



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

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

Livestream: <http://webcast.fiu.edu/>

**Thursday, June 16, 2022
12:00 PM**

or

Upon Adjournment of Previous Meeting

Chair: Natasha Lowell

Vice Chair: Donna J. Hrinak

Members: Cesar L. Alvarez, Jose J. Armas – *Health Affairs liaison*, Dean C. Colson, Cristhofer E. Lugo, Joerg Reinhold, Chanel T. Rowe, Marc D. Sarnoff, Roger Tovar – *Athletics liaison*

AGENDA

- | | | |
|----|---|--------------------|
| 1. | Call to Order and Chair's Remarks | Natasha Lowell |
| 2. | Approval of Minutes | Natasha Lowell |
| 3. | Action Items | |
| | AP1. Tenure Nominations | Elizabeth M. Bejar |
| | AP2. Proposed Amendment to Regulation FIU-108 Access to Student Education Records | Elizabeth M. Bejar |
| | AP3. Program Termination: Bachelor of Arts in Italian Language and Literature | Elizabeth M. Bejar |
| | AP4. Program Termination: Bachelor of Science in Communications | Elizabeth M. Bejar |
| 4. | Student Government Updates | Cristhofer E. Lugo |
| 5. | Faculty Senate Updates | Joerg Reinhold |

6. Academic Affairs Regular Reports *(For Information Only)*

- Academic and Student Affairs
- Engagement
- Enrollment Management and Services
- Information Technology
- Research and Economic Development/ University Graduate School

7. New Business *(If Any)*

Natasha Lowell

8. Concluding Remarks and Adjournment

Natasha Lowell

FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

Time: June 16, 2022 12:00 PM - 12:45 PM EDT

Location: FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 16, 2022

Subject: Approval of Minutes of Meeting held on March 3, 2022

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on March 3, 2022 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom.

Background Information:

Committee members will review and approve the minutes of the Academic Policy and Student Affairs Committee meeting held on March 3, 2022 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom.

Supporting Documentation: Minutes: Academic Policy and Student Affairs Committee Meeting, March 3, 2022

Facilitator/Presenter: Natasha Lowell, *Chair, Academic Policy and Student Affairs Committee*

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Academic Policy and Student Affairs Committee

March 3, 2022

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom

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 Natasha Lowell on Thursday, March 3, 2022, at 10:02 a.m.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Natasha Lowell, *Committee Chair*; Donna J Hrinak, *Committee Vice Chair (via Zoom)*; Cesar L. Alvarez; Jose J. Armas, *Health Affairs Liaison*; Dean C. Colson, *Board Chair*; Joerg Reinhold; Chanel T. Rowe (*via Zoom*); Alexander Rubido; Marc D. Sarnoff; and Roger Tovar, *Board Vice Chair and Athletics Liaison*.

Trustee Gene Prescott and University Interim President Kenneth A. Jessell were also in attendance.

Committee Chair Lowell welcomed all Trustees and members of the University administration. She also welcomed Trustees attending via the virtual environment and the University community and general public accessing the meeting via the University's webcast.

Committee Chair Lowell commented that, on January 28, 2022, Interim President Kenneth A. Jessell announced the appointment of Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar as Interim Provost and Executive Vice President which was effective March 1, 2022. Interim Provost Bejar remarked on her commitment to scale and leverage the multitude of strengths across the University's academic and operational enterprise. She added that she has been collaborating with Interim Chief Financial Officer and Senior Vice President for Finance and Administration Aime Martinez on internal transitions to ensure a seamless process.

2. Approval of Minutes

Committee Chair Lowell asked that the Committee approve the minutes of the meeting held on December 8, 2021. A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on December 8, 2021.

3. Action Items

AP1. Tenure as a Condition of Employment Nominations

Committee Chair Lowell explained that Tenure as a Condition of Employment (TACOE) is proposed for two (2) candidates. She explained that to be considered for TACOE, newly hired

faculty must qualify for tenure at FIU based on their caliber of work and/or tenure status at their previous institution.

Interim Provost Bejar pointed out that TACOE is reserved for individuals who have achieved highly prestigious academic careers prior to becoming FIU faculty. She indicated that the TACOE candidates have either received, or are eligible for, tenure at their prior institutions and explained that, at the time of hire, the faculty candidate understands that the tenure and rank appointment will be granted upon an expedited review of the candidate's materials by the department, the college, the Provost, the President, and the FIU Board of Trustees. Interim Provost Bejar indicated that the TACOE candidates have been vetted and briefly commented on each candidate.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees the approval of two (2) candidates for Tenure as a Condition of Employment as specified in the Board materials.

AP2. Proposed Amendment to Regulation FIU-406 Foreign Student Admissions

Interim Provost Bejar presented the proposed amendment to Regulation FIU-406 Foreign Student Admissions for Committee review. She explained that the proposed revisions to FIU-406 provide better alignment with Florida Board of Governors Regulation 6.009. She indicated that the proposed revisions include a title change, establish English language equivalencies, declaration and certification of finances, requirements of health history forms, immunizations, and medical insurance documentation, and obligations to comply with the various requirements of the United States Citizenship and Immigration Services of the United States Department of Homeland Security and the United States Department of State.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the FIU Board of Trustees approve the amendment to Regulation FIU-406 Foreign Student Admissions and delegate 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.

AP3. Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

Interim Provost Bejar presented the proposed amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct for Committee review. She explained that the regulation is being amended to revise the directory and contact information for the Title IX Coordinator and the Deputy Title IX Coordinators. She added that the proposed revisions also include a scrivener's error on page 116, which was identified and updated accordingly.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees the approval of the amendment of Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct, and delegate 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.

AP4. Program Termination of the Bachelor of Arts in Geography

AP5. Program Termination of the Bachelor of Arts in Sociology

Committee Chair Lowell explained that agenda items AP4 and AP5 relate to program terminations and that while the Committee will vote on the items separately, Interim Provost Bejar will present the program terminations together.

Interim Provost Bejar presented the proposals to terminate the Bachelor of Arts in Geography and the Bachelor of Arts in Sociology for Committee review. She commented that the Department of Global and Social Studies implemented a new Bachelor of Arts in Global Studies in 2019 and that said degree meets the Florida Board of Governors (BOG) Program of Strategic Emphasis category of Global. She stated that, subsequently, the Department implemented Geography and Sociology majors in the new degree to better reflect the global approach utilized in the curriculum of the disciplines.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees termination of the Bachelor of Arts in Geography (CIP 45.0701).

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees termination of the Bachelor of Arts in Sociology (CIP 45.1101).

AP6. New Program Proposal: Bachelor of Arts in Global Languages, Cultures and Literatures

Interim Provost Bejar presented the Bachelor of Arts in Global Languages, Cultures and Literatures new program proposal for Committee review. She remarked that the proposed Bachelor of Arts in Global Languages, Cultures and Literatures (GLCL) degree is listed under the strategic emphasis area “Global” by the BOG. She commented that the GLCL degree allows for a customized curriculum through which students can explore one or two language specializations. Interim Provost Bejar mentioned that the GLCL degree is designed to prepare students for graduate school, professional schools or careers in education, translation/interpretation, foreign service, and international business, or other careers that require, and/or value as a competitive advantage advanced communication skills in foreign languages as well as critical thinking and a cross-cultural understanding of today’s globalized world.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the Bachelor of Arts in Global Languages, Cultures and Literatures (CIP 16.0101) new program proposal.

4. Student Government Updates

Trustee Alexander Rubido, Student Government President, commented on the upcoming student government elections. He stated that after the Activity and Service fee budget for the 2022-23 fiscal year is ratified by the Student Government Senate, it will be presented for Interim Provost Bejar’s approval. He commented on his experience auditing an Honors College class. Trustee Rubido

announced the formation of a working group to address the recent decline in student engagement on campus, adding that recommendations will be developed for future organizational leadership.

5. Faculty Senate Updates

Trustee Reinhold, Faculty Senate Chair, commented on Faculty Senate curriculum bulletins. He remarked on Dr. Mark B. Rosenberg's resignation as President of FIU. He explained that the Faculty Senate, at its January 25, 2022 meeting, passed the following resolution: "The Faculty Senate expresses our disappointment, frustration, and sadness at the news of the past days. Sexual harassment cannot be tolerated. We share our support and empathy for the victim; no staff, student, faculty, or administrator should ever feel unsafe in our FIU community. While the University explicitly forbids such discriminatory and traumatizing actions, FIU cannot tolerate a culture in which sexual harassment is quietly allowed. We must educate faculty, staff, students, and administrators on the nature of sexual harassment and ensure that the processes available for victims to speak out are safe and confidential, regardless of the power that the perpetrator holds. Moreover, any individuals aware of such occurrences must speak out. As a University working toward greater diversity, equity, and inclusion, this horrible situation offers an opportunity for our community to grow and learn."

Trustee Reinhold commented on the faculty's support relating to the appointments of Interim President Jessell and Interim Provost Bejar.

Board Chair Dean C. Colson committed the Board's support in terms of messaging that sexual harassment will not be tolerated.

6. 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.

7. New Business

In response to Trustee Donna J. Hrinak, Interim Provost Bejar commented on the February 24, 2022 University-wide message regarding support for those affected by the Russian invasion of Ukraine. Interim Provost Bejar indicated that the University has sent targeted communications to the affected student and employee population. She added that FIU will work to address the issues and needs of said population. She remarked that the recent webinar regarding the conflict in Ukraine featured Professor David J. Kramer of the FIU Steven J. Green School of International and Public Affairs and was attended by over 70 FIU students.

In response to Trustee Marc D. Sarnoff, Interim President Jessell stated that FIU has joined other institutions and nations in condemnation of the unproved attack and stand in support and unity with the Ukrainian people. Interim Provost Bejar commented on FIU's critical role in providing multiple avenues for educating and informing the University community. Also responding to Trustee Sarnoff, Interim President Jessell remarked that FIU can connect the University community with external entities that are coordinating donations that directly benefit the citizens of Ukraine. Responding to Trustee Sarnoff, General Counsel Castillo indicated that he would follow-up with the Board of

Trustees at the later Full Board Meeting in terms of the request for a Board of Trustees Resolution in support of Ukraine.

8. Concluding Remarks and Adjournment

With no other business, Committee Chair Natasha Lowell adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, March 3, 2022 at 10:54 a.m.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 16, 2022

Subject: Tenure Nominations

Proposed Committee Action:

Recommend to The 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), 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.

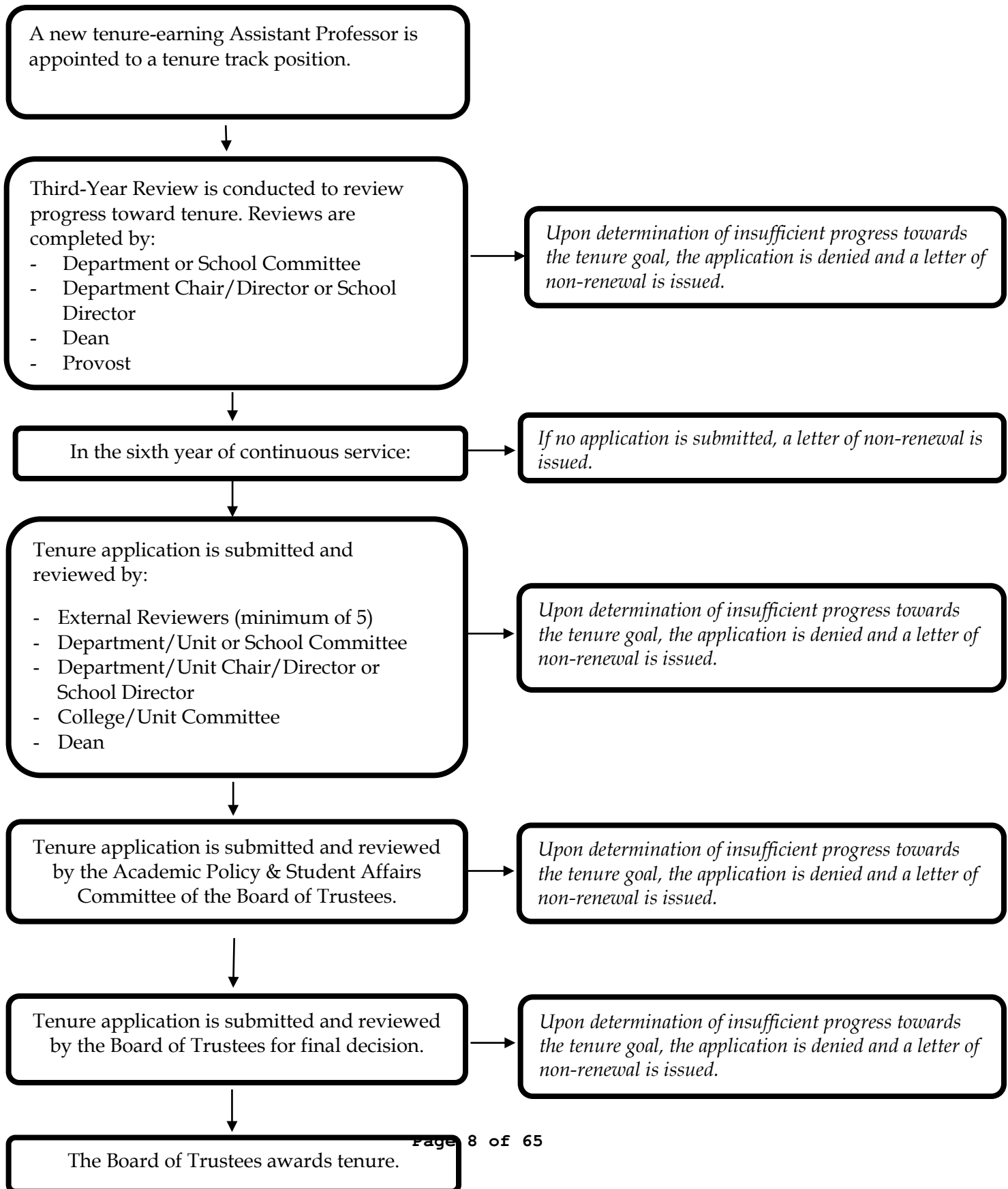
The University President is recommending the granting of Tenure for twenty-five (25) nominees as specified in the Board materials.

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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2021-2022 Tenure Nominations		
Name	Department	Proposed Rank
College of Arts, Sciences and Education		
Alessandro Catenazzi	Biological Sciences	Associate Professor
Michelle Cumming	Teaching and Learning	Associate Professor
Christopher Dares	Chemistry	Associate Professor
Remy Dou	Teaching and Learning	Associate Professor
Sarah Eddy	Biological Sciences	Associate Professor
Yanqiu Guo	Mathematics and Statistics	Associate Professor
Alastair Harborne	Biological Sciences	Associate Professor
Celine Leboeuf	Philosophy	Associate Professor
Yannis Papastamatiou	Biological Sciences	Associate Professor
Kathleen Quardokus Fisher	Earth and Environment	Associate Professor
Sonia Underwood	Chemistry	Associate Professor
College of Business		
Mustafa Caglayan	Finance	Tenure only
Erica Harris	School of Accounting	Tenure only
Tala Mirzaei	Information Systems and Business Analytics	Associate Professor
College of Communication, Architecture + the Arts		
Nicole Kashian	Communication	Associate Professor
College of Engineering and Computing		
Zachary Danzinger	Biomedical Engineering	Associate Professor
Pezhman Mardanpour	Mechanical and Materials Engineering	Associate Professor
Ahmed Ibrahim Mohamed	Electrical and Computer Engineering	Associate Professor
Monique Ross	Knight Foundation School of Computing and Information Sciences	Associate Professor
Chaplin School of Hospitality and Tourism Management		
Andrew Moreo	School of Hospitality and Tourism Management	Associate Professor
Steven J. Green School of International and Public Affairs		
Daniel Royles	History	Associate Professor
Kristen Zgoba	Criminology and Criminal Justice	Associate Professor
Herbert Wertheim College of Medicine		
Hitendra Chand	Immunology and Nanomedicine	Tenure only
Nicole Wertheim College of Nursing and Health Sciences		
Trudy Gaillard	Undergraduate Nursing	Tenure only
Robert Stempel College of Public Health and Social Work		
Nicole Fava	School of Social Work	Associate Professor

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Mustafa Caglayan
Finance
College of Business

Dr. Mustafa Caglayan earned a Ph.D. in General Economics from the City University of New York in 2000. After eight years of foreign exchange research with J. P. Morgan Chase Bank in New York City, Dr. Caglayan became an assistant professor in the Department of Finance at his alma mater of Özyegin University in Istanbul, Turkey, where he was promoted to Associate Professor in 2014. He joined the faculty of the FIU Department of Finance in Fall 2017.

Dr. Caglayan's research focuses on hedge funds and portfolio performance. He is considered one of the earliest and most influential researchers in this field; his work is highly cited. Several of Dr. Caglayan's fifteen scholarly peer-reviewed publications are featured in the premier journals of finance, including the prestigious Journal of Financial Economics. Seven of his papers are ranked A* of A, the highest rating accorded in his field. The FIU College of Business awarded Dr. Caglayan the Knight-Ridder Research Fellowship in 2019 in recognition of his outstanding research record.

Dr. Caglayan has taught undergraduate and graduate-level finance courses across multiple fields within the College of Business, including the International and Executive MBA programs, amongst others. His students have rated him highly on the Student Perceptions of Teaching Survey, frequently remarking that his industry experience makes his classes both accessible and applicable.

Dr. Caglayan's service spreads across various committees within the College of Business, including the Executive MBA task force and the DBA Workshop Committee. He has been an active graduate student mentor, served on three dissertation committees and is heavily involved in his department's PhD program. He also serves as a referee for five academic journals and has assumed various organizational roles in the field's regular academic coverings.

Alessandro Catenazzi
Biological Sciences
College of Arts, Sciences, and Education

Dr. Alessandro Catenazzi received his Ph.D. in Biological Sciences in 2006 from FIU. In 2011, Dr. Catenazzi became a lecturer at Gonzaga University. He went on to become an Assistant Professor at Southern Illinois University-Carbondale in 2013, where he stayed until he moved to his current position at FIU as Assistant Professor in 2018.

Dr. Catenazzi's research centers around conservation biology, biodiversity, and herpetology, within which he examines the impacts of fungal diseases and the human destruction of salamander and frog habitats in the Andean Amazon. He is credited with the discovery of sixteen previously unknown amphibian and reptile species. Dr. Catenazzi has published thirty-eight peer-reviewed papers since arriving at FIU, many of which have been featured in high-impact journals such as *Science Advances*. In January 2021, Dr. Catenazzi received a grant of \$224,000 from the National Science Foundation as the Principal Investigator for "Collaborative Research: Linking Host Life History, Movement Ecology, and Climate to Predict Epizootics in Megadiverse Tropical Amphibian Communities". Dr. Catenazzi also has three pending research proposals, which combined are potentially worth \$1.3 million in support.

Dr. Catenazzi teaches the required upper-division course, PCB 4674 Evolution. He prioritizes critical thinking, diversity, and bringing innovative teaching practices to the classroom. He has mentored undergraduates in the Honors Biological Science program and three graduate students. Dr. Catenazzi heads a laboratory at FIU named the Catenazzi Lab.

Dr. Catenazzi has served on several faculty search committees. He has also been a co-organizer and judge at the annual FIU Biosymposium. He has written and reviewed numerous grants and proposals both at FIU and professionally at national and international funding agencies. He is also a peer-reviewer of several academic journals.

Hitendra Chand
Immunology and Nanomedicine
Herbert Wertheim College of Medicine

Dr. Hitendra Chand received his Ph.D. in Biochemistry from the University of New Delhi in 2002, where he also completed his undergraduate studies in 1993 and obtained two Master's degrees from 1993-1997. He joined the FIU Department of Immunology faculty in Fall 2016 in his current position as an Associate Professor.

Dr. Chand's research specialization is in lung biology and responses to recurring environmental exposure, such as E-Cigarette use. His other areas of study include mucosal immunity in COVID-19 and HIV, aging-associated COPD, and Alzheimer's disease. Chand's laboratory became one of the first to receive funding from the National Institutes of Health (NIH) to perform COVID-19 research. From 2020 to 2021, Dr. Chand published fifteen articles in this area alone. Dr. Chand has completed thirty-nine publications in total during his time at FIU, many of which have been featured in high-impact journals such as the Journal of Clinical Investigation. He has seven active grants, including two new R21 grants given this past year and the year before, and has obtained one new patent since arriving at FIU, with two more pending.

Dr. Chand is the Course Director of the FIU Biomedical Graduate PhD program. From 2017-2020, Dr. Chand was director of the GMS 6904 Scientific Writing course and a lecturer in BMS 6013 Metabolism- Basic Medical Cell Biology and Biochemistry. Since Fall 2020, he has facilitated classes in physiology, genes, and the renal system. Dr. Chand has mentored eight postdoctoral fellows, three graduate, two medical, and eight undergraduate students.

Dr. Chand's service includes time on committees related to graduate student recruitment, faculty hiring, and Biosafety. He serves as the co-advisor of the HWCOR Research in-Progress meeting series. He has also served on several national and international grant review committees and the editorial boards of five scientific journals.

Michelle Cumming
Teaching and Learning
College of Arts, Sciences, and Education

Dr. Michelle Cumming received her Ph.D. in Special Education from the University of Florida in 2016. That same year, she became an Assistant Professor of Special Education at the University of Nevada, Las Vegas, where she stayed until she joined the faculty at her alma mater, FIU, in 2017 in the same role.

Dr. Cumming's research focuses on emotional and behavioral disorders (EBD), specifically factors that lead to EBD, prevention and intervention measures; and the impact of work environments on educators who address EBD in students. She has published 15 peer-reviewed articles, five book chapters, and one government report during the tenure-earning period. She has presented at more than 30 major national conferences. Dr. Cumming's articles have appeared in the top journals in education, including two in *Review of Educational Research*, the number one rated journal in Education and Educational Research. She has been awarded over four million dollars in funding since joining FIU, with a significant portion from a U.S. Office of Education grant for which she serves as a Co-Principal Investigator.

Dr. Cumming has been responsible for significantly revising two cross-listed undergraduate/graduate courses and developing two doctoral-level courses. She teaches several other courses at both the undergraduate and graduate levels in three major modalities: online, hybrid, and face-to-face. Dr. Cumming also serves as the Co-Principal Investigator of Project INCLUDE, within which she serves as a mentor to six doctoral students in special education and as Primary Advisor to six others, all of whom receive funding from the Project.

Dr. Cumming's service spreads across the department, university, and community levels. She has served on several committees and boards at each level, such as the Technology Committee for the Department of Teaching and Learning, the College of Arts, Sciences and Education Constitution ad-hoc committee, and nationally as a board member of the Professional Development Committee of the Council for Children with Behavioral Disorders. Locally, she serves as a voting member of the Miami-Dade County Public Schools Superintendent's District Advisory Panel for Exceptional Student Education and its Mental Health subcommittee.

Zachary Danzinger
Biomedical Engineering
College of Engineering and Computing

Dr. Zachary Danzinger earned his Ph.D. in Biomedical/Medical Engineering from Northwestern University in 2011. After completing his postdoctoral studies in neurology and electrophysiology at Duke University in 2016, he joined the faculty of the Biomedical Engineering Department at FIU as an Assistant Professor.

Dr. Danzinger's research focuses on neural engineering and developing mathematical and experimental models that help determine how the nervous system controls the muscles of the body, with a particular focus on the urinary tract. Since joining FIU, he has received significant external funding, including three active NIH R01 grants as PI, of \$4.1M. He has published eight peer-reviewed articles in top-tier journals.

Dr. Danzinger has been an active contributor to course redesign and curricular improvements in his department. Every Fall since 2017, he has taught BME 2740 Biomedical Modeling and Simulation, the foundational course for biomedical engineering students. Every Spring since 2018, he has taught BME 6717 Computational Analysis and Simulation of Physiological Processes, a course he created in which graduate students use their own data to learn and apply modern data analysis techniques. He is the faculty advisor for Senior Design teams, has recently graduated one M.S. student and one Ph.D. student, and is currently supervising four Ph.D. students.

At the department level, Dr. Danzinger has served as a member of several committees, such as the BME Undergraduate Curriculum Committee. He is the founding chair of the BME Doctoral Qualifying Committee. He is co-founder and co-chair of a successful local public outreach departmental activity, "Thirst for Science." At the national level, he is chair of the Biomedical Engineering Society of Ethics Subcommittee, and in 2018 he co-chaired the International Conference on Ethics in Biology, Engineering, and Medicine.

Christopher Dares
Chemistry
College of Arts, Sciences, and Education

Dr. Christopher Dares received his Ph.D. in Chemistry from Canada's York University in 2012. In 2016, he completed his postdoctoral studies at the University of North Carolina, Chapel Hill, from which he came to FIU in the role of Assistant Professor in the Chemistry Department.

Dr. Dares's research focuses on aspects of *f*-element chemistry, namely the decontamination of the radioactive element, Americium, for its potential applications toward the U.S. Department of Energy's mission to adopt a nuclear fuel cycle. He has published 24 papers during his time at FIU, many of which have been in high-impact journals, such as the Journal of the American Chemical Society. Dr. Dares has received external funding totaling \$3.1 million and a patent.

Dr. Dares has taught seven courses for both graduate and undergraduate students. He has mentored one postdoctoral associate, seven graduate students, and numerous undergraduates. He has been part of seventeen thesis/dissertation committees.

Dr. Dares has served on departmental committees such as the Graduate Recruitment and Radiochemistry committees. As his department's Radiation Safety Officer, Dr. Dares has done state-wide work to amend the state Radiation License to advance radiochemistry research. Dr. Dares has served as an organizer at conferences such as the 2021 Actinides. He is a reviewer for the ACS program and the DOE, for which he is a Lead Panel Writer in one of its programs. Nationally, Dr. Dares serves on the U.S. Department of Energy Sigma Team for Advanced Actinide Recycle and as a reviewer for several top-tier journals, including *Analytical Chemistry*.

Remy Dou
Teaching and Learning
College of Arts, Sciences, and Education

Dr. Remy Dou received a Ph.D. in Curriculum and Instruction at FIU and worked as a Postdoctoral Research Associate at the University of Maryland, College Park in 2017. The same year, he joined the FIU Department of Teaching and Learning as a Visiting Clinical Assistant Professor. He was appointed Assistant Professor in 2019, with a joint appointment in the STEM Transformation Institute.

Dr. Dou's research focuses on the socioemotional aspects of STEM programs across diverse learning ecosystems. Since 2017, Dr. Dou has published twelve peer-reviewed articles, along with a book chapter and review, and proceeding articles. His papers have been published in highly regarded journals, such as *Science Education*. Dr. Dou received a grant of over \$800,000 for his project "Talking Science..." He received a 2020 FIU Top Scholar Award, an FIU CASE Award for his research in both 2019 and 2017, and the Jhumki Basu Scholar Award.

Dr. Dou has taught both undergraduate and graduate-level courses and played an essential role in the redesign of Knowing and Learning courses. He mentors one postdoctoral associate, seven Ph.D. students (two as primary advisor and five as a committee member), and 26 undergraduates.

Dr. Dou has served on departmental committees, including search and screen committees and an ad-hoc bylaws committee. He has served on college committees, such as search committees and the STEM TI Diversity committee. Nationally, he organized FIU's response to the White House Request for Information on K-12 STEM education. He has also served as chair and writer on many national committees and campaigns. He is an editor on many journals and a renowned reviewer, receiving the title of *International Journal of Science Education* Reviewer of Excellence in 2020.

Sarah Eddy
Biological Sciences
College of Arts, Sciences, and Education

Dr. Sarah Eddy earned their Ph.D. in Zoology from Oregon State University in 2012. Dr. Eddy's postdoctoral work was completed at the University of Washington, they then began a research scientist position at the University of Texas, Austin, at which they stayed until they joined the Department of Biological Sciences at FIU as an Associate Professor in 2016.

Dr. Eddy's research is focused on environments, pedagogical innovation, and student experiences in biology education. Their research examines student career identification, the impact of course structure on student outcome disparities, and the impact of sex and gender role representation in curricula. During their review period, Dr. Eddy has published 28 peer-reviewed papers and given 34 research presentations. Many of their articles have been published in esteemed journals such as *PLOS ONE*. Dr. Eddy has received more than \$2 million in research funding since joining FIU.

Dr. Eddy has taught PCB 4674 Evolution and the elective Vertebrae Biology. Dr. Eddy created their own course, PCB: Sex, Gender, and Orientation: A Biological Perspective. They have supervised three post-doctorates, two Ph.D. students, ten undergraduates and served on eight graduate dissertation committees.

Dr. Eddy's service includes participating in their department's Curriculum, Education and Search committees. They have also served on university-level committees such as the Diversity, Equity, and Inclusion Education Committee. Nationally, Dr. Eddy serves as a community mentor, on the editorial board for *CBE-Life Sciences Education*, and reviewed manuscripts for peer-reviewed journals. They serve as a faculty member for the Gordon Research Symposium for Undergraduate Biology Education and the Community College Biology Instructor Network. Currently, they are on the advisory boards of five NSF-funded research projects.

Nicole Fava
School of Social Work
Robert Stempel College of Public Health and Social Work

Dr. Nicole Fava received her Master's in 2008 and Ph.D. in 2013 at the State University of New York. In 2015, Dr. Fava joined FIU as an Assistant Professor in the School of Social Work, a position she holds today. She is also an affiliated faculty member of the FIU Center for Children and Families, and the Center for Women's and Gender Studies.

Dr. Fava's research focuses on adverse childhood experiences, using a "strengths-based" instead of a "risk-based" approach to theorizing childhood health outcomes. Since joining FIU, Dr. Fava has published 22 peer-reviewed articles in high-impact journals, such as *Development and Psychopathy*. Dr. Fava has received eleven grants, seven as Principal Investigator and four as Co-Investigator, or Program Evaluator. These grants have been awarded by private and public agencies, including the Department of Justice and The Children's Trust, and total over \$2.2 million.

Dr. Fava has taught at the undergraduate, graduate, and Ph.D. levels in the School of Social Work and overseen undergraduate research internships and honors research projects in the Department of Psychology. She created her own course based on trauma theory and trauma-informed therapy. Dr. Fava was also one of three faculty members selected to participate in the development of the university-level Evaluating Teaching process. Dr. Fava has mentored ten Ph.D. students, four graduate students, and five undergraduate students.

Dr. Fava's record of service includes membership on the Diversity, Inclusion, Equity, and Justice Committee, several curriculum committees, the library committee, and two search and screen committees. She also serves on the LGBTQA subcommittee of the Access and Equity Committee. Dr. Fava has served as an ad-hoc reviewer for seventeen national and international journals, and as a reviewer for conference and award proposals. She also serves as a member of several local organizations, such as the Florida Healthy Youth Alliance.

Trudy Gaillard
Undergraduate Nursing
Nicole Wertheim College of Nursing and Health Sciences

Dr. Trudy Gaillard received her Ph.D. in Physical Education Teaching in 2005 from Ohio State University. She remained at Ohio State University as an Assistant Professor of Medicine Research until 2014, when she became an Assistant Professor of Nursing at the University of Cincinnati. She joined FIU as an Associate Professor of Nursing in Spring 2018.

Dr. Gaillard's research focuses on cardiometabolic disease and risk factors, diabetes education, and health disparities. Since joining FIU in 2018, she has published or has in press 14 peer-reviewed manuscripts and given over 17 peer-reviewed presentations at local, national, and international conferences. Dr. Gaillard is currently the Principal Investigator for the NIH-NIA-funded Florida Registry for Aging Studies.

Dr. Gaillard has taught NUR 4286, Nursing Care for Older Adults, every Spring semester since 2019. She was a part of the STEM Transformation Institute's "Remoting Learning with Learning Assistants," which served to assist faculty in transitioning to online teaching and engagement. She also completed the "Institutional Effectiveness Assessment Certificate Course" supported by the Office of the Provost as a pilot through the Office of Academic Planning and Accountability. She has served on one external dissertation committee and currently mentors undergraduate and graduate students.

Dr. Gaillard's service includes membership on the Faculty Senate (alternate), the Faculty Mentoring Program (AWED), and the Black Faculty Association. She serves regionally as a member of the Board of the Alliance on Aging, the Miami Chapter of the National Black Nurse Association, and the Columbus Black Nurses Association. Nationally, she has assumed various leadership roles with the American Diabetes Association, the Association of Diabetes Care and Educational Specialists, the American Heart Association, Cardiovascular Stroke Nurses, and the National Black Nurses Association.

Yanqiu Guo
Mathematics and Statistics
College of Arts, Sciences, and Education

Dr. Yanqiu Guo received his BS in Mathematics at the South China University of Technology in Guangzhou, China in 2003. He received his Master's and Ph.D. in General Mathematics from the University of Nebraska-Lincoln in 2008 and 2012, respectively. He joined FIU as an Assistant Professor in the Department of Mathematics and Statistics in Fall 2016.

Dr. Guo's research focuses on the performance of non-linear partial differential equations and their applications to fluid mechanics, geophysics, and dispersive phenomena. He has published eight articles at FIU for a total of eighteen in his discipline. Dr. Guo's papers have appeared in top journals, such as the *Journal of Mathematical Physics*. Dr. Guo has submitted three National Science Foundation proposals and received a \$42,000 Simon's Collaboration Grant.

Dr. Guo has taught a variety of undergraduate courses, including Calculus, Differential Equations, and Discrete Mathematics. He has also taught the Ph.D.-level course, MAP 7359, Topics in Partial Differential Equations. He has received mostly good to excellent responses in the Student Perceptions of Teaching survey.

Dr. Guo has served as a member of the Graduate and Nomination committees. He also serves as the coordinator of the department's weekly colloquia and as an organizer at the 2019 Joint Mathematics Meetings. Dr. Guo has reviewed thirty papers for a wide range of journals.

Alastair Harborne
Biological Sciences
College of Arts, Sciences, and Education

Dr. Alastair Harborne received his Ph.D. in Coral Reef Ecology at the University of Exeter in the United Kingdom in 2007. After several years of postdoctoral work in both the United Kingdom and Queensland, Australia, Dr. Harborne joined the FIU Department of Biological Science in 2016.

Dr. Harborne's research focuses on reef restoration and the effects of climate change on the management of fish stocks. He established FIU's Tropical Fish Ecology Lab and has published 24 articles in top-ranked journals. Dr. Harborne's funding totals more than two million dollars from various national agencies.

Dr. Harborne has taught the required foundational courses in both Marine Biology and Oceanography, along with first-year survey courses. He also teaches the elective course, Coral Reef Biology. He has served on eighteen graduate student committees and mentored three postdoctoral students.

Dr. Harborne serves his department, the university, and his profession. Dr. Harborne served as the co-organizer of both the Marine Science seminar series and the graduate student showcase, the Biosymposium, and as an organizer of a session at the 2022 International Coral Reef Symposium. He is the editor of ecology manuscripts for the journal *Coral Reef*. He is a founding member of the Reef Conservation in the United Kingdom.

Erica Harris
School of Accounting
College of Business

Dr. Erica Harris received her Ph.D. in Accounting from Temple University in 2011. After working as an Assistant Professor and Associate Professor at Villanova and Rutgers University, respectively, Dr. Harris joined the Department of Accounting at FIU in 2019.

Dr. Harris's research focuses on non-profit organizations. She has published 24 peer-reviewed articles, 17 of which were in A* and A-rated journals. One of the journals in which she has published, *Accounting Review*, is considered one of the top journals in her field.

Dr. Harris is a proficient teacher, receiving consistently high scores in her Student Perception of Teaching survey results. Her teaching focus has been financial accounting and she has taught accounting in the Chapman Graduate School's MBA program.

Dr. Harris consistently serves her department and her profession. She has participated in departmental committees such as the New Faculty Search Committee. She is on the editorial board of *Accounting Horizons* and the *Journal of Government and Non-profit Research*. She is an ad-hoc reviewer for other top journals in her field. She is also an active Certified Public Accountant (CPA) and serves the community by engaging with local non-profit organizations offering consulting type services on accounting issues.

Nicole Kashian
Communication
College of Communication, Architecture + the Arts

Dr. Nicole Kashian received her Ph.D. in Communication from Michigan State University in 2015. After her time as an instructor at the University of Buffalo in Singapore, Dr. Kashian joined FIU as an Assistant Professor of Communications in 2016.

Dr. Kashian's research is focused on interpersonal relationships in relational and health contexts. Since joining FIU, she has published eleven peer-reviewed articles and her research has appeared in such top-tier journals as *Computers in Human Behavior*. Dr. Kashian has received several grants and a top paper award from *Communication Research*. Dr. Kashian has taught one graduate and five undergraduate courses in social media, communication theory, and research methods.

Dr. Kashian's service includes her development of a new online tool to facilitate research within her department. She is the Chair of her department's travel committee and has served on several task force committees. She serves on her college's Faculty Assembly Steering Committee and served as a judge for the undergraduate research conference at the Honors College. She received an invitation to serve as a guest editor for a special journal issue on the effects of COVID-19.

Celine Leboeuf
Philosophy
College of Arts, Sciences, and Education

Dr. Celine Leboeuf joined the FIU Department of Philosophy in 2016, after receiving her Ph.D. from Harvard the same year. She received the Andrew W. Mellon Fellowship and served as a postdoctoral visiting scholar at Pennsylvania State University.

Dr. Leboeuf's research focuses on gendered and racialized bodily experiences. Drawing from several sources, she theorizes and explores issues and movements related to race and of the body. She has become a leading scholar on the philosopher Simone de Beauvoir.

Dr. Leboeuf has taught six different courses across undergraduate and graduate levels. She has developed courses in her field on death, gender, and race. The student perception responses that she receives are consistently some of the highest in her department. She has supervised over a dozen undergraduate students. In 2019, she received the CASE Award for Teaching.

Dr. Leboeuf has served as Coordinator for both the Ignite Campaign and Speaker Series and has served on several departmental, college, and university committees. She is also her department's diversity and inclusion representative and is organizing a conference at FIU on Latinx philosophy. She is an editorial board member of *American Philosophy* and a member of numerous national committees and societies. She is also a referee for many journals, conferences, and workshops.

Pezhman Mardanpour
Mechanical and Materials Engineering
College of Engineering and Computing

Dr. Pezhman Mardanpour earned his Ph.D. in Aerospace Engineering from the Georgia Institute of Technology in 2013. He subsequently held a postdoctoral research appointment at the University of California until 2015, when he joined FIU in the Department of Mechanical and Materials Engineering.

Dr. Mardanpour's research focuses on aeroelasticity, fluid-structure interaction, and developing evolutionary analysis and design/constructal theories to predict and analyze the energy flow configuration of aircraft structures. Since arriving at FIU, he has published 15 journal articles, 11 conference proceeding articles, and one book chapter. He is also working with colleagues at FIU on origami antennas. He has acquired funding from the National Science Foundation (NSF) and the Air Force Office of Scientific Research (AFOSR). Since 2015, Dr. Mardanpour has been awarded four grants totaling \$742,000.

As an instructor, Dr. Mardanpour has taught nine courses, both at the undergraduate and graduate levels. He has graduated one Ph.D. student and one M.S. student and is currently supervising and financially supporting another Ph.D. student. He has served on fifteen Ph.D. committees.

Dr. Mardanpour has served on several departmental committees, including the graduate and curriculum committees, and as a judge for student design competitions. He also serves as an advisor for the FIU student chapter of NASA's Exploration and Development of Space. Professionally, he has served as discussion leader and panel reviewer for many programs and symposiums, including the Air Force Research Lab (AFRL) summer faculty fellowship program. He has reviewed proposals and manuscripts for journals and conferences, and two books.

Tala Mirzaei
Information Systems and Business Analytics
College of Business

Dr. Tala Mirzaei received her Ph.D. in Information Systems from the University of North Carolina in 2016. The same year, she joined the FIU College of Business as an Assistant Professor.

Dr. Mirzaei's research focuses on using information systems to optimize health information exchanges. Since joining FIU, Dr. Mirzaei has published ten peer-reviewed articles, which have appeared in journals such as the *International Journal of Medical Informatics*. As an instructor, Dr. Mirzaei has taught undergraduate and graduate level courses at the College of Business. She has served on dissertation committees, published papers with students, and mentors students for competitions.

Dr. Mirzaei serves as the Faculty Director of FIU's Master of Health Informatics and Analytics Program. She is active with the ATOM Think Tank and a member of search committees and the Diversity and Inclusion Plan Committee. She also serves as an editor for the journal, *Electronic Commerce Research* and served as a board member of the Southern Association for Information Systems.

Ahmed Ibrahim Mohamed
Electrical and Computer Engineering
College of Engineering and Computing

Dr. Ahmed Ibrahim Mohamed received his Master's in 2007 and Ph.D. in 2009 in Electrical Engineering from the University of Maryland. He joined the faculty in the FIU Department of Electrical and Computer Engineering in 2015.

Dr. Mohamed's research is centered on wireless communication and networking. Since joining FIU, he has published seventeen conference proceedings papers and eleven referred papers in journals such as *IEEE Transactions on Communications*. Dr. Mohamed's funding record is \$1.25 million. He is also co-inventor on a U.S. patent.

As an instructor, Dr. Mohamed has taught both undergraduate and graduate courses. He created the course "Wireless Communications for the Internet of Things (IoT)," which is the fundamental course for the IoT online undergraduate program. Dr. Mohamed currently supervises two Ph.D. students and has graduated another Ph.D. student and a graduate student.

Dr. Mohamed has served on multiple task forces for his department and college, including the Task Force for the ECE Curriculum Update. He also serves his profession as a member and session chair of multiple programs and international conferences.

Andrew Moreo
Chaplin School of Hospitality and Tourism Management

Dr. Andrew Moreo earned his Ph.D. in Hospitality Administration and Management from the University of Nevada in 2016. Dr. Moreo joined the FIU Chaplin School of Hospitality and Tourism Management in 2016.

Dr. Moreo researches consumer behavior in the food and beverage industry to offer practical solutions to fostering a hospitable culture and optimizing consumers' experiences. Since joining FIU, Dr. Moreo has produced forty-two publications, including Q1 and Q2 publications, lead author publications, and research papers. Dr. Moreo is the primary investigator on one federal grant of \$171,000 and has several more grants under review. He has received several awards, including Best Faculty-Led Presentation at the Southeast, Central & South American Federation Conference.

In terms of teaching, Dr. Moreo has taught undergraduate and graduate level courses and played an integral role in his department's curriculum development. He has taught Restaurant Management and the Senior Seminar almost every semester since he began at FIU in 2016. He has also taught Restaurant Development and overseen graduate internships. He has mentored and supervised eleven students.

Dr. Moreo has served on the Carnival Curriculum Task Force, and on restaurant , undergraduate, and graduate curriculum committees, amongst others. He also serves with the Evaluating Teaching Project under the Office of the Provost and has held leadership roles at international conferences. He reviews manuscripts for and serves on the editorial boards of several journals.

Yannis Papastamatiou
Biological Sciences
College of Arts, Sciences, and Education

Dr. Yannis Papastamatiou received his Ph.D. in Zoology at the University of Hawaii in 2008. After serving as a postdoctoral researcher and a research fellow at various universities, he joined the FIU faculty in the Department of Biological Sciences as an Assistant Professor in 2016.

Dr. Papastamatiou's research centers on large marine animals, namely sharks. He has published over 90 peer-reviewed articles, 38 during his tenure review period. He has also secured a total of \$2.5 million in funding while at FIU, two million of which is from the National Oceanic and Atmospheric Association.

In terms of teaching, Dr. Papastamatiou has taught graduate and undergraduate level courses. He teaches core ecology requirements alongside the upper-level physiology course that he designed, the graduate student workshop in shark handling, and the first-year survey course in Marine Biology. He is currently mentoring six Ph.D. students and two postdoctoral fellows.

Dr. Papastamatiou serves the department, college, university, and his profession. He has served as a co-organizer of the Biosymposium, and as a member of several departmental committees. He also serves on the university's Animal Care and Dive Control Boards. Dr. Papastamatiou has been a co-organizer at national conferences, a mentor for the National Geographic Society, and appeared on networks, such as BBC, CNN, and NPR. He also speaks at local science museums.

Kathleen Quardokus Fisher
Earth and Environment
College of Arts, Sciences, and Education

Dr. Kathleen Quardokus Fisher obtained her Ph.D. in Science Education from Western Michigan University in 2014. She then completed her postdoctoral work in STEM Education at Oregon State University in 2016. That same year, she joined the FIU Department of Earth and Environment.

Dr. Quardokus Fisher's research focuses on instructional practices and inclusion in relation to STEM, particularly the geosciences and atmospheric science education. She has published six peer-reviewed articles and three peer-reviewed conference proceedings since joining FIU. She has also been the editor for one book and two book chapters. Dr. Quardokus Fisher has secured approximately \$1.5 million in funding since joining FIU.

Dr. Quardokus Fisher has taught a wide range of courses, including undergraduate fundamentals, and senior and graduate-level seminars. She mentors two doctoral students and one Master's student and has graduated another Master's student. She is a member of five FIU graduate committees.

Dr. Quardokus Fisher served for the Center for Advancement of Teaching, the FIU Math Strike Force, and the Evaluating Teaching Project, amongst many other projects geared toward improving instructional practices. She also participates in several departmental committees. Nationally, she has chaired or co-chaired numerous meetings and served as a reviewer for various journals and grant proposals.

Monique Ross
Knight Foundation School of Computing and Information Sciences
College of Engineering and Computing

Dr. Monique Ross obtained her Ph.D. in Engineering Education at Purdue University in 2016 after having worked at the Indiana Institute of Technology as an associate professor and Raytheon Systems Company as a software engineer. Upon receiving her doctoral degree, Dr. Ross joined the FIU faculty in the Knight Foundation School of Computing and Information Sciences.

Dr. Ross's research focuses on broadening participation in computing by employing an intersectional approach toward education. Since joining FIU, she has published ten peer-reviewed papers and 28 conference papers. Her articles have appeared in journals such as *ACM Transactions in Computing*. She has received a total of \$9.5 million in research funding. She was awarded the NSF CAREER Award in 2019 and recognized as an FIU Top Scholar in 2021.

As an instructor, Dr. Ross has taught software engineering at both the graduate and undergraduate levels. She has received excellent peer reviews on her teaching and was presented with the School's Excellence in Teaching Award in 2019. She has graduated two Ph.D. students, supervises four Ph.D. students and twenty-four undergraduates, and has served on one M.S. and seventeen Ph.D. committees.

Dr. Ross has served on fourteen committees, including hiring committees at all levels of the university. She is a subject matter expert and faculty advisor for other faculty and student programs on race and gender. She has been a panelist at FIU STEM conferences. Nationally, she reviews journals and conferences and serves on advisory boards for grants. She is also a member of numerous national associations and societies.

Daniel Royles
History
Steven J. Green School of International and Public Affairs

Dr. Daniel Royles received his Ph.D. in U.S History from Temple University in 2014. He first came to FIU as a Visiting Assistant Professor in the Department of History in 2015, and became an Assistant Professor in 2016.

Dr. Royles's research is focused on the intersections of race, sexuality, and public health in US History. In 2020, he published a monograph titled, *To Make the Wounded Whole...* Dr. Royles has published four articles, four book chapters, seven book reviews, and six public interest pieces, among other works. He has secured more than \$2.8 million in research grants.

Dr. Royles teaches African American, contemporary U.S., oral, digital, and public history courses, and several workshops. He also oversees the MA Public History track and mentors both graduate and undergraduate students.

Dr. Royles has served on numerous departmental committees, including search and advisory committees. He has placed many students in internships and aligns his teaching with civic literacy. At the university level, he is a member of the Digital Scholars Faculty Advisory Committee and the Humanities Edge Program.

Sonia Underwood
Chemistry
College of Arts, Sciences, and Education

Dr. Sonia Underwood earned her Ph.D. in Chemistry at Clemson University in 2011. She joined the FIU faculty in the Department of Chemistry and Biochemistry, with a joint appointment with the STEM Transformation Institute in 2016.

Dr. Underwood's research focuses on chemistry education and curricular, instructional, and assessment approaches that foster three-dimensional learning in which students meaningfully integrate themes, scientific practices, and crosscutting concepts to make sense of relevant systems and phenomena. Since joining FIU, she has published 17 peer-reviewed articles, with seven as corresponding author, in top-tier journals in her field such as the *Journal of Chemical Education*, and *Science Advances*. She has given 89 presentations across the country. Dr. Underwood is the PI on two NSF collaborative research grants totaling \$472,000.

Dr. Underwood has taught foundational and specialized courses at the undergraduate and graduate levels. She has helped develop and implement the *Chemistry, Life, the Universe and Everything* (CLUE) curriculum for General Chemistry I and II. She has mentored two graduate students, who later received very prestigious graduate fellowships, three postdoctoral fellows, 21 undergraduate students.

Dr. Underwood serves her university and her profession. She has served on numerous Ph.D. committees and other committees including the Graduate Student Recruiting Committee and Evaluating Teaching Committee. In the STEM TI, she has been a member of several search committees. She is a reviewer for several prestigious journals and has served on the advisory board for NSF grants.

Kristen Zgoba
Criminology and Criminal Justice
Steven J. Green School of International and Public Affairs

Dr. Kristen Zgoba earned a Ph.D. in Criminal Justice from Rutgers University in 2004. She joined FIU's Department of Criminology and Criminal Justice in 2019 as an Assistant Professor.

Dr. Zgoba's research focuses on the study of violence, particularly homicide and sexual assault, with a specific emphasis on the political exigencies and attendant efficacies of punishment and policy implementation with regards to restrictive housing in person and sexual offense legislation. Since joining FIU, Dr. Zgoba has published 14 peer-reviewed articles, produced several reports for government agencies, and published 10 peer-reviewed book chapters.

Dr. Zgoba has an excellent teaching record. She has taught four different courses across the undergraduate and graduate levels. She serves on five doctoral committees, one as chair, and has co-authored articles with FIU graduate students in international peer-reviewed journals.

Dr. Zgoba is dedicated to serving the university and her profession. She serves as Chair of FIU's Social and Behavioral IRB, among other departmental and comprehensive exam committees. Dr. Zgoba also serves on the editorial board of the American Journal of Criminal Justice, Policing, and Journal of Experimental Criminology. She frequently reviews for several other journals and is involved in professional organizations.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 16, 2022

Subject: Proposed Amendment to Regulation FIU-108 Access to Student Education Records

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the revisions to Regulation FIU-108 Access to Student Education Records, and delegate 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 (BOG) and as a result of the regulation-making process.

Background information:

Regulation FIU-108 Access to Student Education Records is being amended to add a new category (3) Disclosures in Microsoft 365 and renumbering the remaining categories accordingly. This regulation was last amended in February of 2020.

The Family Educational Rights and Privacy Act (FERPA) codified in 20 U.S.C. section 1232g, and sections 1002.225 and 1006.52 of Florida Statutes requires that institutions maintain student education records in a confidential and secure manner.

The proposed change adds the following information about internal non-directory information disclosure: **Disclosures in Microsoft 365**. Beginning in May 2022, FIU will migrate to Microsoft 365 to enable more efficient and secure operations under one platform. This includes Student access to Microsoft Teams which can be used to communicate and collaborate with members of the University community. Microsoft Teams will display the Student name and FIU email address to any member of the University community with an active FIU Microsoft Teams account.

Supporting Documentation: Regulation FIU-108 Access to Student Education Records

Facilitator/Presenter: Elizabeth M. Bejar

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

NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION NO.: FIU-108

REGULATION TITLE: Access to Student Education Records

SUMMARY: This Regulation is amended to permit disclosure of student names and email addresses to the University community in the use of Microsoft 365 (Teams) and renumbering the remaining categories accordingly.

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, (305) 348-2103, devillee@fiu.edu.

AUTHORITY: Art IX, sec 7, Florida Constitution and BOG Regulation 1.001

NAME OF PERSON INITIATING PROPOSED REGULATION:

Dr. Elizabeth Bejar, Interim Provost, Executive Vice President and Chief Operating Officer, and Senior Vice President, Division of Academic and Student Affairs

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

CONTACT PERSON REGARDING THE PROPOSED REGULATION:

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

DATE OF PUBLICATION: May 13, 2022

**FULL TEXT OF THE REGULATION IS PROVIDED BELOW
FIU-108 Access to Student Education Records.**

Florida International University (University) maintains Student education records in a confidential and secure manner in accordance with the Family Educational Rights and Privacy Act (FERPA) codified in 20 U.S.C. section 1232g, and sections 1002.225 and 1006.52, Florida Statutes.

The University will not release or permit access to education records, or the personally identifiable information contained therein, maintained on a Student except as otherwise

permitted by law and this Regulation. Responsibility for custody of all Student educational records and personally identifiable information within them ultimately belongs to the University Registrar. Any University official in possession of education records is required to comply with FERPA and this Regulation. The University Registrar or designated custodian shall ensure that the procedures required by law and this Regulation are in place to control access to and disclosure of Student education records and personally identifiable information contained therein.

1. Definitions.

- a. Agent is any individual or organization who, pursuant to a written agreement, has expressed or implied authorization to represent or act for the University. All agreements designating an Agent with access to Education Records must be reviewed by the University Registrar.
- b. Custodian of Records is the University Registrar and any other designated University employee or agent in possession of education records.
- c. Directory Information means information designated by the University that may be, in the University's sole discretion, disclosed upon request without Student consent. Students may opt out of the University's ability to disclose such information by logging in to the myFIU portal.
- d. Education Records means records maintained by the University and its Agents that contain information directly related to a Student or applicant. A record is any information or data recorded in any medium, including, but not limited to handwriting, print, or digital/electronic, USB drives, or cloud storage. Education Records do not include:
 - i. Sole Possession Records. Personal records created by a University employee or agent that are created as a personal memory aid, kept in the sole possession of the University employee or agent who created it; and the record has not been disclosed to any other persons, including the Student, except to a temporary substitute.
 - ii. Employment Records. Records used only in relation to an individual's University employment. However, the following are education records rather than Employment Records:
 1. Records relating to a Student's University employment if the position in which the Student is employed depends on their status as a Student; and
 2. Records relating to a Student's University employment if the Student receives a grade or credit based on their performance as an employee.
 - iii. Alumni Records. Records created after a Student has graduated from the University.
 - iv. Law Enforcement Records. Records created and maintained by the University Police Department used solely for law enforcement purposes. No member of the University Police Department shall have access to Education Records where this Regulation authorizes release.
 - v. Treatment Records. Records made, used, or maintained by a physician, psychiatrist, psychologist acting in their University recognized

professional capacity used only in connection with treatment of the Student, and disclosed only to individuals providing the treatment. For purposes of this definition, treatment does not include remedial educational activities or activities that are part of any academic program or activity.

- e. Pre-enrollment Records are records relating to an individual's application for admission to the University prior to the individual's enrollment in the program for which the application was made. Although Pre-Enrollment Records are not considered education records under FERPA, section 1006.52, Florida Statutes, requires Pre-enrollment Records to be treated in accordance with FERPA.
 - f. Personally Identifiable Information means information which includes a personal identifier, such as the Student's social security number or a Student number, or a list of personal characteristics which would make the Student's identity easily traceable.
 - g. Student means an individual enrolled at the University, on or off-campus, including on-line courses and non-degree seeking Students.
2. **Annual Notification.** The University will publish a notice of Student rights under FERPA on its website and in the graduate and undergraduate catalogs. Additional means of notification may be utilized including e-mails to Students. The notice will include, but is not limited to, Student rights relating to educational records, including the right to file complaints, the procedures to be followed in order to exercise such rights, and the types of information entered in the educational records maintained by the University.

3. **Disclosures in Microsoft 365.** Beginning in May 2022, FIU will migrate to Microsoft 365 to enable more efficient and secure operations under one platform. This includes Student access to Microsoft Teams which can be used to communicate and collaborate with members of the University community. Microsoft Teams will display the Student name and FIU email address to any member of the University community with an active FIU Microsoft Teams account. This information may only be used for internal legitimate educational purposes. A Student may request exclusion of their name and email address from Microsoft Teams by logging into their myFIU portal.

3.4.**Location and Custodians of Education Records.** Education records are maintained throughout the University and there is no prerequisite for information to be maintained in a specific location for it to be considered an education record. The Student is responsible for specifically identifying their education records for review to the University Registrar or applicable Custodian of Records. The University Registrar shall serve or designate a University employee to serve as the Custodian of Records. The following University employees are designated as a Custodian of Records for the specified records. All records listed below are located at the Modesto Maidique Campus:

- a. **Academic Counseling** records are maintained by the Associate Provost for Academic and Career Success. Additionally, academic counseling records may be maintained by various departments or colleges depending on the Student's field of study.
- b. **Academic Records** are maintained by the University Registrar

- c. **Athletic Records** are maintained by Athletics Compliance Office
- d. **College of Medicine Records** are maintained by the College of Medicine Registrar.
- e. **Continuing Education Records** are maintained by the Executive Director of Continuing and Professional Studies.
- f. **Disciplinary Records** are maintained in the Student Conduct and Academic Integrity Office.
- g. **Housing Records** are maintained by the Director of University Housing.
- h. **International Student Records** are maintained by the Director, International Student Services,
- i. **Personal Non-Academic Counseling Records** are maintained by the Director of, Counseling and Psychological Services.
- j. **Placement Records** are maintained by the Director of Career and Talent Management.
- k. **Student Financial Aid Records** are maintained by the Director of Financial Aid.
- l. **Student Financial Records** are maintained by the Director of Student Financials.
- m. **Veteran Records** are maintained by the Director of the Office of Veterans and Military Affairs.

4.5. Inspection of Education Records. Students who wish to review their education records should submit a written request to the University Registrar and/or designated Custodian of Records. The request must be in writing and sufficiently identify the education records sought.

- a. Educational records shall be open for inspection, only to the Student, or parents of dependent Students as defined in Section 152 of the Internal Revenue Code. The Custodian of Records shall require the Student, or parents of the Student when applicable, requesting access to present proper identification.
- b. The University Registrar or designee shall advise the Student when and where the records will be available for review. Access to Education Records shall be granted within a reasonable period, but in no case later than forty-five (45) calendar days after the University Registrar or designee receives the Student's written request. The University Registrar or designee shall be present while the Student reviews the education records and retains custody of the records.
- c. When Education Records contain Personally Identifiable Information about more than one (1) Student, a Student may only inspect the information which relates to that Student.
- d. A Student's right to review their education records does not entitle the Student to copies of their records. In the sole discretion of the University Registrar or designee, the Student must demonstrate that failure to provide the Student with copies of requested education records will effectively deny the Student the right to review such records. In the majority of cases, copies will not be provided to the Student.
- e. The University will charge the following fees for furnishing copies of Education Records, or any material included therein:
 - i. Copies of official transcripts – Ten dollars (\$10.00);
 - ii. Copies of all other educational records – Fifteen cents (\$.15) per page for

- copying, plus any supplies and mailing costs.
- f. The University reserves the right to refuse a Student's ability to review the following records:
 - i. The financial records of a Student's parents or any information contained therein;
 - ii. Statements and letters of recommendation prepared by University employees or submitted with the Student's application for admission placed in the Student's file prior to January 1, 1975, or which the Student has waived their right of access; or
 - iii. Records excluded from the definition of Education Record.
 - g. The University will maintain records of the individuals requesting access to Education Records.

~~5.6.~~ Access to and Release of Records without Consent. The following persons and organizations are considered "university officials" and may have access to personally identifiable information without the Student's prior consent:

- a. Faculty, administrators, staff and Agents of the University, the Florida International University Board of Trustees, or the Florida Board of Governors whom the University Registrar or Custodian of Education Records has determined to have a legitimate educational interest in the record.
- b. Officials of other colleges and universities in which the Student intends to enroll.
- c. Persons or organizations providing financial aid for which the Student has applied or received, if the information is necessary for such purposes as to determine eligibility for aid, the amount of aid, conditions for aid, or to enforce the terms and conditions of the aid.
- d. Accrediting organizations carrying out their accrediting functions.
- e. Persons in compliance with a judicial order or lawfully issued subpoena. With the exception of subpoenas from federal grand juries or subpoenas issued for law enforcement purposes that order the University to not disclose the existence of the subpoena, the University will notify the Student before the compliance date.
- f. Disclosure to a court if a parent or Student has initiated legal action against the University or if the University has initiated a legal action against a parent or Student.
- g. Appropriate parties in connection with emergencies, as determined by the University, if knowledge of the information is necessary to protect the health or safety of the Student or other persons.
- h. To the victim of a Student Conduct and Honor Code violation involving violence or non-forcible sexual misconduct.
- i. Other persons who are authorized by federal and state law and regulations to have access to or receive copies of such information.

~~6.7.~~ Directory Information. Directory Information is designated as:

- a. Student's name;
- b. Major and minor fields of study;
- c. Student classification;
- d. Participation in officially recognized activities and sports;

- e. Weight and height of members of athletic teams;
- f. Dates of attendance;
- g. Degrees and/or awards;
- h. Most recent previous educational institution attended; and
- i. Student's photographic image.

7.8. Requests to Amend Educational Records.

Students who challenge the accuracy of their educational records shall file a written request for amendment with the Custodian of Records. The Student shall also present to the Custodian of Records copies of all available evidence relating to the information being challenged. The Custodian of Records shall consider the request and notify the Student in writing within fifteen (15) business days whether the request will be granted or denied and if denied the right to a hearing on the matter. During that time, any challenge may be settled informally between the Student, or the parents of a dependent Student, and the Custodian of Records, in consultation with other appropriate University employees. If an agreement is reached, it shall be in writing and signed by all parties involved. A copy of such agreement shall be maintained in the Student's records. A Student or the parents of a dependent Student shall not have the right to challenge through this process grades, disciplinary actions, grievances, or similar matters.

a. Hearing Rights and Procedures.

- i. **Rights of Appeal.** A Student whose request for amendment to educational records has not been settled or has been denied may file a request for a hearing within thirty (30) business days of the receipt of the letter of denial. The request shall be in writing and shall be filed with the Senior Vice President for Academic and Student Affairs. The request shall set forth the legal and factual basis for seeking correction of the Student's education records. Upon receipt, the Senior Vice President shall appoint a disinterested University official to serve as a hearing officer. The hearing officer shall schedule a hearing within twenty-five (25) business days of the date of receipt of the request for a hearing. The Student shall be given written notice of the time, date, and place of the hearing.
- ii. **Hearing Procedures.** The hearing shall be informal in nature but shall afford the Student an opportunity to present evidence relative to the issues raised in the appeal. The Custodian of Records shall have the same rights as the Student.
- iii. **Hearing Officer's Recommended Order.** The hearing officer shall issue a recommended order within twenty-five (25) business days of the close of the hearing. In rendering a recommended order, the hearing officer shall consider only such evidence as was offered at the hearing. The hearing officer shall include in the recommended order a summary of the evidence presented and the reasons for his or her recommendations. The original report shall be filed with the Senior Vice President for Academic and Student Affairs and a copy of the recommended order shall be sent to the Student or the parents of a dependent Student and to the Custodian of Records. Upon receipt, the Senior Vice President shall have ten (10) business days in which to issue a final determination on the issues raised in the appeal. If a determination is made that the information in the

education record does not require correction, then the Student or a parent of a dependent Student shall have the right to place a statement in the record commenting that the information has been challenged and the reason for the challenge.

8.9. Waiver of Right of Access.

Students and parents of dependent Students have the right to waive their right of access to confidential letters of recommendation and other documents that evaluate Student academic performance.

- a. Such waivers shall be in writing and made a part of the official academic record. A waiver of right to access shall be effective only when the Student or the parents of a dependent Student are notified, upon request, of the names of all persons who are submitting confidential recommendations or evaluations and when the confidential letters of recommendation and other evaluative documents are used solely for the purpose intended.
- b. The University may not condition admission, financial aid, or receipt of any other service or benefit offered by the University, by another public educational institution in Florida or by any other public agency upon being provided a waiver of the right to access by the Student or the parents of a dependent Student.

9.10. Requests for Education Records in Research or Contracts.

- a. All requests for academic research or contracts dealing with information from Education Records shall be referred to the University Registrar. Such requests must be in writing and specifically set forth the type(s) of information to which access is requested and the intended scope of the research project or contract.
- b. The applicable Custodian of Records and the University Registrar shall determine whether to grant the request, in whole or in part, and may condition access upon a guarantee that the researcher or agent will appropriately safeguard the data, no Personally Identifiable Information is published or made available to others, or other reasonable conditions.

10.11. Violations

Any violations of this Regulation must be reported to the University Registrar at ferpa.fiu.edu or confidentially reported to the Ethical Panther Line by visiting compliance.fiu.edu/hotline.

Specific Authority: Art. IX, sec. 7, Fla. Const. History—Formerly 6C8-1.06(3), Amended 4-3-84, 11-2-89, 1-3-93, 11-3-02, Formerly 6C8-11.003, Amended 9-12-08, Amended 3-5-2020.

Amended

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

June 16, 2022

Subject: Program Termination: Bachelor of Arts in Italian Language and Literature

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees termination of the Bachelor of Arts in Italian Language and Literature (CIP 16.0902).

Background Information:

The faculty in the Department of Modern Languages propose to terminate the Bachelor of Arts in Italian Language and Literature degree. Enrollment in this program was suspended many years ago and no students have enrolled in this degree within the past 10 years.

FIU continues to offer courses in Italian language and culture through a certificate program and elective course offerings. The BA in Global Languages, Cultures, and Literatures (approved by the FIU Board of Trustees on March 3, 2022) will also allow students to pursue Italian language study through the proposed Dual Languages major option in the degree.

Section (1c) of Florida Board of Governors Regulation 8.012, Academic Program Termination and Temporary Suspension of New Enrollments, states in relevant part, that each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with regulation 8.012.

Supporting Documentation:

Board of Governors, State University System of
Florida Academic Degree Program Termination Form:
Bachelor of Arts in Italian Language and Literature

Southern Association of Colleges and Schools
Commission on Colleges Notification Letter,
April 4, 2022

Facilitator/Presenter:

Elizabeth M. Bejar

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Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

INSTITUTION: Florida International University

PROGRAM NAME: Italian Language and Literature

DEGREE LEVEL(S): BA

(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 16.0902

(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2023

(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2023

(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, and submit this form to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs, please submit this form with all appropriate signatures for Board of Governor's consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The faculty in the Department of Modern Languages seek to close the Bachelor of Arts (BA) in Italian Language and Literature. Florida International University (FIU) suspended enrollment many years ago and thus has not enrolled students for the past 10 years. The university is now taking the final steps to close the degree. FIU continues to offer courses in Italian language and culture through a certificate program and elective course offerings. The BA in Global Languages, Cultures, and Literatures (approved by the FIU Board of Trustees on March 3, 2022) will also allow students to pursue Italian language study through the proposed Dual Languages major option in the degree.

2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment,

enrollment planning, and/or the reallocation of resources.

Italian language and culture courses are—and will continue to be—offered on the main Modesto A. Maidique Campus and some distance education. The proposed termination will not have an impact on enrollment, enrollment planning, or the reallocation of resources. Current course offerings are sufficient for students who choose to pursue Italian as part of the BA in Global Languages, Cultures, and Literatures (Dual Languages major), students who seek to pursue the Italian Language and Culture certificate, and students who seek to enroll in Italian language electives.

3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

There are no current students in the program.

Faculty in the Department of Modern Languages initiated discussion regarding the new BA in Global Languages, Cultures, and Literatures and the planned closure of the BA in Italian Language and Literature. The one Italian faculty member currently active will remain unaffected by this change; she will remain on the faculty as a member of the Department of Modern Languages and will continue to deliver Italian courses as part of the Italian Language and Culture certificate program and the new Dual Languages major offered under the BA in Global Languages, Cultures, and Literatures degree.

4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.

The Southern Association of Colleges and Schools Commission on Colleges was informed of the intended degree closure and provided a teach-out plan on April 4, 2022. A copy of the notification letter is attached to this submission.

5. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.

Student enrollment data disaggregated by gender and race is included in the table below.

BA in Italian Language and Literature: Fall 2021 Enrollment by Gender and Ethnicity (n=0)							
	Asian	Black or African American	Hispanic	Nonresident Alien	Not Reported	Two or More Races	White
Female	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0

Source: FIU Office of Analytics and Information Management

As previously indicated, the one faculty member will remain unaffected by this degree closure.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

Since there has been no enrollment for ten years, there are no students impacted. However, the representation of females and minority students in the department wishing to study Italian will not be negatively impacted, as they can pursue this field of study as part of the Dual Languages major under the BA in Global Languages, Cultures, and Literatures degree.

7. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.

Once the university's Board of Trustees has approved the closure of the BA in Italian Language and Literature, FIU's Transfer and Transition Services will notify Florida College System institutions of the planned changes to close the BA in Italian Language and Literature degree and guide students to the new Dual Languages major under the strategic BA in Global Languages, Cultures, and Literatures. The common prerequisites for the BA in Global Languages, Cultures, and Literatures degree include demonstration of proficiency by testing or completion of intermediate-level (6 credits) Italian. This is similar to the BA in Italian Language and Literature degree. The Office of University Admissions had removed the BA in Italian Language and Literature, but will update all publications, printed and online, to include Italian as part of the Dual Languages major in the BA in Global Languages, Cultures, and Literatures.

FIU's Transfer and Transition Services collaborates with all Florida College System (FCS) institutions to facilitate FIU access through the university's robust Connect4Success program. Students learn early in their AA program of FIU's extensive Transfer Guides (transfer.fiu.edu), which currently do not list Italian. The university's strong partnerships with South Florida FCS schools (Miami Dade College, Broward College, and Palm Beach State College) provide students with FIU bridge advisors located at these colleges for seamless transitions to FIU. These advisors will be briefed on the new BA in Global Languages, Cultures, and Literatures choices for Dual Languages majors (which include Italian).

April 4, 2022

Belle S. Wheelan, PhD
President
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, Georgia 30033-4497

Dear Dr. Wheelan:

Florida International University (FIU) and the faculty in the Department of Modern Languages plan to close the Bachelor of Arts in Italian Language and Literature degree. No student has enrolled in this degree within the past 10 years. Should a student wish to pursue study of Italian, though, a newly approved Bachelor of Arts in Global Languages, Cultures, and Literatures degree (slated for implementation in Fall 2022) will allow him or her to declare Italian as part of a Dual Language major.

In accordance with the Substantive Change Policy and Procedures for institutions accredited by the SACSCOC, FIU now seeks approval of its teach-out plan for the Bachelor of Arts in Italian Language and Literature, which includes the following components:

1. *Date of closure:* Spring 2023 (date students will no longer be admitted).
2. *An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure:* No students, faculty, or staff will be affected by the closure of this program. No students are enrolled; thus, faculty and staff duties in the Department of Modern Languages will remain unchanged. Department faculty developed the Bachelor of Arts in Global Languages, Cultures, and Literatures, and are aware that students may opt to pursue a Dual Language major that could include Italian. The department continues to offer a certificate program in Italian Language and Culture and offers Italian courses as electives.
3. *An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs:* Not applicable. No students are currently enrolled in the degree program.
4. *Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified:* Not applicable. No students are currently enrolled in the degree program.
5. *Copies of signed teach-out agreements with other institutions, if applicable:* Not applicable.

6. *A description of how faculty and staff will be redeployed or helped to find new employment:* Not applicable. No faculty or staff will be terminated as a result of the decision to close the degree program.

Let me affirm that the closure of the Bachelor of Arts in Italian Language and Literature will have no adverse effect upon FIU students, faculty, or staff. Please contact me should you have any questions regarding this substantive change. I look forward to receiving SACSCOC approval of the proposed teach-out plan.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elizabeth M. Bejar', is centered below the 'Sincerely,' text. The signature is fluid and cursive.

Elizabeth M. Bejar, PhD
Provost (Interim) and Executive Vice President
SACSCOC Liaison

C: Kenneth A. Jessell, PhD, President (Interim)

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

June 16, 2022

Subject: Program Termination: Bachelor of Science in Communications

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees termination of the Bachelor of Science in Communications (CIP 09.0102).

Background Information:

The faculty in the Department of Communication and the Department of Journalism and Media propose to terminate the Bachelor of Science (BS) in Communication, a non-strategic degree.

With a goal of ensuring that graduates are prepared for the rapidly changing world of technology, as well as improving alignment to FIU's and the State University System of Florida's strategic goals, faculty proposed the implementation of two new degree programs of strategic emphasis: BS in Public Relations, Advertising, and Applied Communication and a BS in Digital Communication and Media. The new degrees have been successfully launched, and FIU is now prepared to close the BS in Communications and direct interested students to the two new degrees.

Section (1c) of Florida Board of Governors Regulation 8.012, Academic Program Termination and Temporary Suspension of New Enrollments, states, in relevant part, that each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with regulation 8.012.

Supporting Documentation:

Board of Governors, State University System of
Florida Academic Degree Program Termination Form:
Bachelor of Science in Communications

Southern Association of Colleges and Schools
Commission on Colleges Notification Letter,
December 14, 2021

Facilitator/Presenter:

Elizabeth M. Bejar

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Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

INSTITUTION: Florida International University

PROGRAM NAME: Communications

DEGREE LEVEL(S): BS

(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 09.0102

(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2023

(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Fall 2027

(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, and submit this form to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs, please submit this form with all appropriate signatures for Board of Governor's consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The faculty in the Florida International University (FIU) Department of Communication seek to close the Bachelor of Science (BS) in Communications, a non-strategic degree, and instead direct students to pursue the BS in Public Relations, Advertising, and Applied Communication degree (delivered through the Department of Communication) degree or the BS in Digital Communication and Media degree (delivered through the Department of Journalism and Media). Both the BS in Public Relations, Advertising, and Applied Communication and the BS in Digital Communication and Media are deemed programs of strategic emphasis.

Following a curriculum review focused on digital technology and innovation, faculty sought ways to ensure that graduates are prepared for the rapidly changing world of technology.

For this reason—and to improve alignment of the strategic goals of FIU and the State University System of Florida—faculty proposed the implementation of new BS in Public Relations, Advertising, and Applied Communication and BS in Digital Communication and Media degrees. The new degrees have been successfully launched, and FIU is now prepared to close the BS in Communications.

2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The degree to be closed (the BS in Communications) is offered primarily at the branch Biscayne Bay Campus. The proposed termination will not have an impact on enrollment, enrollment planning, or the reallocation of resources. Students currently enrolled in the BS in Communications have been informed of the option to (1) remain enrolled in and complete the current BS in Communications, or (2) change to the BS in Public Relations, Advertising, and Applied Communication or the BS in Digital Communication and Media degrees. To accommodate students who wish to remain enrolled in the current BS in Communications, FIU plans to allow students until Fall 2027 to complete the program. This will minimize disruption in student progression to degree completion. FIU has a robust advising system and mechanisms to monitor student progress (e.g., degree audits) in satisfying degree requirements to ensure degree completion by Fall 2027 with no additional costs.

Students who wish to pursue either the BS in Public Relations, Advertising, and Applied Communication degree or the BS in Digital Communication and Media degree will not be subject to additional charges other than normal tuition and fees of the BS in Communication. These undergraduate programs require 120 semester credits for graduation.

3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

As noted in the response to question 2, students who wish to remain enrolled in the current BS in Communications can choose to complete the program. Students have been informed of options for degree choices via correspondence from the program director and academic advisors.

Faculty in the Department of Communication and the Department Journalism and Media initiated discussion regarding the non-strategic BS in Communications and its possible closure. Faculty members currently active in these departments are (and will remain) unaffected by the change; they remain on the faculty as members of the Department of Communications or the Department of Journalism and Media, continuing to deliver courses as part of the BS in Public Relations, Advertising, and Applied Communication degree or the BS in Digital Communication and Media degree.

4. Please provide the date when the teach-out plan was submitted to SACSCOC.

Include a copy of the notification letter with your submission.

FIU informed the Southern Association of Colleges and Schools Commission on Colleges of the intended degree closure on December 14, 2021, and provided the commission with a corresponding teach-out plan. A copy of the notification letter is attached to this submission.

5. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.

Student enrollment data disaggregated by gender and race is included in the table below.

BS in Communications: Fall 2021 Enrollment by Gender and Ethnicity (n=114)								
	Asian	Black or African American	Hispanic	Nonresident Alien	Pacific Islander	Not Reported	Two or More Races	White
Female	0	11	54	3	0	0	1	5
Male	0	4	31	1	1	0	1	2

Source: FIU Office of Analytics and Information Management

As previously indicated, faculty members will remain unaffected by this degree closure.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

The representation of females, minorities, faculty, and students in the program will not be negatively impacted, as all students can continue to pursue this field of study through the degree options in BS in Public Relations, Advertising, and Applied Communication and the BS in Digital Communication and Media.

7. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.

Once the university's Board of Trustees has approved the closure of the BS in Communications, FIU's Transfer and Transition Services will notify Florida College System institutions of the planned changes to close the BS in Communications and guide students to degree options in the strategic BS in Public Relations, Advertising, and Applied Communication and the BS in Digital Communication and Media. The Office of University Admissions will update all publications, printed and online.

FIU's Transfer and Transition Services collaborates with all Florida College System (FCS) institutions to facilitate FIU access through our robust Connect4Success program. Students learn early in their AA program of FIU's extensive Transfer Guides

(transfer.fiu.edu), which will clarify that although the BS in Communications is closing, there are two other directly related degree options to choose (the new degrees were tracks in the Communications degree). FIU's strong partnerships with South Florida FCS schools (Miami Dade College, Broward College, and Palm Beach State College) provides students with FIU Bridge Advisors located at these colleges for seamless transitions to FIU.

FIU's Transfer and Transition Services collaborates with all Florida College System (FCS) institutions to facilitate FIU access through the university's robust Connect4Success program. Students learn early in their AA program of FIU's extensive Transfer Guides (transfer.fiu.edu), which currently do not list the BS in Communications. The university's strong partnerships with South Florida FCS schools (Miami Dade College, Broward College, and Palm Beach State College) provide students with FIU bridge advisors located at these colleges for seamless transitions to FIU. These advisors have been aware of the transition to the new degrees (also limited access as was the BS in Communications)..

December 14, 2021

Belle S. Wheelan, PhD
President
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, Georgia 30033-4497

Dear Dr. Wheelan:

Florida International University (FIU) and the faculty in the Department of Communication and the Department of Journalism and Media plan to close the Bachelor of Science (BS) in Communication and replace it with options of a BS in Public Relations, Advertising, and Applied Communication and a BS in Digital Communication and Media.

In Fall 2015, FIU's School of Communication and Journalism was integrated with the College of Architecture and the Arts, subsequently forming the College of Communication, Architecture, and the Arts. As part of the integration process, faculty conducted a curriculum review focusing on digital technology and innovation. To ensure graduates are prepared for the rapidly changing world of technology while considering the economic and cultural impact of mass media—and to improve alignment with the strategic goals of FIU and the State University System of Florida—faculty proposed implementation of new BS in Public Relations, Advertising, and Applied Communication and BS in Digital Communication and Media degrees.

Planning for implementation began in Fall 2017, and the launch of both new degree programs is now complete; therefore, FIU is ready to phase out the BS in Communication degree program. In accordance with the Substantive Change Policy and Procedures for institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), FIU now seeks approval of its teach-out plan, which includes the following components:

- 1). Date of closure: Spring 2022 (date students will no longer be admitted).
- 2). An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure: Students applying for admission to the BS in Communication are being redirected to the BS in Public Relations, Advertising, and Applied Communication and a BS in Digital Communication and Media. In efforts to promote the new degree programs, students are being informed that, effective Spring 2022, new students will not be admitted to the BS in Communication degree program. Through various means of communication, students currently enrolled in the BS in Communication program have been informed of the option to (1) remain enrolled in the current BS in Communication program or (2) change to the BS in Public Relations, Advertising, and Applied Communication or the BS in Digital Communication and Media program. All students are required to meet with an academic advisor annually to ensure adequate progress towards degree completion.

Office of the Provost

*Modesto A. Maidique Campus, PC 526, 11200 SW 8 Street, Miami, FL 33199
Tel 305-348-2151 • Fax 305-348-2994 • provost.fiu.edu*

Faculty in the Department of Communication and the Department of Journalism and Media participated in the discussions regarding the non-strategic BS in Communication degree and its possible closure. As a result, department faculty created the curriculum of the new strategic degrees, the BS in Public Relations, Advertising, and Applied Communication and the BS in Digital Communication and Media. Department staff have been kept abreast of these changes.

3). An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs: To accommodate current students, FIU plans to allow a six-year period for program completion to minimize disruption in student progression to degree completion. Affected students will be required to meet with an academic advisor to create an Individual Education Plan (IEP) that specifies a schedule for degree completion. FIU has a robust advising system and mechanisms to monitor student progress (e.g., degree audits) in satisfying degree requirements to ensure degree completion by Fall 2027 with no additional costs.

4). Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified: Students will not be subject to additional charges other than normal tuition and fees of the BS in Communication. Those who choose to change their major to the BS in Public Relations, Advertising, and Applied Communication or the BS in Digital Communication and Media will not need to complete additional credits beyond their former degree program.

5). Copies of signed teach-out agreements with other institutions, if applicable: Not applicable.

6). A description of how faculty and staff will be redeployed or helped to find new employment: Not applicable. No faculty or staff will be terminated as a result of the decision to close the BS in Communication.

Let me affirm that the closure of the BS in Communication will have no adverse effect upon FIU students, faculty, or staff. Prospective or new students expressing interest in the fields of public relations, advertising, applied and digital communication, or media will be served by pursuing either the BS in Public Relations, Advertising, and Applied Communication or the BS in Digital Communication and Media. Please contact me should you have any questions regarding this substantive change. I look forward to receiving SACSCOC approval of the proposed teach-out plan.

Sincerely,



Elizabeth M. Bejar, PhD
Senior Vice President for Academic and Student Affairs
SACSCOC Liaison

C: Mark B. Rosenberg, PhD, President

ACADEMIC AFFAIRS REGULAR REPORTS

- I. Academic and Student Affairs**
- II. Engagement**
- III. Enrollment Management and Services**
- IV. Information Technology**
- V. Research and Economic Development / University Graduate School**

I. ACADEMIC AND STUDENT AFFAIRS

1. \$2.5M Scholarship gift from Cooke Foundation to FIU will benefit nontraditional and veteran/military students

FIU received a \$2.5 million gift from the George and Bernice Cooke Scholarship Foundation for Women to establish endowment funds to provide scholarships to FIU students in perpetuity. More than \$1 million of the gift is for The George and Bernice Cooke Scholarship Endowment, which will award scholarships to undergraduate and graduate students who demonstrate financial need (based on the FAFSA application) and have a minimum 3.0 GPA. In addition, the Office of Veteran and Military Affairs in the Division of Academic and Student Affairs received \$600,000 of the total gift to advance the University's academic mission by supporting scholarships for military and veteran students. This scholarship will alleviate economic challenges for our military and veteran students and ultimately increase their retention and graduation rates.

2. FIU Online

CreatorPro Syllabus Tool Adoption for UCC Courses

Due to a new requirement by the Florida legislature (see SB 7044, FS 1004.085), FIU Online's CreatorPro syllabus tool will be adopted by all UCC courses starting in Fall 2022. The new legislative requirement stipulates that Florida colleges and universities post publicly and in a searchable portal course syllabi information of all UCC course sections in addition to textbooks and course materials. This information specifically includes the "course curriculum; the goals, objectives, and student expectations of the course; and how student performance will be measured." In order to comply with this law, instructors will be required to submit their UCC course syllabus in Canvas via FIU Online's custom-built CreatorPro tool. This tool has already been used by many faculty and is user-friendly. We will meet the new requirement by linking to a CreatorPro syllabus that will be housed in a new public portal.

FIU OnlineCON

On April 22, 2022, FIU Online hosted its signature annual faculty professional development event, which included a full day of learning and dialogue dedicated to the cultivation and growth of high-quality and meaningful online learning experiences for FIU students. The event incorporated workshops addressing the integration of technology and instructor presence with strong pedagogical strategies, and faculty-led sessions on building quality certified courses and strong hybrid learning encounters. Keynote speaker Dr. John Medina offered attendees important insights on the effects of the COVID-19 pandemic on student and faculty populations, offering practical strategies for empathetically bridging the needs of both while still upholding academic rigor in the online space. Faculty choice awards at the event acknowledged several instances of excellence in online teaching including:

- Excellence in Learner Engagement: Professor Melody Whiddon Willoughby, EDP 3004/5053, Educational Psychology
- Best Use of Technology: Professor Rodolfo Rego, EVR 3010, Energy Flow
- Online Course of the Year: Professor Anjana Mishra, INR 3502, International Organizations

Rankings

FIU landed at No. 47 for best overall online bachelor's program among public universities in U.S. *News and World Report's* 2022 rankings. Seven online bachelor's and master's programs were also in the Top 50, including FIU's bachelor's and master's degree programs in business. In addition to many other rankings, Intelligent.com also recognized the university's online programs, with more than

50 programs garnering top 20 placement—the largest number of FIU's online programs ever included on Intelligent.com's annual ranking list. Within the top 20, FIU garnered rankings for several STEM degrees including those for computer science, environmental science, engineering, forensic science, sustainability programs, as well as construction management.

II. ENGAGEMENT

1. Innovation and Economic Development: Venture Miami Opportunity Program

The FIU-Venture Miami Opportunity (FIU-VMO) Program launched in December 2021 with the hiring of Program Director, Kenasha Paul. The program leverages the existing partnership with the City of Miami and the Venture Miami department to create a pathway for women of color founders within Miami-Dade to secure the knowledge and relationships to navigate the challenges of venture fundraising. The program was funded by a grant from JP Morgan & Chase. As of April 2022, the program has hosted a 14-week curriculum consisting of operational success, growth strategies, and building social capital and influence within the venture capital community.

In addition, FIU-VMO provided program participants with support in increasing their connections by hosting a Founders and Funders Brunch and providing them access to technology and venture events such as Miami NFT Week, Bitcoin Conference, and eMerge Americas. The program retained 90% of the cohort of women founders who presented their ventures to angel investors and venture capitalists on April 27, 2022, during their Demo Day graduation. The second cohort will start in Fall 2022.

2. Community Coalitions: Talent Development Network

The Talent Development Network (TDN) continues to focus on engaging local industry and local talent in collaborating for paid internship experiences in Miami-Dade's high growth industries via innovative experiences. In addition, TDN has hosted several professional and career development opportunities for students.

On April 8, 2022, TDN hosted the third annual CEO for a Day event. TDN launched CEO for a Day in 2020 as a community-wide talent initiative to connect Miami's future leaders with South Florida CEOs and C-suite executives. The goal of CEO for a Day is to champion Miami's talent by intentionally connecting students from the region's academic institutions with local industry leaders thus inspiring industry to build new paid internship opportunities and encouraging Miami's talent to pursue opportunities in the local market.

This year, CEO for a Day took place virtually, on April 8, 2022, with over 300 students, CEOs and executives, and community leaders for a unique opportunity for students to learn, connect, and network with local South Florida executives. The event commenced with opening remarks by Miami Dade College President, Madeline Pumariega, remarks by student Paul Douillon who shadowed the previous Miami Marlins CEO, Derek Jeter at the inaugural event in 2020, and continued into nine breakout sessions with more than 25 leaders in Miami's high growth industries. Students had the opportunity to hear from and network with experts in their respective fields of interest. Next year, our aim is to host CEO for a Day in person and bring back the shadowing component where each student will be matched with an industry leader and shadow them during the day.

3. Innovation/Future of Work: Urban Potential Laboratories (UP Labs)

As of April 28, 2022, UP Labs have graduated six cohorts consisting of 153 learners, exceeding our goal of 150. Cohort seven graduated on May 6, 2022, featuring 24 learners. UP Labs retained 93% (177/191) of its learners with an average grade of 91%. Ninety-eight learners (Cohort I-V) have

maintained full-time positions exceeding our target of 66% by 8% (74%), while sixteen (12%) pursue further education (86% of our students are employed or in school). UP Labs' initial cost-per-learner is budgeted at \$8,000. We exceeded our intended results at an average cost of \$4,430 per learner in part by leveraging industry professionals and in-house faculty expertise.

UP Labs secured an articulation agreement from Miami Dade College, which will see its learners continue their education by transferring credits into a career, certificate, and degree program. The articulation marks an important milestone for UP Labs. This program is transforming itself from workforce development to career pathways which include continuing higher education.

UP Labs is now a leading upskilling program in South Florida, thanks to an award-winning FIU faculty and a continued partnership with FIU Continuing Education. Due to its popularity and critical community and partner need, UP Labs signed an MOU with National Occupational Competency Testing Institute (NOCTI), a national career and technical education leader that will help credential graduates with the Medical Assisting National Certificate upon completing the exam. Forty-nine UP Labs learners signed up for a bootcamp, which began on May 2, 2022.

4. The Miami Jobs and Opportunities Report: Understanding and tackling the Opportunity Gap in Miami's Workforce Development Ecosystem

The FIU Office of Engagement has partnered with PolicyLink and Burning Glass to produce the Miami Jobs and Opportunities Report: Understanding and tackling the Opportunity Gap in Miami's Workforce Development Ecosystem funded by JP Morgan Chase. This project's desired impact is that the report inform bold, concrete actions to measurably reduce racial inequities in economic outcomes for job seekers in the Miami Metro area.

The Program is part of the National Equity Atlas partnership between PolicyLink and the USC Program for Environmental and Regional Equity (PERE) which will support workforce equity efforts in 10 cities by providing them with relevant data and helping them prioritize actionable strategies that address the drivers of racial inequities and ultimately connect people of color with good jobs. We partnered with PolicyLink to execute local engagement for the Program along four key phases: (1) planning and scoping, (2) data development and analysis, (3) development of locally driven solutions, and (4) report development, dissemination and activation.

The success of this project has hinged on the Office of Engagement's ability to successfully engage local equity leaders and advocates in the process of developing the report and identifying solutions. The Office created the Miami Advisory Group, which consists of leaders and members of our community representing several industries and sectors: aviation, banking, trade and logistics, government, hospitality, life sciences, non-profit, transportation, and technology.

The deliverables for the FIU Office of Engagement are in progress for completion, as all project planning sessions, Miami Advisory Group meetings co-facilitated with PolicyLink staff, data development and analysis have been completed. The development of locally driven solutions are currently being finalized as we prepare to report, disseminate and activate the work through community-based organizations.

5. Miami Web3 Collaborative: Growing an Educated and Engaged Local Tech Ecosystem

Florida International University (FIU), Miami Dade College (MDC), and the City of Miami are collaborating to build a local Web3 ecosystem that has the structure, people, and platforms to

sustainably grow and support Miami's vision of becoming the Capital of Capital by leveraging emerging technologies.

The FIU Office of Engagement has secured a planning grant from a leading blockchain, focused on three primary outcomes: 1. building sustainable infrastructure; 2. educating scholars and residents; and 3. engaging and building awareness across the community.

With this award we have established the framework upon which to build necessary structure and manage educational and engagement priorities; allowing FIU and MDC to build curricula and offer micro-credentials to students that are focused on uses of blockchain (NFTs, smart contracts, and digital currencies). Our work during the planning period, which ended April 1, 2022, was instrumental in helping this partnership achieve the following milestones: both FIU and MDC created initial curricular offerings for students and developers; and multiple workshops, meetups, and hackathons were hosted. On March 28, 2022, we held a well-attended Web3 FIU Meetup and hosted a panel of blockchain experts consisting of community members and FIU faculty. This event kicked off the launch of Web3 Miami as the official community initiative to help build a robust community of practice and a sustainable ecosystem focused on capacity building, talent development and strategic planning for blockchain, smart contracts, and web3 technologies as we work toward also launching the official ETHMiami chapter.

Our successful deliverables from this planning grant will help unlock additional funding from the funder for implementation and programmatic functions related to increasing ecosystem adoption and talent capacity. The second phase of the project will allow for the hiring of two research fellows (FIU graduate student and MDC undergraduate student); fund engineering students in semester-long senior design projects; support the City in building crypto education toolkits for residents; and support efforts to build a robust ecosystem via hackathons (experimenting with ETH, crypto art, civic technologies) and community engagement events and installations.

III. ENROLLMENT MANAGEMENT AND SERVICES

1. University Admissions

Admitted Student Day

On April 9, 2022, University Admissions hosted an on-campus Admitted Students day at the Modesto A. Maidique Campus (MMC). We invited newly admitted undergraduate students for the Summer and Fall 2022 terms. We welcomed 802 prospective (admitted) students and 889 guests.

To showcase our campus and academic programs, we developed a "select your own schedule" event. Students selected experiences from many academic and extracurricular options. Our Office of Scholarships hosted premier scholarship recipients at a breakfast, and all students had opportunities to eat lunch at our campus restaurants. We provided our prospective students and families with opportunities to meet with deans, academic advisors, and financial specialists. For our guests, the day began at 10:00 AM and ended at 2:00 PM.

Event highlights:

- Financial Aid served over 200 people
- Families came from Minnesota, Alabama, Georgia, California, Maryland, Michigan, North Carolina, New Jersey, Tennessee, New York, Puerto Rico, and Virginia
- In addition to various states, we also welcomed families from Venezuela and Italy

- Students and guests attended a football showcase following the day's activities and many appear on the football team/athletics highlight reel from the event.
- FIU Admissions reported receiving 134 deposits over the weekend from April 8-10, 2022.

May 1, 2022 Highlights

May 1, 2022 constitutes a specific milestone in the lives of high school seniors as they transition to the world of higher education. On this date first-time-in-college (FTIC) students commit to the institution of their choice for the upcoming fall term. The following list is a preliminary set of highlights concerning our incoming classes of matriculated freshmen:

1. Seven National Merit Scholars (Michael Krop HS, Saint Brendan HS, 2 from Coral Reef HS, and 3 out of state)
2. Two College Board Black/African American Scholars
3. 14 College Board Hispanic Scholars
4. A journalism student from Christopher Columbus HS with his own Inter Miami digital television show

2. Financial Aid

Disbursement

As of April 28, 2022, we delivered \$226.3 million in aid for the Spring 2022 semester. At this time last year, we awarded \$221 million. We continue to disburse ARP (HEERF III) funds to students. Details will follow in the Scholarship Office section.

3. Office of Scholarships

Merit Scholarships

For the 2022-2023 academic year, we are focusing on improving the quality and diversity of our merit aid program. Merit aid not only recognizes students for their academic achievements, but also provides the financial resources for students to make their dreams a reality.

Together with University Admissions, we held a Scholar Breakfast for students who received a premier merit scholarship award during admitted student day. Students and families were treated to breakfast, a coffee bar, a meeting with the Interim President, and a photo booth. Many of the guests attended other events hosted on that day, such as the Honors College information session.

For the Fall 2022 class, we have committed seven national merit finalists (this is two more than 2021). We recruited our second set of College Board Scholars - 14 College Board Hispanic Scholars and two College Board African American Scholars. Our institutional merit scholarships yielded 32 Presidential Scholars, 51 Ambassador Scholars, 32 Transfer Scholars and 719 Gold and Blue Scholars. Our raise.me scholarship program yielded 657 students, many with no other forms of scholarship assistance available.

4. University Registrar

Implemented Reverse Transfer per Board of Governors requirements

In February of 2022, we fully implemented the Reverse Transfer process at FIU as required by the State Board of Education and the Florida Board of Governors (BOG). In January of 2021, the BOG

and the State Board of Education adopted the Statewide Reverse Transfer Articulation Agreement (Agreement) for associate in arts (AA) degree-seeking students who transfer to a state university before earning an AA degree.

We created the FIU [Reverse Transfer website](#) for information. Additionally, several enhancements were made to the Electronic Data Interchange (EDI) (FASTER/SPEEDE) transcript processes to accommodate extra categories for the reverse transfer process.

During the month of February, we sent eligible students a communication to “opt-in” to the reverse transfer process with FIU and their previous Florida College System (FCS) institution. On February 28, 2022, we provided a listing of eligible students, who had opted in for reverse transfer for each FCS institution. Per state guidance, the FCS institution should return the responses to the SUS institution no later than April 30. Below is the information to date on the Spring Reverse Transfer process from FIU.

- ❖ 576 students qualified and were sent opt-in communications.
- ❖ 173 opted-in to participate in the Reverse Transfer

IV. INFORMATION TECHNOLOGY REPORT

1. Network Access to 400Gbps

FIU is among the first in the country to have access to 400 gigabits per second (Gbps) connectivity through the Florida LambdaRail (FLR). FLR is Florida’s Research and Education Network serving the state of Florida with almost 1,600 miles of backbone fiber. Through Internet2’s Next Generation Infrastructure (NGI), FLR can extend its network and services worldwide to support the bandwidth for performance-intensive applications, experiments, and data transfers necessary for research-intensive science and high-performance computing (HPC). The NGI features increased capacity and scalability, on-demand cloud connectivity and a lower carbon footprint to support FIU’s academic and research collaborations. FIU’s unique geographic position serves as the interconnection point and facilitates network-enabled U.S. – Latin America and Caribbean science research and education. Access to 400Gbps connectivity allows FIU researchers to conduct transformative research and support FIU in its pursuit to reach top 50.

2. Cybersecurity Education and Workforce Development

The Division of IT continues to contribute to cybersecurity education to generate talent and minimize the gap in the workforce. On May 5, 2022, the Division of IT, in partnership with the Digital Era Group, hosted the Secure Miami Cybersecurity Conference for the sixth year in a row. This year’s conference, “The Final Frontier: Skyrocketing Into the New Age of Cybersecurity” focused on how cybersecurity experts are confronting an ever increasing and more sophisticated threat activity. The agenda focused on discussions around breach prevention and provided practical insights and tools required to confront common security challenges faced in this new era. The conference was held in the Graham Center Ballrooms with a virtual component and brought over 300 security experts and professionals from across the country to FIU.

Additionally, the division, in collaboration with the Steven J. Green School of International and Public Affairs, and New America will be hosting the National Initiative for Cybersecurity Education (NICE) Conference & Expo: Demystifying Cybersecurity on June 8-9, 2022 in Atlanta, GA. FIU was awarded a five-year grant by the U.S. Department of Commerce’s National Institute of Standards and Technology (NIST) to host the conference from 2018-2022.

3. MyFIU Portal User Experience Redesign Update

The Division of IT is currently in the build phase of redesigning the student portal to provide a more personalized experience to help drive the university's institutional goals. The redesigned portal will include more focused content and integrated data to unify the student experience across numerous FIU backend systems and will better reflect FIU's branding and ADA accessibility standards. The goal is to allow students a greater level of personalization to increase engagement and drive student success. The portal will be designed from the students' perspective and with a "mobile first" strategy. The redesigned portal is expected to go live during Fall 2022.

V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

The value of awards received through March 31, 2022, decreased by 28% compared to awards received during the same period last fiscal year (\$139.7M vs \$194.7M). The difference is due to \$56M received last year from the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund. Nonetheless, the non-CARES awards are higher than the research-related awards during the same period last year, and 17% above the research-related awards in FY 2020. The HWCOT experienced a 44% increase when compared with last fiscal year—the Florida Department of Health awarded a \$1.3M grant to the FIU Thrive project to advance health equity, and the State University System awarded a \$1.5M grant for research related to Alzheimer's disease. The College of Arts, Sciences, & Education increased the value of awards received by 15%—during this quarter, biology received \$2.1M in new awards and earth and environment received \$1.4M in new awards. The value of awards received by centers and institutes during this period decreased by 18% when compared with the value of awards received during the same period last fiscal year. However, CRUSADA experienced a 303% increase (\$0.9M vs. \$0.2M); the Institute for Environment received \$6.6M during this quarter, reflecting a 67% increase; and the Extreme Events Institute/International Hurricane Research Center had a 13% increase (\$6.9M vs \$6.1M last fiscal year). Given the considerable sum of federal funds received last fiscal year from the CARES Act, the distribution among funding sources varied. Last year, we received 85% from federal sources, 5% from private/other sources and 10% from state/local governments. This fiscal year, we received 64% from federal sources, 27% from private/other and 9% from state/local governments.

2. Innovation, Partnerships and Economic Development

StartUP FIU is currently working with 23 faculty members at various stages of research commercialization on a total of 25 research projects. Eight of these are Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grant projects with early-stage community tech companies. Three of the faculty teams applied for NSF Partnerships for Innovation (PFI) grants this quarter and are awaiting NSF review. Support was provided on two new research initiatives for university-wide faculty collaboration in diabetes (directed by Dr. Anuradha Godavarty, Engineering and Computing) and obesity (directed by Dr. Sahar Ajabshir, HWCOT). The 2022 Hult Prize @FIU had five teams with 16 students participating. This year's competition was modified and truncated by Hult University, affecting the number of students able to participate. Nevertheless, the first-place team within FIU is advancing to the next round of competition at the Hult Prize Regional Summit, which took place virtually in Boston in May 2022, while three additional teams have applied to participate in other regional competitions. Two students successfully applied and received "micro-grant" funding from MIT Solv[ED] as part of StartUP FIU's ongoing participation in the first-ever MIT Solv[ED] Youth Innovation Challenge. This brings the total number of funded StartUP FIU students to six in the last six months, totaling \$2,400. Five FIU students are participating in our Social Venture

Studio, the latest iteration of our eight-week, immersive introductory program with an emphasis on social entrepreneurship and student pitch competitions. Four of the five students led the creation and advancement of new teams/projects that successfully competed at the 2022 Hult Prize @FIU. Meanwhile, the fifth Hult team and both MIT Solv[ED] teams were each part of last quarter's Social Venture Studio.

This quarter saw new and increased activity in our student learning community, including the launch of two new programs: Upstarter Innovation Series (32 students) and Student Idea Circle (16 students). Additionally, a new signature event Sustainability Social (45 students) was created and there was a 72% increase in student participation at Hacker Nation (295 students, up from 172), StartUP FIU's signature learning community. During the third quarter, projects and partnerships were established with Miami-Dade County's Community Redevelopment and Municipal Services Department to curate summer and fall workshops for cities located within the county; with FIU's SBDC on the Miami Navigators program to assist 160 businesses this quarter by offering a series of finance and procurement workshops; and with Ascendus to nominate six food entrepreneurs to the Samuel Adams Pitch Competition for a \$10,000 prize. Three of the StartUP FIU local entrepreneurs reached the finals, including the ultimate winner, Jenifer Schwartz of The Maven Baker. In addition, we partnered with Mayor Levine Cava's Strive305 initiative to develop OnDemand content for Miami-Dade County's startup entrepreneurs and collaborated with Bank of America to develop online bootcamps for retail and procurement industries that are scheduled to launch in the fall. Regarding technology transfer, during the third quarter (Jan-Mar) FIU researchers disclosed 11 technologies; filed 17 patent applications; received eight patents and entered into three license/options agreements. One of the license agreements was with a recently created local startup who has hired a few of our recent engineering graduates.

3. University Graduate School (UGS)

As of March 2022, UGS received 2,680 applications for doctoral programs, a 5.5% increase when compared to last year. Thus far, we have admitted 374 doctoral students, a 7.4% decrease compared to last year. The application deadline for master's programs is June 1, 2022 and UGS has so far received 6,530 applications, a 22.8% increase compared to last year. We have admitted 1,540 masters' students, a 3.1% decrease compared to last year. On January 7, 2022, UGS held its fourth annual 3 Minute Thesis (3MT) Competition finale. The event was held in person, and it was also livestreamed to the university community. The 3MT® was established by the University of Queensland, Australia (QUT) in 2008 is now held at many universities worldwide. It provides a unique opportunity for graduate students to showcase their research and engage a broader audience. As part of the competition, students present their thesis in three minutes with just one slide to a live audience and panel of judges comprised of external partners and important FIU stakeholders. The following students received top prizes: first place – Mirna Ghemrawi, Biochemistry PhD; second place – Olayinka David, Biology PhD; and third place – Janelle Nunez-Castilla, Biology PhD. The first and second place winners were invited to pitch at the Florida Conference of Graduate Schools in Orlando, FL on April 20, 2022.

As part of UGS professional development offerings, in February we hosted two virtual panels entitled "Applying to Postdoctoral Opportunities: Strategies for Success" in Social Sciences/Humanities and STEM, respectively. The panels featured FIU alumni who are currently pursuing or have successfully completed postdoctoral fellowships. The speakers, representing a broad range of disciplines and career pathways (industry, academia, federal government), shared their experience of applying and being postdoctoral researchers and answered questions from the audience. On March 11, 2022, UGS Office of Fellowships and Training delivered an in-person workshop "Applying to Fellowships and Grants 101" open to all graduate students. Dr. Alla Mirzoyan, the Director of Fellowships and Training,

provided an overview of the competitive funding landscape for graduate students, outlined best strategies for searching and applying for funding, and how to use funding applications for overall career and professional development. UGS also offered its Spring Graduation Workshop in January to graduate students who received information on the requirements and deadlines for degree completion and graduation. In March, as part of our Graduate Program Director Professional Development series, we offered a webinar in collaboration with the Office of the Registrar and OneStop to update graduate program directors and assistants on new processes and practices related to admissions and enrollment.