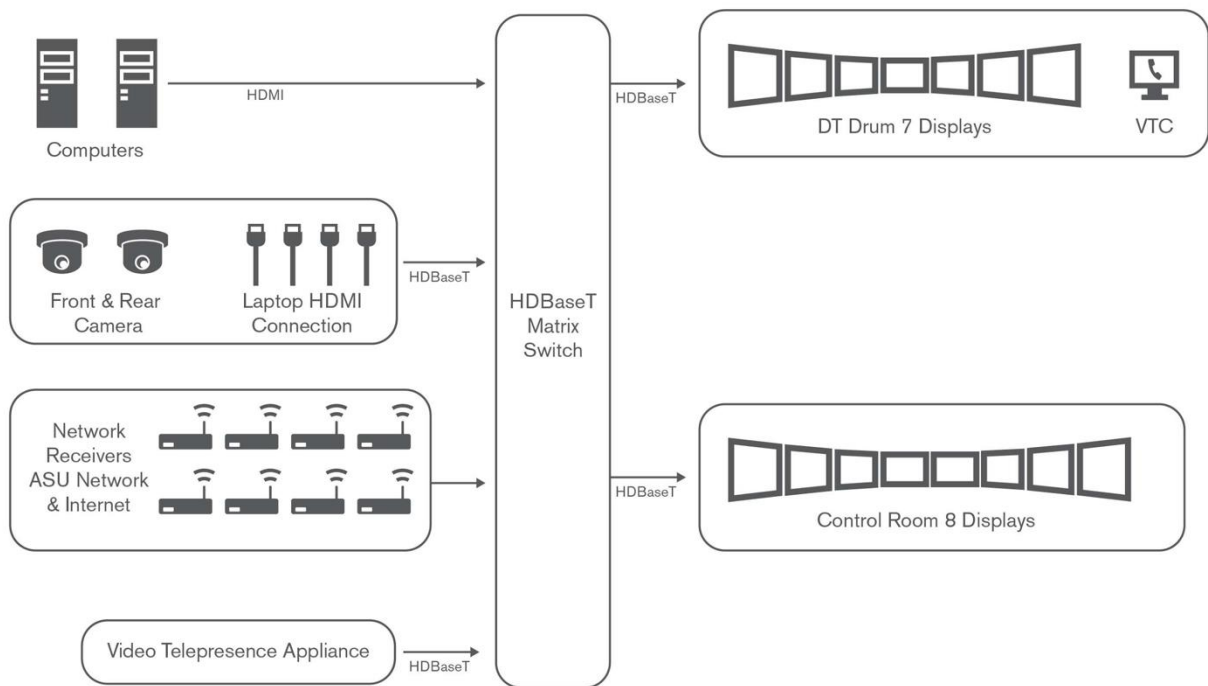


Figure 2 – This environment is representative of a standalone Decision Laboratory capable of tackling multiple simultaneous projects, providing support services, and developing business internally.





Figure 3 – Technology requirements for Decision Laboratory. Hardware receivers, a dedicated video telepresence appliance, and computers



### Specific Initiatives and Projects of the Decision Lab

Initial project activities and initiatives will include:

- Renovate and establish Decision Lab space
- Work with industry, government officials and university experts to develop a Disaster Planning and Response Project to help build the resilience of our community when disaster strikes.
- Student workshops and training on data visualization, predictive modeling and analysis within the Decision Lab.
- Establish an entrepreneurial network utilizing the Decision Lab to incubate and launch new companies and create jobs.
- Host intensive, immersive 2-3 day hackathons around key challenges such as infrastructure, city planning or student success utilizing the Decision Lab.
- Develop workshops and informational sessions for FIU faculty to understand and utilize the Decision Lab to successful attract more research grant funding from traditional federal sources or unique industry sources.
- Launch industry targeted events to facilitate partnerships and projects around the Decision Lab.



**II. Return on Investment** - Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.

Once fully established, this initiative will have broad returns on investment for FIU as well as South Florida and the State. From the perspective of FIU, the Decision Lab will serve as a platform to make data-driven and tested decisions, in real-time, on critical University decisions in strategic areas. It will enhance FIU's ability to work with industry, policy makers and government officials to better solve complex challenges such as disaster responsiveness, city infrastructure and civic engagement, saving money and saving lives.

Furthermore, in addition to the growing demand for data analysts and data scientists, there is as great a need for employees to be able to work with and use data analysis. The Decision Lab will initially train 100-500 students on data analysis and decision making using data. Eventually, as the Decision Lab matures, it will be able to provide training to thousands of students, enabling them to get good, high paying jobs after graduation.

Finally, the Decision Lab will serve as a state-of-the-art facility that will assist statewide stakeholders as a think tank that will facilitate making data driven policy and programmatic decisions. It will help Florida's decision makers to make the *good* decisions that will give this state a competitive advantage in the 21<sup>st</sup> Century.

**III. Facilities** (If this issue requires an expansion or construction of a facility, please complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Decision Laboratory Facility Renovation	2019/20	\$1,500,000	

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**2019-2020 Legislative Budget Request**  
**Education and General**  
**Position and Fiscal Summary**  
**Operating Budget Form II**  
(to be completed for each issue)

**University:** Florida International University  
**Issue Title:** FIU Decision Laboratory

	RECURRING	NON-RECURRING	TOTAL
<hr/>			
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	10.00	0.00	10.00
	-----	-----	-----
Total	10.00	0.00	10.00
	=====	=====	=====
 <u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$614,000	\$0	\$614,000
	-----	-----	-----
Total	\$614,000	\$0	\$614,000
	=====	=====	=====
Salaries and Benefits	\$821,286	\$0	\$821,286
Other Personal Services	\$0	\$0	\$0
Expenses	\$178,714	\$0	\$178,714
Operating Capital Outlay	\$0	\$1,000,000	\$1,000,000
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
Facility Renovation	\$0	\$1,500,000	\$1,500,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$1,000,000	\$2,500,000	\$3,500,000
	=====	=====	=====

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 5, 2018

**Subject:** Textbook and Instructional Materials Affordability Annual Report

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**Proposed Committee Action:**

Recommend to The Florida International University Board of Trustees approval of the Textbook and Instructional Materials Affordability Annual Report.

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**Background Information:**

Effective July 1, 2016, Florida House Bill 7019, Education Access and Affordability, requires the Board of Governors and the State Board of Education to annually identify strategies to promote college affordability. Under this bill, all State University System institutions are required to submit a Textbook and Instructional Materials Affordability Report that determines the wide cost variance for required and recommended course materials for General Education courses. In addition, the report must include an overview of institutional initiatives and policies designed to reduce the costs of course materials and promote college affordability.

Pursuant to Florida Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability, each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor.

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**Supporting Documentation:** Textbook and Instructional Materials Affordability Annual Report

**Facilitator/Presenter:** Elizabeth M. Bejar

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**State University System of Florida**  
**Textbook and Instructional Materials Affordability**  
**Annual Report**  
**Statutory Due Date: September 30**

University Submitting Report	Fall 2017 and Spring 2018 Semester(s) Reported*		
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees	Date	
Signature of President	Date	Signature of Vice President for Academic Affairs	Date

**\*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.**

*Definitions:*

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median average cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

**1) Required and Recommended Textbooks and Instructional Materials for General Education Courses**

a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

*Methodology: Identify the median average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.*

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

*Fall 2016*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
ECO 2013	Principles of Macroeconomics	U3M, U4M, U5M	6	Req	\$389.00 (retail)	\$225.45
ECO 2023	Principles of Microeconomics	U3M	5	Req	\$389.00 (retail)	\$213.85
GEA 2000	World Regional Geography	U01	4	Rec	\$369.90 (retail)	\$206.55

*Explanation:*

From consultations with the department chairs and instructors, we can report that:

For ECO 2013 and ECO 2023, the instructor of these sections requires the same textbook for both courses, Principles of Macroeconomics and Principles of Microeconomics, which is clearly stated on the courses' syllabi. The majority of students take both courses, in which case the actual maximum cost to a student is \$194.50 per course and thus there is in fact no wide cost variance.

For GEA 2000, the full retail price of \$369.90 reported for this course includes the required textbook priced between \$82.20-\$182.65 plus the recommended textbook priced between \$74.90-\$187.25 through the Barnes & Noble FIU book stores. While both required and recommended course materials must be considered for the variance analysis according to HB 7019, the wide cost variance for this course only computes due to the additionally recommended textbook that other instructors for this same course do not suggest as a valuable learning resource to their students. Thus, the wide cost variance may not apply for this course depending on the students' personal preference of acquiring the recommended text or not.



*Spring 2017*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
ECO 2013	Principles of Macroeconomics	U3M, U4M	8	Req	\$428.00 (retail)	\$299.45
ECO 2023	Principles of Microeconomics	U3M, U4M	10	Req	\$428.00 (retail)	\$253.35

*Explanation:*

For ECO 2013 and ECO 2023, the instructor continues to use the same textbook required for both, Principles of Macroeconomics and Principles of Microeconomics. He also allows the use of older editions, which are often cheaper. This is clearly stated on the courses' syllabi. The majority of students take both courses, in which case the actual maximum textbook cost to a student is \$214.00 per course and thus there is in fact no wide cost variance.

*Fall 2017*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost (Retail)	Dollar Variance
ECO 2013	Principles of Macroeconomics	U3M, U4M	8	Req	\$401	\$224
ECO 2023	Principles of Microeconomics	U3M, U4M	14	Req	\$401	\$211
WHO 2001	World Civilizations	B51	4	Rec	\$334	\$247

*Explanation:*

Courses ECO 2013 and ECO 2023 sections U3M and U4M, respectively, see same explanation as for Fall 2016 and Spring 2017.

Course WHO 2001 section B51 requires only one text at \$200, with two additional recommended texts at \$126 and \$8 that are optional for students to purchase.

*Spring 2018*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost (Retail)	Dollar Variance
ECO2013	Principles Macroeconomics	U01, U07, RVD, U09, U3M, U4M	11	Req and Rec (various)	\$528	\$380
ECO2023	Principles Microeconomics	U08, U3M, U4M	15	Req and Rec (various)	\$520	\$372
SYG2000	Intro to Sociology	U03	11	Req	\$203	\$203

*Explanation:*

ECO 2013 and ECO 2023 sections U3M and U4M, see same explanation as for previous semesters. In addition, ECO 2013 section U01 also includes a recommended second textbook that is optional for students; sections U07 and RVD report the instructor's adoption as a choice between a newer or older edition to offer students savings, however, the system double-counted these options; and section U09 wrongly counted a falsely entered additional required text that was in fact not required, as per the course syllabus. In terms of ECO 2023, the instructor for section U08 entered the optional loose-leaf and hard-cover textbook for students to select either one, which are double-counted in our FacultyEnlight system.

The instructor for course SYG 2000 section U03 requires a textbook that exceeds the wide variance threshold of \$200 by \$3 while another instructor uses no-cost materials.

- b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

**Academic Year 2016-2017:**

Individual instructors for courses ECO 2013 and ECO 2023 select course materials from what is considered standard textbooks on the subject. The instructor whose textbook is generally more expensive than the textbooks chosen by other faculty of the same courses finds that the same textbook optimally covers the material for both courses.

Individual instructors for course GEA 2000 select course materials based on what they deem pedagogically best for their course. The instructor of section U01 recommended an additional textbook which is optional to students.

Academic Year 2017-2018:

Individual instructors for courses ECO 2013 and ECO 2023 select course materials from what is considered standard textbooks on the subject. The instructor whose textbook is generally more expensive than the textbooks chosen by other faculty of the same courses finds that the same textbook optimally covers the material for both courses.

Instructors also allow students to choose alternate formats (i.e. digital vs print) to realize cost savings.

Individual instructors for course WHO 2001 select course materials based on what they deem pedagogically best for their course. The instructor of section B51 recommended two additional items which are optional to students.

In the case of SYG 2000 section U03, the instructor chose a textbook she considers the best for the expected learning outcomes. The department chair will mentor her to adopt a text from the choice of course materials required by other faculty.

c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).

*Fall 2016*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
<b>846</b>	<b>1,745</b>

*Spring 2017*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
<b>756</b>	<b>1,488</b>

*Fall 2017*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
<b>773</b>	<b>1,707</b>

*Spring 2018*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
<b>845</b>	<b>1,867</b>

As reported by course instructors in FacultyEnlight. Please refer to Appendix A for a detailed list with Fall 2017 and Spring 2018 course titles.

- d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?

Department chairs have received the wide cost variance analysis for general education courses for which they have oversight. Chairs have consulted with faculty to identify best practices for the selection of course materials and the reduction of the cost variance where possible.

- e) Describe the textbook and instructional materials selection process for general education high enrollment courses.

*Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.*

The selection process for Spring 2018 textbook and instructional materials for high enrollment courses (n=290) is completed either by the individual instructor (168 courses) or collectively by all instructors teaching the course (122 courses). Faculty are very conscientious when selecting the materials for their courses, always ensuring that the educational quality of the course materials serves the students' needs for optimal learning outcomes while looking for the most affordable options. Although there is no departmental requirement, many of the reported selections made individually are coordinated among instructors for affordability considerations.

<b>Selection Process</b> (Spring 2018)	<b>Total number of</b> <b>courses</b>	<b>UCC/Non-UCC</b>	<b>Total instances of</b> <b>enrollment</b>
<b>Individual instructor</b> <b>text selection</b>	168 (58%)	44/124	58,227
<b>Collective instructors</b> <b>text selection</b>	122 (42%)	43/79	46,967
<b>Totals</b>	290	87/203	105,194

As an example, the Director of Statistics and Certificate Program in Actuarial Studies, Dr. Hassan Zahedi, describes the common practice of faculty collectively selecting course materials for multi-section high enrollment statistics courses offered by his department as follows:

“For selecting a new textbook or changing an existing text to a new textbook the designated course coordinator, in consultation with the Director of the Statistics Program, collects a list of potentially suitable text books in the market for the course. The course coordinator then requests review copies of those potential textbooks from the respective publishers for circulation among all faculty who will be teaching at least one section of those course for their review and input. The criteria used by faculty to rank the assessed textbooks include:

- Affordability of the textbook for students
- Reputability of the author(s) and the publisher
- Clarity of the contents
- Clarity and comprehensiveness of the homework problems
- Clarity of the examples in the textbook which are based on the real data sets
- Integration and use of modern statistical packages within the text book
- Supplementary materials for the book (such as power point presentation, interactive tutorial programs, students' learning resources and their affordability, instructor resources and web-based auxiliary instructional tools)
- Flexibility of obtaining the textbook in an alternative format (hard copy, paperback, electronic)

Based on the inputs from all the involved faculty, the coordinator will rank the competing textbooks and recommend the top ranked textbook for adoption.”

## **2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses**

- a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

### **New, Used, Rental and Digital Options**

Barnes & Noble FIU book stores continue to offer cost savings such as new, used, rental and digital textbooks with new titles continuously added. Students have the opportunity to save as much as 80% by purchasing textbooks in the various formats offered.

### **Barnes & Noble @ FIU Price Match Program**

Initiated by the FIU Office of Business Services, in Spring 2016 Barnes & Noble launched the price matching program. Barnes & Noble is matching the prices for textbooks advertised or offered by a local competitor, BN.com, or Amazon. The program does not include price matching items from textbook marketplaces such as Amazon Prime (membership deals) or Amazon Warehouse Deals and does not include offerings from peer to peer marketplaces, aggregator sites, digital books, publisher direct pricing or bulk purchases/course fee pricing.

### **Financial Aid Book Advances**

Students receiving financial aid and unable to afford required and recommended course materials may apply for a book advance through the Office of Financial Aid, which continually monitors student financial need including cost of textbooks. In Fall 2017, 4,874 students took advantage of the book advance program amounting to \$2,435,887 in aid. In Spring 2018, there were 3,926 students who received \$1,811,607 in

book advances. This aid ensures that students can purchase their course materials prior to the start of the semester and are prepared for class on the first day.

<b>Financial Aid Book Advances</b>		
<b>Term</b>	<b>Student Count</b>	<b>Book Advance Aid Awarded</b>
Fall 2016	4,726	\$2,543,364
Spring 2017	3,836	\$1,977,756
Sub-Total AY 2016-17	8,562	\$4,521,120
Fall 17	4,874	\$2,435,887
Spring 18	3,926	\$1,811,607
Sub-Total AY 2017-2018	8,800	\$4,247,494
Grand Total	17,362	\$8,768,614

### **Course Reserves**

Course Reserves is a service available to FIU faculty that will house materials required for use in class. Course Reserves provides a location for these materials assigned to students enrolled in classes on a semester-by-semester basis. Materials may be in print, electronic, and multimedia formats in compliance with the Copyright Law of the United States. Whenever possible materials will be scanned as electronic documents and made available to students 24/7. This allows students to use either library materials, or professor provided materials, free of charge. In most cases, these texts and works may not be taken outside of the library which allows for more students to have access to required and recommended course materials.

The Library Circulation Desk reports that there are a total of 7,219 Course Reserves books, articles and files (Green Library: 4,634; Hubert Library: 2,027; Engineering Center: 558), which represents an 18% increase over the previous year (6,103 total course reserve items) and has enhanced availability of cost-free course materials at all three locations. During academic year 2017-18, a total of 4,978 course reserve loans (Green Library: 2,842; Hubert Library: 2,060; Engineering Center: 76) to students were recorded, which represents a 12% decrease over the previous year (5,669 total course reserve loans), indicating that student utilization of the available course reserves has declined.

### **Affordability Counts Initiative**

Launched in June 2016, the Affordability Counts collaborative initiative from FIU Online, the FIU Libraries, and the Center for the Advancement of Teaching, aims at lowering the cost of course materials to \$20 or less per credit. Faculty are encouraged to adopt open educational resources (OER) or other low-cost course materials. as of the last award session in June 2018, over 175 faculty have participated in this program, with 240 courses designated as "affordable courses." The Affordability Counts committee reviews submissions and awards the Affordability Counts medallion to each qualifying course, which faculty can then display in their syllabus and online

course shell. Under the leadership of Assistant Vice President Joseph Riquelme, who serves on the Florida Virtual Campus Council (FLVC) on Distance Learning and Student Services, this important initiative is being shared with other FLVC SUS institutions who choose to collaborate. Since inception of the program, FIU courses awarded with the Affordability Counts medallion have saved students in excess of \$750,000. This figure does not include subsequent iterations of the course after the medallion was awarded, so savings are actually higher.

### **Incentivizing the Adoption of Open Educational Resources (OER)**

OERs are low- or no-cost course materials that are in the open domain/ openly licensed and generally allow for content adaptation to meet the respective class's needs. As a complement to the Affordability Counts initiative, FIU Online was awarded a \$60,000 grant from the Complete Florida Challenge, which will offer monetary incentives to individual faculty and faculty groups to adopt or modify OERs, and awards range between \$500-\$3,000. The initiative will be a pilot in the 2018-2019 academic year and will give preference to faculty teaching UCC and high-enrollment courses to further enhance our student success efforts during the critical first two years of college.

### **OpenStax Institutional Partnership Program**

FIU was one of 11 colleges and universities in the country selected to be part of the 2017-2018 OpenStax Institutional Partnership Program. OpenStax is a nonprofit organization based at Rice University with a mission to improve student access to education through open access textbooks and educational resources. As an institutional partner, FIU received consulting services to assess and improve our open educational resources (OER) efforts, technical support for adoptions of OpenStax content, webinars, and more. Through the growth of OER adoptions as part of the OpenStax Institutional Partnership program, almost 6,000 students have benefitted from taking a course with OER materials and a course material cost of \$0 since July 2017. For the 2018-2019 year, we expect that over 13,500 FIU students will benefit from OER materials resulting in savings of more than \$1.3 million, as reported by OpenStax. This initiative was spearheaded by Academic Affairs and FIU Online with support from the FIU Libraries and the Textbook Affordability Task Force.

### **First Day Pilot Program**

In Spring 2018, the Office of Business Services, in collaboration with select faculty, conducted a pilot of the First Day Program for two courses, SOP 3004 (2 sections within the course) and MCB 2000. This inclusive-access program – an initiative where roll textbook costs are included in the students' tuition so that immediately upon enrollment in a course, students have access to learning materials with the first day of class. It is specifically designed for courses with digital learning materials seamlessly delivered through the learning management system. The First Day Program discounted price is a result of the publisher, in this case McGraw Hill, lowering the learning material base price and the FIU Barnes & Noble bookstore lowering its profit margin. The "First Day" price is only available at the beginning of the term to leverage

affordability and the incentive to obtain study materials as early as possible for optimal learning outcomes and ultimately greater student success.

Results of the Spring 2018 pilot program: savings to students who opted in to participate in this pilot amounted to \$11,720.

Course	Student Enrollment	First Day Student Purchases	No Action	Sell Thru	Best Price/ National Price	Student Savings
SOP 3004 U02	150	194	65	66%	\$72.50 / \$112.50	\$40 or 36% savings
SOP 3004 U01	143					
MCB 2000 U01	250	72	147	29%	\$70 / \$125	\$55 or 44% savings

Piloting of the First Day Program continued in Summer 2018 to ensure that the operational processes between all partners (FIU, FIU Barnes & Noble bookstore, publisher) are seamless. FIU will then expand the program to additional courses and publishers so that more students can take advantage of these significantly discounted course materials.

### **Textbook Affordability Communications Initiative**

In addition to the institution's efforts to find innovative ways to reduce textbook and instructional materials costs for students, multiple messages are dispatched to the student body to create awareness of affordability options. These include reminders to look for low-cost options, shop around early for the best price, or to take advantage of the Price Match program at the Barnes & Noble FIU book stores. Such messages are distributed via e-mail, social media and electronic message boards.

- b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

### **Barnes & Noble FIU Book Stores Discount Options**

For Fall 2017 and Spring 2018 the Barnes & Noble FIU book stores offered 79.5% and 79.5% respectively of all textbooks as rental option with discounts of up to 80%. The utilization rates for Fall and Spring for rental was 46.3% and 49.1% respectively of all book transactions. The digital availability was at 39.9% and 38.0% respectively, with discounts of up to 60% and utilization rates of 17.7% and 11.3%. Used textbook



purchases represented 11.5% and 10.7% and used textbook rentals represented 9.2% and 8.1% of all textbook transactions.

By taking advantage of used, new rental, used rental, or digital discount options, students saved \$1,626,745 (18.6%) in Fall 2017 and \$1,478,137 (18.3%) in Spring 2018.

### **Barnes & Noble FIU Book Stores Price Match**

The Barnes & Noble FIU book stores continue to offer the Price Match program which has garnered great results. For the past year, savings of \$22,656 in Fall 2018 and \$18,697 in Spring 2018 were passed on to students, bringing the program total to \$101,209 matched since inception in Spring 2016.

- c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

There has not been any reduction in cost variance to date for those sections previously identified. With the information, education and processes we have in place, we are confident we are preventing future variances from occurring.

### **3) University Policies for the Posting of Textbooks and Instructional Materials**

- a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

FIU's Regulation 1103 on Textbook Affordability requires all instructors to post required and recommended textbooks and course materials 45 days in advance of semester start. The Office of the Provost has established a communication timeline to remind course instructors, chairs and deans each semester of the respective adoption deadline. The first notification is sent out 75 days prior to the start of the next semester. Repeat reminders follow 60 and 55 days out. As of 50 days prior to the start of the next semester, the respective department chairs are required to submit any pending adoptions on behalf of their faculty.

Faculty utilize Barnes & Noble's [FacultyEnlight](#) platform for textbook and course materials adoptions, which feeds this information into FIU's course registration system for all courses and course sections. In addition, Barnes & Noble maintains a searchable website for [FIU Course Materials](#) on which students can find required or recommended course materials by campus, term, department, course and section. The website also

details pricing options for all items (i.e. rent new, rent used, buy new, buy used, rent digital, buy digital) acquired through Barnes & Noble FIU book stores.

b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

The policies sufficiently guide the institutional policies and common practices for textbook and course materials adoptions and selections processes.

c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

A total of 8,247 (95%) course sections met the posting deadline of July 7 for the Fall 2017 semester. A total of 7,677 (97%) course sections met the posting deadline of November 22 for the Spring 2018 semester.

d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

A total of 427 (5%) course sections did not meet the posting deadline of July 7 for the Fall 2017 semester. A total of 275 (3%) course sections did not meet the posting deadline of November 22 for the Spring 2018 semester.

An adoption is generally not made by the posting deadline because a course instructor has not been assigned at that time. This may be due to circumstances such as unforeseen changes among instructional faculty, or the likelihood that sections may be merged should there be less student demand than expected.

e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

FIU decided not to institute the practice of submitting exception requests because our implemented policies and practices aim at full compliance with the adoption deadline so that exceptions are not needed. Since the legislative requirement took effect in July 2016, FIU has been in compliance with posting of textbooks and instructional materials requirements.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE**  
September 5, 2018

**Subject: Approval of the revisions to the FIU-2501 Student Code of Conduct.**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees the approval of the revisions to the FIU-2501 Student Code of Conduct. The nature of the changes includes: 1) updating the title of Vice President of Student Affairs, 2) correcting grammatical errors, and 3) clarifying behaviors classified as hazing. Below is an overview of the significant changes:

- A. The title of Vice President for Student Affairs is now the Senior Vice President for Academic and Student Affairs; and
  - B. Clarification to ensure that the behaviors listed as hazing independently meet the definition of hazing.
- 

**Background information:**

Once approved by the FIU Board of Trustees, this proposed regulation, FIU Regulation 2501, will replace the current regulation.

Florida Board of Governors' regulations 1.001(4)(a)(10) and 6.0105 grant university boards of trustees authority to establish a student disciplinary system, including a code of conduct.

Regulation 1.001(4)(a)(10) University Board of Trustees Powers and Duties, states in part as follows: "Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to: ... uniform student code of conduct and related penalties."

Regulation 6.0105 (1) Student Conduct and Discipline states in part as follows: "In furtherance of the educational mission of the universities, each university board of trustees shall establish a student disciplinary system, including a code of conduct..."

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**Supporting Documentation:**

Proposed amended Student Code of Conduct, FIU Regulation 2501

Comparison chart of comparable universities student codes of conduct

Executive Summary of changes to the Code of Conduct, FIU Regulation 2501

**Facilitator/Presenter:**

Elizabeth M. Bejar

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## Executive Summary of Changes to Regulation 2501 Student Code of Conduct

This document summarizes the proposed changes to the FIU-2501 Student Code of Conduct which address the comments and recommendations raised by the Board at its June 6, 2018 meeting. The changes include 1) updating the title of Vice President of Student Affairs, 2) correcting grammatical errors, and 3) clarifying behaviors classified as hazing.

Section	Paragraph(s)	Change(s) – in red
Authority	3.a	<b>Senior</b> Vice President for <b>Academic &amp;</b> Student Affairs
Drugs	5.g.4	Misuse and/or abuse <b>of</b> prescription drugs
Hazing	5.m.1	...Student Organization may be considered hazing.  <b>Taking into consideration of the aforementioned definition, hazing includes...</b>
Hazing	5.m.1.x	<b>Performing</b> Compelling the performance of personal chores or errands
Hazing	5.m.1.xiii	<b>Conducting activities between the hours of 12:00 midnight and 7:00 a.m., or waking individuals during these hours;</b>
Other Violations	5.aa.1	...Student Code of Conduct <b>of Conduct</b>
Title IX/Prior Sexual History	13.4	<b>Prior Sexual History:</b>
Sanctions/ Housing Sanctions/ On-Campus Housing Probation	14.a.18	...Future violation(s) of the <b>Student</b> Code of Conduct...A person on <b>On-Campus</b> Housing Probation...
Sanctions/ Housing Sanctions/ Deferred On-Campus Housing Termination	14.a.19	...If another violation of the <b>Student</b> Code of Conduct occurs...remaining sanctions of this provision <b>will</b> apply...
Interim Suspension	15	<b>Senior</b> Vice President for <b>Academic &amp;</b> Student Affairs
Process of Presidential Review	16.d.	The President shall issue a written decision..... <b>within fourteen (14)</b> business days...
Appeals	17.a	<b>Senior</b> Vice President for <b>Academic &amp;</b> Student Affairs
Appeals	17.f	<b>Appellate Review/Decision:</b>

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*The following comparison information is being provided as requested at the June 6, 2018 meeting. The chart summarizes the main topics covered in comparable universities. Comparable SUS, and select peer and aspirational universities were chosen for this comparative analysis.*

FIU	FSU	USF	UCF	UF	ASU	UH	UT Knoxville	OSU
Zero tolerance for misconduct jeopardizing health, safety, welfare	No	No	No	No	No	No	No	No
Presidential review process	No	No	No	No	No	No	Yes	No
Definition of coercion	No	No	No	Yes	No	No	No	No
Definition of consent	No	No	Yes	Yes	Yes	No	Yes	Yes
Definition of incapacitation	Yes	No	Yes	Yes	No	No	Yes	No
Definition of impact statement	No	Yes	Yes	No	No	No	No	No
Definition of revenge porn	No	No	No	No	No	No	No	No
Failure to comply includes interfering with an investigation	No	No	Yes	No	No	No	Yes	No
Falsification/fraud/false testimony does not include filing a good-faith report	No	No	No	No	No	No	No	No
Retaliation includes actions against another student for reporting misconduct	Yes, Title IX only	Yes	Yes	No	No	No	Yes	No
Student Organization Policy violations are also Student Code of Conduct violations	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Clearly outlines when an investigation will be conducted	No	No	Yes	No	Yes	No	Yes	No
Distinction of when the group or student organization is responsible for the actions of individual members	Yes	No	Yes	No	Yes	Yes	Yes	No
Specifying that the only evidence permitted in a Title IX hearing is the written investigative report	No	No	No	No	No	No	No	No

OSU- The Ohio State University. Title IX matters processed pursuant to a separate policy from Student Code of Conduct.

UH – University of Houston. Title IX matters processed pursuant to a separate policy from Student Code of Conduct.

UT – University of Tennessee Knoxville

ASU – Arizona State University

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**THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES  
FLORIDA BOARD OF GOVERNORS**

**NOTICE OF PROPOSED AMENDMENT TO REGULATION**

**REGULATION NO.:** FIU-2501

**REGULATION TITLE:** Student Code of Conduct

**SUMMARY:** This Regulation is amended to address changes in position titles, grammatical errors, and clarify behaviors classified as hazing.

**TEXT OF REGULATION:** The full text of the Proposed Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel at (305) 348-2103.

**AUTHORITY:** Florida Board of Governors Regulation 6.0105 Student Conduct and Discipline; Florida Board of Governors Regulation 6.010 Student Affairs Administration; Florida Board of Governors Regulation 1.001(4)(a)(10); and Section 7(d), Article IX, Florida Constitution.

**NAME OF PERSON INITIATING PROPOSED REGULATION:** Dr. Elizabeth Bejar, Senior Vice President for Academic and Student Affairs.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

**CONTACT PERSON REGARDING THE PROPOSED REGULATION:**

Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199, Email: [devillee@fiu.edu](mailto:devillee@fiu.edu)  
Phone: (305) 348-2103, Fax: (305) 348-3272.

**DATE OF PUBLICATION:** August 3, 2018

**THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW:**

## FIU-2501 Student Code of Conduct

As an academic community, Florida International University fosters the intellectual exchange of ideas, knowledge, and experience. It is the responsibility of the University to provide a safe and stimulating environment in which scholarship and personal growth may occur. The desired effect is that Students will take advantage of this environment to develop intellectually as well as to participate as responsible, contributing citizens of our community. Being a contributing Student also comes with responsibility to adhere to the Student Code of Conduct. The ultimate responsibility for knowing University requirements and regulations rests with the Student, regardless of institutional or program affiliation. Those charged with and found responsible for violations of the Student Code of Conduct will be subject to appropriate action as outlined herein. For the most current Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at [conduct.fiu.edu](http://conduct.fiu.edu).

The safety and well-being of our community is the University's foremost concern. Florida International University has zero tolerance for acts that compromise the safety and well-being of members of the University community. It is the policy of the University that acts of harassment and violence will not be tolerated. Any act of intimidation, threat of violence, or act of violence committed against other members of the University when committed within the jurisdiction of the Student Code of Conduct is prohibited. Any Student or Student Organization found responsible for a violation of this standard will be subject to discipline up to and including expulsion pursuant to the Student Code of Conduct. Student Code of Conduct violations in the following list, may lead to suspension or dismissal from the University if a determination of responsibility has been made:

- Drug distribution and/or sales (Section 5(g)(2))
- Endangerment (Section 5(h))
- Hazing (Section 5(m))
- Sexual misconduct (Section 5(s))
- Stalking (Section 5(u))
- Weapons (Section 5(z))

This revised Code is effective the first day of classes for 2018 Summer B (i.e., June 18, 2018).

### 1. DEFINITIONS

- a. **Advisor:** Any person chosen by the Charged Student, Charged Student Organization, or the Complainant to assist throughout the Student Conduct process (e.g., faculty, staff, parent/guardian, attorney, friend, alumni, or any other person who is not a Witness in the process).
- b. **Business Day:** A day when the University is open for regular business operations from 8:00 am up to 5:00 pm Eastern Time. For emailed correspondence, the day of delivery is not included in a designated time period.
- c. **Character Witness Statement:** A statement relating to the general character and reputation of the person.
- d. **Charge:** The written statement of the alleged violations of the Student Conduct of Code.

- e. **Charged Student:** Any Student who has been charged with an alleged violation of the Student Code of Conduct.
- f. **Coercion:** Conduct, intimidation, and/or expressed or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in sexual contact or any other type of involuntary conduct, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
- Causing the deliberate Incapacitation -(see below for definition) of another person;
  - Conditioning an academic benefit or employment advantage;
  - Threatening to harm oneself if the other party does not engage in sexual contact; or
  - Threatening to disclose an individual's sexual orientation, gender identity, gender expression, or other personal or sensitive information if the other party does not engage in the sexual contact or takes actions involuntarily.
- g. **Complainant:** Any individual who may have been the subject of any Sexual Misconduct, Dating or Domestic Partner Violence, and/or stalking by the Charged Student regardless of whether the individual makes a report.
- h. **Consent:** A clear, knowing, and voluntary agreement to engage in specific sexual activity at the time of the activity. Consent can be communicated by words or actions as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent must be ongoing throughout the sexual activity and can be withdrawn at any time. Sexual contact must cease immediately once withdrawal of consent is clearly communicated.
- Consent must be active, not passive.
  - Lack of protest or resistance does not mean consent has been granted, nor does silence mean consent has been granted.
  - Within each sexual encounter, there may be separate individual sexual acts involved, and consent to one act and/or person(s) by itself does not constitute consent to another act and/or person(s).
  - The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never, by itself, be assumed to be an indicator of consent for any current or future sexual encounter even in the context of a relationship, there must be mutual consent.
  - If coercion or force is used, there is no consent.
  - If a person is incapacitated so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent. This may be affected by conditions due to age, alcohol or drug consumption, unconsciousness, being asleep, physical or developmental disabilities.
  - Whether one has taken advantage of a position of influence over another can be a factor in determining whether there was consent.
  - In order to give consent, one must be of legal age.
  - The question of what the Charged Student should have known as to whether the Complainant was Incapacitated is objectively based on what a reasonable person,

sober and/or exercising good judgment, would have known about the condition of the Complainant.

- i. **Dating or Domestic Partner Violence:** Any instance of violence or abuse (verbal, physical, or psychological) that occurs between those who are in, or have been in, an intimate relationship with each other.
- j. **Final Agency Action:** The written decision resulting from the Student Conduct process which finally determines the rights or obligations of the Charged Student or Student Organization.
- k. **Hearing Body:** Consists of a Hearing Officer or, if a Student Conduct Committee, two (2) students, a faculty/staff member, and a non-voting Hearing Officer.
- l. **Hearing Officer:** The SCCR Director, the Director of Residential Life, or respective designee(s).
- m. **Impact Statement:** A statement (oral or in writing) that describes how the Complainant or Charged Student, or Student Organization has been impacted by the incident that is the basis for the Charge.
- n. **Incapacitation:** Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring.
- o. **Interim Suspension:** An immediate temporary (i.e., a limited period of time) separation from the University.
- p. **Member of the University Community:** Any person who is a Student, faculty or staff, any other person currently employed by the University, or third party working on University Premises or within On-Campus Housing (i.e. contractor, vendor), or any participant in a University-sponsored program or activity regardless of the location of the program or activity.
- q. **On-Campus Housing:** Such housing owned, controlled, and operated by the University to include, but not limited to, the following: Everglades Hall, Lakeview Halls (North & South), Panther Hall, Parkview Hall, University Apartments, and University Towers. On-Campus Housing also includes Bayview Student Living (BBC), or any fraternity or sorority houses located on University Premises.
- r. **Policy:** The written procedures, policies, or regulations of the University (as they may be amended from time to time) as found in, but not limited to, the Florida International University Board of Trustees regulations, the Student Code of Conduct, the Undergraduate/Graduate Catalogs, the Student Handbook, the University Housing Resident Handbook, and/or Campus Life/Wellness & Recreation Center policies.
- s. **Preponderance of the Evidence:** When the information that is presented supports a finding that it is more likely than not that a violation occurred.
- t. **Receipt of Written Notice:** When Written Notice (see below for definition) has been sent electronically to the official University email address.
- u. **Reporting Party:** Any person (including the Complainant) who reports an alleged violation of the Student Conduct Code by a Student.
- v. **Revenge Porn:** To publish a sexually explicit image of a person, including any depiction that contains or conveys the personal identification or information of the depicted person by any electronic, digital or other means, including to an internet website, by text, by email, and/or by or through social media without the depicted person's Consent.

- w. **SCCR Director:** The Director of the Office of Student Conduct and Conflict Resolution (SCCR) or designee.
- x. **Student:** Any person who participates in any course or program of the University, either full-time or part-time, in-person or online, and whether degree-seeking or non-degree seeking. Persons who withdraw after allegedly violating the Student Code of Conduct, persons who are not officially enrolled at the University for a particular term but who have a continuing relationship with the University, persons who have been notified of being accepted for admission, and persons who are living in the residence halls but are not enrolled at the University are also considered Students.
- y. **Student Organization:** A Student group that is officially registered or recognized by the University, including, but not limited to, political groups, social groups, honor & professional societies, fraternities & sororities, and sport clubs.
- z. **Title IX Coordinator:** The individual University official with the primary responsibility for coordinating the University's compliance with Title IX. The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University's efforts to comply with Title IX.
- aa. **University:** Florida International University.
- bb. **University Official:** Any person employed by the University to perform assigned teaching, research, administrative, professional or other responsibilities (e.g., faculty, staff, administrators, residence hall staff, FIU Police).
- cc. **University Premises:** Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the University in direct support of, or in a manner related to, the University's educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to that previously described in this paragraph that is owned by the University, but that is controlled by another person, is frequently used by students, and supports University purposes (e.g., a food or other retail vendor). This definition is designed to conform to the Clery Act definition which can be amended from time to time.
- dd. **Witness:** A person(s) who has factual knowledge about the incident which forms the basis of the Charge.
- ee. **Written Notice:** A notification of the charges against the Charged Student sent via email to the Charged Student's official University email address. A notification to a Student Organization sent via email to the official University email address of the Student Organization's President.

## 2. JURISDICTION

- a. Each Student shall be responsible for their conduct from the time that he/she has been notified of admission through the actual awarding of a degree, including the academic year and during periods between terms of actual enrollment. The Student Code of Conduct shall apply to a Student's conduct even if the Student withdraws from the University, while a Student Conduct matter is pending, or if the conduct is not discovered until after a Student has withdrawn or a degree has been awarded.
- b. Jurisdiction under the Student Code of Conduct applies to the conduct of any Student or Student Organization that occurs on University Premises or On-Campus Housing, at University-related activities/events, on all locations where a University course, program,

or activity is being conducted, including foreign locations, such as study abroad programs.

- c. The University reserves the right to impose discipline based on off-campus conduct. Discipline for off-campus conduct may be pursued under the Code if:
- The off-campus conduct is specifically prohibited by law or the Student Code of Conduct;
  - The off-campus conduct demonstrates that the continued presence of the Student on campus presents a danger to the health, safety, or welfare of the University community, is disruptive to the orderly conduct, processes and functions of the University, is contrary to the University's mission, or is intimidating or threatening to the University community or member of the University community; or
  - The off-campus conduct has continuing adverse effects on the campus.
- d. The University Student Conduct proceeding is not a criminal or judicial proceeding. It is designed to address the Charged Student's behavior, whether on or off-campus; therefore, alleged violations of the Student Code of Conduct will be addressed independently of any criminal or judicial proceeding and regardless of whether the criminal charges have been dismissed or reduced to a lesser offense.

### 3. AUTHORITY

- a. The Board of Trustees of Florida International University has been charged with the responsibility of, and authority for, providing a Student conduct system. Authority for Student discipline and the Student conduct system rests with the University President. Although the University President holds the ultimate authority for Student discipline, this authority is delegated to the Senior Vice President for Academic & Student Affairs, who is responsible for implementing the Student disciplinary system. The Senior Vice President for Academic & Student Affairs delegates authority for the execution and implementation of the Student Code of Conduct to the SCCR Director.
- b. The requirements and procedures in the Student Code of Conduct may be revised. Those revisions may occur in order to serve the needs of the University Students, faculty and/or staff where safety and security issues so demand. In addition, those revisions may occur in circumstances where, in the University's sole discretion, the requirements and procedures described herein are deemed insufficient to meet the objectives of educating and protecting the members of the University community and/or to respond to changes in the law. Nothing in this Code shall be construed as preventing the University President from taking any action which may be deemed necessary to meet the goals of this Code. In matters involving charges for drug distribution and/or sales (Section 5(g)(2)), endangerment (Section 5(h)), hazing (Section 5(m)), sexual misconduct (Section 5(s)), stalking (Section 5(v)), and weapons (Section 5(z)) the President may change the outcome and/or sanctions to fulfill requirements of the Code as outlined in Section 16.
- c. The Hearing Body is authorized by the Vice President for Student Affairs or designee to conduct Student Conduct hearings as set forth in this Code.
- d. Decisions of the Hearing Body constitute Final Agency Action unless there is a timely appeal. If a decision is timely appealed, the decision of the appellate body constitutes Final Agency Action.
- e. The Hearing Body is authorized to conduct Student Conduct hearings as follows:

1. The Office of SCCR may conduct Summary Resolutions, Administrative Hearings and Student Conduct Committee Hearings as set forth in this Code.
2. The Department of Residential Life may conduct both Summary Resolutions and Administrative Hearings regarding cases arising in On-Campus Housing. The Department of Residential Life is not authorized to conduct Student Conduct Committee hearings. Department of Residential Life cases may be referred to the SCCR.

#### **4. AMNESTY**

The University encourages Students to seek medical assistance and/or report sexual misconduct, but it recognizes that Students may be hesitant to make a call or report when they:

- a. Need medical assistance due to their own use of alcohol/drugs,
- b. Witness another student who needs medical assistance and they themselves have used alcohol/drugs, and/or
- c. Want to report sexual misconduct but they themselves (or Witnesses they identify) may have used alcohol/drugs.

Therefore, Students involved in the incident will not be charged with the possession or consumption of alcohol/drugs if they call for assistance for themselves, others who have participated in or witnessed the incident, or they file a report and their conduct did not threaten the health or safety of any other individual. Amnesty will be granted only one (1) time for a Student. Other charges related to the incident (e.g., alcohol distribution, drug distribution, or other non-alcohol/drug charges) may be determined at the discretion of the SCCR Director. Amnesty is not granted to Student Organizations.

#### **5. PROHIBITED CONDUCT**

The following conduct is prohibited by this Code. It is a violation of this Code for any Student or Student Organization to engage in behavior that aids, attempts, assists, promotes, condones, encourages, induces, requires, conceals, or facilitates any act prohibited by this Code. Allowing, permitting, or providing an opportunity for a guest to violate University policy is also prohibited. These violations are included in each section below and need not be cited separately. Lack of familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, intent is not a required element to establish a policy violation. Additionally, intoxication or impairment caused by use or consumption of alcohol, drugs, or other substances is not a defense to a violation of this Code.

The following prohibited conduct or any attempt to violate these offenses will be used in charging all Students or Student Organizations. Nothing in this section shall be interpreted to abridge the right of any member of the University community of freedom of expression protected by the First Amendment of the United States Constitution and/or any other applicable law.

**a. Alcohol**

Students who choose to drink will be held fully responsible for their behavior while under the influence of alcohol. Loss of control due to intoxication does not excuse or justify a violation of the state law, University Policy, or the rights of others.

1. Possession, use and/or consumption of alcohol when under the legal drinking age as provided by Florida Law.
2. Dispensing, selling or supplying alcoholic beverages to an individual who is under the legal drinking age as provided by Florida Law.
3. Any violations of Florida International University Policy governing alcohol usage. See, FIU-Regulation 2505 Alcoholic Beverages.
4. Use and/or possession of beer kegs and party balls or other common sources of alcohol.
5. Possession of open containers of alcohol or consumption of alcoholic beverages in public areas, such as balconies, courtyards or hallways.
6. Public intoxication (e.g., appearing in a state of intoxication) and/or excessive drinking.
7. Use and/or possession of devices designed for the rapid or excessive consumption of alcohol, including, but not limited to, funnels, ice luges, and beer bongs.
8. Hosting or sponsoring a gathering where underage individuals are drinking alcohol.
9. Unlawful manufacture, trade, and/or intent to sell alcohol.
10. Reporting to classes, work, or related assignments “under the influence” of alcohol.
11. Violating any other University Policy while under the influence of alcohol.

**b. Animals**

The University allows individuals to bring animals on University Premises in accordance with federal laws. A service animal is permitted on campus grounds and within University buildings, including the University housing assignment provided to an individual with a disability. An emotional support animal is permitted on campus to accompany an individual into his or her University assigned residence in accordance with the U.S. Department of Housing and Urban Development.

1. Failing to obtain approval from Housing and the Disability Resource Center (DRC) for the Student’s emotional support animal (as defined by federal law) in a residence hall.
2. Having an approved emotional support animal beyond authorized areas (i.e., within the residence halls and immediate access to outdoor areas).
3. Failing to register the Student’s service animal (as defined by federal law) with the DRC if the Student resides on campus.
4. Failing to properly control the service animal and/or emotional support animal such that the animal is disruptive, is not housebroken, or poses a safety or health concern.
5. Bringing pet dogs, cats, or other animals (except non-dangerous fish) to campus or being in possession of stray animals.



**c. Bribery**

1. Knowingly making an offer, gift, receipt, or solicitation of money, materials, goods, services or anything of value for the Student or others for the purpose of procuring or providing an advantage to which they are not otherwise legally entitled.

**d. Computer Misuse**

1. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.
2. Unauthorized alteration or degradation of computer equipment, software, network, data or system performance.
3. Unauthorized copying or distribution of computer software or data.
4. Unauthorized use, taking, or theft of University computer resources for commercial purposes or personal financial or other gain. This includes, but is not limited to, advertising a product or service on personal web pages, fund-raising or advertising on behalf of unsanctioned non-University organizations, publicizing of unsanctioned non-University activities, resale of University resources to any non-University individuals or organizations, and the unauthorized use of the University's name or logos. Use of the University's network for any of these purposes, even if the user is using their own personal computer, constitutes an offense.
5. Allowing another person to use one's FIU username and password.
6. Any other violation of the University computer use and web page policies. The complete policies are available at <http://security.fiu.edu/policies>. The website also contains the civil and criminal penalties for distributing, without authority, copyrighted materials (including unauthorized peer-to-peer file sharing) and the penalties for violating federal copyright law.
7. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for the unauthorized distributions.

**e. Dating or Domestic Partner Violence**

**1. Physical Violence or Abuse:**

- i. Occurs when one intentionally or recklessly (1) causes bodily harm to another person; (2) attempts to cause bodily harm to another person; or (3) puts another in fear of imminent bodily harm. No Student may knowingly or recklessly touch any other person without that person's consent. Punching, slapping, scratching, or otherwise striking any person, including a Dating or Domestic Partner, with any part of one's body or with any object constitutes physical violence.
- ii. Occurs when there is a pattern of engaging in physical violence or abuse as described above.

**2. Psychological Abuse:**

- i. Occurs when one intimidates, dominates, terrorizes, humiliates, or isolates any other person, especially a Dating or Domestic Partner.

- ii. Occurs when there is a pattern of engaging in psychological abuse as described above.
- 3. **Verbal Abuse:**
  - i. Occurs when one uses extreme or excessive language that is in the form of insults, name-calling, or criticism, designed to mock, shame, or humiliate another person, especially a Dating or Domestic Partner. Verbal behavior must be: (1) objectively endangering and (2) sufficiently severe, persistent, or pervasive to constitute verbal abuse. Singular statements and isolated incidents may fall short of this sufficiency standard.
  - ii. Occurs when there is a pattern of engaging in verbal abuse as described above.

**f. Disruptive Conduct**

- 1. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes and functions of the University or the rights of other Members of the University community.
- 2. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes, and functions of the classroom, or laboratory and/or immediate surrounding areas. This includes interfering with the academic mission of the University or individual classroom or interfering with a faculty member or instructor's role to carry out the normal academic or educational functions of their classroom laboratory and/or immediate surrounding areas.
- 3. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the University Student Conduct process, including, but not limited to, harassment and/or intimidation of any member of the Student Conduct Committee, Witness or University personnel before, during or after a proceeding, or attempting to coerce or influence any person(s) in order to discourage their participation in any Student Conduct proceeding.
- 4. Any behavior that substantially and materially disturbs the peace.

**g. Drugs**

Students who choose to use illegal drugs or use prescription drugs without a prescription will be held fully responsible for their behavior while under the influence. Loss of control due to being under the influence does not excuse or justify a violation of the state law, University Policy, or the rights of others.

- 1. Possession, use, the manufacture, creation and/or the cultivation of illegal drugs or prescription drugs without a prescription. Inhalable or ingestible substances (e.g., nitrous oxide, glue, paint) that will alter a Student's mental state.
- 2. Distribute, dispense, deliver, trade, sell and/or attempt to sell drugs or prescription drugs.
- 3. In possession and/or use of drug paraphernalia (including, but not limited, to bong, pipes, "hookahs," spoofs, rolling papers, blunts, small plastic baggies).
- 4. Misuse and/or abuse of prescription drugs.

**h. Endangerment**

- 1. Occurs when one intentionally or recklessly (1) causes bodily harm to another person; (2) attempts to cause bodily harm to another person; or (3) puts another in fear of

- imminent bodily harm. No Student may knowingly or recklessly touch any other person without that person's consent. Punching, slapping, scratching, or otherwise striking any person with any part of one's body or with any object constitutes physical violence.
2. Engage in any action(s) that endangers the health, safety or welfare of others.

**i. Failure to Comply**

1. Failure to comply with a request or directive of a University Official or non-University law enforcement official in the performance of their duty.
2. Taking action, individually or working with others, which the Student(s) knew or should have known would impede an investigation by the University into possible violations of the Student Code of Conduct committed by a Student and/or Student Organization.
3. Failure to comply with the final decision and sanctions rendered by a Student Conduct hearing or appellate body.
4. Failure to comply when a University Official requests to identify oneself and/or produce FIU identification.

**j. Falsification/Fraudulent Activity/False Testimony**

1. Withholding relevant information from any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff.
2. Providing false or misleading information (whether oral or written) to any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff. A good-faith report of prohibited conduct does not constitute a Code violation.
3. Misuse, reproduction, alteration or forgery of any identification, documents, keys or property.
4. Permitting another person to use one's identification information.
5. Misuse or possession of false identification information.
6. Purporting to act on behalf of another person, group or the University without authorization or prior consent.
7. Providing a worthless check, money order or using a fraudulent credit card or a credit card without authorization.
8. Any other acts of falsification/fraud/false testimony or misrepresentation.

**k. Fire and Safety**

1. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.
2. Removing, damaging, interfering and/or tampering with fire safety or other emergency warning equipment, including smoke detectors, sprinklers and/or fire alarms. Items may not be hung from or block sprinklers or smoke detectors.
3. Failure to evacuate University Premises or On-Campus Housing facility/unit when a fire alarm is activated.
4. Engaging in action(s) which cause or attempts to cause the release of chemicals or substances that can cause harm to another person's health or would start a fire or explosion.

## **I. Gambling**

1. Soliciting, placing or accepting a bet on any high school, intercollegiate or professional athletic contest on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.
2. Soliciting, facilitating or participating in any illegal gambling, bookmaking or illegal betting whether through a bookmaker, a parlay card, a pool or any other method of organized gambling on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.

## **m. Hazing**

1. Any group or individual action or activity that inflicts or intends to inflict physical or mental harm or otherwise endanger or discomfort which may demean, disgrace and/or degrade any person, regardless of location, intent or consent of participant(s). Although hazing is typically related to a person's initiation or admission into, or affiliation with, a Student Organization, athletic team (intramural, club or intercollegiate), extracurricular activity or any other University group or organization, it is not necessary to have direct proof that a person's initiation or continued membership is contingent upon participation in the activity for a charge of hazing to be upheld. The actions of active, prospective, or associate members (pledges) of a Student Organization may be considered hazing.

Taking into consideration the aforementioned definition, h-Hazing includes, but is not limited to:

- i. Interference with a Student's academic performance;
- ii. Forced consumption of any food, alcohol, controlled substances, drugs or any other substance;
- iii. Forced physical activity (e.g., calisthenics, line-ups, walking or marching in formation);
- iv. Deprivation of food, water or sleep;
- v. Not permitting individuals to speak for extended periods of time and/or forced exclusion from social contact;
- vi. Engaging in activities which involve compelling an individual or group of individuals to remain at a certain location or transporting anyone anywhere within or outside the University (e.g., road trips, kidnaps, drops);
- vii. Physical or mental abuse of any nature, including physical discomfort;
- viii. Sexual misconduct of any nature;
- ix. Theft, defacement or destruction of private or public property;
- x. Performing-Compelling the performance of personal chores or errands;
- xi. Verbal abuse or degradation, including yelling or demands;
- xii. Assigning or endorsing pranks (e.g., stealing, harassing other organizations);
- ~~xiii. Conducting activities between the hours of 12:00 midnight and 7:00am, or waking individuals during these hours;~~
- ~~xiv-xiii.~~ Conducting activities designed to deceive or convince a member that they will not be initiated or that they will be hurt;
- ~~xv-xiv.~~ Compelling scavenger hunts, treasure hunts, quests, road trips, big brother/little brother hunts, big sister/little sister hunts;

~~xvi~~xv. Any action or threatened action that would subject the individual to embarrassment, humiliation or mental distress, including the use of demeaning names; or

~~xvii~~xvi. Any other acts or attempted acts which would constitute hazing pursuant to Section 1006.63 of the Florida Statutes.

**n. Motorcycles, Bicycles, Pocket Bikes, Rollerblades, or Skateboards**

1. Failure to comply with FIU Regulation 115 Skateboards, Skates, Scooters, Ripstiks, Hoverboards and other similar devices and high-risk activities on University Premises or in On-Campus Housing.

**o. On-Campus Housing Violations**

1. Violation(s) of any Department of Housing and Residential Life published in hard copy or available electronically via the Department of Housing and Residence Life website <https://studentaffairs.fiu.edu/campus-services/housing-and-residential-life/policies/index.php>.

**p. Personal Abuse**

1. Verbal or written abuse, threats, intimidation, and/or Coercion that objectively endangers the health, safety or well-being of others. Using fighting words or statements which reasonably endanger the health and safety of any person that are not protected speech may result in University action. This definition shall not be interpreted to abridge the right of any member of the University community to freedom of expression protected by the First Amendment of the United States Constitution and/or any other applicable law.
2. Conduct directed at any person, including a Member of the University community, which is intended to, or would reasonably, cause fear, distress, injury or intimidation to a person, or would place a reasonable person in fear of injury or death.
3. Conduct that is based on race, color, religion, ethnicity, national origin, disability, age, marital status, gender, gender identity, gender expression, pregnancy, genetic information, veteran status or any group/class protected by federal or Florida law sufficiently severe, pervasive or persistent (when viewed both from a reasonable person in similar circumstances and the person in question) that a person would be adversely affected to a degree that interferes with or limits their ability to participate in or benefit from the services, activities or opportunities offered by the University.
4. Interference with the freedom of another person or group to move about in a lawful manner.

**q. Promotions/Posting**

1. Solicitation of commercial speech on campus, including On-Campus Housing facilities, without prior approval from the appropriate University Officials. This includes, but is not limited to, the distribution of any forms of promotional/informational commercial speech material on University Premises or On-Campus Housing or objects (e.g., motor vehicles).
2. Posting of flyers, posters, banners, cards or any promotional/informational material on University Premises or On-Campus Housing, including, but not limited to, the

exterior and interior of On-Campus Housing facilities, buildings, trees, walls, sidewalks, vehicles, windows, stairwells, stairs, display cases, vending machines, doors, classrooms, departmental and unauthorized bulletin boards, railings, elevators, bathrooms, art and/or sculptures without prior approval from the appropriate University Officials.

**r. Retaliation**

1. Acts or words taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes an individual's good faith
  - Participation in the reporting, investigation, and/or resolution of an alleged violation of this Code; and/or
  - Opposition to policies, practices and/or actions that the individual reasonably believes are in violation of the Code. Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the Charged Student, the Complainant, the Reporting Party or any other individual or group of individuals.

**s. Sexual Misconduct**

Sexual misconduct involves failure to comply with FIU Regulation 105 Sexual Misconduct (Title IX) and includes:

1. **Non-Consensual Sexual Touching** – any sexual touching without Consent. Sexual touching is any intentional touching of a person's body, including the breasts, buttocks, groin, genitals or other intimate parts. Touching may be over or under clothing and may include the Charged Student touching the Complainant, the Charged Student making the Complainant touch the Charged Student or another person, or the Charged Student making the Complainant touch the Complainant's own body.
2. **Obscene or Indecent Behavior**
  - i. Exposure of one's sexual organs or the display of sexual behavior that would reasonably be obscene or indecent to others. Other forms of obscene or indecent behavior include sexual exhibitionism, engaging in prostitution or the facilitation or solicitation of a prostitute.
  - ii. Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
  - iii. Recording, photographing, transmitting, showing, viewing, streaming or distributing intimate or sexual images, audio recordings or sexual information of another person in any form without the knowledge and Consent of all parties involved.

- iv. Publishing a sexually explicit image of a person that contains or conveys the personal identification or information of the depicted person to an internet website, text, email and/or social media without the depicted person's Consent.
  - 3. **Sexual Harassment** – any unwelcome sexual advance, request for sexual favors and/or other verbal or physical conduct of a sexual nature:
    - i. Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person's instruction, academic standing or participation in any University program, activity or benefit;
    - ii. Submission to, or rejection of, such conduct by an individual is used as a basis for academic or work evaluation;
    - iii. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent or pervasive that it unreasonably interferes with, limits or deprives an individual from participating in or benefiting from the University's educational and/or campus-residential experience when viewed both from a reasonable person in similar circumstances and the person in question.
  - 4. **Gender-based Harassment** – any harassment based on gender, sexual orientation, gender identity or gender expression, including acts of aggression, intimidation or hostility, whether verbal or non-verbal, graphic, physical or otherwise, even if the acts do not involve contact of a sexual nature.
  - 5. **Sexual Coercion** – the act of using pressure or force to have sexual contact with someone who has already refused.
  - 6. **Sexual Assault** – the threat to commit sexual battery with the immediate capacity to do so.
  - 7. **Sexual Battery** – any sexual intercourse by any person upon another without Consent. Sexual intercourse includes vaginal or anal penetration, however slight, by a person's penis, finger, other body part or an object, or any oral-genital contact (regardless of whether it involves penetration).
- t. Smoking and Use of Tobacco-Related Products**
- 1. Failure to comply with FIU Regulation 113 Smoke and Tobacco-Free Campus by smoking in or on any University Premises or On-Campus Housing. "Smoking means possession of a lighted cigarette, cigar, pipe, water pipe or hookah, or the use of an electronic cigarette, cigar, pipe, vape or any other device intended to simulate smoked tobacco.
  - 2. Use of smokeless tobacco, snuff, chewing tobacco, smokeless pouches and any other form of loose-leaf or smokeless tobacco.
- u. Stalking**
- 1. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for the person's safety or the safety of others; or (b) suffer substantial emotional distress. For the purposes of this prohibited conduct (a) Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property; (b) Reasonable person

means a reasonable person under similar circumstances and with similar identities to the Complainant.

**v. Student Organization Policies**

1. Members of the Student Organization acting together to violate University Policy.
2. More than one Student working together to impede an investigation by the University into possible violations of the Student Code of Conduct committed by a Student Organization.
3. Acting to protect from official action one or more alleged individual offenders who are members, former members or guests of the Student Organization.
4. Leaders of the Student Organization who fail to report and/or take reasonable action against guests and/or members responsible for alleged violations.
5. Violation(s) of any Campus Life/Fraternity and Sorority Life/Sports Club Policies published in hard copy or available electronically via the appropriate website. See <https://studentaffairs.fiu.edu/get-involved/campus-life/index.php>, <https://studentaffairs.fiu.edu/get-involved/sorority-and-fraternity-life/index.php>, or <https://studentaffairs.fiu.edu/health-and-fitness/recreation/index.php>.

**w. Theft and Theft-Related Conduct**

1. Taking, or use of, the property or services of another person or of the University without prior written consent or authorization of the person or of the appropriate authority.
2. Possession and/or sale of property or services of another person or of the University without prior written consent or authorization.

**x. Trespassing/Unauthorized Use**

1. Unauthorized presence in or unauthorized use of University Premises or On-Campus Housing, facility or restricted area.

**y. Vandalism/Damage/Littering**

1. Damage, destruction or defacing property of another person, group or the University.
2. Dispersing litter in any form on University grounds or facilities, including, but not limited to, cigarette butts, flyers, cans, and bottles.

**z. Weapons, Firearms, Explosives**

1. Possession, storage or use of firearms, except as provided in below, explosives, ammunition or other weapons or dangerous articles or substances, including, but not limited to tasers, switchblade knives and non-lethal weapons such as fireworks, paintball guns, air guns, BB guns, any dangerous chemical or biological agents, corrosive agents, compressed gas, sling shots, brass knuckles, Chinese stars, or any other item used as a weapon.
  - In accordance with Florida Statutes section 790.115, possession of firearms on University Premises or On-Campus Housing (except as provided by Florida Statutes section 790.25(5)).
  - Possession of a concealed weapon or firearm on University Premises or On-Campus Housing even if the Student possesses a concealed weapon license.



2. Notwithstanding the foregoing, weapons, including non-functioning antique display weapons, may be used for classroom instructional purposes or other University sanctioned activities (e.g., firearms under the direct supervision of ROTC, a diver's knife for a scuba divers' class) but only with prior approval by the appropriate University Official.

~~3.~~ Threat of the use of a weapon or weapons that could, or would, cause distress or injury to a member or members of the University community or damage to University Premises or On-Campus Housing.

~~4.~~

~~5.3.~~

**aa. ~~Other Violations~~**

1. Attempt or intent to commit any violation outlined in the Student Code of Conduct ~~of Conduct.~~

2. Involvement in any violation outlined in the Student Code of Conduct. This includes prompting, facilitating, or encouraging others to commit acts prohibited by this Code and/or the failure to remove oneself from the area/incident where the offense is being committed or attempted.

3. Aids or abets another in any violation of federal law, state law, local ordinance, and/or Policy.

4. Violations of federal and/or state laws, local ordinance, and/or Policy.

**6. PRE-HEARING PROCEDURES**

a. **Initiating Charges:** Any person or entity (including University departments, offices, officials, community members) may report an alleged violation(s) of the Student Conduct Code for review by the SCCR by:

1. Submitting a police report that has been filed with any police department;

2. Providing a SCCR incident report (see <http://conduct.fiu.edu> for report) along with accompanying documentation; or

3. Making an oral report to SCCR.

b. **Preliminary Review:** The SCCR Director will determine, at their discretion, whether further fact-finding is needed and whether there is sufficient information to file charges regardless of the participation of any party in the proceedings.

c. **Filing Time:** Anyone may report an alleged Code violation within ninety (90) calendar days of the incident or obtaining knowledge about the incident, whichever is later. For conduct under Section 5.e (Dating or Domestic Partner Violence), 5.s (Sexual Misconduct) and 5.u (Stalking), there is no time limit for reporting. In addition, the SCCR Director may extend the filing time where the delay may be related to issues of victimization or beyond the control of the University.

d. **Investigations:** The SCCR Director retains the discretion to determine whether an investigation should be conducted, and the scope of such investigation based on the alleged violations. The investigation will be a neutral fact-finding process used to determine if there is sufficient information to warrant action by the University.

~~e.~~ **Charge Letter:** The Charged Student or Student Organization will be given a written notice of the Charges. The Charge Letter will include the following:

~~f.e.~~

1. Notice of the charge(s), including specific code section(s) which constitutes the alleged violation(s) of the Student Conduct of Code, an allegations statement and any other detail in order to prepare for a Student Conduct proceeding; and
2. An appointment to attend an information session.

**g.f. Consolidation:** When two or more Charged Students are charged in the same incident, the Hearing Body, in their discretion, may hold a separate hearing for each Charged Student or may hold a joint hearing if all Charged Students agree.

**h.g. Information Session:** An information session is designed to provide the Charged Student or Student Organization with information about the hearing process as well as giving access to the information supporting the charge(s) available at that time.

1. The Charged Student or Student Organization will have an opportunity to review all information in the Student Conduct file at the information session with their Advisor, including the names of Witnesses to be called and the information to be used in the Student Conduct matter.
  - i. Subsequent to the information session, the Hearing Officer may conduct further fact-finding regarding the incident that is subject to the charge. This information will be communicated to the Charged Student/Student Organization prior to the hearing.
2. If a Charged Student or Student Organization fails to attend a scheduled information session, the Charged Student or Student Organization will be deemed to have waived their right to an information session. Under those circumstances, a hearing will be scheduled. Failure to attend an information session will result in the Hearing Officer determining the type of hearing. The hearing type will be determined based on the severity of the possible sanctions (e.g., suspension/expulsion cases may be referred to the Student Conduct Committee).
3. If the Charged Student fails to attend the information session, the Hearing Officer may place a hold/service indicator on the Charged Student's record until the conclusion of the hearing. If sanctions are imposed as a result of the hearing, the hold/service indicator will be retained until the Charged Student fulfills all of the sanctions.

## 7. RESOLUTION OPTIONS

A Charged Student is entitled to a resolution of any alleged violation of the Student Code of Conduct through a disciplinary proceeding unless waived as set forth below. Two (2) types of resolution options are provided by the Student Code of Conduct.

### a. Summary Resolution

1. A summary resolution is available when the Charged Student or Student Organization waives the right to a hearing and requests that the Hearing Officer conducting the information session determine the findings and sanctions if applicable. The Hearing Officer reserves the right to conduct fact-finding to make an informed decision.
2. The following apply to a summary resolution:
  - i. The meeting(s) will not be recorded.
  - ii. The written decision will serve as the official record of the Summary Resolution.

- iii. The written decision will be sent to the Charged Student or Student Organization within fourteen (14) Business Days from the date of the Summary Resolution.
- 3. If the Charged Student or Student Organization does not choose the Summary Resolution (or the option is unavailable), the Charged Student or Student Organization may indicate their preference for one of the two (2) types of hearings.
- b. **Hearings:** Hearings include: 1) an administrative hearing, or 2) a Student Conduct Committee hearing. All procedures described in the Hearing Procedures section apply to these types of hearings.
  - 1. Administrative hearing - conducted by a Hearing Officer who serves as the Hearing Body.
  - 2. Student Conduct Committee hearing - conducted by a committee which serves as the Hearing Body. The committee is comprised of two (2) Students and one (1) faculty or staff member. A non-voting Hearing Officer will moderate the hearing.
- c. The SCCR Director retains the discretion to ultimately determine which hearing forum is appropriate.
- d. All hearing(s) will be conducted in private or in accordance with applicable law.

## 8. HEARING NOTIFICATION

- a. **Scheduling:** Hearings may be scheduled during class periods. Every effort will be made to avoid a class conflict; however, due to availability of persons involved in the hearing and meeting room, it may not be possible.
- b. **Hearing Notice:** The notice of a hearing, including date, time and location will be sent to the official University email address of the Charged Student, or to the official University email address of the President of the Student Organization, at least five (5) Business Days prior to the hearing. The Hearing Officer has the discretion to provide notice through additional means (e.g., overnight or hand delivery). The delivery notification of the hearing notice through the official University email will constitute full and adequate notice under the Student Code of Conduct. The Charged Student or Student Organization may waive the notice period by indicating the waiver in writing.
  - 1. The notice will include the names of Witnesses to be called by the University and a list of information to be used in the Hearing.
  - 2. The notice will also indicate the name(s) of the Hearing Body member(s).
  - 3. The notice may include information related to additional evidence, witnesses, or change of charge(s) different from what was presented in the information session.
- c. **Witnesses and Evidence**
  - 1. In addition to Witnesses to be called by the University, the Charged Student or Student Organization may request the presence of additional Witnesses to voluntarily present relevant information on their behalf.
    - i. The Charged Student or Student Organization must provide the Hearing Officer with the names of all additional Witnesses in writing at least three (3) Business Days prior to the hearing.
    - ii. The Hearing Officer will determine the admissibility of testimony from additional Witnesses. Character Witnesses or Witnesses to other incidents outside the specific incident in question will not be allowed to testify at a hearing. The Charged Student or Student Organization may provide the Hearing

Body with Character Witness Statements (which will only be considered during the sanctioning phase, if any).

- iii. The Charged Student or Student Organization is responsible for contacting and notifying the additional Witnesses they wish to call for the hearing.
  - iv. The proceedings shall not be delayed due to scheduling conflicts of Witnesses. Failure of any Witness to appear shall not require a delay or affect the validity of the proceedings. If called Witnesses do not appear, their written statements, if they exist, will be considered by the Hearing Body. Witnesses can appear in person or by contemporaneous alternative means (e.g., Skype, phone).
  - v. The Hearing Officer has the discretion to limit the number of Witnesses whose testimony may be duplicative, redundant or not in dispute.
  - vi. The Hearing Officer may place limits on the length of testimony and also may advise to the scope, direction or tone of questioning.
2. The Charged Student or Student Organization may inspect all of the information that will be presented at the Hearing at least three (3) Business Days before the hearing.
    - i. The Charged Student or Student Organization must submit any information they intend to use at a hearing at least three (3) Business Days before the hearing. Relevant records, exhibits and statements may be accepted at the discretion of the Hearing Officer. The University will not consider polygraph reports.
  3. Acceptance or denial of witnesses and/or evidence is within the discretion of the Hearing Officer.
  4. Evidence and/or the names of Witnesses will be provided to the Hearing Body prior to the Hearing.
- d. **Challenging a Member of the Hearing Body/Change of a Hearing Body Member**
1. The Charged Student or Student Organization may challenge the inclusion of any member at least three (3) Business Days prior to the scheduled hearing. The challenge must be in writing and must show actual bias (such as a conflict of interest, animosity, pressure or influence) that would preclude a fair and impartial hearing. The Hearing Officer will determine whether to grant such challenge in their discretion, and such decision is final and not appealable.
  2. If a Hearing Body member is unable to serve due to an emergency or unforeseeable occurrence, the Hearing Officer will appoint a new Hearing Body member prior to the scheduled hearing and notify the Charged Student as soon as possible. The Charged Student or Student Organization may challenge the inclusion of this member at the time of the hearing. The challenge must be on the bases outlined above.
- e. **Request for a Postponement:** Any request to postpone a hearing must be submitted in writing or by email and must be received by the SCCR Director at least two (2) Business Days prior to the hearing. The request must state the reason(s) for the postponement. The granting of such requests shall be at the discretion of the SCCR Director. The University is not required to postpone a Student Conduct proceeding pending the outcome of a criminal prosecution.

## **9. —ADVISOR FOR THE CHARGED STUDENT OR STUDENT ORGANIZATION**

- a. The Charged Student or Student Organization may be accompanied by an Advisor of their choosing and at their expense at any time during the Student Conduct process.

1. It is the responsibility of the Charged Student or Student Organization to make appropriate arrangements for the Advisor to attend the proceeding. The proceedings shall not be delayed due to scheduling conflicts of the chosen Advisor. If the Advisor is an attorney, the attorney must comply with the same restrictions imposed on any other Advisor.
2. The Charged Student or Student Organization is responsible for presenting their own information, and therefore, Advisors are **not** permitted to speak or to participate directly in any Student Conduct process.
3. Although the Charged Student or Student Organization may consult with the Advisor during the hearing, this consultation must take place in a manner that does not disrupt the proceedings.
4. The Advisor chosen by the Charged Student or Student Organization cannot be a Witness in the matter.
5. The SCCR can provide the Charged Student or Student Organization with a list of Advisors who can provide assistance in preparing a response to the reported Code violation.

#### **10. DUE PROCESS RIGHTS OF THE CHARGED STUDENT OR STUDENT ORGANIZATION**

The Charged Student or Student Organization has the following rights:

- a. Reasonable, written notice of the Student Code of Conduct charge(s) and the allegations upon which the charge(s) is/are based.
- b. A fair and impartial hearing.
- c. Accompanied by an Advisor of their choice and expense at any time during the Student Conduct process.
- d. The opportunity to review all relevant information or evidence to be used in the Student Conduct hearing prior to the hearing.
- e. The ability to participate in the Student Conduct hearing either physically or by contemporaneous alternative means (e.g., Skype, phone).
- f. The opportunity to present relevant Witnesses and information at the hearing.
- g. The opportunity to question Witnesses in accordance with the Hearing Procedures.
- h. Not to provide self-incriminating testimony. (This right does not apply to Student Organizations.) Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
- i. Receive notification of the decision of the Hearing Body in writing within fourteen (14) Business Days of the hearing.
- j. Appeal the decision via the process established by the University.

#### **11. PRINCIPLES OF GROUP RESPONSIBILITY**

- a. Any Student Organization can be held responsible under the Student Code of Conduct for its actions or those of its members acting together. Misconduct on the part of the organization will be addressed when one or more of the following circumstances occur:
  1. An alleged violation arises out of a Student Organization-sponsored, financed or otherwise supported activity.
  2. An alleged violation occurs on University Premises or On-Campus Housing and/or transportation owned, operated or rented exclusively by the Student Organization.

3. A pattern of individual alleged violations has occurred and/or continues to occur without adequate control, response or sanction on the part of the Student Organization or its leaders.
4. The Student Organization or its related activities provided the context for the alleged violation.
5. The action resulting in the alleged violation has received either the implied or overt consent of the Student Organization and/or its leaders.
6. The Student Organization overtly places or implicitly allows active members of the Student Organization to be in a position to act on behalf or with the authority of the Student Organization.
- b. The actions of active, prospective, or associate members (pledges) of a Student Organization may be considered hazing. Refer to Section 5.i for full details on Hazing.
- c. It is the responsibility of the Student Organization's President or Student-member designee to represent the organization through the conduct process.

## **12. — HEARING PROCEDURES**

- a. During the hearing, the Hearing Officer presides over the Student Conduct hearing and makes all procedural decisions.
- b. The burden of proof in a hearing rests with the University. The standard of proof is a Preponderance of the Evidence. The determination of "responsible" or "not responsible" will be based solely on the information and/or testimony presented.
- c. Formal rules of process, procedure and/or technical rules of evidence (including hearsay rules) applicable in the criminal or civil court process are not used in Student Conduct proceedings.
- d. Witnesses only participate in the hearing to the degree that a question is posed to them. They may not speak or otherwise participate in the Hearing.
- e. The hearing will be recorded. The recording will serve as the only official record of the proceedings. No other recordings are permitted.
- f. If the Charged Student or Student Organization fails to appear at the scheduled hearing, the hearing will be held, and a decision will be rendered in their absence.
- g. Upon request by the Charged Student, the Complainant or Witnesses, the Hearing Officer may permit the individual to provide relevant information during the hearing in a manner that avoids direct contact with the Charged Student, the Complainant or Witnesses.
- h. The Hearing Officer has the discretion to determine the order of the hearings which may involve the following:
  1. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges and identification of the hearing participants.
  2. Statement by the Charged Student or Student Organization and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.
  3. Questions directed to the Charged Student or Student Organization by the Hearing Body.
  4. Presentation of Witnesses and any results of fact-finding conducted prior to the hearing.

5. The Charged Student or Student Organization may pose questions directly to the Witness. In certain circumstances to be determined by the Hearing Officer, questions may be presented in writing to the Hearing Officer who will then ask the Witness the question(s).
  6. Submission by the Charged Student or Student Organization of written statements (if any) of Witnesses who are not present.
  7. Follow-up questions (if any) directed to the Charged Student or Student Organization by the Hearing Body.
  8. Final statement by the Charged Student or Student Organization.
  9. Hearing Officer brings hearing to closure.
  - i. Deliberation by the Hearing Body is held outside the presence of the Charged Student.
  - j. Prior Student Conduct records, Character Witness Statements and/or Impact Statements are considered only in determining the appropriate sanction(s).
  - k. In Student Conduct Committee hearings, the Committee will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may take one of these actions with respect to the recommendation:
    - Adopt
    - Modify
    - Reject the findings and sanctions, or
    - Remand for a rehearing.
- If the Committee decision is not adopted, the Hearing Officer will include the reasons for any differences between the recommendations of the Committee and the Hearing Officer's final decision as part of the decision letter.
- l. A decision letter will be sent to the Charged Student or Student Organization within fourteen (14) Business Days from the conclusion of the Hearing Body's deliberation. The hearing decision will include the decision, sanctions imposed (if applicable) and the explanation of the right to appeal.

### 13. TITLE IX PROCEDURES

The University's Title IX Coordinator has designated the SCCR Director to serve as Deputy Title IX Coordinator. It is the responsibility of the Title IX Coordinator and Deputy Title IX Coordinator to ensure that the process relating to alleged Title IX/VAWA violations is reliable, impartial, thorough, prompt and conducted in an equitable manner. The general Student Code of Conduct procedures are tailored for the investigation and resolution of reported violations of the University prohibitions against Sexual Misconduct, Dating or Domestic Partner Violence, Stalking and/or Retaliation. These tailored procedures require equitable access for both a Complainant and Charged Student as well as notice requirements and other considerations.

- a. **Prohibited Conduct:** Title IX cases include prohibited conduct listed in Section 5. e (Dating or Domestic Partner Violence), 5.r (Retaliation), 5.s (Sexual Misconduct), and 5.u (Stalking).
- b. **Pre-Hearing Procedures**
  1. **Investigations:** If the SCCR Director determines that an investigation is necessary into the alleged violations, the procedures below will be followed. All fact finding

will occur during the investigation stage prior to the hearing. There will be no additional documents or testimony presented at the hearing.

- i. The SCCR Director will select a trained investigator(s) to gather sufficient evidence to reach a fair, impartial determination as to whether there is enough information to move forward with charging a student with a violation of the Student Code of Conduct based on the preponderance of the evidence. The investigator(s) will be trained to gather and document the available evidence to support reliable decisions, synthesize all available evidence (including both supportive and non-supportive evidence) and take into account the unique and complex circumstances of each case.
  - ii. The SCCR Director will select investigator(s) who are free of actual or reasonably perceived conflicts of interest and biases for or against any party. The Charged Student or Complainant may raise any concerns about bias or conflict of interests within three (3) business days to the SCCR Director.
2. **The Notice of Investigation:** Prior to the initial investigation meeting, the SCCR will send to the Charged Student and Complainant written notice about the allegations constituting a potential violation of the Student Code of Conduct in order for the parties to prepare for meaningful participation in the investigation.
3. **Investigative Procedures:** During an investigation, the investigator(s) will seek to meet separately with the Complainant, the Charged Student, and any Witnesses. Witnesses are individuals who may have information relevant to the incident, including individuals who may have observed the acts in question, may be able to provide contextual information or may have other information related to the incident, the disclosure, or related matters. Character witness statements will not be considered by the investigator(s). The investigator(s) will also gather other relevant information or evidence, including documents, photographs, communications between the parties, medical records (subject to the consent of the applicable person) and other electronic records as appropriate. The investigator(s), not the parties, are responsible for gathering relevant evidence to the extent reasonably possible. Both the Complainant and Charged Student are encouraged to promptly submit any relevant information, including Witnesses' names. If a party declines to provide relevant information, the University's ability to conduct a prompt, thorough and equitable investigation may be impaired.
4. **Prior Sexual History:** The sexual history of the Complainant and/or the Charged Student will never be used to prove character or reputation. Evidence related to the prior sexual history of the parties is generally not used in determining whether a violation of this Code has occurred and will only be considered under limited circumstances. For example, prior sexual history may be relevant to explain injury, to provide proof of a pattern or to address another specific issue raised in the investigation. The investigator(s) will determine the relevance of this information, and both parties will be informed if evidence of prior or subsequent conduct is deemed relevant.
5. **Written Investigation Report:** Upon conclusion of the investigation, the investigator(s) will prepare a written report summarizing the relevant information which will include any evidence and/or a list of Witnesses that are supportive or not supportive of a violation. The Charged Student, the Complainant and/or any



Witnesses will have the opportunity to review the report before it becomes final. Upon notice of the availability of the investigation report, the Charged Student and the Complainant will have five (5) Business Days to:

- i. Meet again with the investigator,
  - ii. Provide written comment or feedback on the facts as gathered,
  - iii. Submit additional information, and/or
  - iv. Identify additional Witnesses and/or request the collection of other information by the investigator.
  - v. If any party provides a written response or makes a request for additional information, the content will be shared as appropriate and incorporated in the final investigation report. Participation in this iterative process is important given that the investigation report will be the only evidence submitted at the Hearing. Once the investigation report is final, a copy will be provided to the Charged Student and Complainant at the same time. This report will be used in the hearing. Unless there are extenuating circumstances, information not provided by any party during the investigation or not included in the report will not be permitted to be introduced at the hearing.
6. **Charge Letter:** At the time of the issuing the charge letter to the Charged Student, the Complainant will also be notified of the charges and be offered an Information Session.

c. **Due Process Rights of The Complainant:**

1. Reasonable, written notice of the Student Code of Conduct charge and the allegations upon which the charge is based.
2. A fair and impartial hearing.
3. Accompaniment by an Advisor of their choosing and expense at any time during the Student Conduct process.
4. The opportunity to review all relevant information to be used in their Student Conduct process prior to the hearing.
5. The ability to participate in the Student Conduct hearing either physically or by contemporaneous alternative means (e.g., Skype, phone).
6. Not to provide self-incriminating testimony. (This right does not apply to Student Organizations.)
7. Receive notification of the decision of the Hearing Body in writing within fourteen (14) Business Days of the hearing.
8. Appeal the decision via the process established by the University.
9. In addition to these due process rights, the Complainant has the same responsibilities as those provided by the Student Code of Conduct to the Charged Student.

d. **Due Process Rights of the Charged Student:** See Section 10.

1. **Additional Due Process Rights for Charged Students and Complainants:** Both parties have the additional right to submit an Impact Statement for use solely in the sanctioning phase if the Charged Student is found responsible for the Charge(s).

~~e.~~ **Hearing Notifications:** At the time of issuing the hearing notice to the Charged Student, the Complainant will also be notified of the hearing.

~~f.~~

~~g.~~

~~h-e.~~

~~i-f.~~ **Hearing Procedures:**

1. **Hearing:** To avoid re-victimizing the Charged Student and/or Complainant by having to retell their version of the events, the University determined that the traditional hearing should not be used for Title IX cases.
  2. The Hearing Body, the Charged Student, and the Complainant will be given the final investigation report at least three (3) Business Days prior to the hearing. During the hearing, the investigator(s) will provide a summary statement of the final investigation report. The Hearing Body, the Charged Student and the Complainant may ask questions about the report.
  3. During the hearing, the Hearing Officer presides over the Student Conduct hearing and makes all procedural decisions.
- ~~j-g.~~ The burden of proof in a hearing rests with the University. The standard of proof is a Preponderance of the Evidence. The determination of “responsible” or “not responsible” will be based solely on the investigation report.
- ~~h.~~ Formal rules of process, procedure and/or technical rules of evidence (including rules regarding hearsay) applicable in the criminal or civil court process are not used in this hearing.
- ~~k.—~~
- ~~l.—~~ The hearing will be recorded. The recording will serve as the only official record of the proceedings.
- ~~m.i.~~ —No other recordings are permitted.
- ~~n-j.~~ If the Charged Student or Complainant fail to appear at the scheduled hearing, the hearing will be held and a decision will be rendered in their absence.
- ~~o-k.~~ The Hearing Officer has the discretion to determine the order of the hearing which may involve the following:
1. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges and identification of the hearing participants.
  2. Statement, if any, by the Charged Student. This is intended to be a concise statement to identify key facts and questions for the Hearing Body; it is not intended to be a full recounting of the incident.
  3. Statement, if any, by the Complainant. This is intended to be a concise statement to identify key facts and questions for the Hearing Body; it is not intended to be a full recounting of the incident.
  4. Summary of the relevant portions of the final investigation report by the investigator.
  5. Relevant questions directed to the Charged Student, Complainant and/or investigator(s) by the Hearing Body. The purpose of these questions is to clarify information in the final investigation report. Any party may also request that the Hearing Body pose relevant questions of the other party concerning clarifications about information in the final investigation report. The Hearing Officer makes the determination whether any question is relevant and will be asked.
  6. Final statement by the Charged Student.
  7. Final statement by the Complainant.
  8. Hearing Officer brings hearing to closure.
- ~~p-l.~~ Deliberation by the Hearing Body is not part of the hearing.
- m. Prior Student Conduct records, Character Witness Statements and/or Impact Statements are considered only in determining the appropriate sanction(s).

- n. In Student Conduct Committee hearings, the Committee will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may take one of these actions with respect to the recommendation:

- Adopt
- Modify
- Reject the findings and sanctions, or
- Remand for a rehearing.

If the Committee decision is not adopted, the Hearing Officer will include the reasons for any differences between the recommendations of the Committee and the Hearing Officer's final decision as part of the decision letter.

1. A decision letter will be sent to the Charged Student and the Complainant on the same day but no later than fourteen (14) Business Days from the conclusion of the Hearing Body's deliberation. The decision will include outcome, the rationale for the outcome, the sanctions and the rationale for the sanctions.
- o. **Interim Suspension:** A Complainant will be notified of the Interim Suspension of the Charged Student and will have the same rights as the Charged Student to participate in the subsequent hearing.
- p. **Appeals:**
1. The Complainant wishing to appeal must complete the appeal form in full, indicating the basis for the appeal, explain in detail the reasons for the appeal, and attach supporting relevant documentation.
  2. The SCCR will notify the Complainant if the Charged Student appeals, and vice versa. Both parties may submit a written statement within seven (7) Business Days.
  3. The appellate decision is issued in writing to the Charged Student and Complainant within twenty-one (21) Business Days of receipt of the written request for appeal unless notification is given that additional time is necessary for consideration of the record on appeal.

## 14. SANCTIONS

- a. In light of the facts and circumstances of each case, the following sanctions or combination of sanctions (with or without appropriate modifications) will be imposed upon any Charged Student or Student Organization found to have violated the Student Code of Conduct. Sanctions will be commensurate with the prohibited conduct with consideration given to any aggravating and mitigating circumstances, including, but not limited to, the Charged Student's or Student Organization's conduct record. Fees may be associated with certain sanctions (e.g., counseling consultation, online programs) and are the Student's or Student Organization's responsibility.

### General

1. **Written Reprimand:** the University takes official notice that such actions are inappropriate and not in accordance with our community standards.
2. **Educational Activities:** attendance at in-person and/or online educational program(s)/workshop(s); interview(s) with appropriate officials; written research assignments; behavior reflection papers; planning and implementing educational program(s); or other educational activities.

3. **No Contact Order:** the requirement that the Charged Student and/or friends have no contact with the Complainant. This restriction can be imposed at any time during the Student Conduct process.
4. **Counseling Screening/Consultation:** referral for screening and/or consultation with the University Counseling and Psychological Services (CAPS) (or a licensed psychologist/psychiatrist if the Charged Student is no longer enrolled when sanctioned or is seeking readmission) for alcohol/drug dependence, anger management, general mental health or other counseling issues. Charged Student must follow through with recommendations made by CAPS or the licensed psychologist/psychiatrist, as applicable. The Charged Student must permit the consulting professional to provide official documentation on letterhead verifying attendance and to share the recommendations with the SCCR.
5. **Psychological Evaluation:** referral for an evaluation and recommendation by a licensed psychologist or psychiatrist which may include CAPS. The Charged Student must follow through with any recommendations made by the psychologist or psychiatrist. The Charged Student must permit the professional to provide official documentation on letterhead verifying attendance and share the recommendations with the SCCR.
6. **Restitution:** requirement to reimburse the University or person for damage to or misappropriation of property owned or in possession of the University or other persons. Any such payment on restitution will be limited to actual cost of repair or replacement.
7. **Restrictions/Loss of Privileges:** restrictions or loss of privileges which may be imposed upon a Charged Student for a specified amount of time, including but not limited to, participation in Student activities, University or Student events, representation of the University on athletic teams or in leadership positions, presence at University residence halls or other buildings/areas of campus, participation as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations, and/or participation in study abroad or alternative break programs. Additional restrictions on University privileges and/or activities may be imposed on the Charged Student based on their current or potential future activities.
8. **Conduct Probation:** a temporary interruption of the Student's status with the University. A Charged Student who is on conduct probation is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities which may include, but are not limited to, being prohibited from participating in study abroad or alternative break, or serving as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations. Additional restrictions on University privileges and/or activities may be imposed on the Charged Student based on their current or potential future activities. The conduct probation period is a time for the Charged Student to reflect on their behavior and demonstrate that he/she can once again be a responsible Member of the University community. While on conduct probation, further violations of the Student Code of Conduct or other University Policies may result in suspension or expulsion.

9. **Deferred Suspension:** period of time in which suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. A Charged Student who is on deferred suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities which may include, but are not limited to, being prohibited from participating in study abroad or alternative break, or serving as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations. Additional restrictions on University privileges and/or activities may be imposed on the Charged Student based on their current or potential future activities. If the Charged Student fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the Charged Student will no longer be considered on deferred suspension but will be automatically suspended with no further appeal. While on deferred suspension, further violations of the Student Code of Conduct or other University Policies may result in suspension or expulsion.
10. **Suspension:** separation from the University for a specified period of time. A Charged Student is considered not in good standing with the University while suspended. The Charged Student may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The suspended Charged Student is also banned from participation in any University-sponsored/related event or activity and their FIU OneCard will be deactivated. This sanction is recorded on the Charged Student's academic transcript during the period of suspension. A Charged Student who is suspended from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Charged Student will be administratively withdrawn from courses and will lose respective credit hours.
11. **Expulsion:** permanent separation from the University with no possibility of readmission. This sanction is recorded on the Charged Student's academic transcript permanently. A Charged Student is considered not in good standing with the University after being expelled. The Charged Student may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The expelled Charged Student is also banned from participation in any University-sponsored/related activity or event and their FIU OneCard will be deactivated. A Charged Student who is expelled from the University is not eligible for tuition nor registration fee reimbursement except as provided by University Policy. The Charged Student will be administratively withdrawn from courses and will lose respective credit hours.

#### **Student Organization Sanctions**

12. **Restrictions/Loss of Privileges (Student Organizations):** for an organization, restrictions or loss of privileges including, but not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions or in campus facilities. This does not affect an individual Student's status with the University or attendance at classes unless the individual Student has been charged and sanctioned independently of the Student Organization.
13. **Conduct Probation (Student Organizations):** temporary interruption of the organization's status with the University. An organization that is on conduct

- probation is considered not in good standing with the University, resulting in applicable restrictions of privileges and/or activities including, but not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions, or in campus facilities. Further violations of Interfraternity Council (IFC), Panhellenic Council (PC), National Panhellenic Council (NPHC), Wellness & Recreation Center (WRC), or Multicultural Greek Council (MGC) Policies, Student Code of Conduct or other University Policies may result in suspension or expulsion of the Charged Student Organization from the University. This does not affect an individual Student's status with the University or attendance at classes unless the individual Student has been charged and sanctioned independently of the Charged Student Organization.
14. **Deferred Suspension (Student Organizations):** period of time in which the organization's suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. An organization on deferred suspension is considered not in good standing with the University, resulting in applicable restrictions or privileges and/or activities including, but not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions or in campus facilities. If the organization fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the organization will no longer be considered on deferred suspension but will be automatically suspended with no further appeal. This does not affect an individual Student's status with the University or attendance at classes unless the individual Student has been charged and sanctioned independent of the Student Organization.
  15. **Suspension (Student Organizations):** separation from the University for a specified period of time. An organization while suspended is considered not in good standing with the University. A suspended Organization may not participate in any University activities or events and is not recognized as a University organization during the suspension period. This does not affect an individual Student's status with the University, academic area or attendance at classes unless the individual Student has been charged and sanctioned independently of the Student Organization.
  16. **Expulsion (Student Organizations):** permanent separation from the University with no possibility of re-chartering or re-registering. An organization that has been expelled is considered not in good standing with the University. An expelled organization is not recognized as a University organization and may not participate in any University-sponsored activity or event. This does not affect an individual Student's status with the University, academic area or attendance at classes unless the individual Student has been charged and sanctioned independently of the Student Organization.

### **Housing Sanctions**

17. **On-Campus Housing Reassignment:** required change in University residence hall assignment. The Charged Student must move out by the date and time provided and will be responsible for any additional room rental charges for the new Housing assignment.
18. **On-Campus Housing Probation:** a period of probation for the remainder of the Student's time in On-Campus Housing. Future violation(s) of the Student Code of

Conduct or other Housing/University policies may result in additional sanctions such as Housing Agreement Termination, University suspension or expulsion. A person on On-Campus Housing Probation is considered not in good standing with University Housing, resulting in applicable restrictions on privileges and/or activities including, but not limited to, ineligibility for Residence Hall Association (RHA) leadership positions and student employment within Housing and Residential Life (including Resident Assistants, Clerical Assistants and Housing Ambassadors).

19. **Deferred On-Campus Housing Termination:** period of time in which the Charged Student is allowed to continue to reside in On-Campus Housing notwithstanding the fact that, but for the Deferred On-Campus Housing Termination (DOCHT), the Housing Agreement would have been immediately terminated. At the end of the current semester, the current Housing Agreement with the student is effectively terminated and the Student is ineligible to reside in any On-Campus Housing for the remainder of the Student's career at FIU. The Student is also excluded from all On-Campus Housing premises for the remainder of the Student's career at FIU. This exclusion applies to all buildings, grounds and the parking lots surrounding the buildings. – If another violation of the Student Code of Conduct occurs in the semester while the Charged Student is on DOCHT, the Charged Student's Housing Agreement will be immediately terminated and the remaining sanctions of this provision will apply (i.e., exclusion from housing and premises).

20. **On-Campus Housing Exclusion:** exclusion from On-Campus Housing for the remainder of the Student's career at FIU. This exclusion applies to all buildings, grounds and the parking lots surrounding the buildings.

- b. Violations of the Student Code of Conduct that are motivated by prejudice toward a person or group because of such factors such as race, color, creed, religion, ethnicity, national origin, disability, age, marital status, sex, sexual orientation, sexual identity or expression, pregnancy, genetic information, veteran status or any group/class protected by state or federal law may result in stronger sanctions.
- c. Sanctions take immediate effect unless appealed (except for suspensions or expulsions).
- d. Proof of the completion of the sanction(s) must be provided as directed in the decision letter. It is the responsibility of the Charged Student or Student Organization to ensure that such proof is provided by the specified date. Failure of the Charged Student or Student Organization to provide proof by the specified date may result in a charge of failure to comply, which will result in the placement of a Student Conduct hold on a Charged Student's academic records, and suspension if the Charged Student or Student Organization had been on deferred suspension.

## 15. INTERIM SUSPENSION

Where the Senior Vice President for Academic & Student Affairs or designee determines that the health, safety or welfare of the Charged Student, the Student Organization or University community are in jeopardy or in danger, an interim (temporary) suspension will be imposed. This includes, but is not limited to, sexual misconduct, physical assault, hazing, possession of a firearm or explosives, illegal drug possession and other acts of a similar nature. A Charged Student or Student Organization under Interim Suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities. The



Charged Student may neither attend nor participate in any classes, including any online components, during this time. The Charged Student or Student Organization is also banned from being on or in any University Premises and/or On-Campus Housing, and from participation in any University-sponsored/related event or activity.

- a. The Charged Student under Interim Suspension shall not be allowed on Campus except with the permission of the SCCR Director.
- b. Once an Interim Suspension is imposed, a hearing must be held within a reasonable time. The Interim Suspension does not replace the regular conduct process, which shall proceed up to and through a hearing, if required.

## 16. PROCESS OF PRESIDENTIAL REVIEW

- a. The President will notify the SCCR Director within three (3) Business Days of notification of a disciplinary outcome if he/she wishes to review the underlying disciplinary matter. -This review will serve as the appeal process for the Charged Student/Student Organization and Complainant (if applicable). -Any other appeal process will immediately cease.
- b. No later than one (1) Business Day after the President notifies the SCCR Director and the Appellate Officer, the SCCR Director shall notify the Charged Student/Student Organization and the Complainant (if applicable) of the President's decision to review the underlying disciplinary matter including sanctions. -The Charged Student/Student Organization and Complainant (if applicable) may provide the President with any information (including any documents supporting an appeal if not previously submitted) within three (3) Business Days of the SCCR Director's notification.
- c. The President may only consider the information included in the Student Conduct file, any appeals submitted by the Charged Student/Student Organization and Complainant (if applicable), and any information that was not reasonably available at the time of the hearing.
- d. The President shall issue a written decision to the Charged Student/Student Organization, Complainant (if applicable), Appellate Officer, and SCCR Director within fourteen ~~(14)14~~ Business Days of notification of a disciplinary outcome. -Decisions based on charges involving Hazing (Section (5)(m)) and Sexual Misconduct (Section (5)(s)) will include an explanation for the decision and sanctions. -The President's decision constitutes Final Agency Action and will include notice of the Charged Student/Student Organization's right to appeal to an external judicial forum if the sanction is suspension or expulsion.

## 17. APPEALS

- a. **Appellate Officer:** The appellate officer for all appeals is the Senior Vice President for Academic & Student Affairs or designee.
- b. **Appeal Form/Basis for Appeals:** The Charged Student or Student Organization wishing to appeal must complete the appeal form in full, indicating the basis for the appeal, explain in detail the reasons for the appeal and attach supporting relevant documentation. The burden of proof rests with the person appealing to clearly demonstrate the reason for appeal as set forth below. Appeals are not a re-hearing of the Student Conduct matter but



are only a file and/or document review. The reason for the appeal must be based on at least one of the following:

1. Violations of the appealing party's rights or other failure to follow the Student Conduct procedures that substantially affected the outcome of the initial hearing. Appeals based on this reason will be limited solely to a review of the record of the hearing;
  2. New information which was not available at the time of the hearing and could not have been presented. In addition, the appealing party must show that the new information could have substantially affected the outcome; or
  3. The severity of the sanction is disproportionate to the nature of the Charge(s).
- c. **Appeal Requests:** All appeals must be written and submitted using the appeal form available in the decision letter.
1. The person wishing to appeal must complete the appeal form in full and send it to the appellate officer for receipt no later than 5:00pm of the seventh (7th) Business Day after the delivery date of the hearing decision letter. If the appeal form is submitted and/or signed by any individual other than the appealing party, it will not be accepted.
- d. If a hearing decision is not appealed within the timeframe, the original decision becomes Final Agency Action.
- e. **The Charged Student's Status Pending Appeal:**
1. An appeal has no effect on a Charged Student's status when the sanction was suspension or expulsion. The sanction(s) are effective immediately from the date of the decision.
  2. If the Charged Student appeals in any other case, once an appeal is requested, the sanction(s) will be stayed and will not take effect until the appeal process has been completed. Under these circumstances, a Charged Student shall remain eligible to attend classes and University activities pending the appeal.
  3. If a Charged Student's privileges are temporarily revoked through an Interim Suspension and the Charged Student is subsequently found not responsible for the violation, the University must to the extent possible:
    - i. Correct any record of the change in enrollment status in the Charged Student's permanent records and reports in a manner compliant with state and federal laws; and
    - ii. Refund to the Charged Student a pro rata portion of any charges for tuition, and out-of-state fees, as appropriate, relating to the temporary revocation or suspension which affected the Charged Student's ability to attend classes for more than ten (10) Business Days.
  4. If no appeal is requested, the sanctions will take effect immediately.
- f. **Appellate Review/Decision:**
1. No person may hear or decide an appeal if they conducted or participated in the Student Conduct proceeding being reviewed on appeal.
  2. The Appellate Officer shall first determine if sufficient grounds for the appeal exists and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
    - i. If the basis of the appeal is that the severity of the sanction was disproportionate to the nature of the offense and the Appellate Officer finds the appealing party proved their allegation, the Appellate Officer may modify the sanction.

- ii. If the basis of the appeal is that there was a failure to follow the Student Conduct procedures that substantially affected the outcome, or that there was new information which was not reasonably available at the time of the hearing and could not have been discovered through the exercise of due diligence, which would have substantially affected the outcome and the Appellate Officer finds that the appealing party proved their allegation, the Appellate Officer will order a new hearing.
- g. **Written Decision on Appeal:** The appellate decision is issued in writing to the Charged Student or Student Organization within twenty-one (21) Business Days of receipt of the written request for appeal unless notification is given that additional time is necessary for consideration of the record on appeal.
- h. **Effect of the Final Appellate Decision:** The decision of the Appellate Officer constitutes Final Agency Action. In the case of a suspension or expulsion of a Charged Student, the decision of the Appellate Officer will include notice to the Charged Student of the Charged Student's right to appeal to an external judicial forum.

## 18. RECORDS

- a. All conduct-related records will be housed in the web-based system maintained by SCCR.
- b. The release of Student Conduct records will be governed by applicable federal and state laws regarding the privacy of education records.
- c. The SCCR may place a Student Conduct hold on the records and registration of any Charged Student who has a pending Student Conduct matter, including any outstanding sanctions. Charged Students may not be allowed to graduate, receive grades nor have transcripts released until pending Student Conduct matter(s), including any outstanding sanctions, are resolved.
- d. The official University email address on file with the Registrar's Office will be used for all Student Conduct correspondence sent to the Charged Student. For Student Organizations, the official University email address on file with the Registrar's Office for the organization's respective President will be used. The Hearing Officer may, in their discretion, decide to send the notices via additional means (e.g., overnight delivery) and/or to other authorized University Officials.
- e. Expulsion will be noted permanently on a Student's academic transcript. Suspension will be noted on the Student's transcript during the period of suspension. Student Conduct files are kept in compliance with General Records Schedule GS5, but not for less than seven (7) years from the date of the last incident(s) that the Charged Student or Student Organization was involved in that resulted in
- f. Student Code of Conduct charges. However, in the case of expulsion or suspension, the files shall be permanently retained.
- g. Students may have access to the information in their Student Conduct file by submitting a written request to the SCCR Director. The access will be provided in accordance with federal and state laws regarding the privacy of education records (FERPA) and University regulation (see Florida International University Regulation 108).

## 19. AUXILIARY AIDS AND SERVICES

- a. Students with disabilities as defined by the Americans with Disabilities Act who require special accommodations for meetings/hearings should notify the SCCR and the Disability Resource Center in writing at least three (3) Business Days prior to any meeting or hearing.

## **20. CONFLICT RESOLUTION**

- a. Not every matter processed through SCCR is required to go through summary resolution or a hearing. An overall goal of the SCCR is to provide a learning process which entails understanding and respecting the rights of others. An avenue utilized by the SCCR to foster mutual respect and understanding when differences arise is Conflict Resolution. Conflict Resolution through SCCR is an informal and confidential process.
- b. Conflict Resolution may be utilized where the incident in question is minor in nature, and the parties involved chose not to proceed with charges through the University Student Conduct system. The SCCR reserves the right to determine if charges will be filed or whether Conflict Resolution is the appropriate option in each matter.
- c. Conflict Resolution cases handled through SCCR will not be identified or filed as a Student Conduct matter. Conflict Resolution records will be maintained separate from Student Conduct files and will not be recorded or reported as part of a Charged Student's record. All Conflict Resolution files are confidential and will not be released without written consent except in cases where the conduct or behavior is a repeat offense. In repeat cases, this information is only released to the Hearing Body and only used if the Charged Student is found responsible for a violation of the Student Code of Conduct.
- d. Conflict Resolution files are kept for seven (7) years from the date of the resolution.
- e. Incident(s) considered serious in nature, and consequently not suitable for Conflict Resolution, include, but are not limited to, sexual misconduct, endangerment, personal abuse, hazing, a crime of violence, illegal drugs, alcohol, weapons or other violations of federal, state and local ordinances.
- f. Participation must be voluntary, and either party can request to end Conflict Resolution at any time which may result in the initiation of the Student Conduct process for the behavior.

## **21. INTERPRETATION AND REVISION**

- a. Any question of interpretation or application of the Student Code of Conduct shall be referred to the Vice President for Student Affairs or designee for final determination.
- b. The Student Code of Conduct shall be reviewed periodically by a committee which shall include Student representation under the direction of the SCCR Director.

Contact: Director, Office of Student Conduct and Conflict Resolution  
Location: GC 311  
Phone: (305) 348-3939 / Fax: (305) 348-6477  
Email: [conduct@fiu.edu](mailto:conduct@fiu.edu)  
Web Page: [conduct.fiu.edu](http://conduct.fiu.edu)

Authority: Florida Board of Governors Regulation 6.0105 Student Conduct and Discipline; Florida Board of Governors Regulation 6.010 Student Affairs Administration; Florida Board of Governors Regulation 1.001(4)(a)(10); and Section 7(d), Article IX, Florida Constitution.

History—New June 19, 2012, Amended September 17, 2012, Amended 4-8-14, Amended 6-8-18.

## **ACADEMIC AFFAIRS REGULAR REPORTS**

- I. FIU*BeyondPossible*2020**
  - II. Academic and Career Success**
  - III. Engagement**
  - IV. Enrollment Management and Services**
  - V. Information Technology**
  - VI. Research and Economic Development / University Graduate School**
  - VII. Student Affairs**
-

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## **I. FIUBeyondPossible2020**

### **1. FIU ComPASS**

FIU's Communication Protocol for Accountability and Strategic Support (ComPASS) was developed in 2016 to aid in the university's achievement of its *FIUBeyondPossible2020* Performance Funding goals. The efforts of which are being actualized through significant improvements in the university's four-year graduation rate of our students, from 28% to 33% in the last two years of this exercise.

ComPASS is comprised of a series of meetings that monitor the university's immediate instructional, curricular, and operational needs and their impact on FIU's mission and position relative to the State's Performance Funding Model. More specifically, ComPASS sessions focus on three target areas of strategic planning: Completion and Employment, Strategic Enrollment and Research and Revenue. Through these sessions, FIU is able to bridge increasing accountability demands with opportunities for improvement at the university and individual unit level. Thus far, the university has held eight successful ComPASS meetings involving the President, Provost, vice presidents, deans, chairs, and college staff.

The format of the session has been refined to support the most effective presentation that allows responses and action to alleviate challenges facing each college. The Honors College was tasked with presenting alongside each of the other academic colleges in an attempt to underscore the importance of Honors students and their collective impact on the College's metrics. The Completion and Employment ComPASS session in April was also marked by the assistance of Grant Thornton, one of the world's leading advisory firms, that was contracted to develop the most effective and efficient approach to ComPASS through an analysis of university wide data analytics methods.

On August 9<sup>th</sup> 2018, we continued the conversation of Completion and Employment. That ComPASS session focused heavily on strategies supporting our achievement of our current university wide four-year graduation rate goal of 45% for the 15-16 cohort. This goal of 45% will ensure a successful pathway to the university's ultimate goal of achieving a 60% four-year graduation rate for the 18-19 cohort. Colleges shared recent successes as well as obstacles in the areas of retention, progression, graduation and employment.

### **2. Beyond Possible Strategic Projects**

*FIUBeyondPossible2020* strategic project plans have made progress within the last quarter. The Office of the Provost has been meeting with project leads on a regular basis in order to evaluate project performance and set milestones for future achievements. Below is a brief status report highlighting progress of some of the 33 projects.

**Strategic Enrollment Planning** - The team has been working on new Personalized Success Pathways to provide continued access to all students as they start their journey at FIU. Among those pathways are (1) Experiential Pathway, in partnership with College of Engineering and StartUP FIU, which provides students with a less than full-time course load during their initial semester and helps them supplement their

traditional, in-classroom education with co-curricular and employment experiences, and (2) Changemaker Pathway, which combines traditional classroom experience with co-curricular experiences in entrepreneurship, community engagement and social impact. FIU is among 47 Ashoka Changemaker Campuses worldwide and top-ranked for Social Mobility Index in the country, the highest such ranked university in Florida. The changemaker pathway has been designed through a partnership between FIU Office of Admission and Social Innovation and Entrepreneurship program workgroups.

**Expand Dual Enrollment Program** - The program is engaging 62 high schools in Miami-Dade and Broward Counties and is offering 160 course sections per semester, which has resulted in serving 6,741 participating students over the academic year of 2017-2018.

**Support Faculty Success Across the University** - The Office of Faculty and Global Affairs conducted its 2018 Chairs' Leadership Retreat on August 2<sup>nd</sup> and 3<sup>rd</sup>, which hosted 60 chairs and school directors. The retreat, the 2<sup>nd</sup> of its kind at FIU under this project plan, provided crucial training materials on various topics such as balancing compliance expectations, collaboration management, academic freedom (as it relates to FIU's metrics, grading, overall success, etc.).

**Research Advocacy** - The Office of the Provost, in partnership with FIU Advancement and External Relations, hosted the First FIU Preeminent Program Designation Recognition Reception and Ceremony in which all 13 preeminent and emerging preeminent program directors received special recognition from the President, Provost and the Vice President of Research and Economic Development. The mentioned partnership is now working on planning and execution of FIU Preeminent Program Seminars and Exhibitions through the 2018-2019 academic year.



## **II. ACADEMIC AND CAREER SUCCESS**

### **1. EAB Student Success Collaborative (SSC)**

Academic and Career Success (ACS) piloted the EAB SSC Advisor/Student interface during the Summer 18 session. This functionality was rolled out for all undergraduate students in Fall 18. Feedback from the pilot participants was used in the deployment of the final product. A faculty alert system was also introduced this Fall. Additional functionality including Student Success Markers and full support team management and analytics capabilities are being developed this semester, with full implementation scheduled for Spring 2019.

### **2. Career Readiness**

To assure that FIU students are career-ready upon graduation, ACS has continued to embed career advisors into the colleges to work with both students and advisors. Their role is to facilitate discussions regarding career options and preparedness throughout the students' time at the university. FIU is optimizing its corporate partnerships to create internship and job opportunities for our students while capturing information about the needs of our local industry partners. The university is creating a robust badging and certification process to assure that students have the skills they need to build a portfolio of certifications both pre- and post-graduation to meet the needs of employers. Additionally, the university has created a Career Ready program designed to give students structured on-campus work opportunities to build skills and gain practical experience. Professional development includes customer service, common business systems, effective communication, and problem-solving.

### **3. Academic Advisor Initiatives**

FIU has developed an incentive program for advisors throughout the university. Advisors can earn outcome related bonuses for improvement in the areas of retention, graduation, reduction of excess hours, and employment preparation. The incentive program was instituted this Summer and will be offered each semester as a way to reward advisors for the critical work they do and the role they play in assuring our students are successful.

FIU will engage in an intensive two-year campus-wide initiative using the National Academic Advising Association (NACADA) and the Gardner Institute nine "Conditions of Excellence in Academic Advising" as the drivers for discussion, evidence gathering, analysis, planning and the implementation of strategic improvements to advising processes. These Conditions will guide the reflective self-study, strategic assessment, and redesign and strategic assessment of academic advising. This process draws on the academic advising expertise of NACADA and is enriched by the Gardner Institute's success in guiding institutions toward systemic change and improvement in the student experience. The Excellence in Academic Advising process includes guidance and feedback from an assigned consultant throughout the two-year process to support the institution's development of an evidence-based set of prioritized recommendations for change, as well as support for plan implementation. The process also includes support from a wide array of staff at both NACADA and the Gardner Institute. FIU will benefit from the process by the improvements of the academic advising at the institution and impact the academic advising experience of students across the globe.

### **III. ENGAGEMENT REPORT**

#### **1. Talent Development Network**

The Talent Development Network (TDN) continues to build meaningful collaboration with the local Academic Leaders Council institutions and the Miami-Dade Beacon Council to connect talent to careers via internships in Miami's target industries.

Through an impact investment of \$325,000 from the Helios Education Foundation and additional investments from Chase Global Philanthropy and American Airlines this year, TDN will be able to scale and implement an in-depth strategic plan.

#### **TDN Statistics as of June 30, 2018:**

- Registered Students: 1,543
- Internship Postings: 531
- Registered Employers: 409

#### ***Career Pathway Program (CPP)***

TDN worked in collaboration with FIU's Education Effect to provide 65 students from Miami Northwestern, Booker T. Washington, and Miami Edison Senior High Schools with paid summer internship experiences for the second year in a row. These juniors and seniors were placed with local employers for a six-week internship, working 20- hours per week. In addition, the students participated in an orientation program and in weekly professional development workshops.

CPP is an intensive career readiness and paid internship program focused on middle skills to help students succeed beyond high school graduation and gain important professional skill sets for self-sufficiency. The program places students in internships with strategic partners that have a mutually beneficial objective to positively influence students, develop students' skills and provide an experience to give students a competitive edge through access and opportunity. As part of the program the students undergo weekly training sessions and participate in two career-focused field trips to local employers.

Funding for this program was provided by JP Morgan Chase Foundation, Allegany Franciscan Ministries and Miami Bayside Foundation.

#### ***Summer Youth Internship Program***

In collaboration with the Miami-Dade County Public Schools Career & Technical Education Department, the Talent Development Network supported the placement of over 100 high school students participating in the Summer Youth Internship Program. As part of the collaboration, TDN hosted more than 1,500 parents for three parent information sessions at both the MMC and BBC campuses. Over 100 students were placed in internships in units across the university for a six-week internship experience.

## **2. Carnegie Community Engagement Classification and launch of #FutureIsUs**

Engagement launched the inter-disciplinary and university wide #FutureIsUs Taskforce in Spring 2018. The team will work to attain the 2020 Carnegie Community Engagement Re-Classification, led by co-chairs VP Saif Ishoof and SVP Academic and Student Affairs Elizabeth M. Bejar. This group will also work to develop infrastructure to allow for the appropriate tracking and evaluation of university-wide community engagement activities. The infrastructure will also allow the university to tell the story of impact related to activities. The Community Engagement Classification is awarded to institutions that demonstrate collaboration with their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Furthermore, a critical component of the State University System's mission is public service and the commitment of state universities to engage with Florida's communities and businesses. In fact, *Community & Business Engagement* is one of the goals detailed in the SUS 2025 strategic plan.

The #FutureIsUs social media campaign is about helping to bring visibility to FIU's culture of community engagement. The university community is encouraged to use the #FutureIsUs tag on social media posts that demonstrate FIU's commitment to the community and reflects the work of our students, faculty, staff, alumni, and administration on a local, national and international level. FIU research, student philanthropy projects, and official community involvement all qualify. This can be on a division social media page or even on a personal page.

## **3. Blockchain @ FIU Workshop**

On June 5th FIU hosted a full-day Blockchain @ FIU workshop for internal and external stakeholders. The workshop provided a catalyst for continuous discussions and research on the applied uses of blockchain within a higher education context. Experts in the technology – both affiliated and unaffiliated with FIU – presented findings and engaged participants in discussions on the use cases and implications of the technology.

The workshop, attended by 70 participants, consisted of keynote addresses, interactive exercises, idea talks, fireside chats, and networking to discuss how FIU can be at the forefront of using this technology in an academic setting. Speakers included:

Natalie Gil, Practice Director, Rational 7 + MIT Media Lab

Nelson Milian, Co-Founder, Learn01

Justin Wales, Chair Blockchain, Carlton Fields

Oscar Perez, VP Operations & Finance, 8 Base

Feras Ahmed, Director Legal Affairs, Kairos

Robert H. Hacker, Co-Founder, StartUp FIU

Dr. Hemang C. Subramanian, FIU College of Business

Dr. Kemal Akkaya, FIU College of Engineering & Computing

Miguel Asencio, Director of dLOC, FIU

Dr. Kevin B. Coughlin, Jr. VP Enrollment Services, FIU

The workshop was webcast live, and is available for viewing on the FIU website.

## IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

### 1. University Enrollment

#### Summer 2018

As of August 20, 2018, 39,798 students have enrolled in courses for the summer 2018 term. This represents a 7% or 2,618 student increase as compared to summer 2017 enrollment of 37,180.

Fundable FTE's have increased by 7% or by 630, from 8,824 in summer 2017 to 9,454 in summer 2018. Student credit hour production increased by 19,276 or 8%, from 252,322 in summer 2017 to 271,598 in summer 2018.

#### Fall 2018

As of August 20, 2018, 51,533 students have enrolled in courses for the fall 2018 term. This represents a less than 1% or 159 student increase as compared to fall 2017 enrollment of 51,374.

Fundable FTE's have increased by 1% or by 94, from 12,782 in fall 2017 to 12,876 in fall 2018. Student credit hour production increased by 6,727 or 1%, from 550,972 in fall 2017 to 557,699 in fall 2018.

Summary Data: 8/20/18					
Monday, August 20, 2018					
Note: Fall 2017 is using 8/21/2017 as the point in time as it is the first Monday last year					
HEADCOUNT					
Summer Term Comparisons					Fall Term Comparisons
Headcount	Summer 2018	Summer 2017	Difference	% Difference	Headcount
	39,798	37,180	2,618	7%	51,533
					51,374
					159
					0%
FUNDABLE FTE'S					
Summer Term Comparisons					Fall Term Comparisons
FTE	Summer 2018	Summer 2017	Difference	% Difference	FTE
	9,454	8,824	630	7%	12,876
					12,782
					94
					1%
STUDENT CREDIT HOURS					
Summer Term Comparisons					Fall Term Comparisons
SCH	Summer 2018	Summer 2017	Difference	% Difference	SCH
	271,598	252,322	19,276	8%	557,699
					550,972
					6,727
					1%
FUNDABLE STUDENT CREDIT HOURS					
Summer Term Comparisons					Fall Term Comparisons
UG SCH	Summer 2018	Summer 2017	Difference	% Difference	UG SCH
	223,564	202,735	20,829	10%	451,667
					445,607
					6,060
					1%
G SCH	Summer 2018	Summer 2017	Difference	% Difference	G SCH
	48,034	49,587	-1,553	-3%	50,687
					52,551
					-1,864
					-4%

Thursday, July 5, 2018

HEADCOUNT

Summer Term Comparisons				
Headcount	Summer 2018	Summer 2017	Difference	% Difference
	39,798	37,180	2,618	7%

Fall Term Comparisons				
Headcount	Fall 2018	Fall 2017	Difference	% Difference
	36,121	35,467	654	2%

FUNDABLE FTE'S

Summer Term Comparisons				
FTE	Summer 2018	Summer 2017	Difference	% Difference
	9,454	8,824	630	7%

Fall Term Comparisons				
FTE	Fall 2018	Fall 2017	Difference	% Difference
	13,225	12,910	315	2%

STUDENT CREDIT HOURS

Summer Term Comparisons				
SCH	Summer 2018	Summer 2017	Difference	% Difference
	271,598	252,322	19,276	8%

Fall Term Comparisons				
SCH	Fall 2018	Fall 2017	Difference	% Difference
	387,706	378,555	9,151	2%

FUNDABLE STUDENT CREDIT HOURS

Summer Term Comparisons				
UG SCH	Summer 2018	Summer 2017	Difference	% Difference
	223,564	202,735	20,829	10%
G SCH	Summer 2018	Summer 2017	Difference	% Difference
	48,034	49,587	-1,553	-3%

Fall Term Comparisons				
UG SCH	Fall 2018	Fall 2017	Difference	% Difference
	351,516	343,596	7,920	2%
G SCH	Fall 2018	Fall 2017	Difference	% Difference
	36,190	34,959	1,231	4%

## 2. International Admissions

As of August 17, 2018, the international undergraduate admissions funnel, both FTIC and transfer, is strongly trending ahead of last year save for fall, as planned due to the increase in cohort requirements. AY 2018-2019 point in time numbers, FTIC enrolled student numbers are up 43.37% (36 FTIC all terms) and transfer students are up 7.02% (34 transfer all terms). Increases are a result of captured efficiencies across the recruitment and evaluation process, improved communications and targeted outreach efforts. Increases in international undergraduate numbers while increasing the overall quality of students is significant given early national trends signaling a decline in international student enrollments.

### *Summer & Fall 2018 Point in Time Comparisons 8/17/2018*

						Actual Difference		Percentage Difference	
		SU17	FA17	SU18	FA18	SU	FA	SU	FA
FTIC	Applied	199	1,114	305	815	106	-299	53%	-27%
	Admitted	92	406	215	282	123	-124	134%	-31%
	Matriculated	48	248	78	113	30	-135	63%	-54%
	Enrolled	34	49	60	59	26	10	76%	20%
Transfer	Applied	197	1,083	186	1,163	-11	80	-6%	7%
	Admitted	96	643	111	704	15	61	16%	9%
	Matriculated	80	508	96	555	16	47	20%	9%
	Enrolled	63	421	82	436	19	15	30%	4%

As of August 20, 2018, the international graduate admissions funnel is down reflecting the declining applications at the master's level due to the uncertainty in visa policy influencing Chinese and Indian applicants. International PhD applications, admissions and enrollments are up significantly indicating FIU's strength of academic programs and continued interest in advanced degrees. While some last minute international enrollments are anticipated due to the longer wait times at most Consulates, master's enrollments are down mirroring national trends due to concerns about immigration policy, which have the greatest impact on master's student given the shorter time to degree and career advancement a major motivator. International admissions has planned graduate recruitment in India and Pakistan for AY 2018-2019 in an effort to reverse the trend and build a larger admissions funnel, however without master's funding it may be difficult to attract top students.

*Fall 2018 Point-in-Time Comparison to Fall 2017 Totals 8/20/2018*

		Fall 2017 Total	PIT Fall 2018	Difference	% Difference
Masters	Applied	1,805	1,588	-217	-12.02%
	Admitted	754	705	-49	-6.50%
	Matriculated	290	402	112	38.62%
	Enrolled	289	237	-52	-17.99%
PhD	Applied	831	877	46	5.54%
	Admitted	184	224	40	21.74%
	Matriculated	89	140	51	57.30%
	Enrolled	89	116	27	30.34%

### 3. Financial Aid

#### Disbursement

As of August 17<sup>th</sup>, 2018 The Financial Aid Office has disbursed \$500.6 million to 43,380 students. For the same time period last year \$480 million was disbursed to 41,362 students. This represents a 4% increase in students receiving some form of assistance.

#### Year-Round Pell

Congress reinstituted Year-Round Pell Grant beginning with the 2017-2018 Academic Year. This Summer 2018 is the first time since Summer 2010 that this is available.

As of August 17<sup>th</sup>, 2018 The Financial Aid Office has disbursed \$13.1 million to 7,738 students. For Summer 2010, the last time Year-Round Pell existed, we disbursed \$8 million to 5,479 students.

#### Bright Futures

This Summer 2018 marks the first year Florida Bright Futures Academic Scholars may use their scholarship for summer enrollment.

As of August 17<sup>th</sup>, 2018 we have disbursed \$1.64 million to 911 current students and \$125,196 to 76 Early Fall Freshman.



### **Fall 2018 Awarding**

Awarding of incoming fall 2018 undergraduates continues. Our current numbers as of July 3rd, 2018.

Awarding Group	# Students
Early Fall Freshman	2,331
Fall Freshman	2,929
Fall Transfers	3,320
Total	8,580

We will continue to award new incoming fall 2018 students on a weekly basis leading up to the beginning of fall semester.

### **4. Office of Scholarships Hurricane Relief**

We continue to provide financial assistance to students impacted from Hurricane Maria. The Office of Scholarship is managing the tuition waiver process for all eligible students along with scholarships for this specific population. With support from the FIU Board of Directors, and the Knight Foundation, we have awarded emergency aid in the form of housing stipends, tuition assistance, food stipends, books and counseling services to the more than 200 Puerto Rican students, totaling over \$400,000.

These students continue to face harsh realities at home, with the loss of jobs and businesses, as the island struggles to recover. We expect to continue to see an increase in our Puerto Rican student population. Moving forward, FIU will continue to provide students from Puerto Rico, already enrolled and those looking to come to FIU, with the in-state tuition waiver through spring 2019.

### **Emergency Aid**

FIU is participating in a project entitled the Emergency Aid Lab, funded by the Gates Foundation. This project aims to create a comprehensive emergency aid program that can be used as a playbook for other institutions. FIU, along with the University of Washington, Lane Community College, and Austin Community College are part of the Innovation Cohort who are experimenting and developing comprehensive Emergency Aid Programs that will become scalable to other Higher Education Institutions across the US. The project and our Program are scheduled to be completed by September 2018.

Emergency Aid generally consists of small grants and scholarships of \$1,500 or less to assist with completion or unexpected costs. Our data shows that students with unmet need are more likely to drop out or stop out and re-enroll. Low-income students who transfer in with a GPA under 3.0 are at an even greater risk of dropping out. Those students who are able to persist often reach the end of their savings in the final year of college. Nationally, approximately 15% of students drop out with 75% of their credits completed, mainly for financial reasons. Many

students stop out to save money so that they can re-enroll.

FIU has found that scholarships ranging from \$500 to \$1,500 can make the difference between enrolling full-time, completing a degree on time, or dropping out. Our emergency aid program also includes food pantry access, housing assistance and transportation assistance, as well as counseling. Analysis of our data show a positive relationship between users of these services and term to term retention and graduation.

## **5. CRM & Enrollment Communications**

Over the last few months the CRM team has been focusing on organizing as an office and identifying strategic projects that have high value and great impact on university goals and metrics. The team is currently working with SIPA on a pilot project to assist with recruitment communications at the undergraduate and grad I level. In addition to this, 26 other projects have been identified to assist with recruitment activities for the university and overall operations for EMS. Many of these projects will be completed by the end of September.

The CRM team was nominated and subsequently awarded the Excellence in Operational Efficiency during the Salesforce Higher Ed summit in Washington D.C. This award recognizes FIU Enrollment Management and Services and represents a significant accomplishment in FIU's pursuit of student success and service improvements. As the Salesforce community recognizes, FIU is Worlds Ahead in its integration of technology into communication strategies and process reform.

With the implementation of Salesforce, FIU decreased call volume, call times, and visits to the OneStop. The implementation assisted EMS in improving processes and communication strategies. Since the project's go live date in October 2015, we have supported over 638,000 cases.



## **V. INFORMATION TECHNOLOGY REPORT**

### **1. PantherSoft User Interface Redesign Project**

The Division of IT, along with the Division of Human Resources, Enrollment Management Services, and the Office of the Controller, has launched an initiative to provide you with a more state-of-the-art PantherSoft user experience, which implements technologies that leverage analytics, workflows, messaging, and mobile. Starting this summer, PantherSoft Human Resources (HR), PantherSoft Financials and PantherSoft Campus Solutions (MyFIU) users will experience a new look and feel when signing on to PantherSoft.

The User Interface redesign will be completed in stages: starting in summer with PantherSoft HR, followed by PantherSoft Financials and PantherSoft Campus Solutions (MyFIU) this fall. The new User Interface will become the building block for our students, faculty and staff to seamlessly navigate to multiple applications with single sign-on capabilities in the near future. The project team will be working with HR Liaisons, Financial Managers, Students, Advisors and other members of the FIU community to make the transition a successful one.

### **2. IT Security Enhancement Strategy Update**

On June 13, 2018, FIU Login (Login.fiu.edu) was updated to include a “Remember Me” option. By selecting Remember Me on the login screen, students, faculty and staff can stay logged in for 24 hours without having to reauthenticate. This feature is functional as long as the user is on the same browser, computer and location. Currently, there are 2,655 faculty members and 4,638 staff enrolled in two-factor authentication.

### **3. AskIT Update**

The Division of IT has rolled out a new feature on AskIT in order to illustrate real-time data for our IT systems' status. A graphical view of all our planned system downtime or maintenance windows and any unforeseen system outages or degradation can now be viewed on our new AskIT System Status page. Students, faculty and staff can subscribe to service status updates by logging in to AskIT ([it.fiu.edu/askit](http://it.fiu.edu/askit)) and either subscribing to all services or individual services updates.

Since its launch in the spring of 2017, over 23,000 incidents and 38,000 service requests have been managed through AskIT. Additionally, there are currently over 290 knowledge-based articles published on AskIT for self-help resources. AskIT's intuitive search functionality delivers responses to technical questions more efficiently due to an extensive knowledge-base and catalog of services. FIU students, faculty, and staff are able to use a consistent, intuitive platform that is accessible on any device of their choosing.

## **VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL**

### **1. External Grant Awards' Performance**

Awards received during FY 2017-2018 reached a value of \$140.8M, an 11% increase when compared with last fiscal year (\$126.8M). The distribution of funds received by federal sources increased by 13%, private/other sources by 9% and state/local government by 2%. The facilities and administrative rate (F&A) increased slightly from 19.2% last year to 20.5% this year. Notable increases among colleges include the Steven J. Green School of International and Public Affairs (94% increase); the Robert Stempel College of Public Health and Social Work (76%); the College of Engineering and Computing (48%); CARTA (29%) and the College of Business (22%). The Nicole Wertheim College of Nursing and Health Sciences had a decrease of 70%, the Herbert Wertheim College of Medicine had a decrease of 31%, and the College Arts, Sciences and Education had a decrease of 8%. Among centers and institutes, there were notable increases for the Community-Based Research Institute (557%); the International Forensic Research Institute (240%); the Applied Research Center (116%); the Biomolecular Science Institute (22%); and CRUSADA (18%). Overall, centers and institutes experienced a 7% in the value of awards received when compared with last fiscal year.

### **2. Innovation, Partnerships and Economic Development**

Since inception, StartUP FIU's Empower Accelerator has received over 600 applications and accepted 66 into the program. Among them, four faculty led companies, 10 led by students and the remainder from the community. The program launched 17 new companies. As of June 2018, the Empower companies have collective revenue of over \$2.2 million, employ 66 and provide eight internships. During the last quarter, 11 jobs were created and the companies raised \$125,000 in new equity capital. Cohort 4 was completed in May 2018. EcoAtlas, a company in Cohort 4, was honored by *Fast Company Magazine* as one of the 2018 World Ideas Finalists for their Ecological Atlas initiative. In the last 12 months, StartUP FIU Food incubated 12 companies that increased revenue by \$227,000 and hired 10 new employees. Whole Foods Day raised over \$40,000 for the program. StartUP FIU Food has received \$500,000 of investment over two years from Citi Foundation, and renewed for one year by Citi Community Development for \$200,000.

We recently launched Proof of Concept Studio—a new pre-accelerator program for the earliest stage entrepreneurs. This six-week “sprint” program finished with a Demo Day for 11 teams in July. A new Studio will begin in August. StartUP FIU West Kendall was only funded for two years and after receiving little traction, we will be sun-setting the program to reinvest the resources into more strategic areas. Staff from StartUP FIU helped a student-faculty team from the College of Engineering & Computing secure a “direct admit” to this year's NSF I-CORPS Program, a federal program to accelerate companies using university research. NSF I-CORPS team is one of the new BOG Research Dashboard metrics. In cooperation with Google, StartUP FIU offered a new 6-week course in digital marketing that leads to Google certifications and student internships at Google's large corporate clients. This course is the prototype for two full-year courses beginning in Fall 2018 in the Honors College. Using Google staff and their clients

as co-instructors, a course in Digital Marketing and another in Data Analytics will be offered to prepare students for paid internships. Finally, during FY 2017-2018, FIU researchers disclosed 85 inventions, filed 73 patent applications and received 72 patents.

### **3. University Graduate School (UGS)**

During the 2017-2018 academic year, UGS awarded 3,087 masters degrees (3% decrease compared to the previous year) and 547 doctoral degrees (3.7% increase compared to the previous year). Out of the 547 doctoral degrees, 200 were research (less than 1% increase compared to previous year) and 347 were professional (5% increase compared to previous year). UGS has received 2,650 applications for doctoral programs, which represents an 8.34% increase when compared to last year. Both domestic and international applications for doctoral programs increased. Thus far, we have admitted 638 doctoral students, a 22.46% increase compared to last year. One hundred and fifteen doctoral students have enrolled, a 26.37% increase compared to last year. UGS received 7,684 applications for masters degrees (4.64% decrease compared to last year) of which 3,341 were admitted (7.67% increase compared to last year) and 724 have enrolled (1.69 increase compared to last year.)

This past year UGS focused on applying to and promoting the relevance of external funding for graduate students. In collaboration with other units, UGS submitted and was awarded the National Sciences Foundation Bridge to the Doctorate program to support 12 underrepresented minority graduate students in STEM, and has two National Institute of General Medicine training grants (R25 and T32) currently under review to support PhD students in biomedical sciences. UGS also hosted a series of well-attended workshops for doctoral students that provided hands on experience on searching and applying for external funding. In order to inform our professional development program, UGS collaborated with the Council of Graduate Schools and launched a survey to understand the career paths of our research doctoral students. The response rate was 58% (771 of 1,328), of which 68% indicated that a career in a research university is very or extremely desirable.

## **VII. STUDENT AFFAIRS REPORT**

### **1. Student Affairs Mergers with Academic Affairs**

In anticipation of Dr. Larry Lunsford's retirement in December 2018, a transition plan was created for the future of Student Affairs. The changing landscape of higher education makes it imperative to deepen the focus on student learning and success, both in and out of the classroom. Learning is now life-long, and the marketplace for education requires a learner-centric environment that is driven by measurement and impact. Our ambitious goals to excel in student success have led to the merger of Student Affairs with Academic Affairs. Dr. Elizabeth M. Bejar will lead this process as the new Senior Vice President for Academic and Student Affairs. Her new role will aim to foster enhanced student success, deepen affinity and pride in FIU, and integrate units of Academic Affairs, Student Affairs, and Student Access and Success. FIU's goal is to fully support the institutional mission and give students the competencies to succeed in the classroom and in the world of work.

### **2. Parkview II Towers Construction**

FIU has limited on-campus housing with 55,000 students and only 3,665 students (3,254 MMC and 411 BBC) living on campus, the lowest ratio in the State University System. In the Fall 2016, FIU had a waiting list of 545 students for housing at MMC. In 2015, the consulting firm of Brailsford and Dunlavey estimated immediate demand for 500 additional beds with 309 needed in the next few years. Additionally, recent off-campus housing projects and the new Bayview facility at BBC have not reduced the high demand for MMC housing.

The new on-campus housing facility will include 656 beds. The facility will be located near current housing facilities. Construction is planned to start this Fall with delivery expected in August 2019. The projected cost is \$66.5 million, to be funded with housing capital reserves and revenue bonds.

### **3. Transition from OrgSync to Engage Platform to Improve Engagement and Assessment**

The Division of Student Affairs currently utilized OrgSync as its student engagement platform. In July, the Division of Student Affairs updated its platform to Engage to create an online community for campus that helps departments, programs, and all member-based organizations streamline processes and drive engagement. This platform will help the division connect and engage with the populations we serve, improve information sharing, minimize paper usage, track co-curricular involvement, and all the division to generate reports on data collected for annual reports and accreditation. Additionally, the division recently hired a Director of Assessment and Strategic Priorities. This position will support the division in creating a dashboard that will track persistence, retention, graduation, and employment rates for students engaged in our programs, services, and resources.