



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

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

Thursday, June 12, 2025
11:15 AM

or

Upon Adjournment of Previous Meeting

Chair: Dean C. Colson

Vice Chair: Alberto R. Taño

Members: Noël C. Barengo, Francesca Casanova, George Heisel, Alexander M. Peraza

AGENDA

- | | |
|---|--------------------------------------|
| 1. Call to Order and Chair's Remarks | Dean C. Colson |
| 2. Approval of Minutes | Dean C. Colson |
| 3. Action Items | |
| AP1. Tenure Nominations | Elizabeth M. Bejar |
| AP2. Tenure as a Condition of Employment Nominations | Elizabeth M. Bejar |
| AP3. Proposed Amendment to Regulation FIU-2501 Student Conduct and Honor Code | Elizabeth M. Bejar
Ryan M. Kelley |
| 4. Information and Discussion Items: No Action Required | |
| 4.1 Post Tenure Review | Elizabeth M. Bejar |
| 4.2 Planned New Academic Degree Program Proposals | Elizabeth M. Bejar |
| 4.3 Student Government Updates | Francesca Casanova |
| 4.4 Faculty Senate Updates | Noël C. Barengo |

5. Academic Affairs Regular Reports: For Information Only

- Academic and Student Affairs
- Faculty Senate
- Florida International University and Baptist Health South
Florida Collaboration
- Information Technology
- Research and Economic Development/University Graduate
School

6. New Business

Dean C. Colson

7. Concluding Remarks and Adjournment

Dean C. Colson

Meeting Book - 06.12.25 - Academic Policy and Student Affairs Committee Meeting

1. Call to Order and Chair's Remarks

Dean C. Colson

2. Approval of Minutes

Dean C. Colson

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3. Action Items

AP1. Tenure Nominations

Elizabeth M. Bejar

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AP2. Tenure as a Condition of Employment Nominations

Elizabeth M. Bejar

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AP3. Proposed Amendment to Regulation FIU-2501 Student Conduct and Honor Code

Elizabeth M. Bejar/ Ryan M. Kelley

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4. Information and Discussion Items: No Action Required

4.1 Post Tenure Review

Elizabeth M. Bejar

4.2 Planned New Academic Degree Program Proposals

Elizabeth M. Bejar

4.3 Student Government Updates

Francesca Casanova

4.4 Faculty Senate Updates

Noël C. Barengo

5. Academic Affairs Regular Reports: For Information Only

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6. New Business

Dean C. Colson

7. Concluding Remarks and Adjournment

Dean C. Colson

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June 12, 2025

Subject: Approval of Minutes of Meeting held April 15, 2025

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on April 15, 2025.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on April 15, 2025.

Supporting Documentation: Minutes: Academic Policy and Student Affairs Committee meeting, April 15, 2025

Facilitator/Presenter: Dean C. Colson, *Chair, Academic Policy and Student Affairs Committee*

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Academic Policy and Student Affairs Committee

April 15, 2025

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

MINUTES

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 Dean C. Colson on Tuesday, April 15, 2025, at 10:14 AM.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Dean C. Colson, *Committee Chair*; Alberto R. Taño, *Committee Vice Chair*; Noël C. Barengo; Francesca Casanova; George Heisel, Alexander M. Peraza; and Roger Tovar, *Board Chair and Athletics Liaison*.

The following Board members were also in attendance: Trustees Carlos A. Duarte, Board Vice Chair; Alan Gonzalez; Jesus Lebeña; Yaffa Popack; and Marc D. Sarnoff.

Committee Chair Colson welcomed Trustees George Heisel and Alexander M. Peraza as members of the Academic Policy and Student Affairs Committee.

Provost and Executive Vice President Elizabeth M. Bejar provided updates related to holding an athletics workshop prior to the June 12, 2025 FIU Board of Trustees meetings; Francesca Casanova serving a second term as Student Government Association President in the 2025-26 academic year; Florida Department of Government Efficiency (DOGE) requests; monitoring research funding; FIU receiving the National Center of Academic Excellence in Cyber Defense designation from the National Security Agency; and the inaugural Celebrating Impact: Faculty Excellence event.

2. Approval of Minutes

Committee Chair Colson asked if there were any changes or corrections to the minutes of the Academic Policy and Student Affairs Committee meeting held on February 13, 2025. Hearing none, a motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on February 13, 2025.

3. Action Items

AP1. Proposed Amendment to Regulation FIU-108 Access to Student Education Records

Provost Bejar presented the proposed amendments to Regulation FIU-108 Access to Student Education Records. Responding to an inquiry by Trustee Noël C. Barengo, Associate General Counsel Ryan Kelley clarified how Regulation FIU-108 provides access to the FIU Police Department when there is a legitimate education interest in the records. He provided an example of

how the regulation functions with the University Police Department to ensure that campus safety is maintained.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend FIU Board of Trustees approval of the revisions to Regulation FIU-108 Access to Student Education Records, and delegation of authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors and as a result of the regulation-making process.

AP2. New Program Proposal: Bachelor of Science in Business and Government Leadership
AP3. New Program Proposal: Master of Science in Business and Government Leadership

Provost Bejar presented the program proposals for the implementation of a new Bachelor of Science (BS) in Business and Government Leadership and a new Master of Science (MS) in Business and Government Leadership. She commented that said programs are being proposed by FIU Faculty in response to the Florida Legislature's establishment of the Adam Smith Center for Economic Freedom. Provost Bejar mentioned the preparation and anticipated outcomes for students that complete the BS in Business and Government Leadership or MS in Business and Government Leadership degrees.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend FIU Board of Trustees approval of the Bachelor of Science in Business and Government Leadership new program proposal.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend FIU Board of Trustees approval of the Master of Science in Business and Government Leadership new program proposal.

AP4. Program Termination: Master of Science in Telecommunications and Networking

Provost Bejar presented the proposed termination of the Master of Science in Telecommunications and Networking. She indicated that the faculty in the College of Engineering and Computing propose terminating the Master of Science in Telecommunications and Networking and restructuring the degree as a new curricular track under the existing MS in Information Technology program. She pointed out that the new track will be entitled "Telecommunications" and explained the process of phasing out the program.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend FIU Board of Trustees termination of the Master of Science in Telecommunications and Networking.

AP5. Request for Approval to Seek a New Institutional Accreditor

Provost Bejar provided background information related to accreditation of institutions. She explained that since 1974, FIU has been a member of and has been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). She noted that in 2020, changes to federal regulation removed the geographic restrictions associated with accreditation of

higher education institutions in the United States and in 2022, the Florida Legislature enacted a law requiring the Florida Board of Governors to identify the best suited accrediting agencies for public postsecondary institutions. She outlined the reasons for seeking accreditation with the Higher Learning Commission including strategic alignment, shared governance, peers, and membership support.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend FIU Board of Trustees authorization to the University to seek approval from the United States Department of Education to apply for accreditation by the Higher Learning Commission.

4. Information and Discussion Items

4.1 Student Government Updates

Trustee Francesca Casanova shared that she will be graduating with a Bachelor of Science in Civil Engineering, pursuing an International MBA at FIU, and serving a second term as Student Government Association (SGA) President. She mentioned that on March 11, 2025, she participated in FIU Day in Tallahassee and on March 25, 2025, the Florida Student Association hosted “Rally in Tally” where she and three (3) SGA leaders attended to represent FIU. She commented that SGA Vice President David Almansa is planning “Recharge for Finals” scheduled for April 21 – 25, 2025. Trustee Casanova stated that, pending approval of the fiscal year 2025-26 Activity and Service Fee budget, she will be creating the SGA Department of Greek Enrichment and Expansion to conduct a comprehensive review of the policies and procedures enforced by the Center for Fraternity and Sorority Enrichment. She mentioned that she is monitoring the news regarding student deportations and has not been personally contacted by any students.

4.2 Faculty Senate Updates

Trustee Noël C. Barengo mentioned that from January 2025 to April 15, 2025, the Faculty Senate and the Faculty Senate Steering Committee met five (5) times. He commented on work related to the core curriculum and post-tenure review. He said that the Faculty Senate has concerns related to research funding. Trustee Barengo commented that the Faculty Senate opposed the recent memorandum of understanding signed between FIU and U.S. Immigration and Customs Enforcement (ICE) and are calling on the University leadership to reconsider and revoke the agreement. He mentioned the relationship between safety officers and the campus community. He added that Interim President Jeanette M. Nuñez, Chief of Police Alexander Casas and the Faculty Senate have agreed to engage in dialogue at a special meeting of the Faculty Senate on Friday, April 18, 2025. Board Chair Roger Tovar remarked on the agreement between FIU and ICE and noted that the University will comply and cooperate with law enforcement. Senior Vice President for Operations and Safety and Chief of Staff Javier I. Marques commented that in addition to eight (8) agreements with local, state, and federal agencies, FIU also has an agreement with the Miami-Dade County Association of Chiefs of Police. Trustee Barengo emphasized the importance of clarifying information related to the situation.

5. Academic Affairs Regular Reports

There were no questions from the Committee members in terms of the Academic Affairs regular reports included as part of the agenda materials.

6. New Business

No new business was raised.

7. Concluding Remarks and Adjournment

With no other business, Committee Chair Dean C. Colson adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Tuesday, April 15, 2025, at 10:48 AM.



June 12, 2025

Subject: Tenure Nominations

Proposed Action:

Florida International University Board of Trustees approval of the Tenure Nominations as specified in the Board materials.

Background Information:

Pursuant to Florida Board of Governors Regulation 1.001(5)(a), University Board of Trustees Powers and Duties, 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.

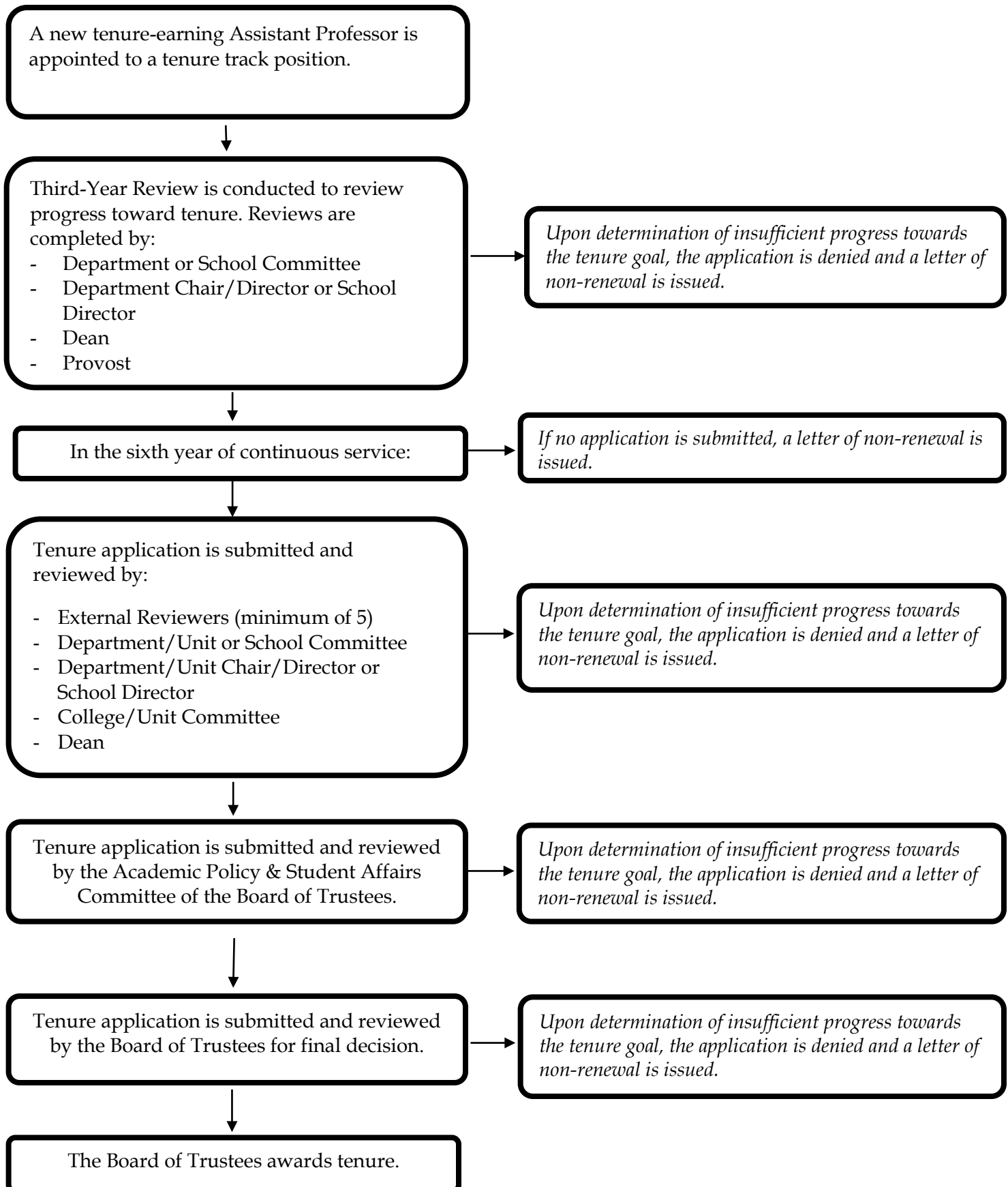
The University President is recommending the granting of Tenure for thirty-four (34) nominees as specified in the Board materials.

Supporting Documentation: Tenure Flowchart
Tenure Nominations
Tenure Nominees' Biographies

Facilitator/Presenter: Elizabeth M. Bejar

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Tenure Approval Flow Chart



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2024-2025 Tenure Candidates

Last Name	First Name	Department
College of Arts, Sciences & Education		
Aylsworth	Timothy	Philosophy
Campbell	Justin	Biological Sciences
Cosyn	Wim	Physics
DeGreeff-Silk	Lauryn	Chemistry and Biochemistry
Garza	Tiberio	Counseling, Recreation and School Psychology
Pontier	Ryan	Teaching and Learning
Soares Quinete	Natalia	Chemistry and Biochemistry
College of Business		
Allredge	Dallin	Finance
DLima	Walter	Tibor and Sheila Hollo School of Real Estate
Garcia Dastugue	Sebastian	Marketing and Logistics
Gomes	Paulo	Information Systems and Business Analytics
Lee	Jae	Marketing and Logistics
Wang	Minho	Finance
College of Communication, Architecture + The Arts		
Adorno	Sandra	Herbert and Nicole Wertheim School of Music & Performing Arts
Desrayaud	Nathalie	School of Communication
Pareja	Marina	Theatre
Scicluna	Thomas	Art + Art History
College of Engineering and Computing		
Amini	Mohammadhadi	Knight Foundation School of Computing and Information Sciences
Berhane	Bruk	School of Universal Computing, Construction & Engineering Education
Bhimani	Janki	Knight Foundation School of Computing and Information Sciences
Dickerson	Darryl	Mechanical and Materials Engineering
El-Zahab	Bilal	Mechanical and Materials Engineering
Lagos	Leonel	Moss Department of Construction Management
McDaniel	Dwayne	Mechanical and Materials Engineering
Mondal	Ananda	Knight Foundation School of Computing and Information Sciences
Pulugurtha	Markondeyaraj	Biomedical Engineering
Rezapour	Shabnam	Enterprise and Logistics Engineering
Secules	Stephen	School of Universal Computing, Construction & Engineering Education
Upadhyay	Himanshu	Electrical and Computer Engineering
Nicole Wertheim College of Nursing & Health Sciences		
Alfano	Alliete	Communication Sciences & Disorders
Robert Stempel College of Public Health & Social Work		
Azzam	Diana	Environmental Health Sciences
Steven J. Green School of International & Public Affairs		
Grenier	Carlos	Religious Studies
Levenson	Zachary	Global & Sociocultural Studies
Mas	Catherine	History

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Sandra Adorno
Herbert and Nicole Wertheim School of Music & Performing Arts
College of Communication, Architecture + The Arts

Dr. Sandra Adorno earned her PhD in Music Education from the University of Miami in 2017. She joined the faculty in the Herbert and Nicole Wertheim School of Music in 2016 as a Visiting Assistant Professor, before being appointed as a tenure-earning Assistant Professor in 2018. Her areas of research and creative activity focus on musical culture and identity development in children, and professional learning in music education. Since joining FIU, she has published several articles and book chapters, completed international, national and in-state research presentations as sole or co-presenter, and made numerous professional presentations, and led workshops in her field. Her published and presented works appear in prestigious venues in music education. Additionally, she has been funded by the State of Florida to develop a K-2 Music Pilot Program. Dr. Adorno has contributed significantly to the School of Music by way of innovative classroom pedagogy and curricular development. She was awarded the 2022-2023 FIU Rewarding Excellence in Teaching Initiative award and was named the 2025 FMEA Florida College Music Educator of the Year. Her service to the university and the community exemplifies her commitment to her discipline. In addition to serving on various department committees, she is the Area Coordinator for Music Education and has been instrumental in the development of the graduate online program. She is the president of the Florida Collegiate Music Educators Association and is an editorial board member of the American Orff-Schulwerk Association. She is also a board member of the Association for Popular Music Education.



Alliete Alfano
Department of Communication Sciences & Disorders
Nicole Wertheim College of Nursing & Health Sciences

Dr. Alliete Alfano earned her PhD in Teaching and Learning from the University of Miami in 2007, and MA in Speech-Language Pathology from Florida State University in 1998. She joined the faculty in the Department of Communication Sciences and Disorders (CSD) as a tenure-track Assistant Professor in 2019. Her research on bilingualism, speech-language pathology, and hearing loss, focuses on improving the quality of life for individuals from culturally and linguistically diverse (CLD) backgrounds who are Deaf and Hard of Hearing (DHH) and who utilize hearing technology. Her research appears in high quality journals, and she has adapted and published three Spanish test measurements for DHH children, co-edited a textbook and published a book. Dr. Alfano has been awarded external funding from the Office of Special Education Programs (\$443,491.70). She has effectively delivered critical graduate courses employing innovative teaching technologies to increase student engagement and is an engaged and effective mentor. Professionally, she holds various leadership roles within the American Speech-Language-Hearing Association's (ASHA), is a Listening and Spoken Language Specialist (LSLS) Auditory-Verbal Therapist (AVT) Mentor and co-chaired the Educational Program for the LSLS Global Symposium in 2020 to improve the LSLS certification exam and adapt it into Spanish. She is a manuscript reviewer for many professional journals in her discipline. Dr. Alfano is the recipient of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA) Clinical Career Award in 2023.



Dallin Alldredge
Department of Finance
College of Business

Dr. Dallin Alldredge earned his PhD in Finance at the University of Tennessee in 2015. He came to FIU in 2018, joining the faculty in the Department of Finance as a tenure-earning Assistant Professor. His research is in the area of asset pricing and focuses on various aspects of stock trading, including institutional investors' trades with respect to anomalies, short-selling constraints, and insider trading. His recent research has diversified to cover topics such as credit rating downgrades, trading in multinational firms, and options market behavior. He has consistently published articles in top journals in his field, one notably appearing in the top-three Elite/A* journal, *Journal of Financial Economics*. He routinely teaches at the undergraduate and graduate levels and in 2024 was recognized by students from the MSF cohort with a "Best Course Award." He has been actively engaged with the department, college, and university at various levels, including serving on the undergraduate curriculum committee and as a Faculty Senate alternate. He has served his profession as an ad hoc reviewer for top journals, including the *Review of Financial Studies*, the *Journal of Financial and Quantitative Analysis*, and the *Journal of Banking and Finance*.



Timothy Aylsworth
Department of Philosophy
College of Arts, Sciences & Education

Dr. Timothy Aylsworth earned his PhD in Philosophy with specialization in Kant, Ethics, and Ethics of Technology, from the University of Wisconsin-Madison in 2018. He subsequently joined the faculty in the Department of Philosophy as a tenure-track Assistant Professor. A Kantian scholar, he writes about normative and technology ethics, particularly, the ethics of artificial intelligence in relation to individual autonomy, moral philosophy, and contemporary issues in business, bioethics and the environment. He has co-authored a book and published several peer-reviewed articles, some of which appear in top-ranked journals in his fields of specialty. He teaches various undergraduate and graduate courses in Philosophy, has mentored many students, and is the Director of the Interdisciplinary Certificate in Ethics, Big Data and Artificial Intelligence. He was also the recipient of the highly competitive Faculty Senate Teaching Award in 2022. His service contributions to the department, university, and professional community are noteworthy. Additionally, his service to the profession is significant, having served as a peer-reviewer for numerous journals and as a book referee for Routledge.



Mohammadhadi Amini
Knight Foundation School of Computing and Information Sciences
College of Engineering and Computing

Dr. Mohammadhadi Amini joined the Knight Foundation School of Computing and Information Sciences (KFCIS) as a tenure-earning Assistant Professor in 2019, after having earned his PhD degree in Electrical and Computer Engineering from Carnegie Mellon University. His research focuses on federated learning, distributed optimization and learning algorithms, and their applications in cyber-physical systems, cybersecurity, transportation networks, and critical infrastructures resilience. Since joining FIU, he has published many journal articles in high-impact journals, numerous peer-reviewed conference papers, two books, four edited books, and received two patents. Notably, he received a “Best Journal Paper Award” from the Springer Nature Operations Research Forum Journal and the “Best Paper Award” at the IEEE Conference on Computational Science & Computational Intelligence. He has been awarded \$3M as a PI on eight grants and is a co-PI on other projects with approximately \$5M in total funding. He teaches complex mathematics and theory at the undergraduate and graduate levels and is an actively engaged mentor, having already graduated four, including two who hold tenure-track Assistant Professor positions. In 2023, he was recognized with FIU’s Faculty Senate Excellence in Teaching Award. He has engaged in significant departmental, college and university service. Professionally, he is a senior member of IEEE and has served as an Associate Editor for several journals in his field. He has also been guest editor for multiple journals and has co-chaired workshops.



Diana Azzam
Department of Environmental Health Sciences
Robert Stempel College of Public Health & Social Work

Dr. Diana Azzam joined FIU in 2016, initially as a Research Assistant Professor with the Herbert Wertheim College of Medicine's Department of Human and Molecular Genetics, after having completed her PhD in Biochemistry & Molecular Biology from the University of Miami in 2012. In 2020, she joined the Department of Environmental Health Sciences (EHS) in the Stempel College, as a tenure-earning Assistant Professor. Her research is focused on Functional Precision Medicine (FPM) to guide treatments for adult and pediatric cancer patients who have exhausted standard of care options. She has published her research in high impact journals, including in the highly prestigious *Nature Medicine* (April 2024). In sponsored research, she has secured over \$8.5 million. She teaches graduate students from different disciplines, including epidemiology, dietetics, social work, and PhD and MPH students in EHS, and is a committed mentor. She has actively engaged in university service as a member of several committees. Professionally, she is Co-founder and Scientific Advisor at First Ascent Biomedical, a board member of the Society for Functional Precision Medicine, and a reviewer for the Department of Defense Congressionally Directed Medical Research Programs (CDMRP) Review Panels, among others. Dr. Azzam has been instrumental in advocating for policy change at the state and congressional levels to increase funding for functional precision medicine. These efforts, and in collaboration with the Live Like Bella Childhood Cancer Foundation, have led to the creation of FIU's Center for Advancing Personalized Cancer Treatments.



Bruk Berhane

**School of Universal Computing, Construction & Engineering Education
College of Engineering and Computing**

Dr. Bruk Berhane earned his PhD in Curriculum and Instruction from the University of Maryland in 2019. He subsequently joined FIU as a tenure-earning Assistant Professor in the School of Universal Computing, Construction, and Engineering Education (SUCCEED) with a joint appointment in the STEM Transformation Institute and a secondary appointment in the Department of Electrical and Computer Engineering. His research focuses on expanding the participation of transfer students and older and/or employed students with family or financial commitments, in the field of engineering. He has published many peer-reviewed journal articles, including in the premier engineering education journal. He has been awarded \$2.4M as a PI, and more than \$30M in funding as co-PI on other projects. He has been invited to serve on three different panels for the National Academies of Science, Engineering and Medicine. He teaches and mentors at the undergraduate and graduate levels and has designed an engineering course for dual enrollment students. He is the Undergraduate Program Director of the Interdisciplinary Engineering program, co-led the A-BET accreditation review, and has been active on several department and college committees. He is a member of the National Academy of Engineering's Practices for Engineering Education and Research (PEER) working group, and the ASEE/NAE task force on engineering student success.



Janki Bhimani
Knight Foundation School of Computing and Information Sciences
College of Engineering and Computing

Dr. Janki Bhimani joined the Knight Foundation School of Computing and Information Sciences (KFSCIS) as a tenure-track Assistant Professor in 2019, having earned her PhD in Computer Engineering from Northeastern University. Her research focuses on computer systems, particularly memory management, storage systems, and computer architecture. Since joining FIU, she has published in high-impact journals, had many papers accepted in highly selective computer science conferences and received two patents. Notably, she received a “Best Paper Award” at HotStorage 2022. She has been awarded \$1.8M as a PI on nine grants, including the prestigious NSF CAREER award, and is a co-PI on other projects with over \$5M in total funding. She is pedagogically innovative in her teaching at the undergraduate and graduate levels and is active in graduate mentorship. She has served on several departmental and college committees. Professionally, she has served as a reviewer for multiple journals and conferences and has served in many roles for top conferences in the field. Dr. Bhimani has been Associate Editor for *ACM TACO Journal*.



Justin Campbell
Department of Biological Sciences
College of Arts, Sciences & Education

Dr. Justin Campbell joined the department of Biological Sciences as an Assistant Professor in 2019, having earned his PhD in Biological Sciences at Florida International University in 2012. A marine ecologist, his research integrates ecosystem ecology, functional ecology and the effects of anthropogenic stressors to study local and global marine systems such as seagrasses and coral reefs. He has published many peer-reviewed articles in high quality journals such as *Journal of Ecology*, *Nature Ecology and Evolution*, and *Ecosystems*. He has received over \$2.6M in grants as PI and co-PI. He teaches undergraduate and graduate ecology and is actively engaged in mentorship at all levels. He has served on several departmental and university committees. Professionally, he is a member of the Coastal Estuarine Research Federation, has served on an NSF review panel and is a reviewer for journals such as *Ecological Monographs*, *Aquatic Botany*, and *Limnology and Oceanography*.



Wim Cosyn
Department of Physics
College of Arts, Sciences & Education

Dr. Wim Cosyn joined the faculty in the Department of Physics as an Assistant Professor in 2019, having earned his PhD in Physics from Ghent University, Belgium in 2009. His research is in theoretical nuclear physics and hadronic physics where he studies the role and structure of the strong nuclear interaction in high energy electron scattering reactions of light nuclei, that can be measured at renowned facilities including the Jefferson Lab in Virginia and the future Electron Ion Collider (EIC) at Brookhaven National Lab in New York. Since joining FIU, he has published many peer-reviewed journal articles, including in top journals in his field such as *Progress and Particle in Nuclear Physics* and *Physical Review D*. He has been awarded over \$2M as PI. He has actively contributed to undergraduate education and is dedicated to the development of students as physicists, and he is an engaged graduate mentor. He has served on several departmental committees, including as faculty advisor for the Sigma Pi Sigma student chapter. Professionally, he serves as a reviewer and panelist for NSF and DOE, has served as co-chair of multiple electron-ion collider working groups, and is a member of the American Physical Society National Nuclear Physics Summer School committee, is a member-at-large of the Jefferson Lab User Organization Board of Directors and has served as a reviewer for several professional journals.



Lauryn DeGreeff-Silk
Department of Chemistry and Biochemistry
College of Arts, Sciences & Education

Dr. Lauren DeGreeff-Silk earned her PhD in Chemistry from Florida International University (FIU) in 2010. She joined the faculty in the Department of Chemistry and Biochemistry in 2021 as an Associate Professor with two years' credit towards tenure. Her research in Forensic Chemistry focuses on vapor analysis related to canine and instrumental detection, trace vapor sampling, characterization, and generation. She has published many papers, including in high impact analytical chemistry and forensic science journals, has published six book chapters and has four patents, one of which she obtained while at FIU. She has secured nearly \$3M in grant funding from agencies. She teaches Forensic Chemistry at the undergraduate and graduate levels and is actively engaged in graduate student mentorship. She has served on multiple departmental committees. Professionally, she serves on two subcommittees for NIST and is a member of the American Academy of Forensic Science (AAFS) Academic Standard Board. Dr. DeGreeff-Silk organized the inaugural Detection and Olfaction Science Conference at FIU which showcased 52 speakers and had 207 attendees. She is a member of the editorial board of *Forensic Chemistry*, has served as an external reviewer for several national and international organizations, and has refereed a significant number of papers.



Nathalie Desrayaud
School of Communication
College of Communication, Architecture + The Arts

Dr. Nathalie Desrayaud completed her PhD in Communication Studies at Purdue University in 2013, subsequently joining the faculty in the Department of Communication Arts as a Visiting Instructor. She was appointed as a tenure-earning Assistant Professor in 2016. Her research is in conflict and organizational studies, with specific emphasis on perceptions and interpretations of conflict, especially in multi-modal organizational contexts. Since joining FIU, she has published several peer-reviewed journal articles and had many refereed conference paper presentations accepted in highly recognized venues in her field. She uses engaging pedagogies to facilitate learning, such as implementing group-based learning to foster a sense of community in her undergraduate courses. She was the founder and Chair of the School of Communication Research Committee which includes a colloquium series that supports faculty and student research, as well as the CARTA curriculum committee, and was the CARTA representative to the University Curriculum Committee. Professionally, she served as the Chair of the National Communication Association's Peace and Conflict Division (2018-2019) and is a peer reviewer for *The Journal of Conflict Management* and other well-respected journals.



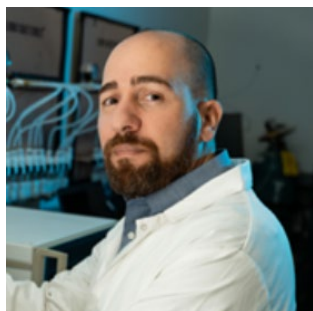
Darryl Dickerson
Department of Mechanical and Materials Engineering
College of Engineering and Computing

Dr. Darryl Dickerson joined the department of Mechanical and Materials Engineering as a tenure-earning Assistant Professor in 2019, having earned his PhD in Biomedical Engineering from Purdue University. His research resulted in his founding of *Advanced Regenerative Technologies* which translates his academic benchtop work to clinical practice, and led to the creation of BioEnthesis, a rotator cuff tendon enthesis repair product, currently in clinical use. His research is in the area of mechanobiology and biomanufacturing for personalized tissue engineering to understand cellular cues and develop manufacturing techniques to create functional tissue. He also conducts research in engineering education and student learning. He has published several peer-reviewed journal publications, conference papers, and a book chapter, and he has received three patents. He has been awarded \$2.4M as a PI and as co-PI on other projects with more than \$5M in total funding. He has actively contributed to undergraduate and graduate education and is an engaged graduate mentor. He has served on several departmental and college committees. For the profession, he served with the *Journal of Biomechanical Engineering*, serves on the Editorial Advisory Board for *Advanced Biology*, and has been guest editor for the *Journal of Biomedical Engineering*. He has held leadership roles in various national organizations.



Walter D 'Lima
Tibor and Sheila Hollo School of Real Estate
College of Business

Dr. Walter D'Lima earned his PhD in Business Administration in 2016 from the Pennsylvania State University. He joined the faculty in the Hollo School of Real Estate in 2021 as a tenure-track Assistant Professor. His research involves the study of market frictions in relation to commercial real estate, information asymmetry, transaction costs, institutional investment, and housing and urban economics. He has published several articles all in Elite/ A* journals in the field of real estate. In the latest Journal of Real Estate Literature rankings of research productivity, he places in the top 25 of authors from a pool of more than 1000 authors in terms of publications appearing in highly selective real estate journals over the last five years. He is the recipient of the AsRES-GCREC & AREUEA International Real Estate Joint Conference "Best Paper Award" (2024). He teaches graduate courses in real estate principles, real estate capital markets and real estate investment analysis and provides career guidance and mentorship to his students. He has served on several departmental and college committees. For the profession, he has participated in planning and reviewing papers for national conferences, is on the editorial board of *Journal of Real Estate Research* and serves as an ad hoc reviewer for the *Journal of Housing Economics*, *Journal of Real Estate Finance and Economics*, and *Management Science*, among others.



Bilal El-Zahab
Department of Mechanical and Materials Engineering
College of Engineering and Computing

Dr. Bilal El-Zahab completed his PhD in Chemical Engineering from University of Akron in 2009. He first joined the department of Mechanical and Material Engineering as a tenure-track Assistant Professor in 2012 and was subsequently appointed to a non-tenure track line as an Associate Research Professor in the department of Electrical and Computer Engineering in 2019, after leaving FIU for a brief stint to serve as a Chairperson at Miami Dade College. He rejoined MME as a tenure-earning Associate Professor in 2021. His research focuses on electrochemical energy storage, with an emphasis on unlocking the potential of next-generation battery technologies beyond lithium-ion. He has published numerous journal papers in high impact venues. He has secured over \$5.5 million in external funding as PI, a significant portion of which comes from a \$4 million grant awarded by Lion Battery Technologies, Inc., which has resulted in Lion Battery Technologies having licensed five of his issued patents and optioning 10 of his pending patents. He teaches courses in energy systems and thermodynamics at the graduate and undergraduate levels, and he is actively engaged in graduate mentorship. He currently serves as the department's Graduate Program Director and has served the department and college in several other capacities. Professionally, he is an active member of the Electrochemical Society, has served on the Board of Directors for Lion Battery Technologies since 2022, and was elected as a Senior Member of the National Academy of Inventors in 2022.



Sebastian Garcia Dastugue
Department of Marketing and Logistics
College of Business

Dr. Sebastian Garcia Dastugue joined the faculty in the Department of Marketing and Logistics in 2019 as a tenure-earning Assistant Professor. He completed his PhD at the Ohio State University in Business Administration in 2003. His research focuses on how technology innovations impact supply chain management, especially in terms of disruptions, and he analyses effective assessment and communication about disruptions, from the supply chain professionals' perspective. He has published several articles in journals classified as Elite or A* which appear on the logistics area journal list, including *Journal of Business Logistics*, *Journal of Supply Chain Management*, and *International Journal of Logistics Management*. He teaches Supply Chain Management in the MS in Logistics/Supply Chain program, is a founding member of the faculty working group in esports marketing, and he is an engaged graduate student mentor. He has served on several departmental, college, and university committees. Professionally, he has been a member of the editorial board of the *Journal of Business Logistics* and currently serves as its Senior Editor. He is on the editorial review boards for the *Journal of Supply Chain Management* and *International Journal of Logistics Management* and regularly reviews for other prestigious journals.



Tiberio Garza
Department of Counseling, Recreation and School Psychology
College of Arts, Sciences & Education

Dr. Tiberio Garza earned a PhD in Educational Psychology at Texas A&M University in 2015. He joined FIU's Department of Counseling, Recreation and School Psychology in 2022 as a tenure-earning Assistant Professor, with three years' tenure credit. His research focuses on K-20 education and investigates factors related to improving learning outcomes and providing methodological expertise in advanced quantitative methods, mixed-methods, and program evaluation. He has published many peer-reviewed journals, including in high-impact venues, published book chapters, and numerous government reports. He has received \$5.2M in support, in the evaluator role, from agencies such as the National Science Foundation (NSF) and the U.S. Department of Education. In 2020, he received the McGraw-Hill Distinguished Scholar Award at the Conference on Academic Research in Education (CARE). He has made a positive impact on student success having taught several unique graduate courses and he has been very active in mentoring graduate students. He helped establish and now serves as the Director of the Evaluation Research Lab in SEHD and he was a 2023 StartUP FIU GSK Innovation Challenge faculty mentor. Professionally, he serves as an Associate Editor for the *Journal of International Students*, is an editorial board member for *Interdisciplinary Education and Psychology* and serves as a reviewer for several international and national journals and conferences.



Paulo Gomes
Department of Information Systems and Business Analytics
College of Business

Dr. Paulo Gomes joined the faculty in the Department of Information Systems and Business Analytics (ISBA) in 2017 as a tenure-track Assistant Professor, having earned his PhD from Boston University in Technology and Operations Management in 2003. His research focuses on sustainable supply chain management, healthcare operations, and product innovation, with emphasis on data-driven empirical research methods and techniques. He has published several articles, including in journals classified by FIU COB as A* including *Decision Support Systems*, *Journal of Business Research*, and *International Journal of Production Economics*. He teaches courses in the Healthcare MBA, Professional MBA, and the Master of International Business (MIB). He has mentored numerous undergraduate students. He has served on several faculty committees, participated in the curriculum design of the MBA in Healthcare, and coached student teams for competitions such as the South Florida American College of Healthcare Executives case competition and the AIS 2019 Analytics Challenge Competition. Professionally, he has served as special guest editor for one journal and a reviewer for other journals, including *Decision Sciences*, *International Journal of Production Economics*, *Journal of Operations Research Society*, among others. He was awarded the Healthcare MBA Service Award in 2019 and then again in 2023.



Carlos Grenier
Department of Religious Studies
Steven J. Green School of International & Public Affairs

Dr. Carlos Grenier joined the Department of Religious Studies as a tenure-earning Assistant Professor in 2019, having earned his PhD in History from the University of Chicago in 2017. Her research focuses on the intellectual and social history of the early Ottoman Empire and that of its neighbors. His scholarly monograph, published in 2021 by Edinburgh University Press investigates a family of writers of popular religious literature from the fifteenth-century Ottoman borderlands. He has also published several peer-reviewed journal articles and book chapters in top journals in the field. He is the recipient of a State of Florida Historic Preservation Matching Grant from the National Park Service. He teaches core departmental and advanced courses, leads the team-taught required course in the MA program, and has been a member of numerous MA committees. He has been a member of several departmental, college and university committees and is an active member of the Jaffer Center for Muslim World Studies and was appointed Director of the program for the Study of Spirituality.



Leonel Lagos
Department of Moss Department of Construction Management
College of Engineering and Computing

Dr. Leonel Lagos earned his PhD in Civil Engineering from Florida International University in 2007. He joined FIU's Applied Research Center (ARC) in 1993 as a Graduate Research Assistant, rising through the ranks to his current roles as Director of Research, and Director of FIU's Science & Technology Workforce Development Initiative (DOE Fellows Program). He joined the Moss Department of Construction Management (MDCM) as a tenure-earning Associate Professor in 2022, with three years tenure credit. He holds a joint appointment with Civil and Environmental Engineering. His research focuses on robotics, environmental remediation, and artificial intelligence. He has published numerous journal articles in high impact journals and many peer-reviewed conference papers. He has been awarded \$10.1M as a PI and nearly \$20M overall, including grants for which he serves as Co-PI. He incorporates emerging technologies into his undergraduate and graduate courses, such as LiDAR technology, reality capture, and robotics, recently developing four courses for the Master's in Nuclear Decommissioning and Environmental Remediation (MINDER) program, which involves a consortium with colleagues in Portugal, Norway, Belgium and Brazil. He is actively engaged in graduate student mentorship. He has served on numerous committees and is actively involved in workshops and international collaborations, such as the Korea Nuclear International Cooperation Foundation. As the Director of Research at FIU's Applied Research Center (ARC), he played a crucial role in establishing the Technology Innovation Hub: Applied Robotics and Artificial Intelligence.



Jae Hoon Lee
Department of Marketing and Logistics
College of Business

Dr. Jae Hoon Lee completed his PhD at the University of Texas at San Antonio in 2011. He joined the faculty in the Department of Marketing and Logistics in 2019 as a tenure-earning Assistant Professor. His research is aimed at understanding the motivational aspects of symbolic and giving behavior and the cognitive processes underlying these behaviors. Since joining FIU, he has published numerous articles, 5 of them in A* or Elite journals on the Marketing department or other College of Business journal lists, including in the *Journal of Consumer Psychology*, *Journal of Consumer Research*, *Journal of Business Research*, and the *European Journal of Marketing*. He has received several research awards designating his as the “Best Conference Paper” at seven competitive conferences in his field. He was a CIBER grant recipient in 2022. He teaches Consumer Behavior at the undergraduate and graduate levels and has been an active graduate student mentor. He has served on many departmental committees, including as chair of the department’s PhD Committee since 2021, aligning practices with university policies and revising the program manual and curriculum. In recognition of his service, Dr. Lee received the UGS Excellence Award as an Outstanding Graduate Program Director (2023) and the FIU Excellence in Service Award (2022). For the profession, he has served as an editorial board member of the *International Journal of Consumer Studies* and as co-editor of *Asia Marketing Journal*. He has also reviewed for other journals and conferences.



Zachary Levenson
Department of Global & Sociocultural Studies
Steven J. Green School of International & Public Affairs

Dr. Zachary Levenson earned his PhD in Sociology from the University of California at Berkeley in 2018. He joined the Department of Global and Sociocultural Studies as an Assistant Professor in 2023. His research focuses on urban housing issues in post-apartheid South Africa, examining the dynamic interaction of community organization and state policy in determining access to housing in informal settlements. He has authored one monograph, one co-edited collection, several peer-reviewed journal articles, including in *Urban Studies*, *Journal of Agrarian Change* and *Contexts*. His book was published by Oxford University Press in 2023, and has earned prestigious accolades, including the 2023 Robert Park Award from the Community and Urban Section of the American Sociological Association (ASA). This is the highest book award in Urban Sociology. He is also the recipient of the ASA's Political Economy of the World-System Distinguished Article award (2024). He teaches at the undergraduate and graduate levels and is actively engaged in graduate student mentorship. He serves as the faculty advisor to Alpha Kappa Delta, the sociology honor society, and is a member of other departmental committees. Professionally, he has held various positions including serving on eight ASA award committees. He is currently deputy editor of *City and Community*, and on the editorial boards of *Critical Sociology* and *South African Sociological Review*.



Catherine Mas
Department of History
Steven J. Green School of International & Public Affairs

Dr. Catherine Mas earned her PhD from Yale University's Program in the History of Science and Medicine in 2019, subsequently joining the Department of History as a tenure-earning Assistant Professor. Her research focuses on science, medicine, and society and modern American transnational history. Since joining FIU, she has published one book, two peer-reviewed articles, and several book chapters in an edited book volume. Her recent book, *Culture in the Clinic: Miami and the Making of Modern Medicine* (UNC Press, 2022), examines the history of health and healing in Miami alongside the rise of medical anthropology. She is the recipient of three of the most competitive national fellowships in the academic profession: the American Council of Learned Society (2024-2025), the National Endowment of the Humanities (2025-2026), and the Institute for Advanced Study fellowship (2024-2025). She teaches one of the department's most popular courses that fulfills several university graduation requirements across different majors, as well as undergraduate and graduate courses such as the required seminar HIS 6049 Historical Methods. She is actively engaged in graduate student mentorship. She serves on numerous departmental and college committees and collaborates with the Latin American and Caribbean Center (LAAC), the Cuban Research Institute, the Wolfsonian Public Humanities Lab, and she serves on the Scholarly Advisory Committee of CasaCuba. Professionally, she has been a reviewer for the journals, *Bulletin of the History of Medicine* and *Medical Anthropology*, and for Rutgers University Press. She is an active member of the American Association for the History of Medicine, currently serving as Chair of one of its subcommittees.



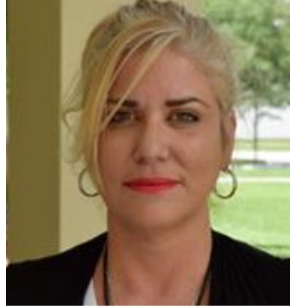
Dwayne McDaniel
Department of Mechanical and Materials Engineering
College of Engineering and Computing

Dr. Dwayne McDaniel earned his PhD in Engineering Mechanics from the University of Florida in 2000. His career at FIU began in 2006, when he was appointed as a Research Scientist to the Applied Research Center (ARC), during which time he worked on a variety of multidisciplinary projects. He joined the department of Mechanical and Materials Engineering as a tenure-earning Associate Professor in 2019. His research is in Engineering Mechanics, with specific emphasis on robotics, structural health monitoring and experimental and computational fluid mechanics. He has published many journal articles and published peer-reviewed conference proceedings, three of which have received special recognition. He has three awarded patents. He has \$2.45M as a PI and is a Co-PI on a \$20M, five-year DOE Cooperative Agreement. He teaches dynamics and robotics at both the undergraduate and graduate levels and is actively engaged in graduate mentorship. He has served his department extensively as both the Co-Graduate Program Director 2019-2023 and Graduate Program Director from 2023-2024, assisting approximately 110 graduate students, and ensuring that departmental accreditation standards were met. For the profession, Dr. McDaniel served the ASME Crawler/Ground Robotics for Inspection Committee and as a reviewer for 12 academic journals.



Ananda Mondal
Knight Foundation School of Computing and Information Sciences
College of Engineering and Computing

Dr. Ananda Mondal joined the Knight Foundation School of Computing and Information Sciences (KFSCIS) as a tenure-earning Assistant Professor in 2018, having earned his PhD in Computer Science and Engineering in 2011, from the University of South Carolina. His research is centered on the intersection of computational biology, health informatics, and artificial intelligence, with particular interest in algorithmic cancer biology, explainable machine learning, and precision medicine. Since joining FIU, he has published several journal articles in high-impact journals and many peer-reviewed conference papers. He has been awarded \$500K as a PI on four grants and is a co-PI on other projects with approximately \$2.5M in total funding. He teaches courses in data, algorithms and machine learning at the undergraduate and graduate levels and he is actively engaged in mentoring graduate and undergraduate students. He has been engaged in departmental service, including coordinating the KFSCIS Seminar Series. Professionally, he served as a guest editor for *PLOS Computational Biology* journal, has been Proceedings Chair for the ACM Conference on Bioinformatics, Computational Biology, and Health Informatics, and was Workshop Chair for the IEEE International Conference on Bioinformatics and Biomedicine. Additionally, he has served on the Technical Program Committee for several conferences and workshops.



Marina Pareja
Department of Theatre
College of Communication, Architecture + The Arts

Professor Marina Pareja holds an MFA in Theater Production and Design from Queen Margaret University, Edinburgh, UK, which she earned in 2004. She first joined the Theater department at FIU as Costume Shop Manager (2004-2014) and held an Instructor appointment from 2010-2014. She was appointed to a tenure-track Assistant Professor position in Theater Design in the Department of Theater in 2019. Her primary area of expertise is in both costume design and costume technology, with additional experience in a range of artistic areas, from directing to crafts. She has many professional shows, including 13 FIU Theatre productions. Her research has been published and presented at highly competitive and prestigious venues. She is the recipient of the Carbonell Award in Design (2020) and the Silver Palm Award for Excellence in Design (2019) as well as 6 Kennedy Center American College Theater Festival (KCACTF) awards for her creative work for FIU Theatre. Her undergraduate courses are in the areas of costume history, design, and techniques, as well as laboratory classes, and she is a highly engaged and effective undergraduate student mentor. She has served on various departmental committees, including as Artistic Director of both the Alternative Summer Theatre and FIU Theatre. She has been active in Miami Arts and in numerous professional organizations and has organized multiple costume installations and displays for events at the Green Library and the Frost Museum.



Ryan Pontier
Department of Teaching and Learning
College of Arts, Sciences & Education

Dr. Ryan Pointier earned a PhD in Language and Literacy Learning in Multilingual Settings from the University of Miami in 2014. He joined FIU's Department of Teaching and Learning as a Visiting Assistant Professor of Bilingual Education and Teaching English to Speakers of Other Languages (TESOL) in January 2018. He was appointed to a tenure-earning Assistant Professor position in the department in 2020. His research focuses on instructional techniques that support multilingual students, language belief-systems among educators, and the connections between the two. He has published many articles in top-tier academic journals in the field, has given numerous conference presentations invited lectures, and he has published three book chapters. He has received \$5.1M in grants (serving as PI or co-PI) from various agencies. He uses translanguaging as a pedagogical approach to support student learning at both the undergraduate and graduate levels, and he is an actively engaged graduate student mentor. He has led curricular changes, provided support for the TESOL graduate programs and served on many departmental committees. He has served on committees with Miami-Dade Public Schools and the Greater Miami Chamber of Commerce. Professionally, he has held several leadership positions, including as the President of the Florida Association for Bilingual Education (FABE). He has been a reviewer for various publications, including *International Journal of Bilingual Education and Bilingualism*, *Educational Linguistics*, *The Modern Language Journal*, among others.



Markondeyaraj Pulugurtha
Department of Biomedical Engineering
College of Engineering and Computing

Dr. Markondeyaraj Pulugurtha earned his PhD in Materials Science and Engineering from Rutgers University in 1999. He joined the department of Biomedical Engineering (BME) as a tenure-earning Associate Professor in 2018, with a dual appointment in Electrical and Computer Engineering (ECE). His research centers on advancing 3D and flexible electronic packaging to enable the integration of diverse systems with passive components and telemetry. He has published numerous journal articles, many conference papers and received five patents. He has been awarded \$2.4M as a PI and is a co-PI on other projects with more than \$6M in total funding. He is the recipient of the best-paper award at IEEE Electronic Design and Packaging of Systems (EDAPS 2023). He teaches multiple courses in the departments of BME and ECE at the undergraduate and graduate levels and is engaged in graduate student mentorship. He has served as chair of the PhD qualifying committee, reactivated the BME Industry Advisory Boards, and has organized industry seminars and events to foster networking between industry partners, students and faculty. For the profession, he has served on several NSF panels and currently serves as the Vice Chair of the IEEE Miami Section. From 2020-2022, he was an IEEE distinguished lecturer and is currently the Associate Editor of *IEEE Transactions on the Components, Packaging and Manufacturing Technologies* and *IEEE Nanotechnology Magazine*. He has served as conference track/session chair multiple times and on the organizing committee of the IEEE Nanotechnology Materials and Device Conference.



Shabnam Rezapour Behnagh
Enterprise and Logistics Engineering Program
College of Engineering and Computing

Dr. Shabnam Rezapour joined the Enterprise and Logistics Program as a tenure-earning Assistant Professor in 2017, having earned her PhD from the University of Oklahoma in Industrial Engineering that same year. Her research is in Industrial and Systems Engineering with a focus on both traditional and emerging Operations Management (OM) domains, including operations research (OR), statistical inference, supply chain management, scheduling, and facility planning. She has published many journal articles in high-ranked venues, several peer-reviewed conference papers, and 1 edited book. She has been awarded \$500K as a PI, including having secured a recent \$275K collaborative NSF award with UF, and she is a co-PI on other projects, with an additional \$600K in total funding. She has taught a variety of undergraduate and graduate courses and is engaged in graduate student and postdoctoral mentorship. She has been engaged in departmental and university service, having served on several committees. Professionally, she has served on NSF review panels and is an active reviewer for numerous journals including the *International Journal of Production Economics*, *Journal of Management Science*, *Expert Systems with Applications*, and *European Journal of Operational Research*, among others.



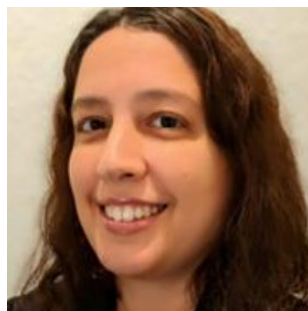
Thomas Scicluna
Department of Art + Art History
College of Communication, Architecture + The Arts

Professor Thomas Scicluna holds an MFA in Fine and Studio Arts from the University of Miami, which he earned in 2002. He joined the department of Art + Art History in 2019, as a tenure-track Assistant Professor of Sculpture. A sculpture by training, he utilizes found objects and industrial materials in his work to reflect on themes of urban infrastructure and the environment, frequently repurposing neglected or discarded items—like construction waste, billboard vinyl, and stormwater pumps and transforming them into sculptural installations. He has produced several invited/curated solo gallery exhibitions and two and three-person exhibitions and projects at various venues, produced numerous invited/curated/juried group shows and given many lectures and presentations. He has several invited/juried public projects and commissions and individual studio visits, artist residencies and professional fellowships and awards. He has received external and internal recognition and support for his creative work, including grant funding for 29 research/creative projects totaling over \$125,000. He is an effective and engaging teacher who fosters a collaborative learning environment and actively mentors MFA candidates and BFA majors. He has been instrumental in enhancing facilities, implementing safety protocols, securing critical upgrades, and leading safety training initiatives, in addition to serving on several departmental committees.



Stephen Secules
School of Universal Computing, Construction & Engineering Education
College of Engineering and Computing

Dr. Stephen Secules joined FIU in 2019 as an Assistant Professor in SUCCEED with a joint appointment in the STEM Transformation Institute, having earned his PhD in Curriculum and Instruction from the University of Maryland in 2017. He holds a secondary appointment in the department of Mechanical and Materials Engineering. His research focuses on expanding student participation and success in pursuing engineering through researching the interplay between learning contexts, structures governing positionality, norms, values and heritage, and qualitative research methodologies. He has published several peer-reviewed journal articles and peer-reviewed book chapters, and numerous peer-reviewed conference papers. He has been awarded \$1.4M as a PI and more than \$5M as co-PI. He is the recipient of the American Society for Engineering Education (ASEE) conference Education Research and Methods (ERM) Division Apprentice Faculty Grant (AFG), which is awarded annually to three scholars across the country. He teaches at the undergraduate and graduate levels, has helped establish two separate degree programs, and he is an actively engaged graduate mentor. He was awarded the prestigious Faculty Senate Award for Excellence in Teaching in 2023. He served as Graduate Program Director of the Engineering Education PhD program, and he has served on various committees. Professionally, he serves as Assistant Editor for the *Journal of Engineering Education*, as a reviewer for many engineering education journals and funding agencies, and has been elected officer for two different divisions of the American Society for Engineering Education.



Natalia Soares Quinete
Department of Chemistry and Biochemistry
College of Arts, Sciences & Education

Dr. Natalia Soares Quinete earned her PhD in Analytical Chemistry from the Pontifical Catholic University of Rio de Janeiro, Brazil, in 2010. She joined the faculty in the Department of Chemistry and Biochemistry in 2020 as a tenure-track Assistant Professor. Her research focuses on environmental and human health risks of emerging contaminants, such as poly- and perfluoroalkyl substances (PFAS) and phthalates, the development of novel analytical mass spectrometry approaches, and biomonitoring and bioindicators of exposure. She has published numerous peer-reviewed articles, including in high-impact journals in her field. She has secured over \$2.4M as PI from several agencies and a \$1.2M grant from the Environmental Protection Agency (EPA) to develop a screening methodology for soil and dust ingestion rates in children. She teaches at the undergraduate and graduate levels, using a variety of active learning tools and she is actively engaged in graduate mentorship. In 2024, she was awarded the UGS Excellence Award for Mentorship of Graduate Students. She has served on multiple departmental committees and is the coordinator of the graduate Environmental Track. Professionally, she has chaired the Publications and Journal Outreach committee for the Best Practices for Non-Targeted Analysis group and is a member of the steering committee for the Society of Environmental Toxicology and Chemistry (SETAC) North America-Chemistry Interest Group. She has been Executive Editor for *Desalination and Water Treatment*, Associate Editor for *Marine Pollution Assessments and Solutions*, Review Editor for *Frontiers in Analytical Chemistry*, and editorial member for *Science of Total Environment*, *Environmental Toxicology and Chemistry*, and *Toxicology Reports*.



Himanshu Upadhyay
Department of Electrical and Computer Engineering
College of Engineering and Computing

Dr. Himanshu Upadhyay earned his PhD in Business Administration from Veer Bahadur Singh Purvanchal University, India in 2014. He joined the department of Electrical and Computer Engineering as a tenure-earning Associate Professor in 2019. His research focuses on artificial intelligence, machine learning, cybersecurity, deep learning, quantum machine learning and big data. He has published several journal articles and numerous conference papers in peer-reviewed venues, one book, and 17 book chapters. He has secured over \$3M in external research funding as PI and \$11M as Co-PI. In 2023, he received the ASME Award for the Best Oral/Paper Presentation at the Waste Management Symposia. He teaches courses in AI, machine learning and cybersecurity at the undergraduate and graduate levels and is actively engaged in graduate mentorship. He helped establish FIU's AI and Cyber Center of Excellence, developing new curricula, recruiting and mentoring students, and leading a certification program. He has participated in several university committees and has organized professional workshops.



Minho Wang
Department of Finance
College of Business

Dr. Minho Wang joined the Department of Finance in 2018, directly after having completed his PhD in Management, with an emphasis in Finance from Georgia Institute of Technology. He holds an MBA from the Kellogg School of Management at Northwestern University, which he completed in 2009. Dr. Wang's research focuses on empirical asset pricing and international finance; more specifically, he analyzes how extreme changes in asset prices, affect asset pricing in foreign exchange markets, cryptocurrency markets, equity markets, and bond markets. Since joining FIU, Dr. Wang has published several papers, all in journals rated A* in the college list of journals. Of note, four of his papers were selected as semifinalists for the best paper awards at national conferences. He teaches finance and finance management courses at the undergraduate and graduate levels. He participates in several departmental activities, including as a regular participant of the department's seminar series. Professionally, he has served as a reviewer for various journals, including *Finance Research Letters*, *Journal of Banking and Finance*, and *Asia-Pacific Journal of Financial Studies*. In addition, he served as a survey committee member for the QS World University Ranking by Quacquarelli Symonds in 2023 and 2024.



June 12, 2025

Subject: Tenure as a Condition of Employment Nominations

Proposed Action:

Florida International University Board of Trustees approval of two (2) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to 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.

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

Supporting Documentation: Tenure as a Condition of Employment Nominee:

- Overview
- Biographies
- Curricula Vitae

Facilitator/Presenter: Elizabeth M. Bejar

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Florida International University
Tenure as a Condition of Employment Nominations - June 2025

	Last Name	Name	College	Department	Proposed Rank
1	Castro-Olivo	Sara	College of Arts, Sciences & Education	Counseling, Recreation, and School Psychology	Associate Professor
2	Deroo	Matthew	College of Arts, Sciences & Education	Teaching and Learning	Associate Professor

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Sara Castro-Olivo



**Tenure as a Condition of Employment
Department of Counseling, Recreation, and School Psychology
School of Education and Human Development
College of Arts, Sciences & Education**

Dr. Castro-Olivo earned her PhD in School Psychology from the University of Oregon in 2007. She has held various academic appointments, most recently as a tenured Associate Professor of School Psychology at Texas A&M University, College Station (2016-present). Her research focuses on creating and validating contextually responsive interventions that address the social-emotional and academic needs of English Learners, immigrant families, and their children. She has published numerous peer-reviewed articles, appearing in top journals in the School Psychology field, published eleven edited book chapters, and six assessment tools. She has secured over \$4 million in sponsored research funding. In 2023, she was named a catalyst scholar by the Society for the Study of School Psychology. She brings extensive experience in teaching graduate-level courses relevant to the field of School Psychology and is a committed and engaged graduate student mentor, having successfully chaired or co-chaired 13 dissertations and currently chairing 16 additional doctoral student committees. She has served on numerous university committees. Professionally, she has served as guest editor for *Contemporary School Psychology* and *Educational and Psychological Consultation* and sits on the editorial boards of the *Journal of School Psychology* and *The Contemporary School Psychology Journal*. She is also an ad-hoc reviewer for multiple journals and has been invited to review academic books and assessment tools for PAR Inc. and Jeff Roth.

Matthew Deroo



**Tenure as a Condition of Employment
Department of Teaching & Learning
School of Education and Human Development
College of Arts, Sciences & Education**

Dr. Matthew Deroo earned his PhD in Curriculum, Instruction and Teacher Education with a specialization in English Language Learner Education from Michigan State University in 2018, after which he joined the University of Miami as a tenure-earning Assistant Professor. He received tenure and was promoted to the Associate Professor rank in 2024. His research focuses on bilingualism, educational development and research methodology. He has published numerous peer-reviewed journal articles in top journals, as well as nine (9) book chapters. He teaches a wide array of courses across the undergraduate and graduate teaching and learning curricula and is an engaged graduate student mentor. He has served on departmental, college and university committees and has an extensive record of service to his profession, including as Writing and Literacies SIG-AERA Awards Chair (2021-Present). He has served as a reviewer for 13 different journals in his profession, including *TESOL Journal*, *Journal of Curriculum Studies*, and *Journal of Language and Literacy Education*, and as a reviewer for numerous professional conferences.

SARA CASTRO-OLIVO, Ph.D., NCSP, LSSP

Curriculum Vitae

Department of Educational Psychology
College of Education and Human Development

Texas A&M University

Google Scholar profile: [https://scholar.google.com/citations?user=nOsaDpsAAAAJ&hl=en&oi=aoi-10 index=22](https://scholar.google.com/citations?user=nOsaDpsAAAAJ&hl=en&oi=aoi-10%20index=22)

EDUCATION

- | | | | |
|-------|------|------------------------|--|
| Ph.D. | 2007 | University of Oregon | <i>School Psychology*</i>
Dissertation Title: "Effects of a Social-Emotional Learning Curriculum on the Social-Emotional and Academic Outcomes of Latino Immigrant High School Students."
Chair: Kenneth W. Merrell |
| M.S. | 2005 | University of Oregon | <i>Special Education</i> |
| B.A. | 2002 | Cal State, Bakersfield | <i>Psychology</i> , Minor in Public Administration
Honors: Outstanding Graduating Senior in Psychology |

*APA accredited program

CREDENTIALS

Nationally Certified School Psychologist (NCSP) – #
Licensed Specialist in School Psychology (LSSP-Texas)- #

ACADEMIC LANGUAGES

English and Spanish (Native Speaker)

ACADEMIC POSITIONS

- | | |
|--------------|--|
| 2016-present | Associate Professor, School Psychology Program, Texas A&M University, College Station, TX (tenured) |
| 2014-2016 | Associate Professor and Director of Masters of Art in Counseling Psychology Program, Texas A & M International University, Laredo, TX (tenured) |
| 2008- 2014 | Assistant Professor at University of California, Riverside
Graduate School of Education, School Psychology Program, Riverside, CA |
| 2007-2008 | Visiting Assistant Professor at Our Lady of the Lake University, San Antonio, TX |

PROFESSIONAL POSITIONS

2006-2007	Predoctoral Intern at Dallas Independent School District- Dallas TX- APPIC approved internship site. Supervisor- Susan Munoz, PhD, LP
2005-2006	Part-time School Psychologist for Lane County Educational Services, Eugene, OR
2005-2006	Bilingual Consultant for Oregon Reading First, University of Oregon, Eugene, OR, Supervisor: Scott Baker, PhD
2004-2005	Social Skills Trainer for Girls in Foster Care -Oregon Social Learning Center, Eugene, OR. Supervisor: Lana Smith, PhD, LP
2003-2006	Bilingual Parent Trainer for LYFE Project at Oregon Social Learning Center, Eugene, OR. Supervisor: Charles Martinez, PhD, LP
2002- 2002	Bilingual Community Health Educator, American Lung Association, Bakersfield, CA

PUBLICATIONS

Bold names denotes graduate student co-author; ^ denotes introduction to special issue; ♦ denotes authors in alphabetical order indicating equal contributions; ** denotes corresponding author for graduate student.

Articles In Progress

Furrer, J. Castro-Olivo, S., **Mata, C.** (In Progress). Social-emotional and academic strengths and needs of Latine adolescents students with limited or interrupted formal education.

Terrazas, E., Garcia, E., Castro-Olivo, S., McCormick, A., Terrazas, A., Perez, R., Alonzo, D., Morales K. (In Progress). Supervising Latinx bilingual counseling and psychological service providers: Experiences of Latinx bilingual and non-Latinx monolingual supervisors.

Castro-Olivo, S., **Widales,-Benitez, d'Abreu, A., Altamira, W.,** Rivera, H., (In Progress). Acculturative Stress and Educational Aspirations of Latino ELs: Implications for School-Based Interventions.

Articles Under Review

Terrazas-Carrillo, E., Garcia, E., Castro-Olivo, S., Morales, K., Alonzo, D., Gonzalez, S., Sandel E. (submitted). The experiences of Latinx bilingual masters-level students earning an English-Spanish Bilingual Counseling Certification.

Castro-Olivo, S., d'Abreu, A., Rivera, H., Meng, H., (submitted). Validation of the coping with acculturative stress in American schools-Acculturation with a Syrian Refugee Sample.

Publications

23. **Olsen, S., Arevalo, I., Altamira, W., Pinales, S., & Castro-Olivo, S.****, (In Press). Training considerations for school psychologists and educational diagnosticians in bilingual psychoeducational assessment. *School Psychology Training and Pedagogy*.
22. **Castro-Olivo, S. Witcher, K., Rivera, H. Altamira, W.** (2023). A systematic review of the effects of mentoring programs in English Learners. *Journal of Contemporary School Psychology*.
21. **Skoog-Hoffman, A., Coleman, B., Nwafor, E., Lozada, F., Castro-Olivo, S., & Jagers, R.** (2023). Building authentic school-family partnerships through the lens of social and emotional learning. *CASEL SEL Innovations Series*.
20. **Castro-Olivo, S. Ura, S. , & d'Abrue, A.** (2022). The effects of a culturally adapted SEL program on Latino ELL students' SEL competencies. *Journal of Applied School Psychology*. doi:[10.1080/15377903.2021.1998278](https://doi.org/10.1080/15377903.2021.1998278) . (2020 JCR Impact Factor=1.6)
19. **D'Abreu, A., & Castro-Olivo, S., Ura, S. & Furrer, J.** (2021). "Hope for the future: A qualitative analysis of the resettlement experience of Syrian refugee adolescents and parents" *School Psychology International*, 42(2), 132-156. doi: 10.1177%2F0143034320983595. (2020 JCR Impact Factor= 3.0).
18. **Rivera, H., He, B., Lynch, J., & Castro-Olivo, S.** (2020). Studying the learning environment of EL Newcomer students in the schooling process. *Advances in Social Science and Culture*, 2(1). doi:10.22158/assc.v2n1p1 (Journal not on SCOPUS)
17. **Ura, S. , Castro-Olivo, S & d'Abrue, A.** (2020). Outcome measurement of school-based SEL interventions: Current trends and future directions. *Journal of Assessment for Effective Intervention*, 46(1), 76-81. doi: [10.1177/1534508419862619](https://doi.org/10.1177/1534508419862619) (2020 JCR Impact Factor= 2.0).
16. **D'Abreu, A., & Castro-Olivo, S., & Ura, S.** (2019). Understanding the role of acculturative stress on refugee youth mental health: An ecological approach to assessment and intervention. *School Psychology International*, 40(2), 107-127. (2020 JCR Impact Factor= 3.0).
15. **Castro-Olivo, S., Preciado, J., Sprague, J., Le, L., Marciante, M., & Garcia, M.** (2018). The effects of a combined culturally responsive behavioral and academic intervention in Latino ELs enrolled in Kindergarten and First grade. *Psychology in the Schools*, 55(1), 36-49. doi:[10.1002/pits.22092](https://doi.org/10.1002/pits.22092). (2020 JCR Impact Factor= 2.2).
14. **Graves, S. & Castro-Olivo, S.** (2018). Introduction: Incorporating culture in school-based

- interventions. *Psychology in the Schools*, 55(1), 5-7. doi: [10.1002/pits.22095](https://doi.org/10.1002/pits.22095) (2020 JCR Impact Factor = 2.2).
13. *Castro-Olivo, S. M.* (2017). Introduction to special issue: Culturally responsive school-based mental health interventions. *Journal of Contemporary School Psychology*, 21(3), 177-180. doi:[10.1007/s40688-017-0137-y](https://doi.org/10.1007/s40688-017-0137-y) (Impact Factor= not available- article cited 13 times according to google scholar).
 12. Goforth, A. N., Pham, A., V., Chun, H., *Castro-Olivo, S.* (2017). Introduction to the Special Issue: Acculturation and Sociocultural Factors in Children's Mental Health Services: Applying Multicultural Consultation Frameworks. *Journal of Educational and Psychological Consultation*, (27) 3, 239-244. doi: [10.1080/10474412.2016.1275650](https://doi.org/10.1080/10474412.2016.1275650) (Impact Factor from Journal's website= 1.71).
 11. Pham, A. V., Goforth, A. N., Chun, H., *Castro-Olivo, S.M.* & Costa, A. (2017). Acculturation and self-seeking behavior in consultation: A sociocultural framework for mental health services. *Journal of Educational and Psychological Consultation*, (27) 3, 277-281. doi: [10.1080/10474412.2017.1287574](https://doi.org/10.1080/10474412.2017.1287574) (Impact Factor from Journal's website = 1.71).
 10. Goforth, A.N., Pham, A.V., Chun, H., *Castro-Olivo, S. M.*, & Yosai, E.R. (2016). The role of acculturative stress and religious practices on Arab American Adolescents' internalizing symptoms. *School Psychology Quarterly*, 31(2), 198-212. doi: [10.1037/spq0000135](https://doi.org/10.1037/spq0000135). (2020 JCR Impact Factor= 4.3).
 9. Chung, H., Merranda, M., Schwartz, J., Pham, A., & *Castro-Olivo, S.* (2016). Psychosociocultural Structural Models of College Success among Latino Students in Hispanic-Serving Institutions. *Journal of Hispanic Higher Education*, 9 (4), 385-400. doi: [10.1037/a0039881](https://doi.org/10.1037/a0039881) . (Impact Factor from journal's website= 1.185).
 8. **Cramer, C.** & *Castro-Olivo, S.* (2016). Social-Emotional Learning Intervention Outcomes of Culturally Diverse High School Students. *Contemporary School Psychology Journal*, 20 (2), 118-129. (Impact Factor= not available- article cited 34 times according to google scholar)).
 7. *Castro-Olivo, S.* (2014). The impact of a culturally adapted social-emotional learning program on ELL students' resiliency outcomes. *School Psychology Quarterly*, 29 (4), 567-577. doi: [10.1037/spq0000055](https://doi.org/10.1037/spq0000055). (from Journal's website Impact Factor= 4.3)
 6. **Albeg, L.**, & *Castro-Olivo, S.* (2014). The effects of language preference in the relationship between mental health problems, acculturative stress and academic performance. *Contemporary School Psychology Journal*, 18(3), 178-186. doi: 10.1007/s40688-014-0010-1. (Impact Factor= not available- article cited 39 times according to google scholar)
 5. *Castro-Olivo, S.*, Palardy, G., **Albeg, L.**, & **Williamson, A.** (2014). Validation of the

coping with acculturative stress in American schools (CASAS) Scale. *Journal of Assessment for Effective Intervention*, 40 (1), 3-15. doi: 10.1177/1534508413500983. (2020 JCR Impact Factor= 2.0).

4. *Castro-Olivo, S., Tran, O. K., Begum, G., Arellano, E. ♦, Garcia, N. ♦, Tung, C♦.* (2013). A comprehensive model for promoting resiliency and preventing violence in schools. *Contemporary School Psychology*, 17 (1), 23-34. (Impact Factor= not available- article cited 14 times according to google scholar).
3. *Castro-Olivo, S., & Merrell, K. W.* (2012). Validating cultural adaptations of a school-based social-emotional learning program for use with Latino immigrant adolescents. *Advances in School Mental Health Promotion* 5 (2), 78-92. doi: [10.1080/1754730X.2012.689193](https://doi.org/10.1080/1754730X.2012.689193) (Impact Factor= not available- article cited 61 times according to google scholar).
2. *Castro-Olivo, S., Preciado, J., Sanford, A. K., & Perry, V.* (2011). The diverse needs of Latino ELs Enrolled in Middle School. *Exceptionality*, 19, 160-174. doi:[10.1080/09362835.2011.579846](https://doi.org/10.1080/09362835.2011.579846). (2020 JCR Impact Factor= 2.5).
1. *Blanco-Vega, C♦., Castro Olivo, S. ♦ & Merrell, K.* (2008). Social and emotional needs of Latino immigrant students: An ecological model for developing, planning and implementing culturally sensitive interventions. *Journal of Latinos and Education* 7(1), 43-61. doi: [10.1080/15348430701693390](https://doi.org/10.1080/15348430701693390). (Impact Factor from Journal's website= 1.0).

Invited Book Chapters

10. *Castro-Olivo, S., Altamira, W. & Vallarta, N.* (In progress). Culturally adapted interventions to support emergent bilingual students' social-emotional and behavioral needs. In D. Vega & J. Wolf (Eds). *Culturally Responsive Intervention and Assessment Practices with Emergent Bilingual Youth*.
9. *Castro-Olivo, S., Armenta, A., & Santiago-Tamariz, P.* (2023). Promoting positive school climate for Latine students. In T. La Salle (Ed). *A Primer for Creating Positive School Environments for Minoritized and Marginalized Youth*. New York, NY: Routledge Publishing.
8. **Furrer, J. & Castro-Olivo, S.** (2023). Culturally Responsive SEL for ELLs with Limited or Interrupted Formal Education (SLIFE). In A. Esmail (Ed). *English Language Learners & Social Change Perspectives*. National Association for Multicultural Education.
7. *Castro-Olivo, S. & Furrer, J. & Yoder, N.* (2021). Motivating the SEL field forward through Equity. In N. Yoder & A.Skoog-Hoffman (Eds). *Advances in Motivation and Achievement*. Wagon Lane: UK, Emerald Publications.
6. *Castro-Olivo, S., Widales-Benitez, O., D'Abreu, A. & Furrer, J.* (2020). One size does not fit all: Culturally responsive SEL. In B. A. Gueldner & L.A. Feuerborn. *Social and*

Emotional Learning in the Classroom: Promoting Mental Health and Academic Success. New York, NY: Guildford Publications Inc.

5. *Castro-Olivo, S.* (2018). School-based researcher responding to the death of a collaborating ELD teacher at a high school. In J. Roth and Fernandez (Eds). *Perspectives on School Crisis Response: Reflections from the Field.*
4. Pham, A., *Castro-Olivo, S.*, Chun, H., Goforth, A. (2017). Cognitive abilities in bilinguals when tested in L1 and L2. In A. Ardilla, A. B., Cieslicka, R. R. Heredia, and M. Rosselli, (Eds). *Psychology of Bilingualism: The Cognitive World of Bilinguals.* Springer Publications.
3. *Castro-Olivo, S., Cramer, K., & Garcia, N.* (2016). Manualized school-based intervention curricula for ethnic minority populations. In S. L. Graves and J. Blake (Eds). *Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence Based Approaches.* APA Publications.
2. *Castro-Olivo, S., Albeg, L., Begum, G.* (2012). Best practices in crisis prevention and intervention: War and terrorism. In S. Brock and S. Jimmerson (Eds). *Best Practices in School Crisis Prevention and Intervention.* Bethesda, MD: NASP Publications.
1. *Castro Olivo, S.* (2010). One size does not fit all: Adapting SEL programs for use in our multicultural world. In K. W. Merrell, & B. A. Gueldner. *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success.* New York, NY: Guildford Publications Inc.

Assessment and Intervention Materials

7. Baker, D. L., Good, R. H., Mross, A. P., McQuilkin, E., Watson, J., Chaparro, E. Blanco-Vega, C. O. ♦, **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en la lectura oral IDEL primer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>
6. Baker, D. L., Good, R. H., Mross, A. P., McQuilkin, E., Watson, J., Chaparro, E. Blanco-Vega, C. O. ♦, **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en la lectura oral IDEL segundo grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>
5. Baker, D. L., Good, R. H., Mross, A. P., McQuilkin, E., Watson, J., Chaparro, E. Blanco-Vega, C. O. ♦, **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en la lectura oral IDEL tercer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.).

Eugene, OR: Dynamic Measurement Group. Retrieved from
<https://dibels.uoregon.edu/measures>

4. Baker, D. L., Good, R. H., **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en el uso de las palabras: Kinder y primer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>
3. Baker, D. L., Good, R. H., **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en el uso de las palabras: segundo grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>
2. Baker, D. L., Good, R. H., **Castro Olivo, S. ♦**, Preciado, J. A. ♦ & Sanford, A. K. ♦ (2006). Fluidez en el uso de las palabras: tercer grado. In R. H. Good, D. L. Baker, N. Bank, & J. M. Watson (Eds.). *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/measures>
1. **Castro-Olivo, S.**, Blanco- Oilar, C., & Merrell, K. W., (2006). Cultural adaptation of the Strong Kids/Teens Program: A culturally responsive SEL intervention for use with Latino ELL populations (Manuscript written in Spanish). Unpublished intervention manual. University of Oregon, Eugene, OR.

GRANT ACTIVITY

Funded Projects

Wattanawongwan, S., (PI), Thompson, J, Castro-Olivo, S., Chang, W-H. (2024-2026). Autism Grant Program Parent-directed Treatment. Funded by the Texas Higher Education Coordinating Board. Amount Awarded: \$500,000

Ganz, B., Liew, J., Wattanawongwan, S., Castro-Olivo (2022-2024) Coach to Communicate: Parent Partnerships Supporting English Learners and Adolescents Funding Organization: Division of Academic Quality and Workforce, Texas Higher Education Coordinating Board. Autism Grant Program. Amount Awarded: \$5000,000

Rivera, H. (PI), Kwok, O. & Castro-Olivo (co-PI) (2021-2026). *Eco-Synergistic Teacher PD Program: Building Resilience Across Multiple Environments to Impact Students' Achievement*. U.S. Department of Education, Office of Elementary and Secondary Education. Amount awarded: \$2,997,394.00.

Castro-Olivo, S. (PI) & Quiroz, E., (2018-2020). “Evaluating the Social-Emotional and Academic Realities of Migrant Mexican Children: From Assessment to Intervention.”

Submitted to Texas A&M CONACYT Collaboration Research Fund. Total Awarded: \$25,000

Thompson, J., Wijekumar, K. & Castro-Olivo, S. (2017-2018). "Technology-Delivered Emergent Literacy Assessment for Children with Autism Spectrum Disorder." Submitted to TAMU's PESCA competition. Funded. Total Awarded: \$25,000

Burke, M., Hagan-Burke, S., Bowman-Perrot, L., Thompson, J., Castro-Olivo, S., Hitz, A., Paal, M. (2017-2018). "Improving Quality of Life Through a Culturally Responsive Lens Developing Social-Emotional and Behavioral Supports for Culturally and Linguistically Diverse Students At Risk for Emotional and Behavioral Disorders." Submitted to CEHD' Catapult Competition. Total Awarded: \$30,000

Blake, J., Castro-Olivo, S. & Miranda, A. (2014). National Directory of Graduate Faculty Addressing Cultural and Diversity Issues in School Psychology. American Psychological Association CEMRATT grants for Ethnic Minority Recruitment, Retention, & Training. Total Awarded: \$4800.

Castro-Olivo, S. (2013) The Impact of a Culturally-Responsive Social-Emotional Learning Parent Intervention on ELL Students' Social-Emotional and Academic Outcomes." University of California, Riverside, Academic Senate Research Fellowship Award.

Castro-Olivo, S. (2012). Facilitating Universal Emotional Resiliency for the Social and Academic Success (FUERSAS) of Latino ELL students. University of California, All Campus Consortium on Research for Diversity (ACCORD) Faculty Seed Grant Fellowship. Total Awarded; \$10,000

Castro-Olivo, S. & Preciado, J. (2011). First Steps to Success: An Evaluation of a Culturally-Responsive Intervention on the Behavioral and Academic Outcomes of Latino Kindergarten Students. University of California Institute for Mexico and the United States (MEXUS) Faculty Small Grant Award. Total Awarded; \$3,000.

Castro-Olivo, S. (2012). "Facilitation Universal Emotional Resiliency for the Social-Cultural Adaptation (FUERSA) of Latino ELL Students." University of California, Riverside, Academic Senate Research Fellowship Award. Total Awarded; \$4750.

Castro-Olivo, S. (2005). Social-Emotional Resiliency for Latino Immigrants. University of Oregon; College of Education Dissertation Research Award. Total Awarded: \$2,000.

Castro-Olivo, S. (2005). Social-Emotional Resiliency for Latino Immigrants. University of Oregon; Oregon Resiliency Project Research Award. Total Awarded: \$4,000.

Castro-Olivo, S. (2004). Social-Emotional Resiliency for Latino Immigrants. University of Oregon; College of Education Wess Becker Scholarship Recipient Total Awarded: \$1,000.

Castro-Olivo, S. (2000). College students' perceptions towards low-income Mexican-American high school students. California State University, Bakersfield. Student Research Scholar Award. Project Total Awarded: \$2,000.

Not-funded/Pending Grants

Chen, L., Murphey, C., Page, R., Castro-Olivo, S. (submitted). A randomized trial of a mobile application designed to promote informed prenatal genetic testing decision-making among pregnant Latinas at high risk of having a baby with a birth defect. Department of Health and Human Services.

Rivera, H., Lynch, J., Castro Olivo, S., & Eslami, Z. (submitted). Supporting multi-learning environments for the academic resilience of newcomers' (e.g. migrant, refugees, asylum seekers & other immigrants) in Early Childhood. Office of English Language Acquisition (OELA): Discretionary Grants Division: National Professional Development.

Castro-Olivo, S., Rivera, H. & Neshiba, M. (2021). *Culturally Responsive SEL Training for Teachers of English Learners*. Spencer Foundation. Requested: \$50,000. Status: under review.

Castro-Olivo, S., Neshiba, M., & Garcia, R. (2020). *Culturally Responsive SEL Training for Teachers of English Learners*. Spencer Foundation. Requested: \$50,000. Status: not-funded

Rivera, H., Tong, F. & Castro-Olivo (2020). *Eco-Synergistic Teacher PD Program: Building Resilience Across Multiple Environments to Impact Students' Achievement*. U.S. Department of Education, Office of Elementary and Secondary Education. Amount requested: \$4,089,254, not funded.

Castro-Olivo, S., Hector, R. & Neshyba, M.(2019). *Culturally Responsive SEL Training for Teachers of English Learners* .Catapult Competition CEHD. Status: not funded.

Castro-Olivo, S., **d' Abreu, A., & Ura, S.,** (2018). "Evaluating the Effects of Acculturative Stress and Resiliency on Resettled Syrian Refugee Children in California and Texas." Spencer Foundation. Status: Not funded

Castro-Olivo, S. (2017). "Preparing Teachers for the Implementation of Culturally Responsive Social-Emotional Learning." PESCA-TAMU Research Competition. Status: Not Funded.

Blake, J., & Castro-Olivo, S. (2017). "Project InSPIRED: Increasing Scientist-Practitioners n preventive Interventions to Reduce Educational Disparities for Children with Disabilities." OSEP Leadership Training Grant.

Burke, M., Hagan-Burke, S., Bowman-Perrot, L., Castro-Olivo, S. (2017). "Building the Capacity of Culturally and Linguistically Diverse School Districts to Provide Multi-Tiered Systems of Support for English Learners with and without Disabilities (Project MTSS-ELs). OSEP. Not funded.

Craig, C, Viruru, R., Havery, I., Howe, R. Gilreath, G., Castro-Olivo, S., Neshiba, M., Rivera, H (2017). More Satisfying Lives: More Public Scholarship: An Interdisciplinary Research|Teaching|Service Proposal.” Submitted to CEHD’ Catapult Competition. Not Funded.

Sprague, J., Castro-Olivo, S. Vincent, C., & Preciado, J. (2013).“Culturally Responsive First Steps to Success: A comprehensive behavioral and ready approach for Latino ELLs.” Submitted to IES. Requested \$1,500,000.00. Not funded

Guerra,N., Parker, R., Williams, K., Nieri, T., Castro-Olivo, S., Natsuaki, M., (2011). "Southern California Academic Center of Excellence on Youth Violence Prevention." Application submitted to the Center for Disease Control. Requested \$6,500,000.00. Not funded

Orillion, M., Zordan, V., & Castro-Olivo, S. (2011). "Niños Aprendiendo por Medio del Juego: Engaging English Learners in STEM through Computer Games." Application submitted to the National Science Foundation. Requested \$1,400,000.00. Not funded.

Castro-Olivo, S. & Quiroz, E. (2011). " Evaluating the Social-Emotional and Academic Realities of Migrant Mexican Children: From Assessment to Intervention." Application submitted to the University of California Institute for Mexico and the United States. Requested \$25,000.00. Not funded.

Castro-Olivo, S. & Preciado, J. (2010). "First Steps to Success: An Evaluation of a Parent Training Culturally-Responsive Intervention on the Behavioral and Academic Outcomes of Latino Kindergarten Students. Submitted to the University of California Institute for Mexico and the United States (MEXUS) Faculty Small Grant Award. Requested: \$12,000.00.

PRESENTATIONS

Invited Presentations

Castro-Olivo, S. (November, 2024). Supporting immigrant students’ mental health in schools and communities. Webinar presented for the Immigration Learning Center Teacher Professional Development Community.

Castro-Olivo, S. (November, 2024). Culturally Responsive SEL for Parents of Multilingual Learners. Presented at the SEL Exchange Pre-Conference, Chicago, IL.

Castro-Olivo, S. (February, 2024). Using quantitative data analysis in culturally responsive practices. Presented for Project STARS Scholars as part of their OSEP funded training grant. University of South Florida.

Castro-Olivo, S. (May, 2022). *Culturally responsive school-based mental health services for*

- ELLs*. Presented at the annual meeting of directors of Bilingual, Immigrant and Refugee Education (BIRE) of the Council of the Great City Schools. San Antonio, TX
- Castro-Olivo S., & Garcia. R.** (March, 2022). *Culturally Responsive Practices*. Keynote Presented at the School of Public Health CHPSO Health Disparities Symposium, College Station, TX.
- Castro-Olivo S.** (July, 2021). Promoting Social-Emotional Resiliency in the Classroom: Using Social-Emotional Learning (SEL) Skills to Regain Losses due to COVID-19. Keynote Presented at the Texas Education Summit. Dallas, TX
- Castro-Olivo S.** (July, 2021). Promoviendo la Resiliencia desde casas: El aprendizaje social y emocional. Paper presented at the Texas Education Summit. Dallas, TX.
- Castro-Olivo, S. M. & Knight, N.** (2020, July). Evidence-based SEL practices for ELLs. Presented at the CSI National Meeting. Collaborate for Academic and Social Emotional Learning, Chicago, IL.
- Castro-Olivo, S.M.** (2017, September). Social-emotional Learning for Latino English language learners. Presented at the Spanish Language Association of the Educators Writers Association Annual Convention. Anaheim, CA.
- Castro-Olivo, S. M.** (2015, November). Coping skills for children in Transition. Presented at the Voz de Ninos Annual Conference. Laredo, TX.
- Castro-Olivo, S. M.** (2015, March). Encourage the heart: Leading communities. TAMIU Leadership Summit. Laredo, TX.
- Castro-Olivo, S.** (2013, October). School Psychologists as Facilitators of Educational Policy. In R. Moran (chair). Conducting Research to Influence Educational Policy. Symposium conducted at the annual University of California, All Campus Consortium of Research in Diversity (UC/ACCORD) convention, Lake Arrowhead, CA.
- Castro-Olivo, S.** (2013, October). *Project F.U.E.R.S.A.S. (Facilitating Universal Emotional Resiliency for the Social and Academic Success) of Latino English Learners: Culturally Responsive School-Based Mental Health*. Paper presented at the annual UC/ACCORD convention, Lake Arrowhead, CA.
- Castro-Olivo, S.** (2013, May). Culturally Responsive Interventions for Latino ELLs in Need of Academic, Social-Emotional and Behavioral Support. Paper presented at the UCR's developmental psychology brown bag presentation series. Riverside, CA.
- Castro-Olivo, S.** (2013, April). *Culturally Responsive Interventions for Latino ELLs in Need of Academic, Social-Emotional and Behavioral Support*. Paper presented at the Graduate Retention Enhancement at TAMIU (GREAT) Program, Texas A & M International University, Laredo, TX

- Castro-Olivo, S.** (2013, April). *Benefits of Faculty-Student Mentoring Relationships: Mentoring Culturally and Linguistically Diverse Graduate Women*. Paper presented at the Graduate Retention Enhancement at TAMIU (GREAT) Program, Texas A & M International University, Laredo, TX
- Castro-Olivo, S.** (2011, October). *Project F.U.E.R.S.A.S. (Facilitating Universal Emotional Resiliency for the Social and Academic Success) of Latino English Learners*. Paper presented at the annual UC/ACCORD convention, Lake Arrowhead, CA.
- Castro-Olivo, S.** (2011, March). The role of school psychologists in the implementation of culturally responsive SEL interventions. Keynote address presented at the annual conference of Psi Chi, CSUB Chapter, Bakersfield, CA.
- Castro-Olivo, S.** (2011, February). The diverse social-emotional and academic needs of middle school Latino ELLs. Paper presented at the LIFE society monthly meeting, UCR Extension, Riverside, CA
- Castro-Olivo, S.** (2010, October). The role of school psychologists in the implementation of culturally responsive SEL interventions. Paper presented at the UCR's developmental psychology brown bag presentation series. Riverside, CA.
- Castro-Olivo, S.** (2009, August). "School-wide positive behavior supports and interventions: Getting PBIS started." Training conducted at the in-service meeting for administrators of the Perris Unified School district. Perris, California.
- Castro-Olivo, S.** (2009, March). "The impact of social-emotional learning on English Latino Learners outcomes." Presented at the Moreno Valley School District's District English Learner Advisory Committee. Moreno Valley, CA.
- Castro-Olivo, S.** (2009, February). "The impact of social-emotional learning on English Language Learners outcomes." Presented at an in service training for teachers at Monterrey Elementary, San Bernardino, CA.
- Castro-Olivo, S.** (2009, January). "School-wide positive behavior supports and interventions: Getting PBIS started." Presented at the Riverside County SELPA PBIS Training Seminars. San Jacinto, CA.
- Castro-Olivo, S.** (2008, October). "Social-emotional learning and Latino youth mental health: Parents and community members as promoters of social-emotional resiliency." Two-day Training Workshop presented at the Dallas Catholic Diocese, Plano, TX.

Peer Reviewed Presentations * Indicates student or former student co-presenter

Castro-Olivo, S., Mata, C., Vallarta, N., Altamira, W., Romero, D., Pinales S., Terrazas, A.,

- (2024, November 14th). Detained immigrant youth needs for multi-tiered mental health supports. Presented at the annual conference of the National Latinx Psychological Association, San Juan, Puerto Rico.
- Vallarta, N.,* Mata, C., Altamira, W., Pinales, S., Romero, D., Terrazas, A., & Castro-Olivo, S. (2024, August 8-10). Uncaged: Unaccompanied Immigrant Children and Multi-Tiered Culturally Responsive Supports [Conference Poster Presentation] American Psychological Association (APA) 2024 Conference, Seattle, Washington.
- Moctezuma, G.* , Allen, A., Villa, K., Vallarta, N., Liu, S., Guo, Z., & Castro-Olivo, S. (2024, August 8-10). Chasing the Season: The effects of Migration on Students' Social Emotional Factors and Academic Success. [Conference Poster Presentation] American Psychological Association (APA) 2024 Conference, Seattle, Washington.
- Pinales, S.*, Romero, D.,* Mata, C., Altamira, W.*, Terrazas, A.,* Vallarta, N., * & **Castro-Olivo, S.,** (February, 2024). The Academic Impact of Immigrant Youth Detained in IDCs. Poster to be presented at the annual convention of the National Association of School Psychology, New Orleans, LA
- Romero, D.,* Altamira, W. ,* Mata, C.*, Pinales, S.*,Terrazas, A.,* Vallarta, N., * & **Castro-Olivo, S.,** (February, 2024). The Trauma Immigrant Youth Detained in IDCs Carry to Schools. Poster to be presented at the annual convention of the National Association of School Psychology, New Orleans, LA
- Romero, D.,* Mata, C., Pinales, S.*, Altamira, W.*, Terrazas, A.,* Vallarta, N., * & **Castro-Olivo, S.,** (October, 2023). Reimagining Education for Detained Immigrant Youth: A Trauma-Informed Approach. Poster Presented at the Annual Convention of the Texas Association of School Psychology. Frisco, TX.
- Arevalo, I.*, Olsen, S.,* Altamira, W.*, Pinales, S. *, Villa, K. *, & **Castro-Olivo, S.** (October, 2023), Culture Clash or Cultural Capital? Understanding Acculturation's Impact on Psychoeducational Assessment. Poster presented at the annual convention of the National Latinx Psychological Association. Chicago, IL.
- Altamira, W. *, Terrazas, A.,* Mata, C., * Pinales, S. *, Romero, D.,* Vallarta, N., * & **Castro-Olivo, S.,** (October, 2023). Beyond Engaged Children: Addressing the Mental Health Needs of Detained Immigrant Youth. Poster presented at the annual convention of the National Latinx Psychological Association. Chicago, IL.
- Castro-Olivo, S.,** Mata, C. *, Altamira, W. *, Romero, D. *, Pinales, S., * Terrazas, A. * (July, 2023). Trauma-informed school-based practices for immigrant children exposed to immigration detention center: Current practices and future directions. Paper presented at the annual conference of the International Association of School Psychology, Bologna, Italy.

Mata, C *, Romero, D *, Pinales, S. *, Altamira, W. *, Terrazas, A. *, **Castro-Olivo, S.** (July, 2023). Social Needs and Supports of Immigrant Youth Experiences while in Custody of immigration Detention Centers. Poster presented at the annual conference of the International Association of School Psychology, Bologna, Italy.

Castro-Olivo, S., *Witcher, K., *Altamira, W., *Santiago Tamiriz, P., (February, 2023). Using mentors to promote academic and social-emotional success in Emergent bilinguals. Poster presented at the annual conference of the National Association of School Psychology, Denver, CO.

Arevalo, I., Olsen, S., Altamira, W., & Castro-Olivo, S. (February, 2023). Bilingual Psychoeducational Reports: Current Practices in the United States. Poster presented at the annual conference of the National Association of School Psychology, Denver, CO

Castro-Olivo, S., *Arevalo, I., *Altamira, W. (August, 2022). Working with Spanish speaking populations in school settings. In Valdivia Vasquez, J. (Chair). Working with Spanish Speaking Clients in Diverse Settings. Symposium presented at the annual convention of the American Psychological Association. Minneapolis, MN.

Castro-Olivo, S., A'breu, A., & Quiroz, M.E., (July, 2022). Validation of the Social Emotional Assets and Resiliency Scales (SEARS) with children of migration. Poster presented at the annual meeting of the International School Psychology Association, Leuven, Belgium.

Castro-Olivo, S., A'breu, A., & Quiroz, M.E., (July, 2022). Validation of the Coping with Acculturative Stress in American Schools (CASAS) Scales with children of migration. Poster presented at the annual meeting of the International School Psychology Association, Leuven, Belgium.

*Arevalo, I., *Olsen, S., *Altamira, W., & **Castro-Olivo, S.** (July, 2022). What are practitioner's approaches for evaluating emergent bilingual students. Poster presented at the annual meeting of the International School Psychology Association, Leuven, Belgium.

*Olsen, S., *Arevalo, I., * Altamira, W., & **Castro-Olivo, S.** (July, 2022). Training implications for evaluators working with emergent bilingual student. Poster presented at the annual meeting of the International School Psychology Association, Leuven, Belgium.

*Altamira, W., *Arevalo, I., *Olsen, S., & **Castro-Olivo, S.** (July, 2022). Are emergent bilinguals getting their mental health needs met in schools? Poster presented at the annual meeting of the International School Psychology Association, Leuven, Belgium.

*Ura, S., **Castro-Olivo, S.** & A'breu, A., (April, 2021). Initial validation of a social competence screener for teachers. Paper presented at the annual meeting of the American Educational Research Association.

Castro-Olivo, S. (August, 2020). SEL for Latino Immigrant Populations. In C. Wang (Chair).

School-based mental health services for immigrant youth. Symposium presented at the annual convention of the American Psychological Association.

Castro-Olivo, S. & Harris, B. (October, 2018). Bilingual assessment practices in school settings: The need for Spanish CBMs. In D. Vega (Chair). School-based services for Spanish speaking populations. Symposium presented at the biennial convention of the National Association of Latino/a Psychology, San Diego, CA.

***Hardman, A., *Ura, S. & Castro-Olivo,** (August, 2018). The role of teachers' multicultural competence and SEL on student-teacher relationships. Poster to be presented at the annual convention of the American Psychological Association, San Francisco, CA. **Abstract recognized as among the top 30 student research abstracts submitted to Division 16.**

***d'Abreu, A., *Daboul, R., *Ura, S., & Castro-Olivo** (August, 2018). A qualitative analysis of the resettlement experience of Syrian refugee children. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

***Ura, S., *d'Abreu, A., & Castro-Olivo. S.** (February, 2018). The effects of a culturally adapted SEL program on SEL Skills. Poster presented at the National Association of School Psychology, Chicago, IL.

Castro-Olivo, S., *Hardman, A., & *Widales-Benitez, O. (February, 2018). Culturally responsive SEL teacher training: Models and implications for practice. Presentation presented at the National Association of School Psychology, Chicago, IL.

Widales- Benitez, & Castro-Olivo, S. (February, 2018). The role of acculturative stress on the academic aspirations of Latino ELs. In Castro-Olivo S. (Chair). *Social-cultural factors to address in culturally responsive Interventions*. Symposium presented at the annual convention of the National Association of School Psychology, Chicago, IL.

***Widales-Benitez, O., *d'Abreu, A., & Castro-Olivo, S.** (August, 2017). The effects of acculturative stress on Latino ELL students' academic aspirations. Poster presented at the annual convention of the American Psychological Association, Washington, DC. **Poster recognized as best student poster within session on CLD issues of Division 16.**

Castro-Olivo, S. (August, 2017). Culturally responsive SEL for parents of ELLs: A mixed method approach for development and validation. In Graves, S. (Chair). *Culture Counts*. Symposium presented at the annual convention of the American Psychological Association, Washington, DC.

Castro-Olivo, S. (February, 2017). Social-emotional learning for Latino students and Spanish-speaking families. Paper presented at the annual convention of the National Association of School Psychology, San Antonio, TX

***d'Abreu, A., Castro-Olivo, S., & *Widales-Benitez, O.** (November, 2016). The relations

between acculturative stress and academic and social-emotional outcomes of refugee children. Presented at the annual Pathways Conference. Prairie View, Texas.

*Widales-Benitez, O. Castro-Olivo, S. & *d'Abreu, A., (November, 2016). The impact of acculturative stress on the academic aspirations of Latino ELLs. Presented at the annual Pathways Conference. Prairie View, Texas.

Castro-Olivo, S. & Blake, J. (2016, September). Roles and functions of bilingual school psychologists. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.

Terrazas-Carrillo, E. & **Castro-Olivo, S.** (2016, September). Taking Spanish-based counseling skills courses: Bilingual students' perspective. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.

*Vaquera, D., **Castro-Olivo, S.,** & Salinas, G. (2016, September). The relationship between Hispanic cultural practices and attitudes toward drugs. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.

*Mendez, L., **Castro-Olivo, S.,** & Salinas, G. (2016, September). The moderating effects of parent involvement on the relationship between familismo and academic motivation in Hispanic college students. Presented at the biennial convention of the National Association of Latina/o Psychology, Orlando, FL.

Castro-Olivo, S. (2016, August). CEMA's Efforts for Increasing the Study of CLD Issues in School Psychology. In S. Graves (Chair), Diversifying Faculty in School Psychology: Creating a Research-Based Pipeline. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.

Castro-Olivo, S. & Harris, B. (2016, August). Developing Bilingual Programs: Securing Institutional Buy-in. In E. Terrazas-Carrillo and S. Castro-Olivo (Chairs), Perspectives and Implications of Training Bilingual Practitioners. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.

Castro-Olivo, S. M., *Lopez, V., *Cramer, K., *Almaguer, A., *Mendez, L., *Benitez, S., & *Hernandez, B., (February, 2015). Training ELL parents to promote social-emotional resiliency from home. Paper presented at the annual convention of the National Association of School Psychology, Orlando, FL. **Presentation selected as a Presidential Strand.**

Pham, A., **Castro-Olivo, S.,** Chun, H., & Gorforth, A., (February, 2015). Acculturation Research in School Psychology: Past Present and Future Directions. Poster presented at the annual convention of the National Association of School Psychology, Orlando, FL.

Castro-Olivo, S. M., (October, 2014). F.U.E.R.S.A.S: Cultural-responsive social-emotional

resiliency building for Latino immigrant families. Paper presented at the biennial conference of the National Latino/a Psychological Association, New Mexico, TX.

Castro-Olivo, S. M., & Garcia, R. (October, 2014). The effects of a culturally responsive parenting program on Latino students' social-emotional, physical, and academic outcomes. Paper presented at the biennial conference of the National Latino/a Psychological Association, New Mexico, TX.

Castro-Olivo, S. M., Azad, G. T.* (September, 2014). Ethnic differences in resiliency and violent/maladaptive behaviors: Implications for school-based interventions. Poster presented at the annual conference of the National Hispanic Science Network, El Paso, TX.

Castro-Olivo, S. M., Cramer, K. *, Lopez, V. *, & Benitez, S. * (February, 2014). Culturally responsive SEL interventions: From Screening to Targeting Interventions. Paper presented at the annual convention of the National Association of School Psychology, Washington, D.C.

Castro-Olivo, S. M., & Williamson, A. A. * (February, 2014). Strength based assessment: Validation of the SEARS with Latino youth. Paper presented at the annual convention of the National Association of School Psychology, Washington, D.C.

Castro-Olivo, S. M. (August, 2013). FUERSAS: A Culturally Responsive Social-Emotional Learning Program. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.

Garcia, R*., **Castro-Olivo, S. M., & Garcia, N*.** (August, 2013). Social-Emotional Resiliency: A predictor of Mental and Physical Health. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.

Castro-Olivo, S. M. & Preciado, J. (February, 2013). Culturally Responsive Interventions for Latino ELs in Need of Behavioral and Academic Support: From theory to practice. Paper presented at the annual convention of the National Association of School Psychology, Seattle, WA.

Cramer, K.*, **Castro-Olivo, S., & Jimenez, G. *** (February, 2013). Social-emotional learning intervention outcomes of culturally diverse high school students. Poster presented at the annual convention of the National Association of School Psychology, Seattle, WA.

Liao, C. *, & **Castro-Olivo, S.** (February, 2013). The effects of a behavioral intervention on teacher-student interactions. Paper presented at the annual convention of the National Association of School Psychology, Seattle, WA.

Jimenez, G. *, **Castro-Olivo, S., & Cramer, K. *** (October, 2012). The impact of a SEL

intervention on CLD students' internalizing symptoms and high school graduation preparedness. Poster presented at the annual convention of the California Association of School Psychology, Costa Mesa, CA.

Castro-Olivo, S. M. & Preciado, J. (October, 2012). Culturally Responsive Interventions for Latino ELs in Need of Behavioral and Academic Support: From theory to practice. Poster to be presented at the annual conference of the Center for Teaching and Learning, Portland Oregon.

Le, L.,* & Castro-Olivo, S. M.(February, 2012). Family factors that influence SEL outcomes for ELL Latino students. Paper presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.

Garcia, M., J. *, Marciante, M. F. *, Fukuda, C. M. *, & Castro-Olivo, S. M. (February, 2012). Joint Effects of academic and behavioral interventions on academic outcomes. Poster presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.

Marciante, M. F. *, Garcia, M., J.*, Fukuda, C. M. *, & Castro-Olivo, S. M. (February, 2012). Joint Effects of academic and behavioral interventions on behavioral outcomes. Poster presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.

Liao, C. *, Marciante, M. F. *, Garcia, M., J., & Castro-Olivo, S. M. (February, 2012). The effects of a combined intervention on teacher–student interaction. Poster presented at the annual convention of the National Association of School Psychology, Philadelphia, PA.

Castro-Olivo, S., Albeg, L., Williamson, A. A., (August, 2011). Preliminary structure and validity of the CASAS coping scale. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Castro-Olivo, S., Albeg, L. *, Williamson, A. A*., (August, 2011). CASAS: A multiple gating system for promoting culturally responsive services. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Castro-Olivo, S., Albeg, L. *, Begum, G. *, & Garcia, N. * (2011, April). Culturally responsive social-emotional interventions: From theory to practice. Panel presented at the annual convention of the California Association of School Psychology, Costa Mesa, CA.

Castro-Olivo, S. & Garcia, N. * (2011, March). Social and emotional needs of English Language Learners: From theory to intervention. Presented at the annual convention of the California Association of Bilingual Education, Long Beach, CA.

Castro-Olivo, S., Le, L. *, Garcia, N. *, (2011, February). The impact of a culturally adapted SEL intervention on ELLs' social emotional outcomes. Presented at the annual convention of the National Association of School Psychology, San Francisco, CA.

- Albeg, L. *, **Castro-Olivo, S.**, Appelbaum, A. *(2011, February). Assessing acculturative stress: Development and structure of the CASAS Scale. Presented at the annual convention of the National Association of School Psychology, San Francisco, CA.
- Perry, V. * & **Castro-Olivo, S.** (2011, February). The effects of socio-emotional learning on academic outcomes. Presented at the annual convention of the National Association of School Psychology, San Francisco, CA.
- Castro-Olivo, S.**, & Albeg, L. * (2010, August). The effects of a culturally-adapted SEL program on ELLs social-emotional outcomes. Presented at the annual convention of the American Psychological Association, San Diego, CA
- Castro-Olivo, S.** (2010, February). Social-emotional learning for English language learners: Implications for practice and research. Presented at the annual convention of the National Association of School Psychology, Chicago, IL.
- Albeg, L. *, **Castro-Olivo, S.**, . & Perry, V*. (2010, February). The relationship between students' mental health, acculturative stress and academic performance: A cross-cultural analysis. Presented at the annual convention of the National Association of School Psychology, Chicago, IL.
- Begum, G. *, Arellano, E. *, Tung, C. *, Garcia, N. * & **Castro-Olivo, S.** (2010) . California healthy kids survey: Implications for culturally sensitive interventions. Presented at the annual convention of the National Association of School Psychology, Chicago, IL.
- Sanford, A., Baker, D. L., & **Castro-Olivo, S.** (2008, March). IDEL Indicadores dinámicos del éxito en la lectura: Spanish-language literacy assessments to evaluate responsiveness to intervention. Presented at the annual convention of the National Association of School Psychology, New Orleans, LA.
- Castro-Olivo, S.** (2007, March). Facilitating universal emotional resiliency for the social adaptation (FUERSA) of Latino immigrant students. Presented at the annual convention of the National Association of School Psychology, New York, NY.
- Castro-Olivo, S.**, Sanford, A., Rogers, F., Bahnsen, P. (2006, April). Less-biases assessment: Working with English language learners?: Context matters. Presented at the annual convention of the National Association of School Psychology, Anaheim, CA.
- Castro-Olivo, S.** , & Blanco-Vega, C. (2005, April). Developing culturally sensitive social and emotional interventions. In K. W. Merrell (Chair), Innovations in promoting children's mental health: The Oregon resiliency project. Symposium conducted at the annual convention of the National Association of School Psychology, Atlanta, GA.
- Castro-Olivo, S.** & Blanco-Vega, C. (2005, April). Social-emotional needs of Latino immigrant

students: A socio-cultural model for development and implementation of culturally-sensitive interventions. Presented at the annual convention of the NASP, Atlanta, GA.

Castro-Olivo, S., & Sanford, A. (2004, April) *Understanding and applying the law to benefit English language learners*. Presented at the annual convention of the National Association of School Psychology, Dallas, TX.

Chaparro, E. & **Castro-Olivo, S.** (2004, April) *Effective interventions for English language learners*. Presented at the annual convention of the National Association of School Psychology, Dallas, TX.

Mercier, J. L., & **Castro Olivo, S. M.** (2004, April). Prevention of reading difficulties and English language learners: Using the IDEL as indicators of Spanish early literacy skills. In R. H Good (Chair), *Prevention of reading difficulties and English language learners*. Symposium conducted at the annual convention of the National Association of School Psychology, Dallas, TX.

Rienzi, B., LeBlanc, G., & **Castro-Olivo, S.** (2001, May). Enriching the university experiences of students in psychology. In R.C. Noel (Chair), *Taking program assessment seriously: Reflections leading to innovation*. Symposium conducted at the Annual Convention of the Western Psychological Association, Maui, HI.

Castro-Olivo, S. (2001, April). *College students' perceptions towards low-income Mexican-American high school students*. Paper presented at the CSU Statewide Research Competition, San Jose, CA.

Invited Webminars

Skoog-Hoffma, A., (discussant), **Castro-Olivo, S.**, Sanders, S., Lapido, A. M, (November, 2022). *Demystifying systemic Social and Emotional Learning webinar series: Family partnerships*. Presented for Collaborative for Academic and Social Emotional Learning (CASEL).

Castro-Olivo, S. (December, 2017). Social-Emotional Learning for English Language Learners. In Social and Emotional Learning for Traditionally Underserved Populations chaired by L. Beyer for the American Youth Policy Forum.

Castro-Olivo, S. (May, 2017). Social-Emotional Learning for English Language Learners. Equity and Culturally Relevance in SEL. Presented for the Collaborative State Initiative (CSI) of the Collaborative for Academic and Social Emotional Learning (CASEL).

Castro-Olivo, S. (March, 2016). Social-Emotional Learning for English Language Learners: Promoting Resiliency from the Classroom. Webinar Presented to Region 10 Education Service Center, Dallas TX.

Castro-Olivo, S. (September, 2015). Social-Emotional Learning for English Language Learners:

Promoting Resiliency from the Classroom. Webinar Presented to Region 10 Education Service Center, Dallas TX.

Castro-Olivo, S. (February, 2015). Training ELL Parents to Promote Resiliency from Home. Podcast Presented to the National Association of School Psychology. Retrieved from: <http://www.nasponline.org/resources/podcasts/podcast.aspx?id=196>

Media Appearances/Mentions

Abrams, Z. (2018). Cultural Awareness. APA Monitor, 49 (9), 24, Retrieved from: <https://www.apa.org/monitor/2018/10/cultural-awareness>

Beyer, L. N. (2017). Social and emotional learning and traditionally underserved populations. Washington, DC: American Youth Policy Forum. Retrieved from: https://www.aypf.org/wp-content/uploads/2017/10/SEL-Special-Populations_Final.pdf

Castro-Olivo, S. (May, 2014). Excelling Against the Odds in the ESL System. Retrieved from: http://www.huffingtonpost.com/sara-castroolivo/excelling-against-the-odd_b_5249442.html

SELECTED HONORS/AWARDS

2023-2024	SPRCC- Catalyst Scholar – Society for the Study of School Psychology
2022	CASEL Research Advisory Board Member
	Outstanding New Faculty Award- TAMU College of Education and Human
2018	Development
	Nominated for Scholar of the Year- TAMIU's Psychology and
2014-2015	Communications Department
	UCR Academic Senate Regents' Fellow
2013-2014	Early Career Scholar/Selected Participant for the School Psychology
2013	Research Collaborative Conference
	University of California, All Campus Consortium on Research for
2011-2012	Diversity (ACCORD) Faculty Fellow.
2009-2010	UCR Academic Senate Regents' Fellow
2005	Graduate Student Fellow of the National Hispanic Science Network (NHSN)
	Research Institute
2004	Graduate Student Travel Award- National Hispanic Science Network
2002-2006	Graduate Student Fellow; University of Oregon School Psychology Program
2002	Outstanding Graduating Senior in Psychology (CSU, Bakersfield)

PROFESSIONAL SERVICE

Grant Peer Review Panels

2021-Institute of Education Sciences- Social and Behavioral Peer Review Panel
2020-Institute of Education Sciences- Social and Behavioral Peer Review Panel

2019- TAMU-CONACYT

2016- Robert Wood Johnson Foundation-

Journal Editorship

2017-present: Associate Editor: Contemporary School Psychology Journal

Journal Editorial Board

2014-present: Journal of School Psychology (Editorial Board)

2013- 2017: Contemporary School Psychology Journal (Editorial Board)

Guest Editorial Work

2016- *Journal of Educational and Psychological Consultation* (Co-Guest Editor for a special issue on acculturation research on mental health consultation)

2017- *Journal of Contemporary School Psychology* (Editorial Board; Guest Editor for a special issue on culturally responsive school-based mental health interventions)

2017- *Psychology in the Schools Journal* (Co-Guest Editor for a special issue on culture and school-based interventions).

Ad-Hoc Reviewer

School Psychology Review

Journal of Equity and Excellence in Education

Journal of Learning Disabilities

Journal of Intellectual Disability Research

Journal of Latinx Psychology

Journal of Educational and Psychological Consultation

Journal of Immigrant and Minority Health

Journal of Education for Students Placed at Risk

Emerging Adulthood

Youth and Society

Journal of Early Childhood Education

Social and Emotional Learning: Research, Practice, and Policy

Journal of Migration and Health

Professional Memberships/ National Committees

- | | |
|------------|--|
| Since 2019 | Chair for Children/Youth and Family (CYF) Division 16 committee |
| | - Created call for national search of CYF committee members for division 16 |
| | - Held quarterly meetings |
| | - Identified committee goals |
| | - Attended APA's CYF at large committee meetings |
| Since 2017 | CYF Immigrant and Refugee Youth Workgroup |
| | - selected member from national call |
| Since 2016 | - supported the research/conceptualization of new assessment tools for immigrant/refugee children and youth. |

Since 2014	Advisory Committee Member for CASEL's Collaborate State Initiative <ul style="list-style-type: none"> - reviewed applications from states' departments of education interested in developing social-emotional standards for k-12 schools under CASEL's model - Attended meetings (2 per year) with CASEL and state leaders to discuss and support state's efforts, and progress in developing SEL standards.
Since 2014	Invited Leadership subcommittee member for APA division 16 (School Psychology)'s Committee for Ethnic Minority Affairs (CEMA).
Since 2009	Invited faculty speaker at the Committee for Ethnic Minority Affairs
Since 2008	(CEMA)'s First Annual School Psychology Leadership Institute.
Since 2005	Bilingual School Psychology NASP Committee
Since 2002	California Association of School Psychology
	National Hispanic Science Network in drug use
	National Association of School Psychology
Since 2002	American Psychology Association, Division 16; School Psychology
Since 1999	Psi Chi National Honor Society in Psychology –CSUB's Chapter president for 2001-2002.

AT TAMU

Service to College/Department

2017-present	EPSY Committee for Graduate Faculty Reappointments <ul style="list-style-type: none"> - Reviewed faculty members research progress to help determine eligibility to maintain status as graduate faculty based on EPSY's criteria. - Met with committee twice a year/or as needed
2017-2022	EPSY Climate Committee <ul style="list-style-type: none"> - Promoted/co-lead EPSY's speed mentoring activities in 2017 - Collaborated with committee on planning activities to promote positive climate in the department
2017-2018	EPSY Pre-Tenure Faculty Representative <ul style="list-style-type: none"> - Coordinated monthly meetings

Service to Program

2019-present	SASP and NASP Faculty Advisor <ul style="list-style-type: none"> - Support student associations with applications to maintain organization in good standing with the university - Met with students to identify activities that could promote group cohesiveness and professional development - Supported students' fundraising activities
2016-present	Student Recruitment and Retention Committee <ul style="list-style-type: none"> - Worked with Dr. Smith in developing recruitment plans for 2019-2021. - Supported the planning for on-campus interviews - Presented to undergrad students association to raise awareness of school psychology and our program

2019- 2021t School-Practicum Committees

- Worked with Dr. Newell and Dr. Simmons to develop plan to increase number of sites SPSY students could go for practicums
- 2016-2018 School Psychology Faculty Search Committee

AT TAMIU

Service to College/Department

- 2014-2016 Department and College Committee on Tenure and Promotion
 2014-2015 Chair of MACP faculty search committee

Service to Program

- 2014-2016 Program Coordinator/ Training Director
 2014-2016 Community Stress Center Clinic Director

AT UCR

Service to University

- 2008 & 2012 Faculty panelist for the MALCS (Mujeres Activas en Letras y Cambio Social)'s UCR Chapter of "Las Profes" series.
 2010- 2011 Search Committee for the Dean of the Graduate School of Education,
 2010-2011 Faculty member of the Southern California Center of Academic Excellence on Youth Violence Prevention
 2009-2011 Committee on Courses

Service to College/Department

- 2013-2014 Teacher Education Faculty Search Committee
 2013-2014 Teacher Education Admissions Officer Search Committee
 2011- 2014 Master's in Education Advisory Committee
 2011-2014 Teacher Education Advisory Committee
 2010-2011 Graduate School of Education's 2020 Strategic Planning Committee

Service to Program

- 2010-2013 Search Committee for Faculty Position in School Psychology
 2010-2011 GSOE Graduate Student Retention Task Force
 2010-2011 Graduate Advisory Committee
 2010-2014 Faculty consultant for the ALAS "Latino Parent Involvement Project" Advisory Committee, UCR, Riverside, CA
 2009-2012 School Psychology Brown Bag Presentation Coordinator
 2008-2014 School Psychology Program Advisory Committee
 2008-2014 School Psychology Faculty Search Committee

COURSES TAUGHT TOTAL NEW PREPARATIONS= 31
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AT TAMU (n=12)

SPSY 642	Behavioral Assessment and Interventions
SPSY 643	Academic Assessment and Interventions
EPSY 605	Effects of Culture, Diversity, and Poverty in Education
SPSY 627	Cultural Adaptations to Interventions
SPSY 638	Prevention Science
SPSY 611 x3	Professional, Legal and Ethical Issues in School Psychology (3 seminar series)
SPSY 657	Bilingual Psychoeducational Assessment
SPSY 642	Child Therapy II
SPSY 683	Externship
SPSY 682	Internship
SPSY 691	Research

AT TAMIU n = 5

PSYC 5301	Introduction to Counseling and Psychotherapy
PSYC 5336	Multicultural Issues in Counseling
PSYC 5327	Child and Adolescence Psychotherapy
PSYC 5337	Community Mental Health for Diverse Populations
PSYC 4308	Theories and Principles of Psychological Testing (undergraduate course)

AT UCR n= 8

EDU 253	Adv. Doc Research Seminar in School Psychology: Culturally Responsive Social-Emotional and Behavioral Interventions
EDU 254C	Social-Emotional and Behavioral Assessment
EDU 255A	Social-Emotional and Behavioral Interventions
EDU 255C	Child Behavioral Therapy
EDU 259	Research Seminar: School Crisis Prevention and Intervention
EDU 259	Research Seminar: Counseling Culturally and Linguistically Diverse Populations
EDU 252B	History and Foundations of Educational Psychology
EDU 265A	School Psychology Practicum: 1 st Year Experience

AT OLLU n= 4

PSYC 6321	Psychological Measurement and Evaluation
PSYC 6322	Psychological Testing
PSYC 7351	Lifespan Development
PSYC 6390	Problem Solving Techniques and Interventions

AT University of Oregon n=2

SPSY 607	Educating and Assessing Linguistically Diverse Students Co-taught with Scott Baker, PhD and Amanda Sanford
EDLD 637	Diversity in Education- TA for Charles Martinez, PhD

ADVISING, PROSPECTUS, THESIS, AND DISSERTATION COMMITTEES

Doctoral Students Chaired/Co-chaired

At TAMU

Graduation year: 2024

Jessica Furrer, (Chair) *Dissertation title: Latine Adolescent Students with Limited or Interrupted Formal Education: Social-Emotional & Academic Strengths and Emergent Areas in Need of Support.*

Carolina Davila, (Chair) *Dissertation title: Development and Validation of a Tool for Selecting Culturally Responsive SEL Books for Early Childhood Education.*

Graduation year: 2023

Sherine Presley, (Chair) *Dissertation title: Parent and youth perceptions of social competence and friendships for youth with attention deficit hyperactivity disorder and/or internalizing symptoms.*

Daira Rodriguez, (Chair; co-chair: Dr. Birdie Ganz). *Dissertation Title: Stress in parents with children with Autism: Examining the role of ethnicity, severity of ASD, and levels of social communication on parental stress.*

Kayla Bull, (Chair). *Dissertation Title: Investigating the relationship of mentor's social emotional competence, self-efficacy, and similar ethnic background on the strength/quality of the mentor and mentee relationship.*

Graduation year: 2022

Sarah Ura (Co-chair; Chair: Dr. Jeffrey Liew). *Dissertation Title: Race and teachers' evaluation of students' behavior.*

Ileana Umana, (Chair; Co-chair: Dr. Julie Thompson). *Dissertation Title: Designing a culturally responsive psychoeducational intervention for Spanish speaking parents of children with Autism spectrum disorder."*

Luis Ponte, member

Graduation year: 2021

Samantha Meek (Co-chair; Chair: Dr. Krystal Simmons).

Zhiqing, Zhou (Co-chair; Chair: Dr. Jeffrey Liew).

Doroty Pang (Co-chair; Chair: Dr. Jeffrey Liew)

Graduation year: 2020

Ana d'Abreu (Chair) *Dissertation title: "Acculturative stress, resilience, and mental health in Syrian Refugee Children.*

- **2019-2010 CEHD Strategic Research Award Recipient**

Maria Jose Castro (Co-chair; **Chair:** Dr. Cynthia Riccio). Dissertation Title: “School belonging and educational motivation among Hispanic students.

Graduation year: 2019

Oscar Widales-Benitez (Co-chaired; **Chair:** Dr. Cynthia Riccio). Dissertation Title: Effects of School Belonging on Internalizing Symptom Trajectories among Latinx Youth.

Winner of APA Division 16- Student Poster Award for:

Widales-Benitez, O., d’Abreu, A., & **Castro-Olivo, S.** (August, 2017). The effects of acculturative stress on Latino ELL students’ academic aspirations. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Lauren Williams (2019) -Committee member-Student from TLAC Department

Giselle Jimenez (2018) -Committee member- Student from Chapman University

AT UCR

Nicole Garcia (2015- Co-Chair with Dr. Lee Swanson). Dissertation title: “*Late-emerging Reading Difficulties in English Language Learners.*”

Loren Albeg, (2013-**Chair**). Dissertation title: *The Relationship Between Mental Health and Acculturative Stress in Latino Adolescents’ Academic Performance Analysis.*”

Current Doctoral Committees

Expected Graduation year: 2025

Sunny Olsen, Chair

Wualu Altamira, Chair

Israel Arellano, Chair

Ashley Armenta, Chair

Expected Graduation year: 2026

Claudia Mata, Chair

Dalila Romero, Chair

Expected Graduation year: 2027

Zeyu Guo, Chair

Natalie Vallarta, Chair

Kalena Villa, Chair

Amanda Allen, Chair

Gloria Moctezuma, chair

Former Doctoral Committee Memberships at UCR

Yiwen Zhu (2014)

Robert Crosby (2012)

Kerri Knight (2011)

Jeannie Nam (2010)

Jason Checca (2011)

Jennifer Sun (2010)

Gabriel Gutierrez (2008)

Tricia Cooper (2008)

Masters' Thesis Committees AT TAMIU

Chair, **Andrea Almaguer, 2015** – “The Predictive Value of Cultural Factors and Spiritualism on Latino College Students’ Mental and Physical wellbeing.” (TAMIU).

Chair, **Diana Vaquera, 2016**- “The Predictive Value of Cultural Practices on Latino College Students’ Attitudes Towards Drugs.” (TAMIU).

Member, **Fernando Navarro, 2014** (TAMIU)

Masters' Thesis Committees AT UCR

Chair, **Kristine Cramer, 2013**- “Effects of a social-emotional learning intervention on social-emotional outcomes of culturally and linguistically diverse high school students.” (UCR).

Chair, **Mia Marciante, 2013** - "Joint effects of academic and behavioral interventions on behavioral outcomes of Latino ELLs in First Grade." (UCR).

Co- Chair, **Christy Liao, 2012**- Educational Psychology Masters' Thesis- The effects of a combined intervention on teacher–student interaction." (UCR).

Chair, **Nicole Garcia, 2011**- School Psychology Masters' Thesis- "Examining Relationships between Social-Emotional, Cultural, and Academic Outcomes of Culturally Diverse Adolescents." (UCR).

Chair, **Loan Le, 2011** School Psychology Masters' Thesis - "Family and cultural factors that influence SEL outcomes for ELL Latino students." (UCR).

Chair, **Loren Albeg, 2010** School Psychology Masters' Thesis- "The Relationship Between Mental Health and Acculturative Stress and Students’ Academic Performance: A Cross-Cultural Analysis." (UCR).

Chair, **Valerie Perry, 2010** School Psychology Masters' Thesis- "The Effects of Socio-Emotional Learning on Academic Outcomes of English Language Learners." (UCR).

MATTHEW R. DEROO

Associate Professor
Department of Teaching and Learning, University of Miami

HIGHER EDUCATION

MICHIGAN STATE UNIVERSITY

East Lansing, MI

COLLEGE OF EDUCATION

2018

PhD in Curriculum, Instruction, and Teacher Education

Specialization in Language Teaching and Learning

Certificate in English Language Learner Education

WHEATON COLLEGE

Wheaton, IL

GRADUATE SCHOOL

2008

MA in Intercultural Studies

Certificate in TESOL Teacher Mentoring

Certificate in Materials Development

ASBURY UNIVERSITY

Wilmore, KY

COLLEGE OF EDUCATION

2000

Bachelor of Science in English Education Grades 8-12 (*Honors*)

ACADEMIC APPOINTMENTS

Associate Professor of Digital Literacies for Multilingual Students

2024-Present

University of Miami, Department of Teaching and Learning

Assistant Professor of Digital Literacies for Multilingual Students

2018-2024

University of Miami, Department of Teaching and Learning

K-12 TEACHING AND PROFESSIONAL EXPERIENCE

Graduate Student- Curriculum, Instruction, and Teacher Education

August 2013--May 2018

Michigan State University, East Lansing, MI

Program Director- China Teaching Fellowship

August 2010 – June 2013

English Language Institute, China, Beijing, China

- Responsible for training, mentoring, and supporting China Teaching Fellowship team leaders in the areas of teaching, cultural adjustment, emotional support, and leadership development
- Oversaw training for 40 American English teachers who participated in the program each year
- Conducted annual meetings with 7 partner institution administrators regarding program implementation at their Chinese K-12 school and university campuses

Program Director- Camp China

July 2007 – July 2010

English Language Institute, China, Beijing, China

- Trained 300 program participants in the use of the Camp China curriculum and current, best practice Teaching English as a Foreign Language methodologies
- Trained and supervised 25 different team leaders for successful program implementation
- Visited Camp China locations to ensure program success and consulted with Chinese school administrators regarding each teaching team's performance

High School English Teacher

August 2006 – June 2007

Hendry County Public Schools– LaBelle High School, FL

- Taught Freshman and Junior English

Team Leader and English Teacher

August 2003 – July 2006

Beijing 21st Century International School, Beijing, China

Baishan School, Qingdao, Shandong, China

- Supervised recent college graduates in their first year as language teachers in China
- Taught Oral English to Chinese high school students

High School English Teacher

August 2001 – June 2003

Fayette County Public Schools– Henry Clay High School, KY

- Taught AP English Language and Composition
- Taught Junior English- American Literature

English Language Teacher

August 2000 – July 2001

China Teaching Fellowship Program– Guangdong Country Garden School, China

- Taught IB Language B to Chinese high school students

PUBLICATIONS

REFEREED ACADEMIC JOURNAL ARTICLES

DeHart, J, **Deroo, M.R.**, & Axelrod, D. (2025) Expressions and representation of languaging in contemporary comics. *Critical Issues in Language Studies*.

Deroo, M.R. & McClure, D. (2024). A comparative case study of transnational identity positioning for two students from immigrant backgrounds in the United States and Ireland. *British Journal of Sociology of Education*.

Deroo, M.R., Axelrod, D., & Kahn, J., (2024). Engaging culturally and linguistically diverse youth in semiotic analysis for community-based inquiry. *Journal of Adolescent and Adult Literacy*.

Monreal, T., **Deroo, M. R.**, & Pitts, B. (2024). Where we are: reflecting on our use of critical mapping practices for spatial justice in teacher education. *Social Studies Research and Practice*, 19(2), 157-170

Deroo, M. R. & Galante, M. (2023). Disciplinary literacy learning at the museum: Supporting preservice teachers expanded understandings of multimodality. *Literary Research and Instruction*, 62 (4), 350-370.

Deroo, M.R. & Ponzio, C. (2023). Fostering pre-service teachers' critical multilingual language awareness: Use of multimodal compositions to confront language ideologies. *Journal of Language, Identity, &*

Education, 22(2), 181-197.

- Fallas-Escobar, C. & **Deroo, M. R.** (2023). Latina/o bilingual teacher candidates' meaning-making of space and place: Attending to raciolinguistic landscapes in bilingual teacher education. *Multimodality and Society*.
- Juzwik, M. M., **Deroo, M. R.**, Ponzio, C., & Wheatley, L. (2023). Transnational youth expressing religious being and belonging through writing: Youth writers' purposes, audiences, and formal choices across public US secondary classrooms, 2015-2020. *Research in the Teaching of English*, 58(2), 156-192.
- Pontier, R. & **Deroo, M.R.** (2023). TESOL teachers' writing to support developing understandings of translanguaging theory and praxis in neoliberal times. *TESOL Quarterly* 57(1), 115-139.
- Ponzio, C. & **Deroo, M.R.** (2023). Harnessing multimodality in language teacher education: Expanding English-dominant teachers translanguaging capacities through multimodalities entextualization cycle. *International Journal of Bilingual Education and Bilingualism*, 26(8), 975-991.
- Waldron, C. H., Willis, A., Tatum, A., Salas, R. G., Coleman, J. J., Croom, **Deroo, M.R.**, ... & Zaidi, R. (2023). Reimagining LRA in the Spirit of a Transcendent Approach to Literacy. *Literacy Research: Theory, Method, and Practice*, 72(1), 50-73.
- Deroo, M.R.** (2022). Musuems in support of preservice teacher learning: Expanding understandings of multiliteracies and translanguaging in content area teaching. *International Multilingual Research Journal*, 16(3), 227-236.
- Deroo, M.R.**, & Mohamud, I. (2022). "I would rather be informed than misinformed": Transnational youth's enactment of critical media literacies. *English Teaching: Practice and Critique*, 21(3), 254-266.
- Deroo, M.R.**, Pontier, R., & Tian, Z. (2022). Engaging opportunities: A small moments reflexive inquiry of translanguaging in a graduate TESOL course. *Journal of Language, Identity, & Education*, 21(3), 160-173.
- Kahn, J., Axelrod, D, **Deroo, M. R.**, Radojcic, S. (2022). Stories from Islita Libre: Digital spatial storytelling as an expression of transnational and immigrant identities. *Bank Street Occasional Series*, (48), 96-112.
- Deroo, M.R.**, & Diaz, E. (2021). "They enjoyed little political power": Representations of immigrant experience in a U.S. history textbook. *Linguistics and Education*, 64.
- Deroo, M.** (2021). Seeking truth about Muslims?: Critical media literacy in an era of Islamophobia. *Journal of Media Literacy Education*, 13(3), 49-61.
- Deroo, M.R.**, & Watson, V. W. M. (2020). "Air I breathe": Writing and loss in a literacy-and-songwriting class. *Journal of Literacy Research*, 52(2), 158-179.

- Diaz, E., & **Deroo, M.R.** (2020). Latinx in contention: A systemic functional linguistics analysis of 11th Grade U.S. history textbooks. *Theory of Research in Social Education*, 48(3) 375-402.
- Marciano, J., Watson, V. W., Beymer, A., & **Deroo, M.R.** (2020). Examining moments of possibilities toward college readiness in a literacy-and-songwriting initiative. *Journal of Adolescent and Adult Literacy*, 63(6), 615-626.
- Deroo, M.R.** & Ponzio, C. (2019). Confronting ideologies: A discourse analysis of in-service teachers' support of translanguage through an ecological lens. *Bilingual Research Journal*, 42(2), 214-231.
- Hess, J., Watson, V. W., & **Deroo, M.R.*** (2019). "Show some love": Youth and teaching artists enacting literary presence and musical presence in an after-school literacy-and-songwriting project. *Teachers College Record*, 21(5), 1-44.
- Deroo, M.**, Farver, S., & Dunn, A. H., (2017). "Like" if you support refugees: Preservice teachers sensemaking of contested issues in a digitally-mediated multicultural education course. *Multicultural Education Review*, 3, 1-16.
- Dunn, A. H., **Deroo, M.**, & VanDerHeide, J. (2017). With regret: The genre of teachers' public resignation letters. *Linguistics and Education*, 38, 33-43.

REFEREED BOOK CHAPTERS

- Deroo, M.R.** (2025). Engaging in classroom-based literacy and language case study research: A how to for teacher educators and practitioners. In J. DeHart (Ed.). *Utilizing case studies in literacy and language education*. IGI Global.
- Ponzio, C. & **Deroo, M.R.** (2025). A critical translanguage approach to re-envisioning teacher education for 21st century English language teaching. In N. Galloway and A. Faud-Sevli (Eds.) *Routledge Handbook of Teaching English as an International Language*. Routledge.
- Deroo, M.R.**, Kahn, J., & Axelrod, D., (2024). Challenges and opportunities for middle school youth to imagine and speculate more just civic futures. In S. Robillard, N. Mirra, A. Gracia (Eds.). *Practicing civic futures in K-12 classroom*. (pp. 71-87). NCTE Routledge.
- Deroo, M.R.**, Kahn, J., & Axelrod, D. (2024). Leveraging linguistic and cultural frames for social-spatial understandings with transnational youth. In A. Jaffe and C. Salinas (Eds.) *Teaching culturally and linguistically relevant social studies with and for emergent bilingual and multilingual youth: Examining the past, present, and future* (pp.34-50). Teacher's College Press.
- Deroo, M.R.** (2023). Critical multimodality at the museum: How a community-university partnership supports transformative praxis. In K. N. Silvestri, N. Barret, and T M. Nyachae (Eds.), *Toward critical multimodality: Theory, research, and practice in transformative educational spaces book*. Information Age Publishing.
- Deroo, M.R.**, & Mohamud, I., (2022). Developing sustainable partnerships with youth

participants: Fostering shared learning across time. In V. Vasudevan, N. Gross, P. Nagarajan, K. Clonal-Roy (Eds.) *Care based methodologies: Complicating qualitative research with youth in school settings*. Bloomsbury Press.

Deroo, M.R. (2022). Translanguaging pedagogy to support bi/multilingual students' language learning in social studies: "How we communicate everything." In A. Slapac & S. Coppersmith (Eds.), *Beyond language learning instruction: Transformative supports for emergent bilinguals and educators*. (pp.231-266) Hershey, PA: IGI Global.

Deroo, M.R. (2021). Writing with, learning from, and paying forward mentorship from early career scholars: My formation into academic writing. In P. Habibie & S. Burgess (Eds.) *Scholarly publication trajectories of early-career scholars: Insider perspectives*. London: Palgrave-MacMillan.

Deroo, M.R., Ponzio, C., & De Costa, P. (2020). Reenvisioning second language teacher education through translanguaging praxis. In Z., Tian, L., Aghai, P. Sayer, & J. L. Schissel (Eds.), *Envisioning TESOL through a translanguaging lens: Global perspectives*. New York, NY: Springer.

Watson, V. W., **Deroo, M.R.,** & Skogsberg E. (2019). "Check it out": Youth layering the already-present toward justice in literacy teaching and research, in V. Kinloch, T. Burkhard., & C. Penn (Eds.) *Research on race, justice, and activism in literacy teacher education*. New York, NY: Teachers College Press.

Zhang, Y., **Deroo, M.** (2016). Technology instruction in language teacher education programs. In C-H Lin, D. Zhang, & B. Zheng (Eds.) *Preparing foreign language teachers for next-generation education*. (pp. 1-22) Hershey, PA: IGI Global.

REFEREED CONTRIBUTIONS- UNDER REVIEW

Arnold, K., & **Deroo, M.R.** (accepted). What to do with PragerU?: Resisting unjust policy-sanctioned curricula. *English Journal*.

Axelrod, D., **Deroo, M.R.,** & Kahn, J. (accepted). Digital spatial literacies: Empowering transnational students to tell stories across school and community spaces. In J. Castek, J. Coiro, E. Forzani, M. Schira Hagerman, C. Kiili, and J. R. Sparks (Eds.). *International Handbook of Research in Digital Literacies*:

Prada, J. & **Deroo, M. R.** (accepted). Rethinking the SLA graduate course for pre-service teachers as a translanguaging space: Grounding principles for curricular re-design and implementation in teacher-researcher conversations. *Second Language Teacher Education*.

PROFESSIONAL

Pontier, R. W., Mizell, J. D., **Deroo, M. R.,** & Sembiente, S. F. *Addressing challenges and celebrating joys: Exploring racially, linguistically and culturally diverse students and communities in South Florida*. Spencer Foundation. January 2024-December 2024. \$74,991. Submitted September 13, 2023.

EPIC Grant- School of Education and Human Development- \$30,000 (Co-PI) 2022

Andrew W. Mellon CREATE Grant- \$5,500. (PI) 2019

Award given to faculty who seek to enhance learning and engagement at the University of Miami to promote the integration of objects from the Lowe Art Museum’s permanent collections into object-centered teaching, learning, and scholarship.

University of Miami-Engaged Faculty Fellows- \$2,500 2019

Award given to faculty who commit to creating courses that incorporate a significant component of civic engagement and service learning into the course curriculum.

AWARDS AND HONORS

- Excellence in Civic Engagement- University of Miami 2023
- Excellence in Undergraduate Teaching- School of Education and Human Development 2023
- Top Graduate Paper Award- Media, Culture, and Learning SIG- AERA 2018
- Outstanding Educator- Kentucky Governor’s Scholars Program 2002

REFEREED CONFERENCE AND PAPER PRESENTATIONS

Deroo, M. R., Kahn, J., Axelrod, D., & (2024, December). Digital storytelling of speculative civic futures: Multicultural youth imagining more just social futures. *Paper presented at the Literacy Research Association Annual Conference, Atlanta, GA.*

Deroo, M. R., Kahn, J., Axelrod, D., & (2024, November). Expanded understanding of civic engagement via digital storytelling through a speculative civics framework. *Paper presented at the College and University Faculty Assembly Annual Conference, Boston, MA.*

Deroo, M. R., Kahn, J., Axelrod, D., & (2024, November). Exploring speculative civic futures through digital storytelling with transnational immigrant youth. Paper presented at the *National Council for the Teaching of English Annual Conference, Boston, MA.*

Deroo, M.R., (2024, April). Supporting preservice teachers and their future multilingual students through museum-based learning. Paper presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Deroo, M. R., Kahn, J., & Axelrod, D. (2024, April). Leveraging linguistic and cultural frames for social spatial understandings with transnational youth. Structured poster presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Deroo, M. R., Monreal, T., & Pitts, B. (2024, April). Mapping potentials in our flow: Examining currents in physical, mobile, and virtual samples of classroom cartographies. Paper presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Ponzio, C. & **Deroo, M. R.,** 2024, April). A critical translanguaging approach to reenvisioning teacher education for 21st-Century English language teaching. Paper presented at the Annual Meeting of the *American Education Research Association, Philadelphia, PA.*

Prada, J. & **Deroo, M.R.** (2024, March). Infusing the translanguaging spirit into the SLA course. Paper

presented at the *American Association of Applied Linguistics* Annual Conference, Houston, TX.

Deroo, M. R., Axelrod, D., & Kahn, J. (2023, December). Engaging culturally and linguistically diverse youth in semiotic analysis for community-based inquiry. Paper presented at the *Literacy Research Association* Annual Conference, Atlanta, GA.

Deroo, M. R., Dobbs, C., Leider, C., Kray, F. (2023, December). No hierarchies here: Interactive dialog, inquiry, and writing among teacher educators seeking to support teaching and learning with multilingual youth. Educational workshop presented at the *Literacy Research Association* Annual Conference, Atlanta, GA.

Deroo, M. R. (November, 2023). Language and multimodality. Invited address to faculty and graduate students in the School of Foreign Languages, North China Electric Power University, Virtual.

DeHart, J, Axelrod, D. & **Deroo, M.R,** (2023, April) Interrogating dynamics of language and power in visual compositions, Roundtable presentation at the *American Education Research Association* Annual Conference--Chicago, IL.

Deroo, M.R.(2023, April) Care as developing sustainable partnerships with youth participants over time, Paper presented at the *American Education Research Association* Annual Conference--Chicago, IL.

Deroo, M.R., Kahn, J., & Axelrod, D. (2023, April) Oral histories and data stories: Youths identity development discovery through a research elective course, Paper presented at the *American Education Research Association* Annual Conference--Chicago, IL.

Deroo, M.R., Kahn, J., & Axelrod, D. (2023, April) Youth spatial storytelling across scales: Understanding transnational experiences in the Islita Libre community hyperlocal context, Roundtable presentation at the *American Education Research Association* Annual Conference--Chicago, IL.

Deroo, M.R., Kahn, J. & Alexrod, D. (2023, March) Translanguaging, oral histories, and data stories: Centering the fluidity of transnational youths' identity development. Paper presented at the *American Association of Applied Linguistics* Annual Conference, Portland, OR.

Deroo, M.R., Leider, C. Dobbs, C., & Kray, F., (2022, December). Using inquiry in teacher education: Bridging critical theory and pedagogical practice. Workshop presented at the annual meeting of the *Literacy Research Association*, Phoenix, AZ.

Radojcic, S., **Deroo, M. R.,** Axelrod, D., & Kahn, J. (2022, December) Where is the criticality?: Transnational immigrant youths' use of digital storytelling tools. Paper presented at the *Literacy Research Association* Annual Conference, Phoenix, AZ.

Deroo, M. R, Axelrod, D., & Kahn, J. (2022, November) Using digital, multiliteracies tools to support place-based storytelling within and beyond language arts classrooms. Workshop presented at the *National Council of Teachers of English* Annual Convention, Anaheim, CA.

Deroo, M. R., Radojcic, S., Axelrod, D., & Kahn, J. (2022, November) How Digital, Multiliteracies Tools Can Support Place-Based Storytelling Within and Beyond the English Language Arts Classroom. Paper presented at the *National Council of Teachers of English* Annual Convention, Anaheim, CA.

- Deroo, M.R.** (2022, April). Critical multimodality at the museum: How a community-university Partnership supports transformative praxis. Poster presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.
- Deroo, M.R., Pontier, R. & Tian, Z.** (2022, April). Engaging opportunities: Small moments reflexive inquiry in a graduate TESOL course. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.
- Deroo, M.R.** (2021, December). Languageing myths and realities: Journeys of Chinese international students. Book launch with experts for Qianqian Zhang Wu. Multilingual Matters Press. Virtual
- Deroo, M.R.** (2021, December). Leveraging multimodality and social semiotics to support language and literacy teacher-education. Paper presented at the annual meeting of the *Literacy Research Association*, Atlanta, GA.
- Leider, C. Dobbs, C., **Deroo, M.R.**, & Kray, F., (2021, December). Multimodal pedagogy, critical dialogic genre-based pedagogy, and positioning analysis: Pedagogies to disrupt literacy research and teacher education. Workshop presented at the annual meeting of the *Literacy Research Association*, Atlanta, GA.
- Deroo, M.R.** (2021, November). Teaching critical thinking through inquiry about signs and symbols. Invited guest speaker Beijing Normal University *Teaching and Learning to Teach Critical Thinking Forum*. Beijing, China. Virtual
- Deroo, M.R. & McClure, D.**, (2021, November). A multiple-case study of immigrant student transnational identity negotiation in the United States and Ireland. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Virtual.
- Deroo, M.R.** (2021, September). Shaping digital literacy competence of English language teaching students. Invited guest speaker for the *3 in 1 Program* at Universitas Brawijaya, Indonesia. Virtual.
- Deroo, M.R.** (2021, April). Community-engaged museum-based learning: Fostering content area literacy development in teacher education. Poster presented at the annual meeting of the *American Educational Research Association*, Virtual.
- Deroo, M.R. & Ponzio, C.** (2021, March). Confronting hegemonic language ideologies: Fostering pre-service teachers' critical multilingual language awareness through multimodal composition. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Virtual.
- Deroo, M.R.** (2020, November). Weaving multidirectional confluencia: Channeling translanguaging and trans-semiotizing flows in language arts education. Paper presented at the annual meeting of the *National Council for Teaching of English*, Denver, CO.
- Deroo, M.R.** (2020, November). We're not at a loss: Coming together to attend to grieving in ELA classrooms and literacy contexts. Paper presented at the annual meeting of the *National Council for Teaching of English*, Denver, CO.
- Deroo, M.R.** (2020, November). Multimodal making: Skateboarding, beatmaking, and iMoviemaking as

youth literacies and classroom practice. Paper presented at the annual meeting of the *National Council for Teaching of English*, Denver, CO.

- Deroo, M.R.** (2020, April). Multimodal literacies at the museum: Supporting preservice teachers' learning through a community-university partnership. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M.R. & Diaz, E.** (2020, April). Representations of immigrant experience in a U.S. history textbook using a systemic functional linguistics lens. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M.R. & Ponzio, C.** (2020, April). Uncovering critical multilingual awareness: Cross-institutional analysis of pre-service teachers' representations of language, identity and power. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Deroo, M.R. & Ponzio, C.** (2020, March). From representation to application: A cross-institutional investigation of content-area pre-service teachers' emerging critical multilingual awareness. Paper presented at the annual meeting of *American Association of Applied Linguistics*, Denver, CO.
- Deroo, M.R.** (2020, March). Educational sympoiesis: Dialogic listening and comparative learning among educational researchers and youth participants. Paper presented at the annual meeting of the *Comparative International Education Society*, Miami, FL.
- Deroo, M.R.** (2019, December). Multimodal meaning making and social semiotics at the museum: Supporting preservice teachers' learning through visual thinking strategies. Paper presented at the annual meeting of the *Literacy Research Association*, Tampa, FL.
- Diaz, E., & **Deroo, M.R.** (2019, November). Representation of Latinxs in U.S. history textbooks: A critical discourse analysis. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Austin, TX.
- Deroo, M.R., Ponzio, C., & De Costa, P.** (2019, September). Reenvisioning second language teacher education through translanguaging praxis. Paper presented at the *Languaging in Times of Change Conference*, Stirling, Scotland, U.K..
- Deroo, M.R.** (2019, April). The promise and potential of multicultural education in supporting and enhancing students' critical media literacies. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.
- Deroo, M.R. & Watson, V. W.,** (2019, April). "Air I Breathe" Songwriting as literacy practices of remembrance. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.
- Ponzio, C. & **Deroo, M.R.** (2019, April). Supporting pre-service teachers and in-service teachers sensemaking of translanguaging through semiotic and visual learning experiences. Paper presented at the annual meeting of the *American Educational Research Association*, Toronto, CA.

- Deroo, M.R.** & Ponzio, C. (2019, March). Beyond theory: Utilizing semiotic resources to support teachers' sensemaking of translanguaging pedagogy. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Atlanta, GA.
- Deroo, M. R.** (2019, January). Community engaged scholarship. Invited speaker at the winter retreat of the *College and University Faculty Assembly*, Miami, FL.
- Deroo, M.R.** (2018, December). "I think I can speak on behalf of Muslims": Critical media literacies in an era of Islamophobia. Paper presented at the annual meeting of the *Literacy Research Association*, Indian Wells, CA.
- Deroo, M.R.** (2018, April). Pushing past perceptions. Using critical media literacy to analyze media texts. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Deroo, M.R.** and Ponzio, C. (2018, April). Moving translanguaging theory to praxis: A comparative study of preservice and inservice teachers. Paper presented at the annual meeting of the *American Educational Research Association*, New York, NY.
- Deroo, M.R.** and Ponzio, C. (2018, March). "I had to dig deep": Preservice and in-service teachers' application of translanguaging theory into practice. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Chicago, IL.
- Ponzio, C. and **Deroo, M.R.** (2018, March). Visualizing translanguaging: Pre and in-service teachers' sensemaking and movement of translanguaging from theory to praxis. Paper presented at the annual meeting of the *American Association of Applied Linguistics*, Chicago, IL.
- Watson, V. W., and **Deroo, M.R.** (2017, November). Examining loss and literacies in a literacy-and-songwriting class. Paper presented at the annual meeting of the *Literacy Research Association*, Tampa, FL.
- Deroo, M.R.** (2017, November). A practicing teacher's use of pedagogical approaches to support students' translanguaging in social studies. Paper presented at the annual meeting of the *College and Faculty University Assembly*, San Francisco, CA.
- Deroo, M.R.** (2017, November). What's the flood got to do with it? Comparing religious texts and beliefs in a multicultural studies class. Paper presented at the annual meeting of the *National Association for Multicultural Education*, Salt Lake City, UT.
- Deroo, M.R.** (2017, June). Immigrant students as intentional learners within and beyond schools. Paper Presented at the *Addressing Inequalities, Mobility and Dislocation: Insights from International and Domestic Research and Practice Conference*. East Lansing, MI.

Deroo, M.R. (2017, April). Citizenship education for recent immigrants in an era of shifting curriculum standards. Paper presented at the annual meeting of the *American Education Research Association*, San Antonio, TX.

Deroo, M.R. (2016, December). Examining students’ conceptions of intentional learning in social studies classrooms. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Washington, D.C.

Deroo, M.R., & Farver, S. (2016, November). “Like: if you support refugees: Benefits and challenges of utilizing social media in a social justice-oriented course. Paper presented at the annual meeting of the *National Association for Multicultural Education*, Cleveland, OH.

Deroo, M.R. (2016, April). Exploring students' intentional learning to reflect on teaching quality. Poster presented at the annual meeting of the *American Education Research Association*, Washington, D.C.

Deroo, M.R. (2015, October). Multicultural curriculum: Using student forums to increase intercultural competence. Paper presented at the annual meeting of the *National Association for Multicultural Education*, New Orleans, LA.

Dunn, A. H., Gunether, A., Farver, S., **Deroo, M.R.**, Wexler, L. (October, 2015). Should I stay or should I go now?: Teachers public letters as social action in the neoliberal era. Paper presented at the annual meeting of the *National Association for Multicultural Education*, New Orleans, LA.

Deroo, M.R. & Seaman, A. (2015, March). Beyond the textbook: Creating high-interest thematic materials for English learners. Paper presented at the annual meeting of the *Teaching English to Speakers of Other Languages Convention*, Toronto, Canada.

Deroo, M.R. (2013, March). Increasing intercultural competence through global curriculum. Paper presented at the annual meeting of the *Teaching English to Speakers of Other Languages Convention*, Dallas, TX.

COLLEGE TEACHING EXPERIENCE

Excellence in Undergraduate Teaching Award	2023
<i>School of Education and Human Development</i>	

COLLEGE TEACHING EXPERIENCE

Language Policy and Planning- TAL 731	SS 25, 23
Examination of case law, migration, imperialism, state formation, language ideologies and political conflicts informing language policy and planning in the United States and abroad	
Teaching and Teacher Education- TAL 773	FS 23

Examination of key dimensions of schools and schooling and their relationship to larger historical and social contexts, including the history of U.S. education; equity issues in past and present U.S. education; contemporary educational issues & theory; and international/global education

Applied Learning Sciences Capstone 1- TAL 709 **US 23**

Supported students to develop their capstone designs for creating an innovative learning environment

Special Topics in Education- TAL 590 **SS 23**

Examination of the socio-political contexts of education, developing positive classroom interactions with students and curricular designs for an accelerated teacher-preparation program

Classroom and Behavior Management- TAL 305 **FS 22**

Examination of the principles of various theoretical perspectives of classroom management and discipline. Focus on ways to foster culturally relevant interactions with children and adolescents

Introduction to Theories and Practice of TESOL- TAL 683 **FS 23, US 22**

Examination TESOL methods and theories to support language and literacy instruction and assessment to children, adolescents, and adults for whom English is not their first language

Introduction to Qualitative Methods- TAL 714 **SS 25, SS 24, FS 24, FS 23, US 23, SS 22**

Examination of qualitative research methods to support students to be educated consumers of research with a focus on developing interview and observation skills and researcher positionality

Advanced Independent Study- TAL 794 **FS 21**

Doctoral-level independent study oriented around the development of research skills (ie-literature reviews transcriptions of interview and focus group data, coding, and data analysis) in conjunction with the writing of a grant proposal

Language Development for Linguistically and Culturally Diverse Children - TAL 308 **SS25, FS 23,22,21**

Introduction to theories of linguistics as well as first and second language acquisition. Readings and lectures serve to highlight the development of language and language challenges faced by students for whom Standard English is a second language and/or a second dialect

Theories and Research in Literacies and Literacy Development- TAL 734 **SS 24, FS 21**

Doctoral-level seminar explores a broad array of topics influencing the study and teaching of literacy, including the history of literacies research; major theories and models of literacies development, connections between reading, writing and learning; and reading and writing online and multimodal texts

Language and Early Reading Instruction- TAL 647 **SS 21**

Examination of factors related to emergent literacy with an emphasis on diverse aspects of language that influence literacy and learning

Principles of First and Second Language Acquisition-TAL 686 **US 21, SS 20**

Examination of the theoretical perspectives regarding first and second language acquisition with a focus on how language ideologies shape language teaching and learning

Professional Seminar- TAL 700 **SS 20**

Doctoral education professional seminar for PhD students in the Department of Teaching and Learning.

Building Positive Relationships with Diverse Learners- TAL 612 **US 21, SS 22, FS 20, 19**

Examination of the principles of various theoretical perspectives regarding the discipline of students in schools and schooling. Focus on ways to foster culturally relevant interactions with children and adolescents.

Content Area Literacy in the Secondary Classroom- TAL 404 **SS 22, 21, 20, 19**

Essentials of literacy instruction in different subject areas for middle, junior, and senior high schools; instructional methods and materials for development of language arts, reading, and study skills.

Doctoral Seminar in Reading- TAL 734 **FS 18**

Doctoral-level seminar explores a broad array of topics influencing the study and teaching of reading, including the history of reading research; major theories and models of reading development, connections between reading, writing and learning; and reading online and multimodal texts

Practicum in Reading- TAL 426 **FS 20, 19, 18**

Supervised practicum in teaching reading and writing. Emphasis is on assessment and interventions for elementary students with a range of academic, linguistic, and cultural challenges in becoming proficient readers and cultural challenges in becoming proficient readers

THESIS and DISSERTATION ADVISING

Chair, “Bi/Multilingual Students’ Literary Analysis via Transmediation of Digital Comics,” Daryl Axelrod, PhD, 2020

Chair, “Far Less is Known”: A Three-Article Dissertation Exploring the Perceptions and Experiences of LGBTQIA+ Educators in California and Florida,” Edgar Diaz, PhD, 2022

Committee Member, “A Theoretical Model for Equitable Music Therapy for Second-Language Learners” Charity Waweru, MA, 2022

Co-Chair, “Teaching English as an Additional Language in Brazil through the Perspective of Brazilian Public School Teachers: Realidades Maquiadas in Figured Worlds,” Cristiane R. Vicentini, PhD, 2022

Committee Member, “Classroom Translanguaging Practices and Secondary Multilingual Learners in Indiana,” Woongsik Choi, PhD, 2023

PROFESSIONAL SERVICE AND OUTREACH

I. Service to the Profession

Writing and Literacies SIG- AERA Awards Chair

2021-Present

Co-Chair Multilingual and Transnational Innovative Community Group- LRA

2020-2022

Co-Chair Early Career Cohort Mentorship Program- NCTE	2020-2022
Proposal Reviewer, Literacy Research Association	2018-Present
Proposal Reviewer, American Education Research Association	2017-Present
Proposal Reviewer, College and University Faculty Assembly	2017-Present
Proposal Reviewer, National Association of Multicultural Education	2016-2019

II. Institutional Service

Collaborative Online International Learning Advisory Group	Summer 2023- Present
LLMS Search Committee Member	Spring 2021, Fall 2020
Interim TAL Doctoral Program Director	2019-2020
PETAL Member	2019-2022
SEHD School Council	Fall 2020, Spring 2021-Present

III. Manuscript Reviewer

Journal of Language, Identity, and Education	2021-Present
English Teaching and Learning	2020
TESOL Journal	2020
English Teaching: Practice and Critique	2019-Present
International Journal of Intercultural Relations	2019-Present
Journal of Curriculum Studies	2019-Present
Theory of Research in Social Education	2019-Present
Bilingual Research Journal	2018-Present
Journal of Language and Literacy Education	2018-Present
TESOL Quarterly	2017-Present
Research in the Teaching of English	2016-Present
Michigan Reading Journal	2015-2019
The New Educator	2017

PROFESSIONAL MEMBERSHIP

NATIONAL ORGANIZATIONS

• American Association of Applied Linguists (AAAL), Member	2017-Present
• American Educational Research Association (AERA), Member	2014-Present
o AERA Division K: Teaching and Teacher Education	
o SIG: Bilingual Education and Research	
o SIG: Critical Educators for Social Justice	
o SIG: Language and Social Processes	
o SIG: Media, Culture, and Learning	
o SIG: Multicultural/Multiethnic Education: Theory, Research and Practice	
o SIG: Social Studies	
o SIG: Second Language Research	
o SIG: Writing and Literacies	
• College and University Faculty Assembly/National Council Social Studies (CUFA, NCSS), Member	2016-Present
• National Association of Multicultural Education (NAME), Member	2015-2018
• National Council for Teaching of English Assembly of Research, (NCTEAR), Member	2015-Present
• Literary Research Association (LRA), Member	2017-Present
• Teaching English to Speakers of Other Languages (TESOL), Member	2012-2015

LANGUAGES

Mandarin Chinese- conversant

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June 12, 2025

Subject: Proposed Amendment to Regulation FIU-2501 Student Conduct and Honor Code

Proposed Action:

Florida International University Board of Trustees approval of the proposed amendments to Regulation FIU-2501 Student Conduct and Honor Code, and delegation of authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

Background Information:

Florida Board of Governors Regulations 1.001(4)(a)(10), University Board of Trustees Powers and Duties, and 6.0105, Student Conduct and Discipline, grant university boards of trustees authority to establish a student disciplinary system, including a code of conduct.

Florida Board of Governors Regulation 1.001(4)(a)(10), 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.”

Florida Board of Governors Regulation 6.0105(1), 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...”

The proposed changes to FIU Regulation 2501 include updated phrasing to more precisely address plagiarism where a student uses artificial intelligence without acknowledgment; adding FIU Regulation 106 violations and correcting name for FIU Regulation 105 in the Conduct Violations section; clarification of appeal submission instructions; and other edits related to scrivener’s errors.

Per the regulation, all presented edits have been approved by the Faculty Senate and have allowed for student input.

Supporting Documentation: Regulation FIU-2501 Student Conduct and Honor Code

Facilitators/Presenters: Elizabeth M. Bejar
Ryan M. Kelley

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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 Conduct and Honor Code

SUMMARY: Proposed changes to Regulation 2501 include update to academic misconduct violations for plagiarism; update to behavioral misconduct violation to include FIU Regulation 106 – Nondiscrimination, Harassment, and Retaliation and corrected name for FIU 105 – Sexual Harassment (Title IX) and Sexual Misconduct; clarifying appeal submission instructions; and other edits related to scrivener’s errors. Per the regulation, all presented edits have been approved by the Faculty Senate and have allowed for student input.

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: Article IX, section 7(d), Florida Constitution; Florida Board of Governors 1.001; Florida Board of Governors Regulation 6.010; and Florida Board of Governors Regulation 6.0105.

NAME OF PERSON INITIATING PROPOSED REGULATION: Dr. Elizabeth Bejar, Provost, Executive Vice President and Chief Operating Officer.

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 8 Street, PC 511, Miami, FL 33199
Email: devillee@fiu.edu | Phone: 305.348.2103 | Fax: 305.348.3272

DATE OF PUBLICATION: May 12, 2025

THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW.

FIU-2501 Student Conduct and Honor Code

As an academic community, Florida International University (FIU) 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 Conduct and Honor Code (Code). The ultimate responsibility for knowing University requirements and regulations rests with the Student, regardless of institutional or program affiliation. Nothing in this Regulation should be interpreted to abridge the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to, the freedom of expression protected by the First Amendment. FIU endorses the Board of Governors of the State University System of Florida's Statement of Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our campuses. We view this as an integral part of our ability to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service.

Those charged with and found Responsible for violations of the Code will be subject to appropriate action as outlined herein. For the most updated Code, please refer to the website of Student Conduct and Academic Integrity (SCAI) at conduct.fiu.edu.

Undergraduate, Graduate, and Professional Students at FIU are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Each Student shall be responsible for their conduct from the time that they have been notified of admission through the actual awarding of a degree, including the academic year and during periods between terms of actual enrollment. The Code shall apply to a Student's conduct even if the Student withdraws from the University or is academically dismissed, while a conduct matter is pending, or if the conduct is not discovered until after a Student has withdrawn, been academically dismissed, or a degree has been awarded.

Academic integrity is the adherence to those special values regarding life and work in an academic community. Code violations may lead to suspension or expulsion from the University if a determination of responsibility has been made. These sanctions will be determined based on severity of incident and prior violations of the Code.

The safety and well-being of our community is the University's foremost concern. 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 Code 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 Code.

Any Sexual Misconduct or Sexual Harassment, as defined pursuant to Regulation FIU-105, will be handled in accordance with Regulation FIU-105.

1. DEFINITIONS

- i. **Academic Misconduct:** Any act or omission by a Student, which violates the concept of academic integrity and undermines the academic mission of the University in violation of the Code.
- ii. **Advisor:** Any person chosen by the Respondent to assist throughout the Student Conduct and/or Academic Misconduct processes (e.g., faculty, staff, parent/guardian, attorney, friend, alumni). The Advisor may not be a Witness or serve in any other role in the current process including investigator, decider of fact, hearing officer, member of a committee or panel convened to hear or decide the charge or any appeal. The advisor may be present to advise the Respondent and may participate in all aspects of the proceeding but shall not testify for the Respondent. Proceedings may not be unreasonably delayed due to the scheduling conflicts of an advisor, and it is the responsibility of the Respondent to communicate relevant information to their advisor and to ensure that their advisor comports themselves in a manner which respects the educational-administrative conduct process. After an appropriate warning, the University reserves the right to stop a proceeding and remove an advisor whose presence disrupts the conduct proceedings.
- iii. **Business Day:** A day when the University is open for regular business operations from 8:30 a.m. up to 5:00 p.m. Eastern Standard Time. In computing any time-period specified in this Code, the day of the event, act, or default that initiates the period shall be excluded.
- iv. **Character Witness Statement:** A statement relating to the general character and reputation of the person.
- v. **Charge:** The written statement of the alleged violations of the Code.
- vi. **Complainant:** Any individual who may have been the subject of Harassment, Retaliation, or Stalking by the Respondent regardless of whether the individual makes a report.
- vii. **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 any sexual contact or any other type of involuntary conduct not covered by FIU Regulation 105, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
 - i. Causing the deliberate Incapacitation (see below for definition) of another person; and
 - ii. Conditioning an academic benefit or employment advantage.
- viii. **Consent:** Incorporated as defined by FIU Regulation 105.
- ix. **Final Agency Action:** The written decision resulting from the Student Conduct and/or Academic Misconduct processes which finally determines the rights or obligations of the Respondent. 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.
- x. **Hazing:** Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a Student for purposes including, but not

limited to, initiation or admission into, affiliation with, or the perpetuation or furtherance of a tradition or ritual of any Student Organization operating under the sanction of the University or other organization or group not officially recognized by the University. 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, former, or associate members (pledges) of a Student organization may be considered hazing. Organizational leaders who plan a hazing event will be held Responsible even if not in attendance at an event where the hazing occurs. Hazing does not include customary athletic events or similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

- xi. **Hearing Body:** Student Conduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, two (2) Students, a faculty/staff member, and a non-voting Hearing Officer. Academic Misconduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, three (3) Students, and two (2) full-time faculty members, and a non-voting Hearing Officer. The Hearing Body is authorized by the Chief Student Affairs Officer or designee to conduct Student Conduct hearings as set forth in this Code, and do so in an impartial manner.
- xii. **Hearing Officer:** The SCAI Director, or respective designee(s) who adjudicates the case in an impartial manner.
- xiii. **Immediate Medical Assistance:** Aid that includes, but is not limited to, calling or seeking additional assistance, rendering cardiopulmonary resuscitation (CPR) to a victim, clearing an airway for the victim to breathe, using a defibrillator (AED) to assist the victim, or rendering any other assistance to the victim which the Student intended in good faith to stabilize or improve the victim's condition while waiting for medical assistance or law enforcement to arrive.
- xiv. **Impact Statement:** A statement (oral or in writing) that describes how the Reporting Party or Respondent has been impacted by the incident that is the basis for the Charge.
- xv. **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 activity is occurring.
- xvi. **Instructor:** The Instructor of record for a course in which a violation(s) of Academic Misconduct is alleged.
- xvii. **Interim Suspension:** An immediate temporary (i.e., a limited period of time) separation from the University.
- xviii. **On-Campus Housing:** Such housing owned, controlled, and operated by the University, including privatized housing and sorority and fraternity housing on-campus.

- xix. **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 Code, FIU Regulation 105, the Undergraduate/Graduate/Professional Catalogs, the Student Handbook, the University Housing Resident Handbook, and/or Campus Life/Wellness & Recreation Center policies.
- xx. **Preponderance of the Evidence:** When the information that is presented supports a finding that it is more likely than not that a violation occurred.
- xxi. **Receipt of Written Notice:** When Written Notice (see below for definition) has been sent electronically to the official University email address.
- xxii. **Reporting Party:** Any person who reports an alleged violation of the Code.
- xxiii. **Respondent:** A student or student organization charged with violating the Student Conduct and Honor Code.
- xxiv. **SCAI Director:** The Director of Student Conduct and Academic Integrity [Academic Integrity](#) (SCAI) or designee.
- xxv. **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 are academically dismissed or withdraw after allegedly violating the Code, 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.
- xxvi. **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. Membership in a student organization 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.
- xxvii. **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.
- xxviii. **University:** Florida International University.
- xxix. **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.
- xxx. **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).
- xxxi. **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.

- xxxii. **Witness:** A person(s) who has factual knowledge about the incident which forms the basis of the Charge.
- xxxiii. **Written Notice:** A notification of the charges against the Respondent sent via email to the Respondent's official University email address. A notification to a Student Organization Respondent sent via email to the official University email address of the Student Organization's President.

2. JURISDICTION

- i. Jurisdiction under the Code applies to the conduct of any Student or Student Organization that while the student meets the definition of "student" as articulated in 1.xxv. and the student organization meets the definition of "student organization" as articulated in 1.xxvi., regardless of the geographic or electronic location.
- ii. A conduct proceeding is not a criminal or judicial proceeding. It is designed to address the Respondent's behavior. Therefore, alleged violations of the Code 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. In extraordinary situations, or at the request of external law enforcement or prosecutor's office, the University may delay its application of this Code.
- iii. The Code does not address: Issues related to research misconduct or violations of FIU Regulation 105. Resolutions of issues related to research misconduct must be addressed using the University Research Misconduct policy; or, issues related to professional misconduct. Resolutions of issues related to professional misconduct must be addressed at the school or college level. Violations of FIU Regulation 105 will be addressed in accordance to that Regulation.
- iv. **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. In addition, the SCAI Director may extend the filing time where the delay may be related to issues of victimization or beyond the control of the University.
- v. **Charging Time:** The University must charge an alleged Code violation within one hundred and eighty (180) calendar days of receiving the Incident Report. The SCAI Director may extend the charging time period if deemed necessary to perform a thorough investigation or when the SCAI Director determines that the circumstances warrant an extension to the charging time period.

3. **AUTHORITY**

- i. 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 Chief Student Affairs Officer, who is responsible for implementing the Student disciplinary system. The Chief Student Affairs Officer delegates authority for the execution and implementation of the Code to the SCAI Director.
- ii. The requirements and procedures in the Code 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.
- iii. The Department of Housing and Residential Experience (HRE) may conduct both Summary Resolutions and Administrative Hearings regarding cases involving Conduct violations arising in On-Campus Housing. HRE is not authorized to conduct Student Conduct Committee Hearings. HRE cases may be referred to SCAI.

4. **AMNESTY**

- i. Medical Amnesty for Alcohol or Drug Use: The University encourages Students to seek medical assistance, but it recognizes that students may be hesitant to make a call or report when they:
 - i. Need immediate medical assistance due to their own use of alcohol/drugs; or
 - ii. Witness another Student who needs immediate medical assistance due to alcohol/drugs.

Thus, students involved in an incident involving alcohol/drugs will not be charged under the Code with consumption if:

- i. They render or call for immediate medical assistance for themselves and/or others who have participated in or witnessed the incident;
- ii. The Student calling for immediate medical assistance remains at the scene with the person in need of immediate medical assistance until such assistance arrives and then cooperates with such personnel on the scene; and,
- iii. The student timely completes the appropriate educational intervention for the incident as determined by SCAI. 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 SCAI Director.

While student organizations are not eligible for amnesty, calling for medical assistance will be a mitigating factor, while failing to call or removing a person in need of medical assistance will be an aggravating factor at any sanctioning stage.

- ii. **Reporting Amnesty:** The University encourages Students to report allegations of the Code, including allegations of FIU Regulation 105, but recognizes that students may be hesitant to make a report when they were using alcohol/drugs. Thus, students involved in an incident involving alcohol/drugs will not be charged under the Code with consumption if they are reporting a violation of the Code or FIU Regulation 105. Any other charge(s) related to the incident may be determined at the discretion of the SCAI Director, but the reporting will be a mitigating factor at any sanctioning stage.
 - iii. **Investigatory Amnesty:** As part of an investigatory process, and conditioned on being truthful and providing complete information, a witness or party may be asked to provide information which would self-disclose a Code violation. Without abridging the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to the Fifth Amendment, disclosing a Code violation such as alcohol/drugs use related to an incident being investigated and outlined in the investigation will not be charged under the Code. All other charges related to the incident may be determined at the discretion of the SCAI Director, but additional amnesty may be provided under this provision.
 - iv. **Hazing Amnesty:** A student may not be charged under the Code if the Student establishes that, before medical assistance or law enforcement arrived on the scene of a hazing event, the Student rendered aid to the hazing victim and establishes all of the following: i. the Student was present at an event where, as a result of hazing, a person appeared to be in need of immediate medical assistance; and ii. The Student was the first person to call 911 or FIU Police to report the need for immediate medical assistance; and iii. the Student provided their own name, the address where immediate medical assistance was needed, and a description of the medical issue to the 911 operator or FIU Police at the time of the call; and, iv. the Student remained at the scene with the person in need of immediate medical assistance until such medical assistance or law enforcement arrived and that the Student cooperated with such personnel on the scene.
 - v. **Recording Amnesty in compliance with section 1004.097 and 1001.03, Florida Statutes:** A student may video or audio record a class lecture for their own personal educational use, in connection with a complaint to the University, or as evidence in, or in preparation for a criminal or civil proceeding. A recorded lecture may not be published without the consent of the lecturer.
 - vi. **Amnesty at the SCAI Director's Discretion:** The SCAI Director may grant amnesty from proceedings within the conduct system, contingent on a student providing complete and accurate information during an investigation or conduct proceeding.
5. **CONDUCT VIOLATIONS** The following conduct is prohibited by this Code. 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 conduct

violations or any attempt to violate the Code will be used in charging all Students or Student Organizations.

- i. **Any** conduct prohibited by FIU Regulation 105 – Sexual Harassment (Title IX) and Sexual Misconduct or FIU Regulation 106 – Nondiscrimination, Harassment and Retaliation.
- ii. **Assisting:** Any affirmative act which aids, attempts, promotes, conceals, or facilitates any act prohibited by this Code.
- iii. **Attempt:** Attempt or intent to commit any violation outlined in the Code.
- iv. **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.
 - i. Possession, use and/or consumption of alcohol when under the legal drinking age as provided by Florida Law.
 - ii. Dispensing, selling or supplying alcoholic beverages to an individual who is under the legal drinking age as provided by Florida Law.
 - iii. Any violations of FIU Policy governing alcohol usage. See, Regulation FIU-2505 Alcoholic Beverages.
 - iv. Use and/or possession of beer kegs and party balls or other common sources of alcohol.
 - v. Possession of open containers of alcohol or consumption of alcoholic beverages in public areas, including but not limited to balconies, courtyards or hallways.
 - vi. Public intoxication (e.g., appearing in a state of intoxication) and/or excessive drinking.
 - vii. 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.
 - viii. Hosting or sponsoring a gathering where underage individuals are drinking alcohol.
 - ix. Unlawful manufacture, trade, and/or intent to sell alcohol.
 - x. Reporting to classes, work, or related assignments “under the influence” of alcohol.
 - xi. Control or operation of any mode of transportation while impaired by alcohol.
 - xii. Violating any other University Policy while under the influence of alcohol.
- v. **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 their University assigned residence in accordance with the U.S. Department of Housing and Urban Development.

- i. 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.
 - ii. Having an approved emotional support animal beyond authorized areas (i.e., within the residence halls and immediate access to outdoor areas).
 - iii. Failing to register the Student's service animal (as defined by federal law) with the DRC if the Student resides on campus.
 - iv. Failing to properly control a pet, service animal, and/or emotional support animal such that the animal is disruptive, is not housebroken, or poses a safety or health concern.
 - v. Bringing pet dogs, cats, or other animals (except non-dangerous fish) to campus or being in possession of stray animals.
- vi. **Bribery:** Knowingly making an offer, gift, receipt, or solicitation of money, materials, goods, services or anything of value by the Student or others for the purpose of procuring or providing an advantage to which they are not otherwise legally entitled.
- vii. **Computer Misuse**
 - i. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.
 - ii. Unauthorized alteration or degradation of computer equipment, software, network, data or system performance.
 - iii. Unauthorized copying or distribution of computer software or data.
 - iv. 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.
 - v. Allowing another person to use one's FIU username and password.
 - vi. Any other violation of the University computer use and web page policies. The complete policies are available at <https://security.fiu.edu/governance/#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.
 - vii. 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.
- viii. **Disruptive Conduct**
 - i. 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.
- ii. 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.
 - iii. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the 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.
 - iv. Any behavior that substantially and materially disturbs the peace.
- ix. **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.
- i. 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.
 - ii. Distribute, dispense, deliver, trade, sell and/or attempt to sell drugs or prescription drugs.
 - iii. In possession and/or use of drug paraphernalia (including, but not limited, to bong, pipes, "hookahs," spoofs, rolling papers, blunts, small plastic baggies).
 - iv. Misuse and/or abuse of prescription drugs.
 - v. Control or operation of any mode of transportation while under the influence of any controlled substance or illegal drugs.
- x. **Endangerment**
- i. Occurs when one intentionally or recklessly (a) causes bodily harm to another person; (b) attempts to cause bodily harm to another person; or (c) 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.
 - ii. Engage in any action(s) that endangers the health, safety or welfare of others.
- xi. **Failure to Comply**
- i. Failure to comply with a request or directive of a University Official or non-University law enforcement official in the performance of their duty.
 - ii. Failure to comply with the final decision and sanctions rendered by a Student Conduct hearing or appellate body.

- iii. Failure to comply when a University Official requests to identify oneself and/or produce FIU identification.
- xii. **Falsification/Fraudulent Activity/False Testimony**
 - i. Withholding relevant information from any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff.
 - ii. 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.
 - iii. Misuse, reproduction, alteration or forgery of any identification, documents, keys or property.
 - iv. Permitting another person to use one's identification information.
 - v. Misuse or possession of false identification information.
 - vi. Purporting to act on behalf of another person, group or the University without authorization or prior consent.
 - vii. Providing a worthless check, money order or using a fraudulent credit card or a credit card without authorization.
 - viii. Any other acts of falsification/fraud/false testimony or misrepresentation.
- xiii. **Fire and Safety**
 - i. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.
 - ii. 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.
 - iii. Failure to evacuate University Premises or On-Campus Housing facility/unit when a fire alarm is activated.
 - iv. 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.
- xiv. **Gambling**
 - i. 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.
 - ii. 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.
- xv. **Harassment**
Severe or pervasive interactions aimed towards another or entity which is by objective measure threatening, abusive, or severely annoying and that is beyond the scope of free speech and which is not covered by FIU Regulation 105.
- xvi. **Hazing**
 - i. 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). Taking into consideration the aforementioned description, 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. 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 designed to deceive or convince a member that they will not be initiated or that they will be hurt;
- xiv. Compelling scavenger hunts, treasure hunts, quests, road trips, big brother/little brother hunts, big sister/little sister hunts;
- xv. Any action or threatened action that would subject the individual to embarrassment, humiliation or mental distress, including the use of demeaning names; or
- xvi. Any other acts or attempted acts which would constitute hazing pursuant to Section 1006.63 of the Florida Statutes.
- ii. The following shall not constitute a defense to Hazing:
 - i. The consent of the victim was obtained;
 - ii. The conduct or activities that resulted in death or injury to the victim was not part of any official organizational event or otherwise sanctioned or approved by a Student Organization or group; or
 - iii. The conduct or activity that resulted in death or injury to the victim was not done as a condition or membership into a Student Organization or group.
- xvii. **Motorcycles, Bicycles, Pocket Bikes, Rollerblades, or Skateboards**
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.

xviii. **Obstruction**

Taking action, individually or working with others, which the Respondent knew or should have known would impede an investigation by the University into possible violations of the Code committed by a Student and/or Student Organization, including failing to participate in a University investigation or proceeding if not the Respondent.

xix. **On-Campus Housing Violations**

Violation(s) of any HRE policies published in hard copy or available electronically via the HRE website (<https://housing.fiu.edu/resident-resources/housing-policies-standards-of-conduct/index.html>).

xx. **Personal Abuse**

- i. Verbal or written abuse, threats, intimidation, and/or Coercion that objectively endangers the health, safety or well-being of others and which is not covered by FIU Regulation 105. 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. 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.
- ii. Conduct that is based on race, color, religion, ethnicity, national origin, disability, age, marital status, 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.
- iii. Interference with the freedom of another person or group to move about in a lawful manner.

xxi. **Promotions/Posting**

- i. 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).
- ii. 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.

xxii. **Retaliation**

- i. 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:
 - i. Participation in the reporting, investigation, and/or resolution of an alleged violation of this Code; and/or
 - ii. 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 Respondent, the Reporting Party, or any other individual or group of individuals.
- xxiii. **Smoking and Use of Tobacco-Related Products**
 - i. Failure to comply with FIU Regulation 113 Smoke, Vape-Free, and Tobacco-Free Campus by smoking and/or vaping 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. Vaping means to inhale or exhale vapor produced by a vapor-generating electronic device or to possess a vapor-generating electronic device while that device is actively employing an electronic, chemical, or mechanical means designed to produce vapor or aerosol from a nicotine product or any other substance.
 - ii. Use of smokeless tobacco, snuff, chewing tobacco, smokeless pouches and any other form of loose-leaf or smokeless tobacco.
- xxiv. **Social Host Responsibility**
 Allowing, permitting, or providing an opportunity for a guest to violate University policy.
- xxv. **Stalking**
 Engaging in a course of conduct directed at a specific person, not covered under FIU Regulation 105, 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 conduct violation, 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.
- xxvi. **Student Organization Policies**
 - i. Members of the Student Organization acting together to violate University Policy.
 - ii. More than one Student working together to impede an investigation by the University into possible violations of the Code committed by a Student Organization.

- iii. Acting to protect from official action one or more alleged individual offenders who are members, former members or guests of the Student Organization.
 - iv. Leaders of the Student Organization who fail to report and/or take reasonable action against guests and/or members responsible for alleged violations.
 - v. 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://dasa.fiu.edu/all-departments/campus-life/>, <https://dasa.fiu.edu/all-departments/fraternity-sorority-life/>, or <https://dasa.fiu.edu/all-departments/wellness-recreation-centers/>.
- xxvii. **Theft and Theft-Related Conduct**
- i. 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.
 - ii. Possession and/or sale of property or services of another person or of the University without prior written consent or authorization.
- xxviii. **Trespassing/Unauthorized Use**
- i. Unauthorized presence in or unauthorized use of University Premises or On-Campus Housing, facility or restricted area.
 - ii. Willfully entering an on-campus restroom or changing facility designated for the opposite sex and refusing to depart when directed to do so by a University Official, except under the following circumstances:
 - i. to accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person, or a person with a disability;
 - ii. for law enforcement or governmental regulatory purposes;
 - iii. for the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk;
 - iv. for custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
 - v. where a designated restroom or changing facility is out of order or under repair and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.
 - vi. for purposes of section xxviii.ii. only, “sex” is defined by section 553.865, Florida Statutes.
- xxix. **Vandalism/Damage/Littering**
- i. Damage, destruction or defacing property of another person, group or the University.
 - ii. Dispersing litter in any form on University grounds or facilities, including, but not limited to, cigarette butts, flyers, cans, and bottles.
- xxx. **Weapons, Firearms, Explosives**
- i. Possession, storage or use of firearms, except as provided below, explosives, ammunition or other weapons or dangerous articles or substances, including, but not limited to tasers, stun guns, 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.

- i. 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)).
 - ii. Possession of a concealed weapon or firearm on University Premises or On-Campus Housing even if the Student possesses a concealed weapon license.
 - ii. 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.
 - iii. 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.
- xxx. **Other Violations**
- i. Aids or abets another in any violation of federal law, state law, local ordinance, and/or Policy not already listed above.
 - ii. Violations of federal and/or state laws, local ordinance, and/or Policy not already listed above.

6. **ACADEMIC MISCONDUCT VIOLATIONS**

- i. **Academic Dishonesty**
 - i. Failing to comply with examination policies or the instructions of an examination proctor.
 - ii. In general, by any act or omission not specifically mentioned in the Code and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the stated policies concerning academic integrity.
- ii. **Bribery**

The offering of money or any item or service to a member of the faculty, staff, administration, Student or any other person in order to commit academic misconduct.
- iii. **Cheating**
 - i. The unauthorized access or use of any materials, information, study aids, automated tools, or assistance from another person on any academic assignment or exercise.
 - ii. Assisting another Student in the unauthorized access or use of any materials, information, study aids, or automated tools.
 - iii. Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.
- iv. **Commercial Use**

The selling of course material to another person, Student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, tests, quizzes, labs, instruction sheets, homework, study guides and handouts.

v. **Complicity**

The planning or acting with one or more fellow Students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

vi. **Falsification of Records**

The tampering with or altering in any way of any academic record used or maintained by the University.

vii. **Misrepresentation**

- i. Providing false or misleading information to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another.
- ii. To misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.
- iii. Falsifying, altering, or misrepresenting any information within the student's own course work to gain academic advantage for oneself or another.

viii. **Multiple Submission**

Submitting the same or substantially the same academic work (including oral presentations) for credit more than once. Multiple submissions shall not include situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

ix. **Plagiarism**

- i. The submission of any work authored by another person or generated by an automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- ii. Assisting another Student in the submission of any work authored by another person or generated by an automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form.

7. INVESTIGATION AND PRE-ADJUDICATION PROCEDURES

- i. **Initiating Charges for Conduct Violations:** Any person or entity (including University departments, offices, officials, community members) may report an alleged violation(s) of the Code for review by SCAI by:
 - i. Submitting a police report that has been filed with any police department;
 - ii. Providing a SCAI incident report (see <https://report.fiu.edu/> for report) along with accompanying documentation; or
 - iii. Making an oral report to SCAI.
- ii. **Initiating Charges for Academic Misconduct Violations:** Any person or entity

(including University departments, offices, officials, community members) may report an alleged violation(s) of the Code for review by the SCAI by:

- i. Submitting the alleged violation(s) through the Academic Misconduct Report Form (AMR) along with any accompanying documentation (see <https://report.fiu.edu/> for report). Instructors are encouraged to discuss the allegations with the Student prior to referral to SCAI.
 - ii. If a Student, staff member, or a person not affiliated with the University observes a Student committing an Academic Misconduct violation, they may report the alleged violation to SCAI via the standard incident reporting form (see <https://report.fiu.edu/> for report). SCAI will then communicate with the appropriate faculty member, chair, or College/School Dean.
 - iii. All matters relating to Academic Misconduct among undergraduate, graduate, and professional Students are referred to the SCAI Director or designee. In matters where there is a conflict of interest with the SCAI Director, the case will be referred to the Chief Student Affairs Officer or designee.
- iii. **Preliminary Review:** The SCAI Director will determine, at their discretion, whether further fact-finding is needed and whether there is sufficient information to file charges or refer to another University office regardless of the participation of any party in the proceedings.
- i. Upon receiving an alleged violation of Academic Misconduct, the SCAI Director may review relevant information and consult with relevant parties regarding the incident in question. In addition, Instructors can request an intake meeting with SCAI staff to review allegations, the Charges, possible Sanctions, and to learn about the Student conduct process, and any available forms of resolution.
- iv. **Interim Measures:** Until Final Agency Action or there is a such a change in circumstances that the decision-maker for each action below no longer supports such an action, the following interim measures may be implemented as follows:
- i. No-Contact Directive: In cases involving allegations of, hazing, personal abuse, retaliation, stalking, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a No-Contact Directive.
 - ii. Restriction of Privilege or Access Directive: In cases involving allegations of hazing, personal abuse, retaliation, stalking, trespassing, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a Restriction of Privileges or Access Directive.
 - iii. Interim Suspension
 - i. Where the Chief Student Affairs Officer or designee determines that the health, safety or welfare of the University community are in jeopardy or in danger, an interim (temporary) suspension will be imposed. This includes, but is not limited to, physical assault,

hazing, possession of a firearm or explosives, illegal drug possession and other acts of a similar nature. A Respondent under Interim Suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities. The Respondent may neither attend nor participate in any classes, including any online components, during this time. The Respondent 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, except with the permission of the SCAI Director. A Student Organization may neither attend nor participate in any University-sponsored/related event or activity, use University space, register/host gatherings and events, except with the permission of the SCAI Director.

- ii. The Respondent may petition the Student Conduct Committee (SCC), in writing, for a review of the decision; the University will submit to the SCC, in writing, relevant information related to the decision to impose an interim suspension. The SCC shall meet to consider the petition as soon as possible, but typically no later than five business days after it receives the petition. If the SCC determines that the suspension was improper or is no longer necessary, it shall lift the suspension immediately and the underlying matter shall proceed. The SCC may implement any alternative interim measures if it lifts the interim suspension.
- iii. The Respondent's transcript will remain notated during the interim suspension.
- iv. If a Respondent's privileges are temporarily revoked through an Interim Suspension and the Respondent 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 Respondent's permanent records and reports in a manner compliant with state and federal laws; and
 - ii. Refund to the Respondent 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 Respondent's ability to attend classes for more than ten (10) school days.
- v. **Investigations:** The SCAI Director retains the discretion to determine whether an investigation should be conducted, and the scope of such investigation based on the alleged violations under the Code. The investigation will be a neutral fact-finding process used to determine if there is sufficient information to warrant action by the University. If the SCAI Director directs an investigation to another office to act on behalf of SCAI, including the Department of Housing and Residential Experience or the Office of Civil Rights Compliance and Accessibility (CRCA), the Director of such office, or designee, shall conduct the

investigation in accordance with the Code and relevant processes and procedures, so long as such procedures do not conflict with this Code or applicable University Policy which has jurisdiction over the reported behavior. For cases in which there is an overlap of charges between the Code and FIU Regulation 105, a joint investigation will commence, and the details of the Code investigation will be included in the FIU Regulation 105 final report or considered as part of the informal resolution. The Code behaviors will cede to adjudication and appeal under the process set forth in FIU Regulation 105. In cases where conduct involves both potential Conduct and Academic Misconduct violations, the Hearing Officer or Hearing Body has the authority to handle both matters simultaneously. If a Student is found Responsible for simultaneous Conduct and Academic Misconduct violations, sanctions from both processes may be imposed.

- vi. **Charge Letter:** The Respondent will be given a written notice of the Charges. The Charge Letter will include the following:
 - i. Notice of the charge(s), including specific code section(s) which constitutes the alleged violation(s) of the Code, an allegations statement and any other detail in order to prepare for a Student Conduct proceeding, including the process to be used in determining whether a violation has occurred and associated rights; and
 - ii. Information regarding next steps, including the date, time, and location of the disciplinary proceeding.
- vii. **Joint Hearings:** Cases that present common questions of conduct or fact and that would come before a panel of like composition may be joined for hearing.
 - i. For a joint hearing, the individual who conducted the information sessions must affirm, in writing, to the Hearing Officer that each Respondent performed acts sufficiently similar that the facts presented in evidence would not differ materially from one Respondent to another. In such case, the Hearing Officer may order joinder of such cases for hearing.
 - ii. Any Respondent, whose case is joined may request, in writing, to the Hearing Officer to be excluded from the joint hearing on the ground that (i) they are not charged with the same offense, at the same time and place, or (ii) that the facts relevant to them would differ materially from the facts relevant to the Respondent(s). The Hearing Officer's decision regarding whether any requesting Respondent be severed from the joint hearing is final.
 - iii. All decisions regarding responsibility under this Code, and any applicable sanctions or remedies will be rendered individually, and each Respondent remains entitled to their own advisor.
- viii. **Information Session:** An information session is designed to provide the Respondent with information about the adjudication process, as well as giving access to the information supporting the charge(s) available at that time. The information session is not a disciplinary proceeding but may transition to such a disciplinary proceeding if the Respondent waives any applicable disciplinary proceeding rights not met in order to accept a Summary Resolution.

- 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 Respondent prior to the hearing or at a subsequent meeting before a hearing.
- ii. If a Respondent fails to attend a scheduled information session, the Respondent 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).
- iii. If the Respondent fails to attend the information session, the Hearing Officer may place a hold/service indicator on the Respondent'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 Respondent fulfills all of the sanctions.
- ix. **Student Academic Status Pending the Code Process:** The Student's academic status will remain unchanged pending the outcome of the Code process, except where the Chief Student Affairs Officer or designee has implemented an interim suspension. When a final grade for a course may be involved, a grade of IN should be assigned, pending the University's final decision in the matter. A Respondent's ability to register for future semesters may be temporarily placed on hold.

8. RESOLUTION OPTIONS

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

i. Summary Resolution

- i. A summary resolution is available when the Respondent waives the right to a hearing, any applicable disciplinary proceeding rights not met, 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.
- ii. 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 Respondent within fourteen (14) Business Days from the date of the Summary Resolution. For Academic Misconduct violations, the written decision will also be sent to the Instructor.
- iii. If the Respondent does not choose the Summary Resolution (or the option is unavailable), the Respondent may indicate their preference for one of the two (2) types of hearings.

- ii. **Hearings:** Two hearing types are available under the Code: an Administrative Hearing, or a Student Conduct Committee (SCC) hearing. All procedures described in the Hearing Procedures section apply to these types of hearings.
 - i. Administrative Hearing - Conducted by a Hearing Officer who serves as the Hearing Body.
 - ii. SCC Hearing – Conducted by a committee which serves as the Hearing Body. SCC committees for Conduct violations consist of two (2) Students, one (1) faculty or staff member, and a non-voting Hearing Officer. SCC committees for Academic Misconduct violations consist of three (3) Students, two (2) full-time faculty members, and a non-voting Hearing Officer. The non-voting Hearing Officer will moderate the hearing.
 - iii. For SCC Hearings, members of any particular committee will vary, but will come from a pool of qualified faculty, staff and Students. Faculty members can be recommended annually by the Faculty Senate. Undergraduate, graduate, and professional Student members will be recruited and selected through SCAI’s formal SCC recruitment and selection process. All members of the SCC will be trained by SCAI. In cases where the Respondent is an undergraduate, every effort will be made to select undergraduate student representatives for the SCC. In cases where the Respondent is a graduate or professional student, every effort will be made to select graduate or professional student and faculty representatives for the SCC. For Academic Misconduct violations, the committee must include two full-time faculty members. For cases in which there is an overlap of charges under only the Code (Academic Misconduct and a non-Regulation FIU-105 violation), the Hearing Body shall meet the requirements of the Academic Misconduct hearing.
 - iv. For cases in which there is an overlap of charges between the Code and Regulation FIU-105, the Code behaviors will cede the adjudication processes under that Regulation.
 - v. The SCAI Director retains the discretion to ultimately determine which hearing forum is appropriate.
 - vi. All hearing(s) will be conducted in private or in accordance with applicable law.

9. HEARING NOTIFICATION AND INFORMATION EXCHANGE

- i. **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.
- ii. **Hearing Notice:** The notice of a hearing, including date, time and location will be sent to the official University email address of the Respondent, Complainant (if applicable), or President of the Student Organization, at least seven (7) Business Days prior to the hearing unless waived by the Respondent. The Instructor will also be notified in Academic Misconduct cases. 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 Code.

- i. 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, which may be different from what was presented in the information session or subsequent meetings.
- ii. The notice will also indicate the name(s) of the Hearing Body member(s) if known at the time, but will be provided before the start of the hearing.

iii. **Witnesses and Information**

- i. At least five (5) business days prior to the hearing the University will provide the Respondent the names of all known witnesses and all information related to the allegation, including inculpatory and exculpatory information, subject to redaction in accordance with federal and state law.
- ii. At least five (5) business days prior to the hearing the Respondent must provide the names of all known witnesses and all information to be used in the hearing. Acceptance or denial of witnesses and/or information, based on relevancy, is within the discretion of the Hearing Officer, but the University will not consider polygraph reports.
- iii. Character witnesses or witnesses to other incidents outside the specific incident in question will not be allowed to testify at a hearing. The Respondent may provide the Hearing Body with character witness statements (which will only be considered during the sanctioning phase, if applicable).
- iv. The Respondent is responsible for contacting and notifying the additional witnesses they wish to call for the hearing.
- v. 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., Zoom, phone).
- vi. The Hearing Officer has the discretion to limit the number of witnesses whose testimony may be duplicative, redundant or not in dispute.
- vii. The Hearing Officer may place limits on the length of testimony and also may advise to the scope, direction or tone of questioning.
- viii. The Instructor of the course in which the alleged Academic Misconduct violation(s) has occurred will always be requested to attend the hearing. The Instructor is strongly encouraged to participate in the hearing procedure.

iv. **Challenging a Member of the Hearing Body/Change of a Hearing Body Member**

- i. The Respondent 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.
 - ii. 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 Respondent as soon as possible. The Respondent may challenge the inclusion of this member at the time of the hearing. The challenge must be on the basis outlined above.
- v. **Request for a Postponement:** Any request to postpone a hearing must be submitted in writing or by email and must be received by the SCAI 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 SCAI Director. The University is not required to postpone a proceeding pending the outcome of a criminal prosecution. The University may postpone the hearing, at any time, for extraordinary situations (e.g. hurricane, emergency personnel matters).

10. ADVISOR FOR THE RESPONDENT

- i. The Respondent may be accompanied by an advisor of their choosing and at their expense at any time during the Code process.
- ii. It is the responsibility of the Respondent 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.
- iii. The Advisor may be present to advise the Respondent and may participate in all aspects of the proceeding but shall not testify for the Respondent.
- iv. Although the Respondent may consult with their Advisor during the hearing, this consultation must take place in a manner that does not disrupt the proceedings.
- v. The Advisor chosen by the Respondent cannot be a witness in the matter.
- vi. SCAI can provide the Respondent with a list of Advisors who can provide assistance in preparing a response to the reported Code violation.

11. DUE PROCESS RIGHTS OF THE RESPONDENT:

The Respondent has the following rights:

- i. Reasonable, written notice of the Code charge(s) and the allegations upon which the charge(s) is/are based.
- ii. A presumption that no violation occurred.
- iii. A fair and impartial hearing.
- iv. The right to be accompanied by an Advisor of their choice and expense at any time during the Code process.
- v. The opportunity to review all relevant information or evidence to be used in

- the hearing prior to the hearing.
- vi. The ability to participate in the Student Conduct hearing either physically or by contemporaneous alternative means (e.g., Zoom, phone).
- vii. The opportunity to present, or have your advisor present relevant witnesses and information at the hearing.
- viii. The opportunity to question, or have your advisor question witnesses in accordance with the Hearing Procedures.
- ix. Not to provide self-incriminating testimony. Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
- x. Receive notification of the decision of the Hearing Body in writing within fourteen (14) Business Days of the hearing.
- xi. Appeal the decision via the process established by the University.

12. RIGHTS OF THE COMPLAINANT

- i. Reasonable, written notice of the Code charge(s) and the allegations upon which the charge(s) is/are based.
- ii. The ability to participate in the Student Conduct hearing either physically or by contemporaneous alternative means (e.g., Zoom, phone).
- iii. Receive notification of the decision of the Hearing Body in writing within fourteen (14) Business Days of the hearing.

13. PRINCIPLES OF GROUP RESPONSIBILITY

- i. Any Student Organization can be held responsible under the Code 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:
 - i. An alleged violation arises out of a Student Organization sponsored, financed or otherwise supported activity.
 - ii. 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.
 - iii. The Student Organization or its related activities provided the context for the alleged violation.
 - iv. The action resulting in the alleged violation has received either the implied or overt consent of the Student Organization and/or its leaders.
 - v. 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.
- ii. The actions of active, prospective, or associate members (pledges) of a Student Organization may be considered hazing. Refer to Section 5 for full details on Hazing.
- iii. It is the responsibility of the Student Organization's President or Student-member designee to represent the organization throughout the conduct process.

14. HEARING PROCEDURES

- i. During the hearing, the Hearing Officer presides over the Code hearing and makes all procedural decisions.
- ii. The burden of proof in a hearing rests with the University and Respondents are presumed Not Responsible. 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.
- iii. 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 Code proceedings.
- iv. 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.
- v. In Code hearings involving Academic Misconduct violations, the Instructor can choose to be present in the hearing in its entirety and to ask questions of the Respondent and witnesses when prompted. The Hearing Officer has the discretion to require the Instructor to step out of a hearing if non-academic student conduct issues are being discussed.
- vi. The hearing will be recorded. The recording will serve as the only official record of the proceedings. No other recordings are permitted.
- vii. If the Respondent, Complainant, or Instructor fails to appear at the scheduled hearing, the hearing will be held, and a decision will be rendered in their absence.
- viii. Upon request by the Respondent, 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 Respondent, Complainant, or witnesses.
- ix. For Code hearings involving Conduct Violations, the Hearing Officer has the discretion to determine the order of the hearings which may involve, but is not limited to, the following:
 - i. 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.
 - ii. Statement by the Respondent or Respondent’s Advisor 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.
 - iii. Questions directed to the Respondent by the Hearing Body.
 - iv. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.
 - v. The Respondent or Respondent’s Advisor may pose questions directly to the witness and Complainant (if applicable). 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).
 - vi. Submission by the Respondent or Respondent’s Advisor of written statements (if any) of witnesses who are not present.

- vii. Follow-up questions (if any) directed to the Respondent by the Hearing Body.
- viii. Final statement by the Respondent or Respondent's Advisor.
- ix. Hearing Officer brings hearing to a close.
- x. For Code hearings involving Academic Misconduct Violations, the Hearing Officer has the discretion to determine the order of the hearing which may involve, but is not limited to, the following:
 - i. 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.
 - ii. Statement by the Instructor 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.
 - iii. Statement by the Respondent or Respondent's Advisor 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.
 - iv. Questions directed to the Instructor by the Hearing Body and the Respondent or Respondent's Advisor.
 - v. Questions directed to the Respondent by the Hearing Body and the Instructor.
 - vi. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.
 - vii. The Respondent or Respondent's Advisor may pose questions directly to the witness(es).
 - viii. The Instructor may pose questions directly to the witness(es).
 - ix. Submission by the Respondent or Respondent's Advisor of written statements (if any) of witnesses who are not present.
 - x. Submission by the Instructor of written statements (if any) of witnesses who are not present.
 - xi. Follow-up questions (if any) directed to the Instructor by the Hearing Body and Respondent.
 - xii. Follow-up questions (if any) directed to the Respondent by the Hearing Body and the Instructor.
 - xiii. Final statement by the Instructor.
 - xiv. Final statement by the Respondent or Respondent's Advisor.
 - xv. Hearing Officer brings hearing to closure.
- xi. Deliberation by the Hearing Body is held outside the presence of the Respondent for all hearings, and Instructor, for hearings involving Academic Misconduct violations.
- xii. Prior Student Conduct and Academic Misconduct records, Character Witness Statements and/or Impact Statements are considered only in determining the appropriate sanction(s).
- xiii. In Code hearings, the SCC 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:
 - i. Adopt;
 - ii. Modify;
 - iii. Reject the findings and sanctions; or,
 - iv. Remand for a rehearing.
- xiv. 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.
- xv. A decision letter will be sent to the Respondent 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. For Academic Misconduct violations, the written decision will also be sent to the Instructor, upon Final Agency Action.
- xvi. This Regulation acknowledges the Instructor authority to award Student grades. If the Student is found "Not Responsible" for alleged violations of Academic Misconduct, the faculty member should reinstate the grade the Student would have received if the misconduct charges were not submitted and any reduction in grade should be based on the Student's quality of work and not an allegation of Academic Misconduct.

15. TITLE IX PROCEDURES

Conduct meeting the definition of Sexual Harassment or Sexual Misconduct (including the Violence Against Women Act violations incorporated via the Clery Act) are administered via FIU Regulation 105. SCAI serves as the central repository for all student sanctions administered under the Code and FIU Regulation 105, and any prior misconduct under the Code or FIU Regulation 105 is considered in any sanctioning stage of either proceeding.

16. SANCTIONS

- i. Sanctions may only be imposed when a Respondent has been found in violation of the Code. In cases where a Respondent has been found "Not Responsible" for the alleged violation(s), no sanctions will be assigned.
- ii. 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 Respondent found to have violated the Code or FIU Regulation 105. Sanctions will be commensurate with the prohibited conduct with consideration given to any aggravating and mitigating circumstances, including, but not limited to, the Respondent's conduct and Academic Misconduct record. Fees may be associated with certain sanctions (e.g., counseling consultation, online programs) and are the Respondent's responsibility.
- iii. When an undergraduate student is found Responsible for Academic Misconduct violations, SCAI will determine any University Sanctions which are not related to a grade or the course in general. The Instructor will recommend Course Sanctions and communicate their recommendation to SCAI. SCAI will then communicate the final outcome to the student. Should the Instructor fail to

provide SCAI with recommended course sanctions, SCAI may assign Course Sanctions. If the undergraduate student is a member of the Honors College, SCAI will notify the Dean of the Honors College that a student was found in violation. The Dean of the Honors College will determine if Honors College action is necessary.

- iv. When a graduate or professional student is found Responsible for Academic Misconduct violations, SCAI notifies the Instructor, Dean or designee of the University Graduate or Professional School, and the Dean or designee of the Academic College in which the graduate or professional student resides, upon Final Agency Action. SCAI will determine any University Sanctions, which are not related to a grade or the course. The Instructor will recommend Course Sanctions and communicate their recommendation to SCAI. Should the Instructor fail to provide SCAI with recommended course sanctions, SCAI may assign Course Sanctions. The College Dean or designee will in turn notify the graduate or professional program that a student was found in violation. The student's graduate or professional program will determine if program action is necessary.
- v. In the event the course Instructor is no longer at the University, the Department Chair (or designee) will determine the recommended Course Sanctions.
- vi. University Sanctions
 - i. **Written Reprimand:** The University takes official notice that such actions are inappropriate and not in accordance with our community standards.
 - ii. **Educational Activities:** Appropriate educational steps (such as referrals for alcohol or drug education, reflection activities, letters of apology, directed study programs, or classes).
 - iii. **Conduct Probation:** Period of time where a Respondent is considered not in good standing with the University. While on conduct probation, any additional violations of the Code or other University Policies may result in suspension or expulsion.
 - iv. **Deferred Suspension:** Period of time in which suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. A Respondent 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 Respondent based on their current or potential future activities. If the Respondent fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the Respondent will no longer be considered on deferred suspension but will be automatically suspended with no further appeal, for a minimum of one semester. A

student organization who is on deferred suspension is considered not in good standing with the University. Failure to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), will result in the student organization being removed and separated from the University and automatically losing University recognition and all rights and privileges associated with recognition. In addition, it prohibits the group's participation in all intramural and University activities and the use of University facilities at all university properties. While on deferred suspension, any additional violations of the Code or other University Policies may result in suspension or expulsion.

- v. **Suspension:** Separation from the University for a specified period of time. A Respondent is considered not in good standing with the University while suspended. The Respondent 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 Respondent 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 Respondent's academic transcript during the period of suspension. A Respondent who is suspended from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Respondent will be administratively withdrawn from courses and will lose respective credit hours. If a student is suspended for more than three (3) consecutive semesters, the Student must reapply to the University prior to returning. A student organization is removed and separated from the University and automatically loses University recognition and all rights and privileges associated with recognition. In addition, it prohibits the group's participation in all intramural and University activities and the use of University facilities at all university properties.
- vi. **Expulsion:** Permanent separation from the University with no possibility of readmission. This sanction is recorded on the Respondent's academic transcript permanently. A Respondent is considered not in good standing with the University after being expelled. The Respondent 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 Respondent is also banned from participation in any University-sponsored/related activity or event and their FIU OneCard will be deactivated. A Respondent who is expelled from the University is not eligible for tuition nor registration fee reimbursement except as provided by University Policy. The Respondent will be administratively withdrawn from courses and will lose respective credit hours. A student organization is permanently removed and separated from the University with no opportunity to return to the University.
- vii. **Remedies**

- i. No Contact Order: the requirement that the Respondent and/or friends have no contact with another person.
 - ii. Restitution: Restitution to the University or to the impacted part(ies) of the violation. Any such payment on restitution will be limited to actual cost of repair, services not covered, or replacement costs.
 - iii. Restrictions/Loss of Privileges: Restrictions or loss of privileges which may be imposed upon a Respondent 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. For a student organization, restrictions or loss of privileges include, but are not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions or on-campus facilities. Additional restrictions on University privileges and/or activities may be imposed on the Respondent based on their current or potential future activities.
- viii. **Course Sanctions**
 - i. **Grade Penalty on the Assignment/Exam/Project with Resubmission:** A point/grade reduction on the assignment/assessment in question, and with the permission of the Faculty member, an opportunity to resubmit the assignment/assessment with the addition of the implemented point/grade reduction.
 - ii. **Grade Penalty on the Assignment/Exam/Project:** A point/grade reduction on the assignment/assessment in question.
 - iii. **Overall Course Grade Penalty with Drop:** Receive a decrease in overall grade or an F for the entire course. However, the Student will be permitted to drop or withdraw from the course with approval from the SCAI Director or designee. Requests for drop consideration must be submitted in writing with rationale to the SCAI Director or designee, where the final approval rests and is not eligible for independent appeal outside of the formal conduct appeal process.
 - iv. **Overall Course Grade Penalty:** Receive a decrease in overall grade or an F for the course. A point/grade reduction for the entire course. There will be no ability to drop or withdraw from the course for any reason.
- vii. Violations of the Code 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, genetic information, veteran status or any group/class protected by state or federal law may result in stronger sanctions.

- viii. Students who are found “Responsible” for Academic Misconduct violations under the Code are prohibited from using the Grade Forgiveness Policy for the course in which the Academic Misconduct occurred.
- ix. Sanctions take immediate effect unless appealed, except for suspensions or expulsions, which may be stayed until Final Agency action at the discretion of the SCAI Director. During such time, the SCAI Director may implement any supportive/interim measures available under the Code, excepting an interim suspension.
- x. Proof of the completion of the sanction(s) must be provided as directed in the decision letter. It is the responsibility of the Respondent to ensure that such proof is provided by the specified date. Failure of the Respondent to provide proof by the specified date may result in a charge of failure to comply, placement of a Student Conduct hold on a Respondent’s academic and University records, and suspension if the Respondent had been on deferred suspension.

17. WITHDRAWAL FROM A COURSE PENDING CHARGES

Upon receipt of notification of allegations of Academic Misconduct, a Student can choose to withdraw from the course in question, in accordance with the University policies related to course withdrawal. Students who withdraw from a course will have their ability to register for future semesters temporarily placed on hold until the SCAI Director or designee is assured that the Student is satisfactorily responding to the charges. Students who are found “Responsible” of Academic Misconduct in a course from which they have withdrawn are still eligible to receive the appropriate sanctions (as listed in Section 16) based on the case and may be reinstated to the course from which they have withdrawn.

18. APPEALS

- i. **Appellate Officer:** The Appellate Officer for all appeals is the Chief Student Affairs Officer or designee.
- ii. **Appeal Form/Basis for Appeals:** The Respondent 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 rehearing 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:
 - i. 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;
 - ii. 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
- iii. The severity of the sanction is disproportionate to the nature of the charge(s).
 - iii. **Appeal Requests:** All appeals must be ~~written in writing~~ and submitted following the instructions on ~~using~~ the appeal form available in the decision letter.
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.
 - iv. **Untimely Appeal:** If a hearing decision is not appealed within the timeframe, the original decision becomes Final Agency Action.
 - v. **The Respondent's Status Pending Appeal:**
 - i. An appeal has no effect on a Respondent's status when the sanction was suspension or expulsion. The sanction(s) are effective immediately from the date of the decision, unless stayed until Final Agency action at the discretion of the SCAI Director. During such time, the SCAI Director may implement any supportive/interim measures available under the Code, excepting an interim suspension.
 - ii. If the Respondent 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 Respondent shall remain eligible to attend classes and University activities pending the appeal.
 - iii. If no appeal is requested, the sanctions will take effect immediately.
 - vi. No person may hear or decide an appeal if they conducted or participated in the Code proceeding being reviewed on appeal.
 - vii. 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.
 - viii. **Written Decision on Appeal:** The appellate decision is issued in writing to the Respondent 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.

- ix. **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 Respondent, the decision of the Appellate Officer will include notice to the Respondent's right to appeal to an external judicial forum.
- x. **Academic Grievance Process:** The Respondent may not use the Student Academic Grievance Policy as a way to appeal the filing of a complaint or the outcome of the Academic Misconduct process outlined in this regulation.

19. RECORDS

- i. All student conduct-related records, including records involving Conduct violations, Academic Misconduct violation, and FIU Regulation 105, will be housed in the web- based system maintained by SCAI.
- ii. The release of student conduct-related records will be governed by applicable federal and state laws regarding the privacy of education records.
- iii. SCAI may place a student conduct hold on the records and registration of any Respondent who has a pending Code matter, including any outstanding sanctions. Respondents may not be allowed to graduate or receive grades, until pending matter(s), including any outstanding sanctions, are resolved. The University reserves the right withhold a transcript until properly notated.
- iv. The official University email address on file with the Registrar's Office will be used for all student conduct correspondence sent. 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.
- v. Suspension(s) and Expulsion will be noted permanently on a Student's academic transcript. Student conduct-related 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 Respondent was involved in that resulted in Code charges. However, in the case of suspension or expulsion, the files shall be permanently retained.
- vi. Students may have access to the information in their student conduct and Academic Misconduct file by submitting a written request to the SCAI Director. The access will be provided in accordance with federal and state laws regarding the privacy of education records (FERPA) and University regulation (see FIU Regulation 108).

20. AUXILIARY AIDS AND SERVICES

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

21. CONFLICT RESOLUTION

- i. Not every matter processed through SCAI is required to go through summary resolution or a hearing. An overall goal of SCAI is to provide a learning

process which entails understanding and respecting the rights of others. An avenue utilized by SCAI to foster mutual respect and understanding when differences arise is Conflict Resolution. Conflict Resolution through SCAI is an informal and confidential process.

- ii. Conflict Resolution may be utilized where the incident in question is minor in nature, the parties involved chose to participate, and the University cannot proceed with charges through the University student conduct system.
- iii. Conflict Resolution cases handled through SCAI 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 private 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 Respondent is found responsible for a violation of the Code.
- iv. Conflict Resolution files are kept for seven (7) years from the date of the resolution.
- v. 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.

22. INTERPRETATION AND REVISION

- i. Any question of interpretation or application of the Code shall be referred to the Chief Student Affairs Officer or designee for final determination.
- ii. The Code shall be reviewed periodically by a committee which shall include Student representation under the direction of the SCAI Director.
- iii. The Academic Misconduct procedures outlined in this regulation will be reviewed at least every three (3) years by a committee which shall include Student and faculty representation under the direction of the SCAI Director. The committee will be appointed by the Chair of the Faculty Senate, in consultation with the SCAI Director and the Faculty Fellow for Academic Integrity. Any changes to Academic Misconduct procedures must be approved by the Faculty Senate.

Contact: Director, Office of Student Conduct and Academic Integrity

Location: GC 311

Phone: (305) 348-3939 / Fax: (305) 348-6477

Email: conduct@fiu.edu | webpage: 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 9.17.12, 4.8.14, 6.8.18, 6.25.19, 8.13.20, 10.30.20, 9.15.21, 10.12.22, 8.21.23, ~~and~~ 6.10.24, and _____.

ACADEMIC AFFAIRS REGULAR REPORTS

- I. Academic and Student Affairs**
- II. Faculty Senate**
- III. Florida International University and Baptist Health South Florida Collaboration**
- IV. Information Technology**
- V. Research and Economic Development / University Graduate School**

I. ACADEMIC AND STUDENT AFFAIRS

1. Orientation and Family Programs launches new platform to connect with family members

In May, Orientation and Family Programs launched an all-new, interactive platform to help students' families engage with the university and stay connected to campus life: The Panther Family Hub. Powered by CampusESP, this fully online platform allows families to create a personalized portal, choose how frequently they wish to be communicated with, and translate content to the language of their preference. Through the Hub, users can tailor the content they receive by joining communities based on their personal interests as well as their students' academic affinity. Users can also peruse recent news updates and upcoming opportunities on their portal feeds. Additionally, families will be notified in the portal when FIU sends urgent university-wide messages, such as weather-related closures. With more than 19,000 family members subscribed to the existing FIU Family monthly newsletter and 2,100 members participating in the FIU Parent & Family Members Facebook group, this new portal will assist FIU's vibrant and active family community as they continue to engage in their students' college experiences as they support them on the path to graduation.

2. Expanded partnership with CodePath to enrich computer science students' training in AI, career readiness

CodePath – an organization teaming up with higher education institutions to develop the first generation of AI-native engineers, CTOs, and founders – recently announced it has selected FIU as one (1) of four (4) campus partners nationwide to implement its Emerging Engineer Empowerment Program. This formal collaboration will provide computer science students access to career readiness workshops, mentorship opportunities, and CodePath's cutting-edge computer science curriculum, which trains aspiring professionals to be leaders in the technology sector.

FIU is a longtime partner of CodePath, connecting students to its industry-backed courses, invitation-only career fairs with Fortune 500 companies and leadership opportunities through the Career and Talent Development department since 2020. The collaboration complements the world-class education offered by the FIU Knight Foundation School of Computing & Information Sciences, helping students apply the knowledge learned in the classroom to real-world settings while connecting them with mentors, internships and job opportunities with CodePath's industry-leading corporate partners, including Google, Amazon, Microsoft, Salesforce, and more. With advanced skills in artificial intelligence and other in-demand technical disciplines under their belt, CodePath alumni earn a median starting salary of \$93,000.

3. Enrollment Report

University Admissions

University Admissions hosted two (2) Admitted Student Days for incoming undergraduate students. At MMC, just over 1600 attendees and more than 600 incoming students attended the event. On the event day, 48 students "made it official" by paying their deposit, and we received 299 deposits over the weekend.

Transfer and Transition Services and Connect for Success

Articulation Agreements

We recently signed two (2) new agreements: (1) from MDC's Bachelor of Science in Applied Artificial Intelligence to FIU's Master of Science in Applied AI and IoT, and (2) from MDC's Associate in Science in New Media Communication to FIU's Bachelor in Public Relations, Advertising, and Applied Communication (PRAAC). These agreements go beyond the standard statewide articulation framework established in Florida. To date, we maintain 20 active articulation agreements with institutions across the Florida College System and other higher education partners.

Financial Aid

Disbursement

As of May 7th, we delivered \$218.2 million in aid for the Spring 2025 semester. At this time last year, we delivered \$195.7 million.

Draft 3 Year Cohort Default Rate

Our Draft Cohort Default rate for 2022 is 0%. The Final rate will be published in September 2025 and is usually similar to the draft rate. The continuing of a 0% rate is reflective of the “on-ramp” to repayment and the many administrative forbearances granted while the Loan Servicers moved loans and repayment plans and updated systems.

Office of Scholarships

The Spring semester provided numerous opportunities for us to engage students in developing positive financial habits and improving their financial health.

In Spring 2025, we offered a variety of events and workshops:

- Public Workshops: We completed 11 public workshop offerings.
- Private/Collaborative Workshops: We completed 7 private/collaborative workshops.
- Tabling Events: We held 7 tabling events, including 5 interactive events.
- Total Outreach Opportunities: We had a total of 30 outreach opportunities.

Overall Attendance in Spring for FWP Public Workshops: 864 Average Attendance: Approximately 79 attendees per event.

Individual Coaching Sessions: We conducted over 150 individual coaching sessions.

Throughout the Spring 2025 semester, Chase-led workshops average nearly tripled the attendance of staff-led workshops. This trend continued from earlier semesters and suggests a strong student interest in topics like credit-building and financial basics. In April, we hosted our Financial Literacy week, titled Abundance April, engaging over 400 students in various workshops and events during that week alone. Next year, we aim to double student engagement during financial literacy week.

II. FACULTY SENATE

From April 2025 to May 15, 2025, the Faculty Senate and the Steering Committee of the Faculty Senate met once in a Special Faculty Senate and a Special Faculty Senate Steering Committee meeting.

April 2025

- The Faculty Senate organized a Special Faculty Senate Meeting to discuss the recent Memorandum of Understanding (MoU) signed between Florida International University (FIU) and U.S. Immigration and Customs Enforcement (ICE) with Chief Alexander Casas and FIU interim-President Jeanette Nuñez.
- The last Faculty Get-Together of the academic year was held April 25th at the Faculty Club sponsored by CARTA.
- The Faculty Senate Summer meeting is scheduled for June 10th.

III. FLORIDA INTERNATIONAL UNIVERSITY AND BAPTIST HEALTH SOUTH FLORIDA COLLABORATION

1. Joint Graduate Medical Education

Our Inaugural Graduate Medical Education programs in Internal Medicine, General Surgery, and Neurology are welcoming their first resident classes on July 1st along with our new resident classes in

the existing Primary Care, Family Medicine, and Interventional Radiology programs. Our matched residents in Diagnostic radiology will complete their intern years and begin training with us in July 2026. Ongoing additional program development is progressing steadily with applications for Anesthesiology, Cardiology, Critical Care Medicine, Hematology/Oncology, Transitional Year, and Thoracic Surgery well underway and the application for Urology complete. Active workgroups are also progressing on plans for programs in Obstetrics and Gynecology and Psychiatry.

2. Joint Research Initiatives

The research committee has been heavily involved in joint recruitment efforts, with significant progress made. Dr. Wang signed on April 16th and has officially accepted the position. The committee is also working on finalizing offers for two (2) other PhD candidates, further strengthening the research team. Additionally, the engagement with Huron was kicked off, with a meeting held on April 15th to review their proposed workflow for the grant process and awarding. This collaboration will streamline the transfer of funds between the two parties as they conduct joint research. Looking ahead, the committee has scheduled a Joint Research Day for September 12, 2025, offering an opportunity to highlight ongoing research projects and foster further collaboration.

3. Clinical ACC Assessment

The ACC transition is progressing as planned and remains on target for a go-live date of July 1st, with the first patient expected by July 7th. Key operational milestones have been achieved, including agreement on a LOI for Lease, supply chain vendors notified, planning for EHR transition planning (Athena to Cerner), insurance credentialing process underway, patient notification letters of transition sent, and employee transition coordination completed. Negotiations for the ACC lease are ongoing with expected completion by BOT meeting. Finalization of the affiliation recruitment plan is being presented for approval at the Steering Committee, which will directly inform the Affiliation Budget.

4. Joint Marketing

The marketing and communications teams have successfully completed the brand guide, laying a strong foundation for the visual and messaging direction moving forward. Plans are in place for activating signage and communications at the Baptist Hospital campus to welcome the new cohort. Additionally, efforts are underway to finalize further signage and communications for the ACC transitions, aiming to enhance the overall experience and guide patients/visitors through the new changes seamlessly.

5. Medical Center

The project is currently in the advanced schematic design phase, with significant progress being made. Programming conversations have begun with Stantec regarding the academic floors, ensuring that the design meets the needs of both functionality and space utilization. Meanwhile, the advanced schematic work for the BHSF clinical spaces is also progressing, focusing on refining the interior design to align with the project's goals. The selection process for a construction manager is actively underway. An accelerated schedule has been developed with substantial completion planned for December 2027.

IV. INFORMATION TECHNOLOGY

1. Windows 11 Upgrade

The Division of IT is working closely with university colleges and business units to upgrade managed devices to Windows 11. Microsoft announced it will end support for Windows 10 starting on October 14, 2025. To ensure the university has the latest security requirements to protect IT resources, all FIU-owned devices are being upgraded to Windows 11. Members of the IT community have been working diligently to meet the Microsoft deadline.

Windows 11 introduces a modern interface designed to enhance productivity, security, and provide a more intuitive user experience. The upgraded operating system offers better performance and efficiency, leveraging advancements in hardware to ensure smoother operation. Enhanced security measures, including TPM 2.0 support, help further protect against cyber threats. The Division of IT will continue to support and provide guidance to the units to ensure a smooth transition and university-wide compliance.

2. Enhancing the Student Experience with the Panther Success Hub

The Division of IT is on path to complete the implementation of HighPoint. HighPoint is the new student advising application and degree pathway tools that modernize and enhance academic advising, allowing for a more personalized experience. This multi-phase implementation began in the fall of 2023 and consolidated three (3) existing applications into one (1) solution, realizing cost savings for the university over a period of five (5) years. The application includes five (5) modules: Schedule Builder, Degree Planner, Advisee Relationship Management (ARM), Course Auditor, and the Campus Experience module.

The division has completed the implementation of the Schedule Builder module, the Degree Planner module (Panther Degree Planner) and the ARM module (Panther Success Network) for advisors and students from all colleges and schools. Work continues to complete the implementation of Course Auditor, the last HighPoint module, for Spring 2026.

3. Microsoft Copilot Pilot Program

The university has acquired a limited number of Microsoft Copilot licenses that are available for distribution. Copilot is a generative Artificial Intelligence tool developed by Microsoft. The Division of IT is working with university colleges and business units to determine the best use cases and users of this tool. The availability of this tool marks an exciting opportunity for the university to leverage the advanced capabilities of Microsoft Copilot which is designed to enhance productivity and streamline workflows. To ensure users maximize the benefits of this tool, the division has engaged with Microsoft to offer users in-depth training, help measure usage and impact, and identify roles and scenarios that benefit the most from Copilot.

This pilot program incorporates faculty, researchers, and staff, with faculty expected to be one of the largest groups of participants. Copilot can help faculty enhance their teaching, research, and administrative responsibilities and can help facilitate creating a personalized learning experience for students. Faculty can leverage Copilot to create high-quality education content more efficiently; from generating lecture notes and presentations to designing quizzes and assignments. Additionally, Copilot can assist in providing real-time feedback to students, helping them understand their strengths and areas for improvement. For researchers, Copilot can help conduct literature reviews and analyze large datasets, as well as help write grant proposals. Faculty, researchers and staff will also benefit from this tool as it helps with scheduling, time management and streamlines communication.

V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

Between February and March of fiscal year (FY) 2024-2025, the value of awards received decreased by 3% from \$183M to \$177M. This reduction is largely due to a slow-down of the awarding of new and continuing awards by the Federal agencies. Several colleges and research centers experienced increases in awards received. The Herbert Wertheim College of Medicine had an increase of 51% from the same period last year, the Steven Green School of International & Public Affairs (SIPA) had an

increase of 24%, and the Robert Stempel College of Public Health and Social Work (CPHSW) had an increase of 4%. Among centers and institutes, the J.M. Pérez Metropolitan Center had a 326% increase (from \$276K to \$3M), Biomolecular Science Institute experienced a 102% increase (from \$1.9M to \$3.8M), and CRUSADA had a 65% increase (from \$674K to \$1.1M). The Extreme Events Institute (EEI) by the end of March had already surpassed their research awards of the prior fiscal year (\$5.4M vs. \$11.9M). Similarly, the Center for Children and Families (CCF) received \$15.5M in awards for all of FY 2023-2024 and has already achieved \$14.2M for the current FY. During the first nine (9) months of fiscal year 2024-2025, the distribution of awards received by funding sources changed considerably. Federal government funding accounted for 81% of total awards (83% last fiscal year). State and Local Government accounted for 12% of total awards, compared to 8% last fiscal year, and private/other sources accounted for 7% of awards received (9% last fiscal year).

Despite disruptions in the flow of federal awards, proposal submissions have progressed positively. The number and value of proposals submitted during the first nine (9) months of this fiscal years has increased. The value increased (from \$651M to \$675.9M) and the number decreased by 7% (from 874 to 816).

2. Innovation and Economic Development

As of April 30, 2025, StartUP FIU collaborated with seven (7) faculty teams to support research commercialization efforts through NSF I-Corps and STTR programs. As a result, one (1) team secured a \$50,000 national NSF I-Corps grant, and two (2) others are pursuing STTR funding. Dr. Ramella Roman (Biomedical Engineering) is progressing toward forming a company and licensing FIU-developed technology. Industry partnership efforts are underway with defense contractor Pathfinder, climate-focused startup Carbon Limit, and SBIR consulting firm Inspiralia. StartUP FIU hosted a Research Commercialization Series that drew 443 attendees across four (4) sessions, and a student-focused series attracted 145 participants, with an additional 43 hours of technical support provided for student ventures. Under PI Gresham, the Risk & Resilience Tech Hub (RRTH) launched demonstration projects with The Underline, supported a new company by Dr. Azizinamini, and engaged in regional outreach to connect with startups and partners. The Verizon Speaker Series drew strong participation with 172 and 189 attendees at its two (2) events. The DOE-funded Project ACCESS resumed community outreach on carbon sequestration, in partnership with Titan America and the Southern States Energy Board. Additionally, Gresham led the submission of a \$160M proposal for the NSF Regional Innovation Engines program, in collaboration with major institutional and regional partners. Between the months of March and April of FY 2024-2025, there were 18 intellectual property disclosures, 17 patent applications submitted, five (5) patents granted, and three (3) license agreements executed.

3. University Graduate School (UGS)

As of April 30, 2025, FIU received 3,083 applications to doctoral programs, a 4% increase from the previous year, while master's program applications declined by 518 (-4%) to 11,611. A total of 6,451 graduate students were admitted—315 (5%) more than last year, including 30 doctoral, 283 masters, and two (2) specialist students. The total of Graduate enrollment increased 6% to 4,234 students: 500 doctoral (+9%), 3,718 masters (+6%), and 16 specialist (-6%). Notable enrollment increases occurred in CASE (doctoral +27%, master's +12%) and Nursing and Health Sciences (doctoral +29%, master's +17%).

The University Graduate School (UGS) launched a reOrientation pilot for advanced doctoral students, attended by 55 participants, offering support for dissertation research and academic progress. The Graduate Advisory Board proposed new initiatives to enhance communication skills and launched the "Did You Know?" social media series. Graduate Student Appreciation Week (GSAW) held April 7–12, attracted over 300 participants and featured various events, including the Scholarly Forum, AI talks, and a celebration supported by Sigma Xi, which expanded student award recognition. FIU also engaged

nationally and statewide in graduate education through CSGS and the Council of Florida Graduate Schools meetings, earning several student awards. The UGS Excellence Awards ceremony on April 15 honored outstanding graduate students, mentors, and graduate directors across multiple categories. UGS also launched a Dissertation Retreat in partnership with the Center for Excellence in Writing, selecting nine (9) doctoral candidates. Fellowship selections for summer 2025 were completed, supporting 33 fellows across four (4) programs. Lastly, UGS hosted a well-attended GPD Workshop on Graduate Assistant onboarding with over 40 participants, featuring sessions on international students and background check processes, with presentations from ISSS and ORED.

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