



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, September 22, 2022

10:30 AM

or

Upon Adjournment of Previous Meeting

Chair: Natasha Lowell

Members: Cesar L. Alvarez, Jose J. Armas – *Health Affairs liaison*, Deanne Butchey, Dean C. Colson,
Cristhofer Lugo, 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 as a Condition of Employment Nominations | Elizabeth M. Bejar |
| AP2. Florida Educational Equity Act Report | Emmanuele A. Bowles |
| AP3. Textbook and Instructional Materials Affordability Annual Report | Heather Russell |
| AP4. Proposed Amendment to Regulation FIU-1103 Textbook Affordability | Heather Russell |
| AP5. Proposed Amendment to Regulation FIU-2501 Student Conduct and Honor Code | Elizabeth M. Bejar |
| AP6. Proposed Amendment to Regulation FIU-2502 Children's Creative Learning Center at FIU | Elizabeth M. Bejar |
| AP7. Program Termination: Bachelor of Arts in French and Francophone Studies | Elizabeth M. Bejar |

3. Action Items *(Continued...)*

AP8. Program Termination: Bachelor of Arts in Portuguese	Elizabeth M. Bejar
AP9. New Program Proposal: Master of Science in Psychological Sciences in Education	Elizabeth M. Bejar
AP10. New Program Proposal: PhD in Psychological Sciences in Education	Elizabeth M. Bejar
AP11. Initial Application for Specialized Admissions Status	Elizabeth M. Bejar
AP12. 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposal Form	Elizabeth M. Bejar

4. Discussion Items *(No Action Required)*

4.1 Student Government Updates	Cristhofer Lugo
4.2 Faculty Senate Updates	Deanne Butchey

5. 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

6. New Business <i>(If Any)</i>	Natasha Lowell
7. Concluding Remarks and Adjournment	Natasha Lowell

The next Academic Policy and Student Affairs Committee Meeting is scheduled for December 6, 2022

FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

Time: September 22, 2022 10:30 AM - 12:15 PM EDT

Location: FIU, Modesto A. Maidique Campus, Graham Center Ballrooms | Livestream:
<http://webcast.fiu.edu/>

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: Approval of Minutes of Meeting held on June 16, 2022

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on June 16, 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 June 16, 2022 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom.

Supporting Documentation: Minutes: Academic Policy and Student Affairs Committee Meeting, June 16, 2022

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



Academic Policy and Student Affairs Committee

June 16, 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 Vice Chair Donna J. Hrinak on Thursday, June 16, 2022, at 11:50 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 (via Zoom)*; Donna J. Hrinak, *Committee Vice Chair*; Cesar L. Alvarez; Dean C. Colson, *Board Chair (via Zoom)*; Cristhofer E. Lugo; Joerg Reinhold; Chanel T. Rowe (*via Zoom*); Marc D. Sarnoff; and Roger Tovar, *Board Vice Chair and Athletics Liaison*.

Trustee Jose J. Armas was excused.

Trustees Carlos A. Duarte, Gene Prescott, and Carlos Trujillo and Interim University President Kenneth A. Jessell were also in attendance.

Committee Vice Chair Hrinak 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. She introduced and welcomed Student Government Association President and student Trustee Cristhofer E. Lugo. She recognized and thanked Faculty Senate Chair and faculty Trustee Joerg Reinhold for his service, as his term as Faculty Senate Chair will conclude on July 31, 2022. Committee Vice Chair Hrinak commented that Professor Deanne Butchey will begin her service as Faculty Senate Chair and faculty Trustee on August 1, 2022.

Interim Provost and Executive Vice President Elizabeth M. Bejar remarked on the appointment of William G. Hardin, Ph.D. as Dean of the FIU College of Business. Interim Provost Bejar commented that Dean of Libraries Anne Prestamo will be retiring on June 30, 2022. She noted that in recognition of her service to FIU, Dean Prestamo will be appointed Dean Emerita of University Libraries starting fall 2022. Interim Provost Bejar highlighted several examples of how FIU professors continue to showcase their expertise and research. She pointed out that FIU is among 20 of the nation's top research universities that have formed the Alliance of Hispanic Serving Research Universities to increase opportunity for those historically underserved by higher education. She added that the 20 universities represent every university that has been both categorized as R1 (very

high research activity) by the Carnegie Classification of Institutions of Higher Education and designated as a Hispanic Serving Institution by the U.S. Department of Education.

2. Approval of Minutes

Committee Vice Chair Hrinak asked if there were any additions or corrections to the minutes of the Academic Policy and Student Affairs Committee meeting held on March 3, 2022. Hearing none, a motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on March 3, 2022.

3. Action Items

AP1. Tenure Nominations

Committee Vice Chair Hrinak explained that at the conclusion of the spring semester, each year, the administration conducts a thorough review of faculty candidates who are in their sixth-year track towards tenure. She added that, this year, 25 candidates have met the scholarly requirements and have been recommended for tenure after the comprehensive tenure review process conducted by their respective department, chair, college review committee, dean, Interim Provost, and Interim President.

Interim Provost Bejar presented the tenure nominations for Committee review. She pointed out that FIU has a total of 634 tenured faculty and 197 tenure-earning faculty out of 1,719 full time faculty members. She added that tenured and tenure-earning faculty currently make up 48% of all full-time faculty members. She stated that the nominees selected to receive tenure are expected to demonstrate a significant record of scholarship and contribute at the highest levels in the areas of research and/or creative activities and teaching and service to FIU and to their profession.

Interim Provost Bejar commented on the tenure review process. She indicated that upon submission of the candidate's file, there are seven (7) rigorous and independent review stages before the candidates are presented to the Board of Trustees for approval. She remarked that the review includes an independent assessment from no less than five external reviewers who are tenured faculty and are highly regarded in their respective scholarly fields. She commented that teaching service and scholarship are assessed, including peer reviewed publications, presentations at scholarly meetings, patents, external funding, and other awards and/or creative activities. Interim Provost Bejar explained that it is an expectation that faculty members are actively engaged in and contributing to student success through excellent teaching and mentorship of students. She added that it is also expected that tenure candidates are active participants within the University community and their respective professional fields as well as participants in the collegial governance process.

Interim Provost Bejar pointed out that there were 28 faculty members who began the 6-year review process, noting that one (1) faculty member extended their 6-year review due to severe illness and two (2) faculty members subsequently separated from the University. She mentioned that, collectively, the tenure candidates have received over 80 grants, awarded over \$40M in research funding, have published or presented their creative works over 550 times, and are inclusive of three (3) patent disclosures and applications.

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 Tenure Nominations as specified in the Board materials.

AP2. Proposed Amendment to Regulation FIU-108 Access to Student Education Records

Interim Provost Bejar presented the proposed amendment to Regulation FIU-108 Access to Student Education Records for Committee review. She explained that the Family Educational Rights and Privacy Act (FERPA) requires that institutions maintain student education records in a confidential and secure manner. She pointed out that FIU-108 was last amended in February of 2020 and is currently being amended to add a new category, category number 3 Disclosures in Microsoft 365, and subsequent renumbering of the remaining categories accordingly. Interim Provost Bejar indicated that the proposed change adds information about internal non-directory information disclosure in Microsoft 365. She stated that FIU began a migration to Microsoft 365 in May 2022 to enable more efficient and secure operations under one platform, including student access to the Microsoft suite inclusive of Microsoft Teams which can be used to communicate and collaborate with members across the University community. Interim Provost Bejar noted that Microsoft Teams displays the student's name and FIU email address to any member of the University community with an active FIU Microsoft Teams account. She mentioned that the addition of this disclosure keeps the regulation in compliance.

In response to Committee Vice Chair Hrinak, Interim Provost Bejar confirmed that a student may request exclusion of their name and email address from Microsoft Teams.

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 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 and as a result of the regulation-making process.

AP3. Program Termination: Bachelor of Arts in Italian Language and Literature

Interim Provost Bejar presented the program termination for the Bachelor of Arts in Italian Language and Literature for Committee review. She explained that enrollment in said program was suspended nearly 10 years ago and that FIU continues to offer courses in Italian language and culture through a certificate program and elective course offerings. She added that the BA in Global Languages, Cultures, and Literatures, which was approved by the FIU Board of Trustees in early 2022, will also allow students to pursue Italian language study through the proposed Dual Languages major option in the degree.

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 recommend to the Florida Board of Governors the termination of the Bachelor of Arts in Italian Language and Literature (CIP 16.0902).

AP4. Program Termination: Bachelor of Science in Communications

Interim Provost Bejar presented the program termination for the Bachelor of Science in Communications for Committee review. She indicated that, with the 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, the FIU Board of Trustees approved the implementation of two new degree programs of strategic emphasis, specifically, the BS in Public Relations, Advertising, and Applied Communication and the BS in Digital Communication and Media. She added that said new degrees have been successfully launched and FIU is now prepared to close the BS in Communications.

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 recommend to the Florida Board of Governors the termination of the Bachelor of Science in Communications (CIP 09.0102).

4. Student Government Updates

Trustee Cristhofer E. Lugo, Student Government Association (SGA) President, commented on increasing student awareness as it pertains to student government. He indicated that as part of FIU's Juneteenth Week of Celebration, SGA, in collaboration with the Black Student Union and the Office of Diversity, Equity & Inclusion, hosted a Barbershop Talk to engage students in a discussion on their respective experiences as a Black student at the University. Trustee Lugo stated that SGA also engaged with incoming students at orientation. He remarked on a draft SGA resolution regarding critical attributes that the FIU Presidential Search Committee should examine as it conducts preliminary interviews for the University's next President. Trustee Lugo commented on collaborations with FIU Strategic Communications, Government and External Affairs to expand student engagement.

5. Faculty Senate Updates

Trustee Reinhold, Faculty Senate Chair, pointed out that the Faculty Senate held officer elections at its April 2022 meeting, noting that the current Vice Chair, Deanne Butchey, was elected as Chair, that current Secretary, Noël Barengo, was elected as Vice Chair, and that Patricia Pereira-Pujol was elected as Secretary. Trustee Reinhold commented on the book he gifted each Trustee, *Understanding Academic Freedom*, by Henry Reichman. He remarked on his upcoming sabbatical where he will focus on research. He added that he will begin serving as Chair of the Department of Physics in fall 2023.

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

No new business was raised.

8. Concluding Remarks and Adjournment

With no other business, Committee Vice Chair Donna J. Hrinak adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, June 16, 2022 at 12:21 p.m.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of five (5) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

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

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

Supporting Documentation:

Tenure as a Condition of Employment Nominations

- Overview
- Bios
- Curriculum Vitas

Facilitator/Presenter:

Elizabeth M. Bejar

Florida International University
Tenure as a Condition of Employment Nominations - September 2022

Name	College	Department	Proposed Rank
Saheed Aderinto	Steven J Green School of International and Public Affairs	History	Professor
Zhongxue Chen	College of Arts, Sciences & Education	Mathematics and Statistics	Professor
Anthony Pereira	Steven J Green School of International and Public Affairs	Politics and International Relations	Professor
Anamika Prasad	College of Engineering and Computing	Biomedical Engineering	Associate Professor
Xuexia Wang	Robert Stempel College of Public Health and Social Work	Biostatistics	Associate Professor

Saheed Aderinto
History
Steven J Green School of International and Public Affairs

Dr. Aderinto received his PhD in African History from University of Texas at Austin in 2010. He was appointed to the rank of Professor of History at Western Carolina University in 2021.

Dr. Aderinto's research focuses on modern African history with a particular emphasis on Nigeria. His first book, published in 2016, *When Sex Threatened the State*, won the Nigerian Studies Association's Book Award Prize for the "most important scholarly book/work on Nigeria." Since earning his PhD, he has published nine books which include, three sole-authored monographs, one co-authored, three edited volumes, and two co-edited volumes. In addition, he has published 37 journal articles and book chapters, 40 encyclopedia articles and 20 book reviews.

Dr. Aderinto has taught undergraduate and graduate courses in African History at his current and previous institutions on a wide range of subjects related to his expertise. Dr. Aderinto has also mentored numerous graduate students and post-doctoral fellows.

Dr. Aderinto's service is also extensive to his university and to his field. In addition to serving on several university committees, he has provided substantial professional service as a reviewer for numerous journals in his field. He is also the Founding President of the Lagos Studies Association (2017-2022) and holds memberships in several significant professional organizations.

Zhongxue Chen
Mathematics and Statistics
College of Arts, Sciences & Education

Dr. Chen received his PhD in Statistics from Southern Methodist University in 2007. In 2016, he was tenured and promoted to the Associate Professor rank at Indiana University, Bloomington, in the Department of Epidemiology and Biostatistics, after having joined them as an Assistant Professor in 2012. He served as Director of the Biostatistics Consulting Center from 2013 to 2019.

His research focuses on bioinformatics, statistical genetics, machine learning/deep learning, and biostatistics. He has published over 90 peer-reviewed papers and is widely cited. He is the PI and Co-I for current projects totaling approximately \$3.6 million and past projects for which he was PI, Co-I, Biostatistician, or Bioinformatician total over \$17 million throughout his career.

Dr. Chen has taught undergraduate, graduate, and post-graduate levels at his current and previous institutions on a wide range of subjects related to his expertise. Dr. Chen has also mentored numerous graduate students and post-doctoral fellows.

Dr. Chen has provided extensive services to his institution and external agencies. In addition to serving on several university committees, he serves as a reviewer for numerous journals in the fields of mathematics and biostatistics. He is also a member of various editorial boards of scientific journals.

Anthony Pereira
Politics and International Relations
Steven J Green School of International and Public Affairs

Dr. Pereira received his PhD in Government from Harvard University in 1991. Prior to joining FIU, he was Professor of International Development and the Brazil Institute from 2010-2022, having served as Director of the latter since that time, at King's College, London.

Dr. Pereira is an authority in Brazilian studies. He has published several books including, *The Brazilian Economy Today: Towards a New Socio-Economic Model?*, *Understanding Contemporary Brazil* and *Modern Brazil: A Very Short Introduction*. He is the author of approximately two dozen peer-reviewed articles and another thirty chapters in edited volumes. In addition to being a prolific and distinguished scholar, Dr. Pereira has been engaged in building institutional capacity and leading signal programmatic development for more than twenty years.

Dr. Pereira's teaching includes courses at the graduate and post-graduate levels at his current and previous institutions. He has an excellent record of post-graduate, graduate teaching and mentorship.

Dr. Pereira's service is also extensive to his university and to his field. In addition to serving on several university committees, he serves as a reviewer for several journals, awards and grants, is a member of various editorial boards, and has participated in numerous media appearances. Dr. Pereira has been engaged in building institutional capacity and leading signal programmatic development for more than twenty years.

Anamika Prasad
Biomedical Engineering
College of Engineering and Computing

Dr. Prasad received her PhD in Material Science and Mechanics from Massachusetts Institute of Technology in 2007. She was a postdoctoral fellow at Stanford University. She was approved for tenure this past academic year by the President at the South Dakota State University, Brookings, SD where she held an appointment as an Assistant Professor.

Her research focuses on bone biomechanics, vascular dynamics, and biomaterials and lies at the intersection of materials science, structural mechanics, and biological systems. She has an outstanding record of scholarship and funding. She has been awarded approximately \$1.2 million in grants, primarily as a single PI. These include grants from NSF, DOD, and NASA, including the highly prestigious NSF CAREER award and the DOD's DURIP grant.

Dr. Prasad's teaching includes courses at the graduate and post-graduate levels at her current and previous institutions in computational engineering. Dr. Prasad has also mentored graduate students and post-doctoral fellows.

Dr. Prasad's service to her university and to her field is impressive. In addition to serving on several university committees, she serves as a reviewer for numerous journals in her field.

Xuexia Wang
Biostatistics
Robert Stempel College of Public Health and Social Work

Dr. Wang received her PhD in Quantitate Economics from the Capital University of Economics and Business, Beijing, China in 2004, and a PhD in Statistical and Mathematical Sciences from the Michigan Technological University in Michigan in 2007. She has served as a tenured Associate Professor of Statistics in the Department of Mathematics at the University of North Texas since 2016.

Dr. Wang's research focuses on statistical methods and applications for large-scale complex sparse data in genomics, imaging, and cancer. She has published widely, including as author or co-author of over 40 peer-reviewed publications in high impact journals; and, she has published three book chapters. She has a successful and consistent funding record as PI or Co-PI for several grants, including as PI on two foundation funded grants, subcontract PI on six NIH's and as collaborator on another 11 NIH grants.

Dr. Wang has taught both graduate and undergraduate courses in statistical theory, methods and genetics. She has developed several new courses and appears to be active in curriculum development and instructional innovation. She has an impressive record of mentorship.

Dr. Wang's service to her university and to her field is substantive. In addition to serving on several university committees, she serves as a reviewer for numerous journals in her field.

Saheed Aderinto
Fall 2021
Professor of History
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Education

PhD., (African History) University of Texas at Austin, 2010
M.A., (History) University of Texas at Austin, 2007
B.A., (History) University of Ibadan, Nigeria, 2004

Employment History

- Professor of History, Western Carolina University (Since 2021)
- Associate Professor of History, Western Carolina University (2016-2021)
- Assistant Professor of History, Western Carolina University (2010-2016)

Research Interest

Nigerian history since the precolonial era

Publication

Books

Authored

1) *Animality and Colonial Subjecthood in Africa: The Human and Nonhuman Creatures of Nigeria* (Ohio University Press/New African Histories Series, 2022)

2) *Guns and Society in Colonial Nigeria: Firearms, Culture, and Public Order* (Indiana University Press, January 2018)

Reviewed in the following 9 journals (American Historical Review, Journal of African History; H-Net; International Journal of African Historical Studies; Social History; African Studies Quarterly; Journal of West African History; H-Soz-Kult; Cahiers d'études africaines)

3) *When Sex Threatened the State: Illicit Sexuality, Nationalism, and Politics in Colonial Nigeria, 1900-1958* (University of Illinois Press, 2015)—Winner of the 2016 Nigerian Studies Association's Book Award Prize for the "most important scholarly book/work on Nigeria"

(Reviewed in the following journals 14 journals: Canadian Journal of African Studies; Journal of West African History; Journal of the History of Sexuality; Journal of Colonialism and Colonial History; Canadian Journal of History; Africa: Journal of the International African Institute; American Historical Review; African Studies Quarterly; The Historian; International Journal of African Historical Studies; Journal of Women's History; Journal of Retracing Africa; GLQ: A Journal of Lesbian and Gay Studies; Le Mouvement Social)

4) *Nigeria, Nationalism, and Writing History* (University of Rochester Press, 2010) 356pp. co-authored

Reviewed in the following journals (Africa Today; H-Africa; African Studies Quarterly; Leeds African Studies Bulletin; Journal of West African History; International Journal of African Historical Studies; Comparativ)

Edited

5) *Sports in African History, Politics, and Identity Formation* (New York: Routledge, April 2019), co-edited with Michael Gennaro

6) *The Routledge Handbook of Nigerian History* (New York: Routledge, forthcoming 2021)

7) *African Kingdoms: An Encyclopedia of Empires and Civilizations* (Santa Barbara, CA: ABC-CLIO, 2017), 400pp

8) *Children and Childhood in Colonial Nigerian Histories* (New York: Palgrave Macmillan, 2015), 256pp

9) *The Third Wave of Historical Scholarship on Nigeria: Essays in Honor of Ayodeji Olukoju* (Cambridge Scholars Publishing, 2012), 430pp. co-edited

Peer Reviewed Journal Articles

1) "Empire Day in Africa: Patriotic Colonial Childhood, Imperial Spectacle, and Nationalism in Nigeria, 1905-1960," *Journal of Imperial and Commonwealth History* 46, no.4 (2018):731-757

2) "Modernizing Love: Gender, Romantic Passion, and Youth Literary Culture in Colonial Nigeria," *Africa: The Journal of the International African Institute* 85, no.3 (2015): 478-500

3) "Journey to Work: Transnational Prostitution in Colonial British West Africa," *Journal of the History of Sexuality* 24, no.1 (2015): 99-124

- 4) "O! Sir I Do Not Know Either to Kill Myself or to Stay": Childhood Emotion, Poverty, and Literary Culture in Nigeria, 1900-1960," *Journal of the History of Childhood and Youth* 8, no.2 (2015): 273-294
- 5) "Where is the Boundary? Cocoa Conflict, Land Tenure, and Politics in Western Nigeria," *Journal of Social History* 47, no.1 (2013), 176-195
- 6) "'The Problem of Nigeria is Slavery, Not White Slave Traffic': Globalization and the Politicization of Prostitution in Southern Nigeria, 1921-1955," *Canadian Journal of African Studies* 46, no.1 (2012): 1-22
- 7) "Of Gender, Race, and Class: The Politics of Prostitution in Lagos, Nigeria, 1923-1954," *Frontiers: A Journal of Women's Studies* 33, no. 3 (2012):71-92
- 8) "Dangerous Aphrodisiac, Restless Sexuality: Venereal Disease, Biomedicine, and Protectionism in Colonial Lagos, Nigeria," *Journal of Colonialism and Colonial History* 13.3 (2012). Project MUSE. Web. 3 Dec. 2012 <http://muse.jhu.edu/>
- 9) "Researching Colonial Childhoods: Images and Representations of Children in Nigerian Newspaper Press, 1925-1950," *History in Africa: A Journal of Method* 39 (2012): 241-266
- 10) "Cutting the Head of the Roaring Monster': Homosexuality and Repression in Africa," *African Study Monographs* Vol. 30, No.3 (2009): 121-135, co-authored with Kwame Essien
- 11) "The Girls in Moral Danger": Child Prostitution and Sexuality in Colonial Lagos, Nigeria, 1930s-1950," *Journal of Humanities and Social Sciences* 1, no.2 (2007): 1-22

Book Chapters

- 12) "Introduction" in Michael Gennaro and Saheed Aderinto, eds., *Sports in African History, Politics, and Identity Formation* (New York: Routledge: 2019), co-authored with Michael Gennaro
- 13) "Introduction: Uncovering Africa's Past" in Saheed Aderinto, ed., *African Kingdoms: An Encyclopedia of Empires and Civilizations* (Santa Barbara, CA: ABC-CLIO, 2017), xiii-xxvi
- 14) "Inside the 'House of Ill Fame': Brothel Prostitution, Feminization of Poverty, and Lagos Life in Nollywood's *The Prostitute*," in Danielle Hipkins and Kate Taylor-Jones eds, *Prostitution and Sex Work in Global Cinema: New Takes on Fallen Women* (New York: Palgrave Macmillan, 2017), 107-128

- 15) "Pleasure for Sale: Prostitution in Colonial Africa, 1880s-1960s," in Frank Jacob (ed.), *Prostitution: A Companion to Mankind* (Frankfurt am Main: Peter Lang 2016), 469-480
- 16) "Introduction: Colonialism and the Invention of Modern Nigerian Childhood," in Saheed Aderinto (ed.), *Children and Childhood in Colonial Nigerian Histories* (New York: Palgrave Macmillan, 2015), 1-18
- 17) "Framing the Colonial Child: Childhood Memory and Self Representation in Autobiographical Writing," in Saheed Aderinto (ed.), *Children and Childhood in Colonial Nigerian Histories* (New York: Palgrave Macmillan, 2015), 169-199
- 18) "500 Children Are Missing in Lagos": Child Kidnapping and Public Anxiety in Colonial Nigeria," in Saheed Aderinto (ed.), *Children and Childhood in Colonial Nigerian Histories* (New York: Palgrave Macmillan, 2015), 97-121, co-authored with Paul Osifodunrin
- 19) "Yakubu Gowon: The Challenge of Nation Building," in Apollos O. Nwauwa and Julius O. Adekunle (eds.), *Nigerian Political Leaders: Visions, Actions, and Legacies* (Glassboro, New Jersey: Goldline & Jacobs Publishing, 2015), 230-248
- 20) "'Youth of Awo-Omama Will Boycott Their Girls': Men, Marriage, and Ethno-Cultural Nationalism in Southern Nigeria, 1920s-1956," in Pablo Dominguez and Simon Wendt (eds.), *Masculinities and the Nation in the Modern World: Between Hegemony and Marginalization* (New York: Palgrave Macmillan, 2015), 243-267
- 21) "Isaac Fadoyebo at The Battle of Nyron: African Voices from the First and Second World Wars, c.1914-1945," in Trevor Getz (ed.), *African Voices of the Global Past: 1500 to the Present* (Boulder, CO: Westview Press, 2014), 107-138
- 22) "'Sorrow, Tears, and Blood': Fela Anikulapo Kuti and Protest in Nigeria," in Jonathan C. Friedman (ed.), *The Routledge History of Social Protest in Popular Music* (New York: Routledge, 2013), 319-330
- 23) "Sex across the Border: Researching Transnational Prostitution in Colonial Nigeria," in Saheed Aderinto and Paul Osifodunrin (eds.), *The Third Wave of Historical Scholarship on Nigeria: Essays in Honor of Ayodeji Olukoju* (Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2012), 76-94
- 24) "Of Historical Visibility and Epistemology: History and Historians of Nigerian Women," in Saheed Aderinto and Paul Osifodunrin (eds.), *The Third Wave of Historical Scholarship on Nigeria: Essays in Honor of Ayodeji Olukoju* (Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2012), 128-151

- 25) "The Third Wave of Historical Scholarship on Nigeria," in Saheed Aderinto and Paul Osifodunrin (eds.), *The Third Wave of Historical Scholarship on Nigeria: Essays in Honor of Ayodeji Olukoju* (Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2012), 2-19, with Paul Osifodunrin
- 26) "Treading the Uncharted Path in Nigerian History: The Intellectual World of Ayodeji Olukoju," in Saheed Aderinto and Paul Osifodunrin (eds.), *The Third Wave of Historical Scholarship on Nigeria: Essays in Honor of Ayodeji Olukoju* (Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2012), 22-49, with Paul Osifodunrin
- 27) "Representing 'Tradition', Confusing 'Modernity': Love, Sexuality, and Mental Illness in Yoruba (Nigerian) Video Films," in Lawrence Rubin (ed.), *Mental Illness in Popular Media: Essays on the Representation of Disorders* (Jefferson, NC: MacFarland, 2012), 256-269
- 28) "Blacks in Britain," in Hakeem Ibikunle Tijani (ed.), *The African Diaspora: Historical Analysis, Poetic Verses and Pedagogy* (California: University Readers, 2011), 113-120
- 29) "Domestic, Community, and State-Sponsored Violence in Nigeria," in David Wingeate Pike (ed.), *Crimes against Women* (Hauppauge, New York: Nova Publishers, 2011), 145-151, co-authored with J.Shola Omotola
- 30) "A Historiographical Study of the Works of LaRay Denzer, Bolanle Awe and Nina Mba," in Mala Pandurang and Anke Bartels (eds.), *African Women Novelists: Re-Imaging Gender* (New Delhi: Pencraft International, 2010), 107-123
- 31) "Falola on Slave Trade and Slavery, and the Political Economy of Yorubaland in the Nineteenth Century," in Niyi Afolabi, (ed.), *Toyin Falola: The Man, The Mask, The Muse* (Durham, North Carolina: Carolina Academic Press, 2010), 367-384
- 32) "Ijebu a b'eyan...?" ("Ijebu or a human being...?"): Nineteenth Century Origin of Discrimination against Ijebu Strangers in colonial Ibadan, Nigeria," In Chima J. Korieh and Michael Mbanaso (eds.), *Minorities and the State in Africa* (Amherst, New York: Cambria Press, 2010), 143-168
- 33) "European Invasion and African Resistance," in Hakeem Ibikunle Tijani, Tiffany Jones and Raphael Njoku (eds.), *Africa and the Wider World* (Boston, MA: Pearson, 2010), 247-261
- 34) "Through the Changing Scenes of Political Islam in Nigeria, 1903-2008": Religion, Violence and Secular Ideologies in an Evolving Nation-State," (Turkish translation) "Nijerya'da Siyasal Islam'in Bastan Sona Degisen Sahneleri, 1903-2008: Evrilen Bir Ulus-Devlette Din, Siddet ve Sekuler Ideolojiler" in Aysegul Komsuoglu and Gul M.

Kurtoglu-Eskisar (eds.), *Different Faces of Political Islam* (Turkish translation) *Siyasal Islam'in Farkli Yuzleri* (Istanbul, Turkey: Profil Yayıncılık, 2009), 210-230, co-authored with J. Shola Omotola

35) "Prostitution and Urban Social Relations" in Hakeem Ibikunle Tijani (ed.), *Nigeria's Urban History: Past and Present* (Lanham, Maryland: University Press of America, 2006), 75-98

36) "Policing Urban Prostitution: Prostitutes, Crime, Law and Reformers," in Hakeem Ibikunle Tijani (ed.), *Nigeria's Urban History: Past and Present* (Lanham, Maryland: University Press of America), 99-118

37) "Discrimination in an Urban Setting: The Experience of Ijebu Settlers in Colonial Ibadan, 1893-1960," in Olayemi Akinwumi, Okpeh O. Okpeh Jr and Gwamna D. Je'adayibe (eds.), *Inter-group Relations in Nigeria during the 19th & 20th Centuries* (Makurdi: Aboki Publishers, 2006), 356-386

Encyclopedia Entries

1) "Oyo" and "Shambaa" in Saheed Aderinto, ed., *African Kingdoms: An Encyclopedia of Empires and Civilizations* (Santa Barbara, CA: ABC-CLIO, August 2017), 244-247; 255-256

2) "Prostitution and Race in Twentieth Century Nigeria" in Rachel Jean-Baptiste and Nicolas Blancel eds., *Sex & Colonies: Decolonization of the Twentieth Century/ Décolonisation XX^e siècle (1914-1970 Vol.3* (Paris: Groupe de Recherche ACHAC, 2017)

3) "Sex and Sexuality", "Urbanization", "Slave Narrative", "Back to Africa", "Abolitionism", "Initiation", "Women's Movement", "Black Diaspora" in F. Abiola Irele and Biodun Jeyifo (eds.), *Oxford Encyclopedia of African Thought* (New York: Oxford University Press, 2010), 329-331; 402-405; 337-339; 123-124; 1-5; 6-7; 434-437; 165-170

4) "For Gold and Slaves: Africa's Coaster Cities; and Slave Power Empires," in Alfred J. Andrea ed., *ABC Encyclopedia of World History* (Santa Barbara, CA: ABC-CLIO, 2010)

5) "Slaves and Slavery in Africa Vol. IV"; "Family in Africa Vol. II"; "Crime and Punishment in Africa Vol. I" and "Law and Legal Codes in Africa Vol. IV" in Peter Bogucki (ed.), *Encyclopedia of Society and Culture in the Ancient World* (New York: Facts on File, 2008), 985-986; 447-449; 296-297; 621-622

6) "Songhai Empire," in Marsha E. Ackermann et al eds *Encyclopedia of World History* vol. III: *The First Global Age, 1450-1750* (New York: Facts on File, 2008) 366-367

- 7) "Ruhanga," in Molefi Kete Asante and Ama Mazama (eds.), *Encyclopedia of African Religion* (OH: Sage Reference, 2008)
- 8) "Cultural Interaction: Africa," (German translation) "Kulturkontakt, globaler – Afrika" in *Enzyklopaedie der Neuzeit 7* (Stuttgart/Weimar: J.B. Metzler Verlag, 2008), 290-294
- 9) "Accident and Explosions" "Allada" "Bonny" "Crew" "Ethnicity" "Fort, St. Louis" "Indian Ocean" "Lagos" "Licensing" "Phillips, Thomas" "Regulations" "Seasons" "Shipyards" "Slave Merchants" "Smuggling" "Storms" "Taxes" "Windward Coast" in Toyin Falola and Amanda Warnock (eds.), *Encyclopedia of the Middle Passage* (Westport, CT: Greenwood Press, 2007), 16-17; 33-34; 64; 120-121; 165-166; 179-180; 228-230; 250-151; 259-260; 303; 320-321; 337; 343-344; 347-348; 357-358; 361-362; 367-368; 401-402
- 10) "Colonialism and Prostitution in Africa, Vol. I" and "Mines, Vol. II" in Melissa Ditmore (ed.), *Encyclopedia of Prostitution and Sex Work* (Westport, CT: Greenwood Press, 2006), 110-112; 315-317

Book Reviews

- 1) Review of Tim Livsey's *Nigeria's University Age: Reframing Decolonization and Development* (New York: Palgrave Macmillan, 2017), *Journal of African Cultural Studies* 33, no.3 (2019): 336-338
- 2) Review of Carina E. Ray, *Crossing the Color Line: Race, Sex, and the Contested Politics of Colonialism in Ghana* (Athens: Ohio University Press, 2015), *Africa: The Journal of the International African Institute* 88, no.1 (2018): 193-194
- 3) Review of Kwame Essien, *Brazilian-African Diaspora in Ghana: The Tabom, Slavery, Dissonance of Memory, Identity, and Locating Home* (East Lansing: Michigan State University Press, 2016), *Africology: The Journal of Pan African Studies* 10, no.2 (2017): 234-236
- 4) Review of Abosede A. George, *Making Modern Girls: A History of Girlhood, Labor, and Social Development in Colonial Lagos* (Athens: Ohio University Press, 2014) *American Historical Review* 121, no.1 (2016) 342-343
- 5) Review of Marc Matera, Misty L. Bastian, and Susan Kingsley. *The Women's War of 1929: Gender and Violence in Colonial Nigeria* (New York: Palgrave Macmillan, 2011), *African Studies Review* 58, no.3 (2015): 237-239

- 6) Review of Emily Osborn, *Our New Husbands Are Here: Households, Gender, and Politics in a West African State from the Slave Trade to Colonial Rule* (Athens, OH: Ohio University Press, 2011) *Journal of West African History* 1, no.2 (2015): 164-166

- 7) Review of Ogechi E. Anyanwu, *The Politics of Access: University Education and Nation-Building in Nigeria, 1948-2000* (Calgary: University of Calgary Press, 2011) *Journal of Retracing Africa* 1, no.1 (2014): 44-46

- 8) Review of Catherine M. Cole, Takyiwaa Manuh, and Stephan F. Miescher eds., *Africa After Gender?* (Bloomington, Indiana: Indiana University Press, 2007) *Ethnic and Third World Review of Books* 9 (March 2009):21-22

- 9) Review of Adegboyega Isaac Ajayi, *The Military and the Nigerian State, 1966-1993: A Study of the Strategies of Political Power Control* (Trenton, NJ: Africa World Press, 2007) *African Affairs* 107, no. 429 (2008): 665-666

- 10) Review of Marc Epprecht, *Heterosexual Africa? The History of an Idea from the Age of Exploration to the Age of AIDS* (Athens, Ohio: Ohio University Press, 2008) *Gender Forum* 23, no. 4 (2008): online http://www.genderforum.uni-koeln.de/racing4/review_aderinto.html

- 11) Review of Lahoucine Ouzgane and Robert Morrell eds., *African Masculinities: Men in Africa from the late Nineteenth century to the Present* (New York: Palgrave Macmillan, 2005) *Journal of Men, Masculinities and Spirituality* 2, no.2 (2008): 142-144

- 12) Review of Heidi J. Nast, *Concubines and Power: Five Hundred Years in a Northern Nigerian Palace* (Minneapolis: University of Minnesota Press, 2005) *In-Spire: Journal of Law, Politics, and Societies* 3, no.1 (2008): 55-57

- 13) Review of Chima Korie and Femi J. Kolapo eds., *The Aftermath of Slavery: Transitions and Transformations in Southeastern Nigeria* (Trenton, NJ: Africa World Press, 2007) *Journal of Pan African Studies* 2, no.4 (2008): 225-227

- 14) Review of Gloria Chuku, *Igbo Women and Economic Transformation in Southeastern Nigeria* (New York: Routledge, 2005) *Ethnic and Third World Review of Books* 8 (2008): 14-15

- 15) Review of Victor Oguejiofor Okafor, *A Roadmap for Understanding African Politics: Leadership and Political Integration in Nigeria* (New York: Routledge, 2006) *International Review of Politics and Development* 6, no. 2 (2008): 106-108

- 16) Review of John Edward Philips, ed., *Writing African History* (Rochester, New York: University of Rochester Press, 2005) *Journal of the Historical Society of Nigeria* 17 (2007/2008): 201-203

17) Review of Raphael Chijioke Njoku, *African Cultural Values: Igbo Political Leadership in Colonial Nigeria, 1900-1966*. (New York: Routledge, 2006) *African and Asian Studies* 6, nos. 1/2 (2007): 201-203

18) Review of Toyin Falola and Ann Genova eds., *The Yoruba in Transition: History, Values and Modernity* (Durham, North Carolina: Carolina Academic Press, 2006) *Journal of Asian and African Studies* 42, no. 6 (2007): 576-577

19) Review of Joshua B. Forrest, *Subnationalism in Africa: Ethnicity, Alliances and Politics* (Boulder: Lynne Rienner Publishers, 2004) *Ethnic and Third World Review of Books* 7 (2007): 70-72

20) Review of Hakeem Ibikunle Tijani, *Britain, Leftist Nationalists, and the Transfer of Power in Nigeria, 1945-1965* (New York: Routledge, 2005) *IFRA Special Research Issue* 2 (2006): 119-121

Service to the Department, College, and University

University

- Faculty Hearing Committee, 2017-present
- Member, Campus Interdisciplinary Theme, titled, “Africa! More than a Continent,” 2015-2017
- Visiting Scholar Committee, 2014-2017
- Open House, 2011-present

College

- Member of International Studies Advisory Board, Fall 2012-2016
- Dean’s Advisory Board, Fall 2014-2017
- Student Appeal, Fall 2014-present

Department

- Member of Undergraduate Committee, Fall 2016-• Member of Strategic Policy Committee, Fall 2016 • Chair of Undergraduate Committee, Fall 2014-Spring 2015• Member of Task Force on Curriculum Revision, Fall 2014-present• Member of Latin America Search Committee, 2015-2016• Member of Early Modern European History Search Committee, 2013-2014• Member of Undergraduate Committee, 2010-2012 and 2013/2014• Editor of Department’s Newsletter, Fall 2013-Spring 2015• Department Secretary— 2012/2013• Member of QEP Committee—2012/2013• Member of Early America Search Committee—2012/2013• Chair, Colloquy and Conversation—Fall 2011-present

Membership of Journal Editorial Board and Book Series, 2010-

- Editor of Journal of West African History • *Ìrìnkèrindò: a Journal of African Migration*
- Associate Editor of Ohio University Press series on “War and Militarism in African History” • “Contention: The Multidisciplinary Journal of Social Protest” • Journal of Retracing Africa • Global Humanities: Studies in Histories, Cultures, and Societies
- Africa Dialogue • Agidigbo: Journal of the Humanities • Ibadan Journal of Peace and Development • Ijinle • African Ethnography

Manuscript Evaluation for Journals, 2010-

- Canadian Journal of African Studies • African Studies Review • African Economic History • Journal of Modern African Studies • Africa: The Journal of the International African Institute • Comparative Studies in Society and History • The Journal of Contemporary African Studies • Journal of African Cultural Studies • Afrika Zamani
- Social Dynamics: A Journal of African Studies • *Afriques* • Journal of West African History • Comparative Studies of South Asia, Africa and the Middle East • Journal of Asian and African Studies • International Social Science Journal • Journal of Lesbian Studies • Journal of the History of Childhood and Youth • Journal of Genocide Research
- Journal of Citizenship Studies • Decolonization: Indigeneity, Education & Society • Research in African Literatures • Journal of Colonialism and Colonial History • Africa Today • History Compass • Journal of Commonwealth Literature • Cultural History: Journal of the International Society for Cultural History • OFO: Journal of Transatlantic Studies • International Social Science Review • Journal of Retracing Africa
- Global South • Wagadu: A Journal of Transnational Women’s and Gender Studies
- Agidigbo: Journal of the Humanities

Book Manuscript Evaluation for Publishers, 2010-

- Indiana University Press • Oxford University Press • Cambridge University Press • Ohio University Press • Routledge • Stanford University Press • Notre Dame University Press
- Palgrave Macmillan • Lexington Books • The French Institute for Research in Africa

External PhD Thesis Examiner and Supervisor

- Michigan Technological University. Candidate: Tolulope Odebunmi (since 2020)
- Rhodes University, South Africa, for PhD thesis titled, *The Tropical Environment and Malaria in South-western Nigeria, 1861–1960* by Adedamola Seun Adetiba (Adekunle Ajasin University). Successfully defended, October 2018
- New York University, USA, for PhD thesis titled, *A Lagoon City: Lagos in the Nineteenth-Century Bight of Benin, 1845-1868* by Dr. Ademide Adelusi-Adeluyi (University of California - Riverside). Successfully defended, December 2015

- University of Cape Town, South Africa, for PhD thesis titled, *The Nigerian History Machine and the Production of Middle Belt Historiography* by Dr. Samaila Suleiman (Bayero University, Nigeria). Successfully defended, 2015

- Supplemental Supervision and mentorship for the following PhD Students through the CODESRIA's African Diaspora Support to African Universities Program: Sylvester Kohol (University of Ibadan, Nigeria); Prolific Mataruse (Rhodes University, South Africa); Chijioke Francis Onyebukwa (North West University, Nigeria); Rosemary Popoola (Covenant University, Nigeria)

Invited Lecture, Conference, Seminar, and Symposium

- "Research and Scholarship in the Humanities and the Social Sciences in the Digital Age," Faculty Guest Lecture of Elizade University, August 4, 2021
- "Urban Animals of Nigeria," paper presented at the "Animals and Science in the Colonial World Seminar," June 30, 2021
- "Decolonizing the Decolonizer: Epistemic Liberation in 21st Century Africanist Scholarship," Plenary Lecture of the "Ife-Edinburgh Catalyst Workshop," June 10, 2021
- "Let Us Be Kind to Our Dumb Friends": The Imperial Root of Animal Cruelty Laws in Colonial Nigeria," paper presented at the "Third Legal Histories of Empire Symposium," May 18, 2021
- "Animality and Coloniality," paper presented at the "Animal (Pre) History, Agency, and Legacy Interdisciplinary Workshop," May 10, 2021
- "Animals as Diasporic Bodies in African Studies," lecture presented to the University of Wisconsin-Madison, March 3, 2021
- "Building Your Academic Community: The Role of Mentors and Networks," Keynote of the 1st Pius Adesanmi Webinar Series, January 15, 2021
- "Animal Nigerians in Time and Space," lecture given to the American Society for Environmental History (Zoom), October 28, 2020
- "Guns and Society in Nigeria." Lecture given at the University of Bologna (Zoom), October 23, 2020
- "Decomartmentalizing Knowledge: Writing and Researching across the Social Sciences and Humanities," (Zoom), June 9, 2020
- "Eni fe ko iru ile Adebisi, ko ni ile ko: City Life, Socio-Political Relations, and Architecture in Ibadan." KU Leuven, Belgium, November 16, 2019
- "The City is Beyond Human: In Search of Animals in African Urban Studies." University of Pennsylvania October 15, 2019
- "Animality and Colonial Subjecthood in Africa: The Human and Nonhuman Creatures of Nigeria." Plenary Lecture of the Human-Animal Studies Institute, University of Urbana-Champaign, July 18, 2019
- "Africanizing the Gun: Appropriation, Hybridization, Reinvention." Workshop on Writing Global History of Technology from a Local Perspective: Stories from the South. Darmstadt, Germany, July 11, 2019

- “The History Animals Made: Nigeria and Its Nonhuman Creatures in Time Perspective.” Obafemi Awolowo University, Nigeria, June 5, 2019
- “What is Modern about Modern African Childhood” Keynote Lecture of the Workshop on “Children, Youth & Labor on the Eve of Independence” Duquesne University, Pittsburg, March 30, 2019
- “African Urban Space and Contested Notions of Power.” Urban Spaces in Africa Conference, University of Lagos, February 21, 2019
- “Guns and Politics in 1960s Nigeria.” The Momentous 60s in Africa Conference. Ben Gurion University and Hebrew University, Israel, January 2019
- “A Turf-minded City”: Horse Racing, Imperial Spectacle, and Leisure in Colonial Lagos.” African Studies Association of the United States Conference, Atlanta, GA November 2018
- “Dog Nationalism: Race and Politics in 1950s Lagos.” African Studies Association of the United Kingdom Conference. University of Birmingham, September 2018
- “Cartooning Nationalism: Animal Symbols and the Narratives of Nation-Building in Lagos Print Media, 1945-1960.” Lagos Studies Association Conference, June 15, 2018
- Book Lecture: “The Gun and Colonialism in Nigeria.” Organized by the Nigeria office of the French Institute for Research in Africa, June 13, 2018
- “E ma d’omo po ni Massey: Colonialism and the Emergence of Modern Nigerian Childhood.” Institute of Child Health, University of Ibadan, June 5, 2018
- Book Lecture: “Guns and Society in Nigeria.” Duke University, February 2, 2018
- “Lagos and Its Dogs: Human-Animal Relations in the Discourse of Colonial Modernity.” African Studies Association Meeting, Chicago, November 2017
- “Human-Animal Relations in Nigerian History,” Bayero University, Nigeria, May 15, 2017
- Book Lecture: “Did a Gun Society Exist in Precolonial and Colonial Africa,” Kalamazoo College, May 3, 2017
- Book Lecture: “All Firearms Are Not Made Equal: Colonialism, Social Class, and the Emergence of a Nigerian Gun Society.” Winston-Salem State University. Winston-Salem, March 27, 2017
- “Writing Animals into Nigerian History: Methodology, Sources, and Themes.” Paper presented at the Africa Conference, Tennessee State University, Nashville, April 7, 2017
- “Sex Across the Mediterranean: Local Responses to Transnational Prostitution in Nigeria.” Breaching Fortress Europe: Africa Migration to Europe Conference. The Graduate Center, City University of New York, October 28, 2016
- Book Lecture: Sexualized Nationalism and Selective Modernity in Colonial Nigeria, 1900-1960” University of North Carolina, Asheville, September 30, 2016
- “Telling African Stories: The Dynamics of Production of Knowledge on Africa.” 2016 Humanities Lecture, University of North Carolina, Asheville, September 30, 2016
- Book Lecture: “Nigeria and Its Sexual Past.” Afe Babalola University, Nigeria. May 25, 2016
- “Publishing in Tier One Academic Journals.” Presentation given to junior academic staff of Afe Babalola University, Nigeria. May 25, 2016

- “Love Letters and the Performance of Modern Sexualities in Colonial Lagos.” Paper presented at the “Lagos: From the Pepperfarm to the Megacity (and Beyond) An Interdisciplinary Conference on Space, Society, and the Imagination of an African Crossroads.” Barnard College, New York. May 7, 2016
- “Debating Sexual Innocence: Crime, Sex, and Age of Consent in Colonial Nigeria.” Paper presented at the Carter Lectures, University of Florida - Gainesville, April 1, 2016
- “Transition Without End: Politics and Democracy in Post-Cold War Africa.” Paper presented at the “Global Spotlights: Africa in World Affairs” Western Carolina University April 13, 2016
- “Teaching African History at WCU,” Paper presented at the International Education Week, November 16, 2015
- “Political Leadership in Africa,” Paper delivered at the WCU and the World conference, November 4, 2015
- “All Guns Were Not Made Equal: Colonialism, Social Class, and the Emergence of a Nigerian Firearms Culture.” Paper presented at the African Studies Association Meeting, San Diego, California, November 18-21, 2015
- Book Lecture: “Writing Sexuality into Nigerian History,” Department of History and Strategic Studies, University of Lagos, Nigeria, May 28, 2015
- “Of Public Security and Nation Building: Firearms, Violence, and Globalization in Nigerian History.” Paper presented at the Faculty of Arts Conference, University of Ibadan Nigeria. May 2015
- Book Lecture: “Sexualized Childhood: Children and the Narratives of Endangered Sexuality in Colonial Nigeria,” Invited Lecture given at Lehigh University, Pennsylvania, March 31, 2015
- “Historical Perspectives on Wars and Conflict in Africa.” Guest lecture presented to Dr. Jen Schiff’s “Introduction to International Studies class,” Western Carolina University, February 9, 2015
- “Education in Africa.” Guest lecture given to Dr. Russell Binkley’s “Comparative Education” class, Western Carolina University, November 18, 2014
- “Teaching World History in the Age of New Globalization.” Paper presented at the “International Education Week,” Western Carolina University, November 17, 2014
- “The Political Economy of Ebola Epidemic in West Africa.” Paper presented at the “Global Spotlight Series” Western Carolina University, November 4, 2014
- “A Failed Promise: Prostitution Regulation and the Challenges of Nation-Building in Postcolonial Nigeria.” Paper presented at the “*Lost Futures in the History of European Empires, II*” University of North Carolina, Chapel Hill, September 11-14, 2014
- “Rape and Sexual Violence in Historical Perspective.” Paper presented at the Monthly Discourse of the “Humanist Association for Peace and Social Tolerance Advancement,” University of Ibadan, Nigeria, June 26, 2014
- “Engaging the History of Arms and Gun Control in Nigeria.” Paper presented at the Staff/Postgraduate Seminar, Department of History, Ahmadu Bello University, Zaria, Nigeria, June 11, 2014

- “Bridging the Gap between Research and Teaching.” Lead Paper presented at the “Workshop on Infusing Africa and Africans into HUM 324 Curriculum,” University of North Carolina–Asheville, May 21, 2014
- “Fighting for the Empire: Africa and Africans in the WWII.” Paper presented at the Carolina Roundtable on the World Wars” Western Carolina University, Cullowhee NC, February 19, 2014
- “Teaching African History: Issues, Pedagogy, and Challenges.” Paper presented at the International Education Week, Western Carolina University, Cullowhee NC on November 19, 2013
- “History and the Way Forward.” Guest Lecture presented at the Public Symposium organized by the University of Lagos Chapter of the Students’ Historical Society of Nigeria, June 17, 2013
- “Academic Publishing in the Global North.” Research seminar given to post-graduate students of the Institute of African Studies, University of Ibadan, organized by the Ibadan office of the French Institute for Research in Africa, June 7, 2013
- “Guns and Arms Control in Nigerian History.” Public Lecture presented at Afe Babalola University, Ado Ekiti, Nigeria on May 28, 2013
- “Internationalizing Western Curriculum through World History Courses.” Paper presented at the International Education Week, Western Carolina University, November 12, 2012
- “Where is the Boundary? Cocoa Conflict, Land Tenure, and Politics in Western Nigeria, 1890s-1960.” Paper given at the “Cutting-Edge Research Series” of the French Institute for Research in Africa, University of Ibadan, Nigeria, June 6, 2012
- “Of Eras, Events, and Production of Knowledge: The Three Waves of Historical Scholarship on Nigeria.” Ibadan Inter-Disciplinary Discourse Department of Archaeology and Anthropology, University of Ibadan, Nigeria, June 4, 2012
- “Politics and Compromise in Boundary Dispute in Yorubaland (Nigeria)” Paper Presented at the “International Conference on Global Conflicts, Local Solutions: Indigenous Conflict Management Strategy,” Kennesaw State University, Kennesaw GA, April 20-21, 2012
- “Yoruba Dress in Time and Space” Presentation at the International Festival, Western Carolina University, April 2012
- “The First Lady “Pet Projects” and Poverty Alleviation in Nigeria” paper presented at the Women and Poverty in Global Economy Conference” Western Carolina University March 15, 2012
- “Nigeria’s Military Coup Culture, 1966-1993: Leadership and Social Engineering in Africa’s Most Populous Country” Paper Presented at “Nigerian Studies Association Round Table,” African Studies Association Meeting, Washington DC, November 17, 2011
- “Panelist,” Open Access Week organized by Coulter Faculty Commons, Western Carolina University, October 26, 2011
- “Yoruba Dress Exhibition “International Festival, Western Carolina University, April 16, 2011

- “Yoruba Religion in Africa and the Atlantic World,” Department of Philosophy and Religion, Western Carolina University, March 7, 2011
- “Human Trafficking in Post-Independent Nigeria” Paper presented at the Roundtable on Nigeria at 50, African Studies Association Meeting, San Francisco November 18, 2010
- “The Undesirable Advertisement Ordinance of 1932: Sexuality, Venereal Disease and Politics in Colonial Nigeria,” Paper presented at the 52nd Meeting of the African Studies Association, New Orleans November 19-22, 2009
- “Sexuality and Imperialism: The African Experience,” Paper presented the Gender Symposium, the University of Texas at Austin, September 25, 2009
- “Britain and the Politics of Dissident Sexuality in colonial Nigeria” Paper presented at the Second British Scholar Annual Conference, University of Texas at Austin, February 19 – 21, 2009
- “Sexuality, Venereal Disease and Colonial Science in Nigeria” Paper presented at the Science, Technology and Environment in Africa Conference, University of Texas at Austin, March 27-29, 2009
- “Keeping them away from troubles: the Colony Welfare Office, Elite Women and Question of Female Juvenile Sexuality in Lagos, Nigeria, 1930s-1960. Paper presented at the 16th Annual Emerging Scholarship in Women’s and Gender Studies Conference, Center for Women’s and Gender Studies, The University of Texas at Austin March 2009
- “Sexuality and Nationalism in Nigeria” Paper presented at the Faculty/Graduate Student Seminar, University of Lagos, Nigeria, June 10, 2008
- “Of Tradition and Modernity: The Politics of Sexuality in Colonial Nigeria” 14th Annual Emerging Scholarship in Women’s and Gender Studies Conference, Center for Women’s and Gender Studies, The University of Texas at Austin. April 5, 2007
- “Yoruba History and Culture” Warfield Center for African and African American Studies, Spring 2007
- “The Girls in Moral Danger’: Child Prostitution and Sexuality in Colonial Nigeria” University of Texas Gender Symposium, September 29, 2006
- “Doing History in Two Continents: A Personal Reflection” Department of History, University of Ibadan, Nigeria, May 28, 2006
- “Cutting the Head of the Roaring Monster: Homosexuality and State Repression in Ghana, Paper presented at the Africa Conference, The University of Texas at Austin, March 2007, with Kwame Essien
- “Journey to Work: Nigerian Prostitutes in the Gold Coast (Ghana) Africa Conference, The University of Texas at Austin, March 24-27, 2006
- “Culture and Custom of Nigeria” Department of History, University of Texas at Austin, Spring 2006
- “Yoruba Cuisines” Southwestern University, Georgetown, Texas Spring 2006

Media and Outreach

- Book Interview with Edmund Obilo. Splash FM (Ibadan Nigeria)
<https://soundcloud.com/edmund-obilo/dr-saheed-aderinto-when-sex-threatened-the-state-1mp3>

- Book Interview <http://notchesblog.com/2015/08/25/when-sex-threatened-the-state-an-interview-with-saheed-aderinto/>
- Faculty Member's Book addresses Sexuality in his Native Country:
<http://thereporter.wcu.edu/2015/11/wcu-faculty-members-book-addresses-sexuality-in-his-native-country/>
- "Saheed Aderinto on Education and Childhood Poverty in Colonial Nigeria"
<http://shcyhome.org/2015/06/guest-post-saheed-aderinto-on-education-and-childhood-poverty-in-colonial-nigeria/>
- Book Interview: <http://thereporter.wcu.edu/2011/03/from-the-breakroom-with-saheed-aderinto/>

Membership of Professional Associations

- Founding President of the Lagos Studies Association (2017-2022)
- African Studies Association
- West African Research Association
- Senior Research Fellow of the French Institute for Research in Africa
- BISA Africa and International Studies Working Group

Zhongxue Chen, Ph.D.

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Indiana University School of Public Health-Bloomington
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Bloomington, IN, 47405
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zc3@indiana.edu

Education

Ph.D., Statistics, May 2007, Southern Methodist University, Dallas, TX.
M.A., Statistics, December 2002, University of South Florida, Tampa, FL
M.S., Applied Mathematics, July 1997, Sichuan University, Chengdu, China
B.S., Mathematics, July 1993, Changchun Normal University, Changchun, China

Academic Appointments

Department of Epidemiology and Biostatistics, School of Public Health, Indiana University Bloomington, Bloomington, IN

Associate Professor (with tenure), July 2016 – present

Assistant Professor, Aug 2012 - June 2016

Director of Biostatistics Consulting Center, 2013 – 2019

Affiliated Faculty of IUB Data Science Program, 2018-

Center for Clinical and Translational Sciences, University of Texas Health Science Center at Houston, Houston, TX

Assistant Professor, June 2010 - July 2012

Department of Epidemiology and Biostatistics, Florida International University, Miami, FL

Assistant Professor, August 2009 - May 2010

Joseph Stokes Jr. Research Institute, Children's Hospital of Philadelphia, Philadelphia, PA

Senior Biostatistician, June 2007 - May 2009

Department of Applied Mathematics, Sichuan University, Chengdu, Sichuan, China

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Publications (*: corresponding author; #: student as first author)

Peer-reviewed Journal Articles (Theory and Methodology)

1. C. Lyu#, M. Huang, N. Liu, **Z. Chen**, P. Lupo, B. Tycko, J. Witte, C. Hobbs, M. Li (2021) "Detecting methylation quantitative trait loci using a methylation random field method". *Briefings in Bioinformatics* (published on 08/19/2021, <https://doi.org/10.1093/bib/bbab323>)
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4. **Z. Chen***, Q. Liu, K. Wang (2019) "A genetic association test through combining two independent tests". *Genomics*, 111(5) 1152-1159.
5. D. Lewinski, Y. Yang, **Z. Chen**, G. Zhang (2019) "Reversion and location trends in the bitcoin market", *International Journal of Data Science*, 4 (4), 275-287.
6. **Z. Chen***, Y. Lu, T. Lin, Q. Liu, K. Wang (2018) "Gene-based genetic association test with adaptive optimal weights". *Genetic Epidemiology*, 42:95–103.
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8. **Z. Chen***, T. Lin, and K. Wang (2017) "A powerful variant-set association test based on chi-square distribution". *Genetics*, 207(3), 903-910.
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14. **Z. Chen*** (2017) "A nonparametric approach to detecting the difference of survival medians". *Communications in Statistics - Simulation and Computation*, 46(1), 395-403.
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16. **Z. Chen***, G. Zhang (2016) "Comparing survival curves based on medians". *BMC Medical Research Methodology*, 16:33
17. **Z. Chen***, H. Huang, HKT Ng (2016) "Testing for association in case-control genome-wide association studies with shared controls". *Statistical Methods in Medical Research*, 25(2), 954-967.
18. **Z. Chen***, G. Zhang, J. Li (2015) "Goodness-of-fit test for meta-analysis". *Scientific Reports*, 5, Article number: 16983.
19. H. Huang, **Z. Chen** (2015) "Bayesian composite quantile regression". *Journal of Statistical Computation and Simulation*, 85(18), 3744-3754.
20. G. Zhang, **Z. Chen** (2015) "Inferences on correlation coefficients of bivariate log-normal distributions". *Journal of Applied Statistics*, 42(3), 603-613.
21. Q. Liu, **Z. Chen** (2014) "Improved approaches with calibrated neighboring joint density to steganalysis and seam-carved forgery in JPEG images", *ACM Transactions on Intelligent Systems and Technology (TIST)* 5.4: 1-30.

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33. Q. Liu, P. Cooper, L. Chen, H. Cho, **Z. Chen**, M. Qiao, Y. Su, M. Wei, A. Sung (2013) "Detection of JPEG double compression and identification of smartphone image source and post-capture manipulation". *Applied Intelligence*, 39 (4), 705-726.
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38. Q. Liu, X. Li, L. Chen, H. Cho, P. Cooper, **Z. Chen**, M. Qiao, A. Sung (2012) "Identification of smartphone-image source and manipulation". *Lecture Notes in Computer Science*, Volume 7345, 262-271.
39. M. Rahbar, **Z. Chen**, S. Jeon, J. Gardiner, J. Ning (2012) "A nonparametric test for equality of survival medians." *Statistics in Medicine*, 31(9), 844–854.

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55. Q. Liu, J. Yang, **Z. Chen**, M. Yang, A. Sung, X. Huang (2008) "Supervised-learning based tagSNP selection for genome-wide disease classifications". *BMC Genomics*, 9 (S1): S6.
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63. A. Holmes, **Z. Chen**, L. Yahng, D. Fletcher, K. Kawata (2020) "Return to learn: academic effects of concussion in high school and college student-athletes". *Frontiers in Pediatrics*, 8: 57.
64. K. Hu, S. Wang, Z. Wang, L. Li, Z. Huang, W. Yu, **Z. Chen***, Q. Wu (2019) "Clinicopathologic risk factors for gastric cancer: a retrospective cohort study in China", *BMJ Open*, 9(9): e030639.
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72. N. Sangha, K. Albright, H. Peng, F. Vahidy, A. Boehme, **Z. Chen**, and S. Savitz (2014) "Misdiagnosis of cerebellar infarctions". *Canadian Journal of Neurological Sciences*, 41(5), 568-571.

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Book Chapter

92. Q. Liu, A. Sung, **Z. Chen**, L. Chen (2015) "Exposing image tampering with the same quantization matrix". Book Chapter in the book *Multimedia Data Mining and Analytics*, edited by Aaron K. Baughman, Jiang Gao, Jia-Yu Pan, Valery A. Petrushin, Springer, pages 327-343. ISBN 978-3-319-14997-4.
93. Q. Liu, A. Sung, M. Qiao, B. Ribeiro, **Z. Chen** (2011), "Feature mining and pattern recognition in multimedia forensics". Book Chapter in the book *Pattern Recognition, Machine Intelligence and Biometrics*, edited by PSP Wang, High Education Press and Springer, pages 561-604. ISBN 978-3-642-22406-5.

Editorial/Commentary/Letter to the Editor

94. M. Yang, K. Yoshigoe, W. Yang, X. Qin, A. Dunker, **Z. Chen**, H. Arbania, J. Liu, A. Niemierko, J. Yang (2014) "The emerging genomics and systems biology research lead to systems genomics studies". *BMC Genomics* 15(11):1-4.
95. J. Yang, A. Dunker, J. Liu, A. Niemierko, W. Yang, X. Qin, H. Arbania, **Z. Chen**, L. Wang, Y. Liu, M. Yang, D. Xu, Y. Deng, W. Tong (2014) "Advances in translational bioinformatics facilitate the revealing landscape of complex disease mechanisms". *BMC Bioinformatics*, 15: 11.
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Conference Proceedings

100. Q. Liu, A. Sung, L. Chen, M. Yang, Y. Liu, **Z. Chen**, J. Zhang (2015) "A method to detect AAC audio forgery". *Proceedings of the 8th International Conference on Mobile Multimedia Communications*, 198-204.
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102. Q. Liu, A. Sung, **Z. Chen**, X. Huang (2011) "A JPEG-based statistically invisible steganography". *ICIMCS '11 Proceedings of the Third International Conference on Internet Multimedia Computing and Service*, 78-81.
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105. S. Nadarajah and **Z. Chen** (2005) "Skew Logistic Distribution with Financial Applications", *2005 Hawaii International Conference on Statistics, Mathematics and Related Fields*, Honolulu, Hawaii, 717-724.

Submitted Manuscripts

1. **Z. Chen*** "Optimal tests for combining p-values".
2. **Z. Chen*** "Optimal concordant tests".
3. **Z. Chen**, Y Zang "A robust statistical test for genetic association accounting for covariates".
4. Z. Wang[#], J. Luo, Y. Zhang, P. Xun, **Z. Chen*** "Metformin and thyroid carcinoma incidence and prognosis: a systematic review and meta-analysis".
5. Z. Wang[#], A. Shadyab, R. Arthur, N. Saquib, L. Snetelaar, K. Johnson, L. Mu, **Z. Chen***, J. Luo "Coffee intake is not associated with lower the risk of non-hodgkin's lymphoma among postmenopausal women".
6. Z. Wang[#], R. Arthur, A. Shadyab, N. Saquib, K. Johnson, L. Snetelaar, L. Mu, **Z. Chen***, J. Luo "Association of tea-drinking habits with the risk of non-hodgkin's lymphoma -- a prospective cohort study among US postmenopausal women".

7. Y. Zhang[#], S. Choi, X. Chen, **Z. Chen**, P. Xun “Drinking coffee in relation to the development of inflammatory bowel diseases – a meta-analysis of case-control studies”.
8. D. Yeung[#], E. Nelson, **Z. Chen**, N. Kay, A. Bidulescu “The theory of planned behavior and physical activity in children and adolescents: a meta-analysis”.
9. C. Lyu[#], M. Huang, N. Liu, **Z. Chen**, P. Lupo, B. Tycko, J. Witte, C. Hobbs, M. Li “Random field modeling of multi-trait multi-locus association for detecting methylation quantitative trait loci”.

Conference Abstracts (excluding those I presented at conferences)

1. Z. Wang[#], Z. Lu, **Z. Chen**, Y. Dong (2020) “Clinicopathological features as a predictor of female triple-negative breast cancer metastasis and survival in the United States, 2010-2015: a logistic regression model from NCI Surveillance, Epidemiology and End Results (SEER) database”, National Comprehensive Cancer Network (NCCN) Annual Conference 2020. Philadelphia, PA, USA.
2. Z. Wang[#], Z. Lu, M. Kalra, **Z. Chen**, Y. Dong (2019) “Disparities in triple negative breast cancer survival in the United State by patient characteristics: a population-based study from SEER database, 2010-2015”, San Antonio Breast Cancer Symposium 2019. San Antonio, TX, USA.
3. Z. Bevilacqua, M. Kerby, D. Fletcher, **Z. Chen**, B. Merritt, M. Huibregtse, K. Kawata (2019) “Preliminary evidence-based recommendations for return to learn: a novel pilot study tracking concussion recovery in college students”, 2019 Neurology Conference: Sports Concussion Conference, *Neurology*, 93(14 S1), S33-S34.
4. H. Huang, **Z. Chen** (2015) “Bayesian composite quantile regression”, 2015 Joint Statistical Meetings, Seattle, WA, August 8 - 13.
5. G. Zhang, **Z. Chen** (2014) “Inferences on correlation coefficients of bivariate lognormal distributions”, 2014 Joint Statistical Meetings, Boston, MA, August 2 - 7, 2014.
6. S. Assassi, M. Weisman, **Z. Chen**, M. Rahbar, D. Clegg, R. Colbert, A. Deodhar (2012) “Correlates of inflammatory back pain in a nationally representative sample of the US population”, the 76th Annual Scientific Meeting of the American College of Rheumatology (ACR).
7. S. Assassi, M. Weisman, **Z. Chen**, M. Rahbar, J. Reveille (2012) “New threshold values for spinal mobility measures based on a study in a large representative sample of US population”, the 76th Annual Scientific Meeting of the American College of Rheumatology (ACR).
8. N. Sangha, F. Vahidy, **Z. Chen**, H. Peng, S. Savitz (2012) “Delayed diagnosis of cerebellar infarctions”, 2012 International Stroke Conference.
9. P. Sahota, F. Vahidy, J. Hovis, W. Hicks II, T. Wu, A. Lal, **Z. Chen**, R. Hossein, J. Grotta, S. Savitz (2012) “Challenges to recruiting stroke patients into cell therapy clinical trials”, 2012 International Stroke Conference.
10. M. Rahbar, M. Ardjomand-Hessabi, K. Loveland, A. Dickerson, **Z. Chen**, J. Bressler, M. Grove, K. Bloom, D. Pearson, E. Boerwinkle, M. Samms-Vaughan, S. Shakespeare-Pellington, J. Wirth (2012) “Blood arsenic concentrations of jamaican children with and without autism spectrum disorders”, 2012 Translational Science Meeting.
11. M. Rahbar, M. Samms-Vaughan, K. Loveland, M. Ardjomand-Hessabi, J. Bressler, D. Pearson, **Z. Chen**, M. Grove, S. Shakespeare-Pellington, K. Bloom, E. Boerwinkle (2012) “Metabolic genes and blood lead concentrations in Jamaican children with and without autism spectrum disorders”, 45th Society for Epidemiologic Research Annual Meeting.

12. N. Mangalat, Y. Liu, N. Fatheree, M. Van Arsdall, M. Ferris, **Z. Chen**, M. Rahbar, D. Tran, J. Rhoads (2012) "Safety and tolerability of a 2-month course of *Lactobacillus reuteri* and effect on circulating and fecal biomarkers in healthy adults", 2012 Digestive Disease Week Conference.
13. A. Azizzadeh, K. Charlton-Ouw, **Z. Chen**, A. Estrera, S. Coogan, M. Rahbar, J. Holcomb, H. Safi (2011) "A cost and outcome analysis of endovascular vs. open repair of blunt traumatic aortic injuries", 35th Annual Meeting of Southern Association for Vascular Surgery.
14. J. Jaso, **Z. Chen**, Y. Bai (2011) "Model for end-stage liver disease score is associated with increased transfusion requirements in patients undergoing orthotopic liver transplant", 2011 Annual Meeting of American Society for Clinical Pathology.
15. A. Shah, J. Valdes, K. Charlton-Ouw, **Z. Chen**, S. Coogan, H. Amer, A. Estrera, H. Safi, A. Azizzadeh (2011) "Endovascular treatment of hemodialysis access pseudoaneurysms: a single institution experience", 2011 Vascular Annual Meeting.
16. M. Rahbar, **Z. Chen**, S. Jeon, J. Gardiner (2010) "A nonparametric test for equality of survival medians", 2010 International Biometric Society Eastern North American Region Spring Meeting.
17. T. Bryant-Stephens, C. Kurian, **Z. Chen** (2009) "The effectiveness of a street-corner methodology to assess the dissemination of an asthma program", American Journal of Respiratory and Critical Care Medicine. Vol. 179. 61 Broadway, Fl 4, New York, Ny 10006 Usa: Amer Thoracic Soc, 2009.
18. B. Kamath, P. Munoz, **Z. Chen**, H. Zhao, N. Spinner, D. Piccoli (2008) "A longitudinal study to identify biochemical predictors of liver disease outcome in alagille syndrome", 59th Annual Meeting of the American Association for the Study of Liver Diseases.

Presentations and Invited Talks

1. "A new gene-based association test", 2019 ICSA Applied Statistics Symposium, Raleigh, NC, June 9-12, 2019
2. "Gene-based sequential burden association test", Department of Epidemiology and Biostatistics, Indiana University Bloomington, 01/28/2019
3. "A powerful variant-set association test based on chi-square distribution", Department of Epidemiology and Biostatistics, Indiana University Bloomington, 03/26/2018
4. "A Powerful Rare-Variant Association Test", 2017 Joint Statistical Meetings, Baltimore, MD, July 29 – August 3, 2017.
5. "Detecting associated SNPs on the X chromosome", Department of Epidemiology and Biostatistics, Indiana University Bloomington, 02/27/2017
6. "Comparison of multiple hazard rate functions", Department of Biostatistics, Indiana University Purdue University Indianapolis, 09/23/2016
7. "Meta-analysis for case-control GWAS", 2016 Joint Statistical Meetings, Chicago, IL, July 30 – August 4, 2016.
8. "Testing for gene-gene interaction in case-control GWAS", 25th ICSA Applied Statistics Symposium, Atlanta, Georgia, June 12-15, 2016
9. "Comparison of multiple hazard rate functions", Department of Epidemiology and Biostatistics, Indiana University Bloomington, 04/18/2016
10. "Comparing survival curves", University of Georgia, 11/19/2015

11. "Goodness-of-fit test for meta-analysis", Joint 24th ICSS Applied Statistics Symposium and 13th Graybill Conference, Fort Collins, Colorado, USA, June 14-17, 2015.
12. "An improved two-stage procedure to compare two or more hazard curves", 2015 Joint Statistical Meetings, Seattle, WA, August 8 - 13, 2015.
13. "A robust association test for snps on the x chromosome in case control GWAS", 2014 Joint Statistical Meetings, Boston, MA, August 2 - 7, 2014.
14. "A new association test for case-control gwas based on disease allele selection", 2014 Joint Applied Statistics Symposium of International Chinese Statistical Association & Korean International Statistical Society, June 15 - 18, 2014.
15. "A cautionary note on the nonparametric test for equality of survival medians", Joint Statistical Meetings, Montreal, Canada, August 3 - 8, 2013.
16. "An improved robust association test for GWAS with multiple diseases", IMS-China ICSP2013, Chengdu, China, 6/29/2013-7/4/2013.
17. "Testing for association in genome-wide association studies", Southern Methodist University, Dallas, TX, March 2013.
18. "Design and analysis of multiple diseases GWAS without controls", Joint Statistical Meetings, San Diego, CA, July 28-August 2, 2012.
19. "A robust method for testing association in GWA studies",
 - Indiana University Bloomington (04/2012);
 - University of Memphis (02/2012);
 - Penn State Hershey College of Medicine (02/2012);
 - University of Texas School of Public Health-Houston (09/2011);
 - University of Rhode Island (06/2011);
 - Georgia Health Sciences University (04/2011);
 - Joint Statistical Meetings, Miami, FL, July 30-August 4, 2011.
20. "Selecting differentially expressed genes for genechip array data with small sample sizes",
 - Florida International University (06/2009)
 - University of Texas Health Science Center at Houston (03/2009).
21. "A Gene selection method for genechip array data with small sample sizes", 2008 Joint Statistical Meetings, Denver, Colorado, August 2-7, 2008.
22. "A novel method for identifying differentially expressed genes based on probe level data for genechip arrays",
 - Texas A&M University, December 2007.
 - Joint Statistical Meetings, Salt Lake City, Utah, July 29-August 2, 2007.
23. "A distribution free summarization method for affymetrix genechip arrays",
 - University of Louisville, Louisville, KY, April 2007.
 - University of Texas Southwestern Medical Center at Dallas, Texas, January 2007.
24. "A nonparametric method of background correction for microarray data analysis",
 - Joint Statistical Meetings, Seattle, Washington, August 6-10, 2006.
 - SRCOS Summer Research Conference in Statistics, Kerrville, Texas, June 4-7, 2006.
 - International Biometric Society, Eastern North American Region (ENAR), Tampa, FL, March 26-29,

2006.

Research Supports

Ongoing Funded Projects

1. NIH-NIDCR R03 (1R03DE030259-01) Analyzing nonsyndromic orofacial clefts GWAS data with case-parent trio design, 07/01/2021-06/30/2023, \$335,932, Chen (PI)

2. NIN-NINDS R01 (1R01NS113950-01A1) Subconcussive neurodegenerative progression in adolescent athletes 12/2020 – 11/2025, \$2,856,478, Kawata (PI)

My role: Co-I

3. Antecedents, Consequences, and Interventions for Travel Participation After SCI, 04/2020-04/2023, Funding agency: Craig H. Neilsen Foundation, \$400,000, Cole (PI)

My role: Co-I (since 03/2021).

Pending Grants

1. Analyses of existing genomic data to identify genetic components associated with orofacial clefts, 07/2022-06/2024

Funding agency: NIH, \$329,635, Chen (PI)

2. Developing Advanced Intelligent Systems to Reveal DeepFakes, 01/01/2022-12/31/2024

Funding agency: U.S. Department of Justice, \$712,686, Liu (PI)

My role: Co-PI

Completed Projects

1. A novel neuroimaging biomarker for subconcussive axonal degeneration 03/1/2019- 02/28/2021

Funding agency: CTSI Pilot Core Facility Funding for Research \$9,600, Kawata (PI)

My role: Co-I.

2. Strengthening statistical association tests for GWAS data 05/01/2019 - 04/30/2020

Funding agency: Biostatistics, Epidemiology, and Research Design (BERD) Pilot Grant – Indiana Clinical and Translational Sciences Institute (CTSI) \$10,000

My role: Principal Investigator

3. Research Seed Grant Award 05/14/2018 - 04/30/2020

Funding agency: IU Vice President for Research \$40,000, Kawata (PI)

My role: Co-I

4. Protect the player, protect the game: how many "subconcussive" head impacts are safe? 06/30/2019-07/1/2020

Funding agency: IU Women's Philanthropy Leadership Council: Research Grant \$12,000, Kawata (PI)

My role: Co-I

5. Biochemical and behavioral markers for acute subconcussive head impacts, 06/2017-5/2019

Funding agency: Indiana State Department of Health, \$152,723, Kawata (PI)

My role: Co-I

6. Detection of subclinical neural dysfunction following repetitive subconcussive head impacts, 02/2017-01/2018

Funding agency: Indiana University School of Public Health, \$19,789, Kawata (PI)

My role: Co-I

7. CIF: SMALL: RUI: Novel Detection Approaches with Comprehensive Hybrid Intelligent Systems for Multimedia Forensics, 01/01/2014 -12/31/2016
Funding agency: NSF, \$249,997, Liu (PI)
My role: Subcontract PI
8. Detecting Associated SNPs on the X-chromosome in Case Control GWAS, 10/01/2012-10/15/2013
Funding Source: SPH, IUB \$10,000
My role: Principal Investigator
9. Statistical Methods for Genome-Wide Methylation Data with Multiple Conditions, 01/01/2013-12/31/2013
Funding Source: SPH, IUB \$5,000
My role: Principal Investigator
10. New Meta-Analysis Methods for Genome-Wide Association Studies, 12/2013-12/2014
Funding Source: SPH, IUB \$15,000
My role: Principal Investigator
11. Creating a New Center of Statistical Consulting and Data Analysis within the Department, 01/2013-12/2014
Funding Source: SPH, IUB \$50,000
My role: Principal Investigator
12. SPH Faculty Startup Grant, 08/2012-
Funding Source: SPH, IUB \$30,000
My role: Principal Investigator
13. 5UL1RR024148-03, Center for Clinical and Translational Sciences (CCTS), 09/30/2006-06/30/2011
Funding agency: NIH/NCRR \$4,428,094, McPherson (PI)
My role: Biostatistician
14. 5P01AR052915-07, Genetics and Ankylosing Spondylitis (AS) Pathogenesis, 07/01/2012-06/30/2017
Funding agency: NIH \$7,279,075, Reveille (PI)
My role: Co-I/Bioinformatician (50%) (terminated when left in 08/2012)
15. 1R21HD057808-01A1, Epidemiological Research on Autism in Jamaica, 06/01/2009-12/31/2011
Funding agency: NIH \$208,000, Rahbar(PI)
My role: Biostatistician
16. P50NS044227-07S3, University of Texas Specialized Program in Acute Stroke, 9/30/2009-2/28/2011
Funding agency: NIH \$1,096,944, Grotta (PI)
My role: Biostatistician
17. PP110163, Co-Tu Salud ¡Si Cuenta!: Promotora Training and Community Education for Cancer Prevention, 08/01/2011 - 07/31/2013
Funding agency: Cancer Prevention and Research Institute of Texas \$582,000, Reininger (PI)
My role: Co-I (terminated when left in 08/2012)
18. Transforming Texas in Cameron County, 2011-2016
Funding agency: Texas Department of State Health Services. \$1,750,000, Reininger (PI)
My role: Co-I (terminated when left in 08/2012)
19. UTMB/Texas Diabetes Council, 10/01/2009 - 8/31/2011
Funding agency: Texas Diabetes Council Stark Model of Community \$1,307,607, Reininger (PI)

My role: Co-I

20. OGC Grant# 144366, Text Messaging for Weight Loss in Primary Care Patients, 07/01/2012-06/30/2014

Funding agency: UT Systems Patient Safety Committee \$98,916, Hwang (PI)

My role: Co-I (terminated when left in 08/2012)

Teaching and Advising Activities

Courses Taught/Being Taught

- SPH Q-501: Introduction to Statistics in Public Health (Spring 2015, Fall 2015, Spring 2016, Summer 2019, Summer 2020, Summer 2021)
- SPH Q-601: Experimental Analysis and Design (Spring 2014)
- SPH Q-603: Categorical Data Analysis (Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021)
- SPH Q-612: Survival Analysis (Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2019, Fall 2020, Fall 2021)
- SPH 698: Culminating Experience (Fall 2013, Spring 2014, Fall 2014)
- SPH-E792: Independent Research in Epidemiology (Spring 2020)
- SPH-E-799: Dissertation (Spring 2020, Fall 2020, Spring 2021)

Guest Lectures

- Introduction to Public Health (Fall 2013)
- Special Topics in Epidemiology (Fall 2013)

Courses Developed/Significantly Revised

- Survival Analysis, SPH-Q612 (new)
- Applied Linear Regression, SPH-Q604 (new)
- Categorical Data Analysis, SPH-Q603 (significantly revised)
- Experimental Analysis and Design, SPH-Q601 (significantly revised)
- Applied Probability and Distribution Theory, SPH-Q651 (new)

Master (MPH/MS) Students Advised

- Edson Cuiriz (2021-)
- Caroline Murray (2021-)
- Jessica Carr (2020-2021)
- Casey Scheuer (2020-2021)
- Taylor Erickson (2019-2021)
- Jessica Mitroi (2018-2020)
- Teng Sun (2018-2020)
- Jiawei Tu (2018-2021)
- Xiao Xu (2017-2019)
- So Young Choi (2017-2018)
- Mathew Christenberry (2015-2017)
- Xin Tang (2014-2016)
- Charles Vear (2014-2015)

- Sijia Chen (2013-2015)
- Seulki Choi (2012-2014)
- Heather Millard (2012-2014)

PhD Students' Advisory/Research Committee

- Lin Jiang (2021-), chair
- Sean McNabney (2021-)
- Hao Fan (2020-)
- Fengge Wang (2020-)
- Manyan Huang (2019-)
- Rui Li (2019-), chair
- Zikun Wang (2018-), chair
- Megan Huibregtse (2018-)
- Chen Lyu (defended in Jan. 2021)
- Elizabeth Kwon (2016-2017)
- Daniel Chi Shing Yeung (defended in June. 2019)
- Essam Almutleb (defended in Aug. 2018)
- Edmund Arthur (defended in July 2018)
- James Marcus Arnaez (defended in March 2018)
- Mastour Alhamami (defended in Aug. 2015)
- Shirisha Chittiboyina (defended in May 2015)

Services

Department Service

- Faculty Search Committee (Assistant/Associate/Full Professor of Biostatistics and Epidemiology), 2012-2013, 2013-2014, 2014-2015, 2015-2016
- Faculty Search Committee for Visiting Clinical Assistant Professor /Lecturer, Department of Epidemiology and Biostatistics, 2015-2016
- MPH Biostatistics Coordinator, 2012-2013, 2013-2014, 2014-2015, 2016-2017
- Graduate Student Admission Committee, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021
- Tenure and Promotion Committee 2016-2017, 2018-2019, 2019-2020
- Tenure track faculty 3rd Year Review Committee, 2016-2017, 2018-2019
- Wrote epidemiology PhD student qualifying exam questions (two subjects: categorical data analysis, survival data analysis): 2016, 2017, 2018, 2019, 2020, 2021

School Service

- Academic Council, 2012-2013, 2013-2014, 2021-2022
- Budgetary/ Budget and Planning Committee, 2012-2013, 2013-2014
- Public Health Leadership Committee, 2012-2013, 2013-2014, 2014-2015, 2016-017
- Research and Creative Activity Committee, 2013-2014, 2014-2015
- Graduate Student Travel Funds Committee, 2013-2014, 2014-2015
- Centers and Institutes Committee, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018,

2018-2019

- Committee on Service, 2015-2016, 2016-2017
- Public Health Alumni Award Selection Committee 2016-2017
- Tenure and Promotion Committee, 2018-2019, 2019-2020
- SPH Research Day Committee, 2019-2020

Honorary Society /Professional Association

- Elected member, Delta Omega Honorary Society in Public Health ($\Delta\Omega$)
- Member, American Statistical Association (ASA)
- Member, International Biometric Society, Eastern North American Region (ENAR)
- Permanent Member, International Chinese Statistical Association (ICSA)

Professional Service

- Academic Editor, *Plos One* (2013-)
- Associate Editor, *BMC Genomics* (2014-)
- Editorial Board Member, *Scientific Reports* (2014-)
- Editorial Board Member, *Current Bioinformatics* (2019-)
- Editorial Board Member, *Open Statistics* (2019-)
- Guest Editor, *Genes* (2021-2022)
- Editor-in-Chief, *European Journal of Statistics* (2021)

Referee for Journals

- American Journal of Human Genetics
- Genome Research
- Nucleic Acid Research
- Briefings in Bioinformatics
- Bioinformatics
- Heredity
- BMC Bioinformatics
- BMC Medical Genomics
- BMC Genomics
- Human Heredity
- Gene
- Genetic Epidemiology
- Pathology - Research and Practice
- Journal of Evolutionary Biology
- Obesity
- International Journal of Obesity
- Plos One
- BMJ-Open
- Scientific Reports
- Children and Youth Services Review
- The American Journal of the Medical Sciences
- Bulletin of Mathematical Biology

- Computer Methods and Programs in Biomedicine
- Information Science
- Reliability Engineering & System Safety
- Journal of Computational and Applied Mathematics
- Annals of Operations Research
- Open Statistics
- Scandinavian Journal of Statistics
- Australian & New Zealand Journal of Statistics
- Communications in Statistics - Simulation and Computation
- Journal of Applied Statistics
- Journal of Statistical Computation and Simulation
- Journal of Nonparametric Statistics
- Statistics and Probability Letters
- Statistical Papers
- Computational Statistics and Data Analysis
- Statistics in Medicine
- Statistical Methods in Medical Research
- Biometrics
- Journal of the American Statistical Association

ANTHONY W. PEREIRA
Curriculum Vitae

CONTACT INFORMATION

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King's College London
Bush House NE Wing Room 5.08
40 Aldwych
London WC2B 4BG
United Kingdom
Tel. +44 790 484 1993
awynnepereira@gmail.com

POSITIONS HELD

Professor, Department of International Development and the Brazil Institute, School of Global Affairs, King's College London, September 2020-present.

Professor and Director, Brazil Institute, King's College London, May 2010-present.

I founded the institute and hired a team of four academics, creating the institute's MSc and PhD programs. More recently I assisted in the construction of a new master's program in global affairs, with the cooperation of the China, India, Russia, Middle East and Africa institutes and centers. I helped to create a joint PhD in international relations with the Institute of International Relations at the University of São Paulo and a chair for visiting academics funded by CAPES, the Brazilian research agency. I developed partnerships with various Brazilian universities and organizations (including research funders and various Brazilian universities) as well as the UK's Foreign, Commonwealth, and Development Office (the UK equivalent of the State Department). I engaged in fundraising through the Senior Advisory Board of the Institute. I am currently affiliated with the Department of International Development and serve on the university's international committee as the Regional Co-Chair for Latin America.

Visiting Professor, Institute of International Relations, University of São Paulo, April 2017 – September 2019.

I taught short courses on inter-American politics and the politics of international development to graduate students and did research on the Federal Police with funding from FAPESP (the São Paulo research council).

Professor and Chair, Department of Political Science, Tulane University, 2008-2010; Associate Professor, 1999-2006 (tenure awarded in 2001; on leave 2005-2008).

As chair I managed a department of 30 academic staff and a budget of \$1 million. I successfully led the search for an endowed chair, the Friezo Foundation Chair in Political Science, as well as the search for the Director of the Murphy Institute of Political Economy. I also led the initiative to re-establish the department's PhD program in political development.

Senior Lecturer, School of International Development, University of East Anglia, 2006-2008.

I taught undergraduate and graduate courses in the School.

Visiting Professor, Department of Political Science, Federal University of Pernambuco, Recife, Brazil, 2005-2006.

I co-taught a module on comparative politics and did research on public security reform with grants from the Fulbright and Fulbright-Hays programs.

Neil A. Allen Visiting Associate Professor of Latin American Studies, Fletcher School of Law and Diplomacy, 1998-1999.

I helped to reorganize the Fletcher School's Latin American program and taught the research workshop for PhD students.

Assistant Professor, Department of Political Science, New School University, 1991-1998.

Visiting Assistant Professor, Harvard University Government Department, 1995.

Teaching Fellow, Harvard University Government Department, 1986-91.

EDUCATION

HARVARD UNIVERSITY, Ph.D. in Government, June 1991. (Major Field: Comparative Politics, with a concentration in Latin America).

Dissertation: "Regime Change Without Democratization: Sugar Workers' Unions in Pernambuco, Northeast Brazil, 1961-89".

Dissertation Committee: J. Domínguez (chair), F. Hagopian, R. Fishman.

HARVARD UNIVERSITY, M.A. in Government, June 1986. (Major Field: Comparative Politics/Latin America; Minor Field: International Political Economy).

SUSSEX UNIVERSITY, B.A. (First Class Honours) in Politics and African and Asian Studies, 1982.

AWARDS

Member of the British Empire (MBE), for services to UK/Brazil relations, 2018.

Order of Rio Branco, Brazilian Foreign Ministry, 2017.

Friend of the Brazilian Navy, 2016.

Latin Americanist Graduate Organization Outstanding Faculty Member Service Award, Stone Center, Tulane University, 2005.

Edward M. Chase Dissertation Prize, Harvard University, 1991.

PUBLICATIONS

Books

Modern Brazil: A Very Short Introduction (Oxford: Oxford University Press, 2020).

(with Jeffrey Garmany) Understanding Contemporary Brazil (London: Routledge, 2018).

Ditadura e Repressão [Dictatorship and Repression] (São Paulo: Paz e Terra, 2010). This is a Portuguese translation of the book below, with a new introduction and preface by Paulo Sergio Pinheiro.

Political (In)justice: Authoritarianism and the Rule of Law in Brazil, Chile and Argentina (Pittsburgh: University of Pittsburgh Press, 2005).

The End of the Peasantry: The Emergence of the Rural Labor Movement in Northeast Brazil, 1961-1988 (Pittsburgh: University of Pittsburgh Press, 1997).

Edited volumes

Lauro Mattei and Anthony Pereira, eds. The Brazilian Economy Today: Towards a New Socio-Economic Model? (London: Palgrave Macmillan, 2015).

Diane Davis and Anthony Pereira, eds. Irregular Armed Forces and their Role in Politics and State Formation (Cambridge: Cambridge University Press, 2003). [The paperback version of this book was published in 2008.]

Articles in refereed journals

“Lula’s Leadership and the Limits of the Politics of Cunning” in a special section on John French’s *Lula and his Politics of Cunning* (Chapel Hill: UNC Press, 2020) in Latin American Politics and Society, forthcoming.

“Samuel Huntington, Brazilian ‘Decompression’, and Democracy” in Journal of Latin American Studies, Volume 53, Number 2, May 2021, pp. 349-371.

“Paper cemeteries: informal barriers to public security reform in Brazil” in Revista Brasileira de Ciências Policiais [Brazilian Journal of Police Sciences] Volume 10, Number 1, January-June 2019, pp. 55-98.

“The US Role in the 1964 Coup in Brazil: A Reassessment” in Bulletin of Latin American Research, Volume 37, Issue 1, January 2018, pp. 5-17.

“Nothing Succeeds Like Failure? Honduras and the Defense of Democracy in Brazilian Foreign Policy” in Rising Powers Quarterly, Volume 2, Issue 2, May 2017, pp. 83-103. This is part of a special issue on Brazil for which I also wrote an introduction, “Brazil: Geopolitical Challenges in a Multipolar World”, pp. 7-13.

(with Louse Tillin) “Federalism, Multilevel Elections and Social Policy in Brazil and India”, in Commonwealth and Comparative Politics, Volume 55, Issue 3, 2017, pp. 328-352.

“Is the Brazilian State Patrimonial?” in Latin American Perspectives, Volume 43, Number 2, March 2016, pp. 135-152.

“Bolsa Família and Democracy in Brazil” in Third World Quarterly, Volume 36, Number 9, September 2015, pp. 1682-1699.

“Politics vs. Policy: Is Police Politicization a Threat to Democracy in Brazil?” in Teoria e Pesquisa: Revista de Ciência Política [Theory and Research: Journal of Political Science], Volume 23, Number 1, January-June 2014, pp. 6-28.

“Continuity is Not Lack of Change” (part of a symposium, “Brazil Under President Dilma Rousseff: A Preliminary Assessment”) in Critical Sociology, Volume 38, Number 6, 2012, pp. 777-787.

“Brazilian Studies Then and Now” in Brasiliana – Journal for Brazilian Studies, Volume 1, Number 1, 2012, pp. 3-21.

“Reforma Policial y Derechos Humanos en Brasil: la Dimensión Internacional” [Police Reform and Human Rights in Brazil: the International Dimension] in Araucaria: Revista Iberoamericana de Filosofía, Política y Humanidades, Año 10, No. 20, 2008, pp. 155-174.

(with Ana Margheritis) “The Neoliberal Turn in Latin America: The Cycle of Ideas and the Search for an Alternative” in Latin American Perspectives, Issue 154, Volume 34, Number 3, May 2007, pp. 25-48.

(with Jorge Zaverucha) “The Neglected Step-Child: Military Justice and Democratic Transition in Chile” in Social Justice, Volume 32, Number 2, 2005, pp. 115-131.

“The Dialectics of the Brazilian Military Regime’s Political Trials” in Luso-Brazilian Review, Volume 41, Number 2, 2005, pp. 162-183.

“Explaining Judicial Reform Outcomes in New Democracies: The Importance of Authoritarian Legalism in Argentina, Brazil, and Chile” in Human Rights Review, Volume 4, Number 3, April-June 2004, pp. 3-16.

“Brazil’s Agrarian Reform: Democratic Innovation or Oligarchic Exclusion Redux?” in Latin American Politics and Society, Volume 45, Number 2, summer 2003, pp. 41-65. [An updated version of this article is reprinted in William C. Smith, ed. Latin American Democratic Transformations: Institutions, Actors, and Processes (Cambridge, MA and Oxford, UK: Wiley-Blackwell, 2009), pp. 251-270.]

“Political Justice Under Authoritarian Regimes in Argentina, Brazil, and Chile” in Human Rights Review, Volume 4, Number 2, spring 2003, pp. 27-47.

“Military Justice Before and After September 11” in Constellations, Volume 9, Number 4, December 2002, pp. 477-491.

“‘Virtual Legality’: Authoritarian Legacies and the Reform of Military Justice in Brazil, the Southern Cone, and Mexico” in Comparative Political Studies, Volume 34, Number 5, June 2001, pp. 555-574.

(with Diane Davis) "New Patterns of Militarized Violence and Coercion in the Americas", introductions to a double issue of Latin American Perspectives, Issues 111-112, Volume 27, Numbers 2-3, entitled "Violence, Coercion and Rights in the Americas", March and June 2000, pp. 3-17 and pp. 3-7.

"'Persecution and Farce': The Origins and Transformation of Brazil's Political Trials" in Latin American Research Review, Volume 33, Number 1, 1998, pp. 43-66.

"Working for Democracy: Brazil's Organized Working Class in Comparative Perspective" in International Labor and Working-Class History, Number 49, Spring 1996, pp. 93-115. [Reprinted as "Brazilian Workers and Democracy" in Vincent C. Peloso, ed. Work, Protest, and Identity in Twentieth-Century Latin America (Wilmington: Scholarly Resources Inc., Jaguar Books on Latin America Number 26, 2003), pp. 277-300.]

(with Cliff Welch), introduction to an issue of Latin American Perspectives (co-edited by Anthony Pereira and Cliff Welch) entitled "Labor and the Free Market in the Americas", Issue 84, Volume 22, Number 1, Winter 1995, pp. 3-9.

"The Neglected Tragedy: The Return to War in Angola, 1992-93", in the Journal of Modern African Studies, Volume 32, Number 1, March 1994, pp. 1-28.

"Economic Development, Democracy, and Civil Society in the Third World: the Northeastern Brazilian Case" in Third World Quarterly, Volume 14, Number 2, November 1993, pp. 365-380.

"Agrarian Reform and the Rural Workers' Unions of the Pernambuco Sugar Zone, Brazil 1985-1988" in Journal of Developing Areas, No. 26, Jan., 1992, pp. 169-192.

"Profeta no Exílio: O Retorno do Mito de Francisco Julião" [Prophet in Exile: The Return of the Myth of Francisco Julião] in Cadernos de Estudos Sociais (Recife, Brazil), Volume 17, Number 1, January/June, 1991, pp. 101-119.

Chapters in books

"The Police Ombudsman in Brazil as a Potential Mechanism to Reduce Violence" in Pablo Policzer, ed. The Politics of Violence in Latin America (Calgary: University of Calgary Press, 2019), pp. 143-170.

(with Juliana T. de S. Martins) "The Politics of Human Rights" in Barry Ames, ed. Routledge Handbook of Brazilian Politics (New York: Routledge 2019), pp. 503-518.

“Le rôle des États-Unis dans le coup d'État 1964 au Brésil: une revaluation” in James Green and Monica Schpun, eds. Le Dictature Brésilienne et son Legs (Paris: Le Poisson Volant, 2018).

“Brazil’s Truth Commission: Progress or Perdition?” in Peter Kingstone and Timothy Power, eds. Democratic Brazil Divided (South Bend, IN: University of Notre Dame Press, 2017), pp. 152-171.

“Brazil’s Truth Commission: Opportunities and Risks” in Flavia Piovesan and Inês Soares, eds. Direitos Humanos Atual [Contemporary Human Rights] (São Paulo: Elsevier, 2014), pp. 518-526.

“Human Rights and Military Abuses” in P. Kingstone and D. Yashar, eds. Routledge Handbook of Latin American Politics (New York: Routledge, 2012), pp. 114-130.

“Rural Social Movements in Nicaragua”; “Rejoinder to Jeffrey Gould”; and “Response to John Hammond” in Jeff Goodwin and James M. Jasper, eds. Contention in Context: Political Opportunities and the Emergence of Protest (Stanford: Stanford University Press, 2012), pp. 59-73; 78-82; 127-129.

“Military Rule” in Bertrand Badie, Dirk Berg-Schlosser, and Leonardo Morlino, eds., International Encyclopedia of Political Science (Beverly Hills: Sage Publications, 2011), pp. 1573-1578.

“Brazil: Struggle for Human Rights” in D. P. Forsythe, editor-in-chief, Encyclopedia of Human Rights (Oxford University Press, 2009), volume 1, pp. 187-197.

“Brazil’s Agrarian Reform: Democratic Innovation or Oligarchic Exclusion Redux?” in William C. Smith, ed. Latin American Democratic Transformations: Institutions, Actors, and Processes (Cambridge, MA: Wiley-Blackwell, 2009), pp. 251-270.

“Judicial Systems and Political Repression in Argentina, Brazil and Chile” in Cecília MacDowell Santos, Edson Luis de Almeida Teles, and Janaína de Almeida Teles, eds. Desarquivando a Ditadura: Memória e Justiça no Brasil [Uncovering the Dictatorship: Memory and Justice in Brazil] (São Paulo: Hucitec, 2009), volume 1, pp. 203-224.

“Of Judges and Generals: Security Courts Under Authoritarian Regimes in Argentina, Brazil and Chile” in Tom Ginsburg and Tamir Moustafa, eds. Rule by Law: The Politics of Courts in Authoritarian Regimes (Cambridge: C. U. Press, 2008), pp. 23-57.

“Public Security, Private Interests and Police Reform in Brazil” in Peter Kingstone and Timothy Power, eds. Democratic Brazil Revisited (Pittsburgh: University of Pittsburgh Press, 2008), pp. 185-208.

“Democracy, Citizenship, and Police Procedures in New Orleans: The Importance of the Local Context for Defining Rights” in Stacey McGoldrick and Andrea McArdle, eds. Uniform Behavior: Police Localism and National Politics (New York: Palgrave Macmillan, 2006), pp. 127-153. [Translated and reproduced in Jorge Zaverucha, Adriano Oliveira, and Armando Nascimento, eds. (In)Segurança Pública e a Ordem Social [Public Insecurity and the Social Order] (Recife: Editora UFPE, 2007).

“O Papel dos Advogados de Defesa na Justiça Militar Brasileira, 1964-1979: Redefinindo o Crime Político” [The Role of Defence Lawyers in Brazilian Military Justice, 1964-1979: Redefining Political Crime] in João Roberto Martins Filho, ed. O Golpe de 1964 e o Regime Militar: Novas Perspectivas [The 1964 Coup and the Military Regime: New Perspectives] (São Carlos: EdUFSCar, 2006), pp. 119-128.

“Agrarian Reform” in Mauricio Font and Anthony Spanakos, eds. Reforming Brazil (Lanham MD: Lexington Books, 2004), pp. 93-114.

(with Mark Ungar) “The Persistence of the ‘Mano Duro’: Authoritarian Legacies and Policing in Brazil and the Southern Cone” in Paola Cesarini and Katherine Hite, eds. Authoritarian Legacies in Southern Europe and Latin America (South Bend, IN: University of Notre Dame Press, 2004), pp. 263-304.

“Armed Forces, Coercive Monopolies, and Changing Patterns of State Formation and Violence” in Diane Davis and Anthony Pereira, eds. Irregular Armed Forces and their Role in Politics and State Formation (Cambridge University Press, 2003), pp. 387-407.

(with Jorge Zaverucha) “The Rule of Law and the Federal Military Justice System in Brazil” in Gerhard Kuemmel, ed., Proceedings of the Interim Conference 2000 of the International Sociological Association [SOWI Forum International Volume 23] (Strausbourg: SOWI, 2001), pp. 479-528.

"An Ugly Democracy?: State Violence and the Rule of Law in Post-Authoritarian Brazil" in Peter Kingstone and Timothy Power eds., Democratic Brazil (University of Pittsburgh Press, 2000), pp. 217-235.

"O Monstro Algemado?: Violência do Estado e Repressão Legal no Brasil, 1964-97" [The Shackled Monster? State Violence and Legal Repression in Brazil, 1964-97] in Jorge Zaverucha ed., Democracia e Instituições Políticas Brasileiras no Final do Século Vinte [Democracy and Brazilian Political Institutions at the End of the Twentieth Century] (Recife, Brazil: Bagaço, 1998), pp. 13-61.

"The Crisis of Developmentalism and the Rural Labor Movement in Northeast Brazil", in Douglas Chalmers, Carlos Vilas, Katherine Hite, Scott Martin, Kerianne Piester, and Monique Segarra eds, The New Politics of Inequality in Latin America: Rethinking Participation and Representation (Oxford U. Press, 1997), pp. 95-114.

"The Effects of Agricultural Modernization", in Ünner Kirdar and Leonard Silk, eds, People: From Impoverishment to Empowerment (New York University Press/UNDP, 1995), pp. 26-40.

Prefaces to Books

Leslie Bethell, Brazil: Essays on History and Politics (London: Institute of Latin American Studies, School of Advanced Study, University of London, 2018), pp. v-vii.

Ulisses Terto Neto, Protecting Human Rights Defenders in Latin America: A Legal and Socio-Political Analysis of Brazil. London: Palgrave Macmillan, 2018, pp. ix-xii.

Sara de Sousa Epitácio and Roberta Carnelos Resende, eds. Política no Piauí: Contextos históricos, eleições, e partidos políticos [Politics in Piauí: Historical contexts, elections, and political parties] (Porto Alegre: Editora da UFRGS, 2015), pp. 11-14.

“Parathënie për botimin shqip” (Preface) to Boris Fausto, Historie shkurtër e Brazilit [Albanian translation of A Concise History of Brazil] (Tirana: Albanian Institute for International Studies, 2012), pp. 13-18.

Articles in scholarly periodicals and working paper series

“Brazil” in D.S. Lewis and Wendy Slater, eds. The 2021 Annual Register: World Events (Ann Arbor, MI: ProQuest, pp. 157-160); and in The 2020 Annual Register: World Events (Ann Arbor, MI: ProQuest); The 2019 Annual Register: World Events (Ann Arbor, MI: ProQuest, pp. 146-149); The 2018 Annual Register: World Events (pp. 146-149); The 2017 Annual Register: World Events (pp. 157-159); The 2016 Annual Register: World Events (pp. 149-152); The 2015 Annual Register: World Events (pp. 148-150); The 2014 Annual Register: World Events (pp. 145-148); and The 2013 Annual Register: World Events (pp. 148-151).

“A Tradição da Legalidade Autoritária no Brasil” [The Tradition of Authoritarian Legality in Brazil] in José Geraldo de Souza Santos et al. (eds.), Introdução Crítica à Justiça de Transição [A Critical Introduction to Transitional Justice] in O Direito Achado na Rua [Law Found in the Street] Volume 7 (Brasília: UnB Editora, 2015).

“O Declínio das Ligas Camponesas e a Ascensão dos Sindicatos: as Organizações de Trabalhadores Rurais em Pernambuco na Segunda República, 1955-1963” [The Decline of the Peasant Leagues and the Rise of the Trade Unions: Pernambuco’s Rural Labor Organizations in the Second Republic, 1955-1963] in Clio: Revista de Pesquisa Histórica (Recife: Department of History, Federal University of Pernambuco), Number 26-2, 2008, pp. 245-272. (Dated 2008 but published in 2009.)

“Brazil: Dividing the Spoils” in The World Today (Royal Institute of International Affairs), Volume 62, Number 10, October 2006, pp. 20-21.

(with Ana Margheritis) “A América Latina e o Fim do ‘Consenso de Washington’” [Latin America and the End of the ‘Washington Consensus’] in Relações Internacionais [International Relations], (Lisbon), Number 4, December 2004, pp. 89-101.

(with Timothy Power) “Lula lá: Implications of the 2002 elections in Brazil” in LASA Forum (the bulletin of the Latin American Studies Association), Volume XXXIII, Number 4, Winter 2003, pp. 8-10 and 27-28.

“Democracies: Emerging or Submerging?” in Dissent, Volume 48, Winter 2001, pp. 17-23. Reprinted in Lettera Internazionale, Italian edition and Robert J. Griffiths, ed. Annual Editions: Developing World 02/03 (Guildford, CT: McGraw-Hill/Dushkin, 2002), pp. 122-126, and in Robert J. Griffiths, ed. Annual Editions: Developing World 03/04 (Guildford, CT: McGraw-Hill/Dushkin, 2004), pp. 120-124.

Virtual Legality: The Use and Reform of Military Justice in Brazil, the Southern Cone, and Mexico, David Rockefeller Center for Latin American Studies Working Paper Number 99/00-2.

“God, the Devil, and Development in Northeast Brazil” in Praxis, Volume XV, 1999, pp. 112-136.

(with Sanjay Reddy) The Role and Reform of the State (New York: U.N. Development Programme/Bureau for Development Policy/Office of Development Studies Working Paper No 8, August 1998).

Law Under Siege: The Origins and Transformation of Brazil’s Political Trials, David Rockefeller Center for Latin American Studies Working Paper Number 96/97-7.

“Latin America in the Era of ‘Hot Money’” in Dissent, Volume 43, Number 1, Winter 1996, pp. 47-51.

"Angola's 1992 Elections: A Personal View" in Camões Center Quarterly, Volume 5, Numbers 1 and 2, Winter 1994, pp. 1-8.

“The Foreign Aid Disaster” in The New School Commentator, Volume Five, Number 1, October-November 1993, pp. 1-4.

“Peace in the Third World? The Case of Angola” in Dissent, Volume 40, Number 3, Summer 1993, pp. 291-294.

"A Transformação de Cuba" [The Transformation of Cuba] in Cadernos de Ciências Sociais, Belo Horizonte, Brazil, Volume 2, Number 2, October, 1992, pp. 51-53.

“Brazil: Fire in the Forest” in Hemisphere, Volume 1, Number 3, Summer 1989, pp. 3-6.

Selected recent articles in magazines, newspapers and web sites

“Até 2022 é tempo demais” [2022 is too far away] in Revista Problemas Brasileiros, Year 58, Number 463, April-May 2021 pp. 20-21.

(with Matthew Flinders) “Donald Trump gets coronavirus: what catching COVID-19 meant for Boris Johnson and Jair Bolsonaro” in The Conversation 2 October 2020.

“Brazil’s Jair Bolsonaro has coronavirus – what it could mean for him politically” in The Conversation 8 July 2020.

(with Jeff Garmany) “A Year after Jair Bolsonaro’s election, why he’s not solely to blame for Brazil’s toxic politics” in The Conversation 28 October 2019.

“Amazon fires: Jair Bolsonaro faces mounting political backlash in Brazil – even from his allies” in The Conversation 29 August 2019.

Interview with Paulo Beraldo, “Discurso liberal é obscurecido pelo conservador” in O Estado de São Paulo, 8 April 2019, p. A6.

“Jair Bolsonaro can be stopped from trashing the Amazon – here’s how” in The Conversation 4 January 2019 republished in the Independent 7 January 2019.

“Will Brazil’s Democracy Survive the 2018 Election?” in Commentary ISPI (Istituto per gli Studi di Politica Internazionale), 2 October 2018, at: <https://www.ispionline.it/it/pubblicazione/will-brazils-democracy-survive-2018-election-21339>

“Brazil’s democracy is on the ropes – and now a dreaded election begins” in The Conversation, 31 August 2018.

“Lula Convicted: End of an Era?” in AulaBlog [Center for Latin American and Latino Studies, American University, Washington DC, 17 July 2017.

“Brazil’s President Faces Criminal Charges and 2% Approval Rating – But Clings On” in The Conversation, 30 June 2017.

“Brazil Shoots for Olympian Heights at a Time of Political Lows” in The Conversation, 1 August 2016.

“Who Stands to Gain from Dilma Rousseff’s Impeachment?” in Prospect, 19 April 2016.

“What’s Next for Brazil and President Dilma Rousseff” in Fortune, 17 April 2016.
“Não em Nosso Nome” [Not in Our Name] in El País (Americas edition) 10 April 2016.

“Lula charged: Brazil seems ungovernable, but it’s more robust than it looks” in The Conversation, 8 March 2016.

“A Crise Vista de Fora: Brazilianistas fala à Folha sobre as reflexes da atual crise política e econômica no país” [The crisis seen from abroad: Brazilianists talk to the Folha about the reactions to the current political and economic crises in the country”] (with Kenneth Maxwell and Barbara Weinstein) in Folha de São Paulo, 10 Jan. 2016.

“Recessão não vai tirar importância do Brasil, afirma cientista político” [The recession will not diminish the importance of Brazil, says political scientist] in Folha de São Paulo, 10 January 2016.

“How the massive Petrobras corruption scandal is upending Brazilian politics” in The Conversation, 7 July 2015.

Book reviews

Natalia Viana, *Dano Colateral: A intervenção dos militares na segurança pública* in ReVista: Harvard Review of Latin America (the magazine of the David Rockefeller Center for Latin American Studies, Harvard University, forthcoming).

Perry Anderson, *Brazil Apart 1964-2019* in The Political Quarterly, Volume 91, Issue 3, July-September 2020, pp. 673-675.

Lee Alston, Marcus Melo, Bernardo Mueller, and Carlos Pereira, *Brazil in Transition* in Perspectives on Politics, Volume 16, Number 1, March 2018, pp. 269-271.

Ben Ross Schneider, ed., *New Order and Progress: Development and Democracy in Brazil*, in Journal of Latin American Studies, Volume 49, Number 3, August 2017, pp. 659-661.

Jeffrey Needell, ed., *Emergent Brazil: Key Perspectives on a New Global Power*, in Luso-Brazilian Review, Volume 54, Number 2, Winter 2017, pp. E1-E3.

Samuel Cohn, *Employment and Development under Globalization: State and Economy in Brazil*, in Bulletin of Latin American Research, Vol. 34, No. 2, Jan. 2015, pp. 16-18.

Mauricio A. Font and Laura Randall eds., *The Brazilian State: Debate and Agenda* in Journal of Latin American Studies, Volume 45, Issue 1, February 2013, pp. 175-176.

Leonardo Avritzer, *Participatory Institutions in Democratic Brazil* in Luso-Brazilian Review, Volume 48, Number 1, June 2011, pp. 159-161.

R.S. Rose, *The Unpast: Elite Violence and Social Control in Brazil, 1954-2000* in Luso-Brazilian Review, Volume 43, Number 2, 2006, pp. 169-170.

Guillermo O'Donnell, Jorge V. Cullel, and Osvaldo Iazzetta, eds., *The Quality of Democracy: Theory and Applications* in Americas, Volume 62, Number 2, October 2005, pp. 296-297.

Shawn C. Smallman, *Fear and Memory in The Brazilian Army and Society, 1889-1954*, in Left History, Volume 9, Number 1, Fall/Winter 2003, pp. 179-182.

Kirk S. Bowman, Militarization, *Democracy and Development: The Perils of Praetorianism* in Latin America in Perspectives on Politics, Volume 1, Number 4, December 2003, pp. 802-803.

Lincoln Gordon, *Brazil's Second Chance: En Route toward the First World* in Political Science Quarterly, Volume 117, Number 4, Winter 2002-03, pp. 714-716.

Marco F. Guillén, *The Limits of Convergence: Globalization and Organizational Change in Argentina, South Korea, and Spain* in Political Science Quarterly, Volume 117, Number 3, Fall 2002, pp. 522-523.

Patricia Verdugo, *Chile, Pinochet, and the Caravan of Death*, in Latin American Politics and Society, Volume 44, Number 2, Summer 2002, pp. 157-162.

Kees Koonings and Dirk Kruijt, eds. *Societies of Fear: The Legacy of Civil War, Violence, and Terror in Latin America* in The Journal of Third World Studies, Volume XVIII, Number 2, Fall 2001, pp. 316-318.

Joe Foweraker and Todd Landman, *Citizenship Rights and Social Movements: A Comparative and Statistical Analysis* in Mobilization, Volume 4, Number 2, Fall 1999, pp. 260-261.

Kurt Weyland, *Democracy Without Equity: Failures of Reform in Brazil* in Journal of Interamerican Studies and World Affairs, Volume 40 Number 2, 1998.

Carlos Nino, *Radical Evil on Trial* in Americas, March 1998, Volume 55, Number 1.

Paul Buchanan, *State, Labor, Capital: Democratizing Class Relations in the Southern Cone* in Journal of Latin American Studies, March 1997.

Kurt von Mettenheim, *The Brazilian Voter: Mass Politics in Democratic Transition, 1974-1986* in American Political Science Review, September 1996.

Shawn H. McCormick, *The Angolan Economy: Prospects for Growth in a Postwar Environment* in Journal of Developing Societies, December 1995.

Joseph Collins and John Lear, *Chile's Free-Market Miracle: A Second Look* in NACLA Report on the Americas, December 1995.

Leigh Payne, *Brazilian Industrialists and Democratic Change* in Journal of Developing Areas in Journal of Developing Areas, Volume 29, Number 1, October 1994.

Jeffrey Frieden, *Debt, Development, and Democracy: Modern Political Economy and Latin America, 1965-1985* in The Journal of Politics, November 1993.

Todd Diacon, *The Contestado Rebellion: Millenarian Vision, Capitalist Reality* in Canadian Journal of Latin American and Caribbean Studies, Volume 17, Issue 34, 1992, pp. 132-134.

Abraham F. Lowenthal (ed.), *Exporting Democracy: The United States and Latin America* in Political Science Quarterly, Winter 1992.

Jean de Léry, *History of a Voyage to the Land of Brazil*, in Canadian Journal of Latin American and Caribbean Studies, Volume 16, Issue 32, 1991, pp. 119-122.

Ronald Chilcote, *Power and the Ruling Classes in Northeast Brazil: Juazeiro and Petrolina in Transition* in South Eastern Latin Americanist, September 1991, Volume XXXV, No. 2.

Youssef Cohen, *The Manipulation of Consent: The State and Working-Class Consciousness in Brazil* and Charles Davis, *Working-Class Mobilization and Control: Venezuela and Mexico* in American Political Science Review, Vol. 84, No.4, 12/1990.

William Blum, *The CIA: A Forgotten History*; John Prados, *Presidents' Secret Wars*; and John Ranelagh, *The Agency: The Rise and Decline of the CIA*, in "The CIA's Not-So-Secret Wars" in Fletcher Forum, a journal of the Fletcher School of Law and Diplomacy, Tufts University, Winter 1988.

Wayne Smith, The Closest of Enemies in "The Disillusionment of a Diplomat" in the Harvard International Review, January 1988.

SELECTED PROFESSIONAL EXPERIENCES

Consulting

Associate Fellow, Canning House, a think-tank devoted to the understanding of Latin America and Iberia, 2019-present.

Occasional Advisor, Gatehouse Advisory Partners, 2018-present.

Contributor and reviewer, Murderous Histories: The Case of Claudia, Smithsonian Channel documentary about a murder in Rio de Janeiro in 1977, 2020.

Consultant, Brazil's National Truth Commission, 2014. (I contributed to the commission a paper on the role of the judiciary in gross human rights violations during the dictatorship of 1964-85.)

Consultant involved in seminars on Brazil and Latin America for the UK Foreign, Commonwealth and Development Office and the Home Office, 2012-present.

Consultant, Amnesty International, 2011. (I wrote a report on human rights policy in Brazil and the potential benefits to AI of establishing an office in the country.)

Participant, conference on civil-military relations in Latin America organized by the US Department of State, 2001.

Consultant, United Nations Development Programme, 1994-5. (I co-wrote, with the economist Sanjay Reddy, a report on the role and reform of the state in development.)

Polling station manager for the UN Transitional Authority in Cambodia, 1993.

Election observer for the International Foundation for Electoral Systems, Angola, 1992.

External examining

External examiner, PhD, Political Science, Federal University of Pernambuco, 2006; PhD, International Development, University of Swansea, 2008; MA, Law, University of Brasília, 2010; PhD, History, University of Essex, 2010; PhD, Sociology, University of São Paulo, 2013; PhD, Political Science, Tulane University, 2013; PhD, Latin American Politics, University of Oxford, 2012 and 2014; PhD, Latin American Politics, Institute of the Americas, University College London, 2014; PhD, Centre for the Study of Communication and Culture, Portuguese Catholic University, Lisbon, 2015; PhD, Law School, University of Aberdeen, 2015; MA, Law School, University of Brasília, 2018; PhD, Political Science Department, University of Brasília, 2018; PhD, International Relations Institute, University of São Paulo, 2018; PhD, Psychology Department, University of São Paulo, 2018; PhD, International Relations Institute, University of São Paulo, 2018; PhD, Political Science Department, State University of São Paulo at Campinas (UNICAMP), 2018; PhD, Geography, King's

College London, 2019; PhD, International Relations Institute, University of São Paulo, 2019; PhD, International Relations Institute, University of São Paulo, 2019, International Relations Institute, University of São Paulo, 2020, Getúlio Vargas Foundation, São Paulo, 2021.

Guest speaking/teaching

Visiting Professor, to teach a short course on national populism in comparative perspective, State University of Campinas (Unicamp), São Paulo, Brazil, scheduled for March-April 2022.

Speaker, Regional Security Education Program, for the US Navy on board the USS Oak Hill (2009) and at the New York National Guard Strategy Session, Schenectady, New York, 10-11 December 2019.

Presenter, seminar on Brazil organized by the Norwegian Ministry of Foreign Affairs and Equinor (formerly Statoil), Oslo, Norway, 4 September 2019.

Lecturer, Implementation in Government Programme, Blavatnik School of Government, University of Oxford, June 2018 and June 2019 (for groups of visiting Brazilian civil servants).

Lecturer, short course on Brazil for the then-British Ambassador to Brazil Alex Ellis, 2013, and five groups of FCDO diplomats going to Brazil, including the current British Ambassador to Brazil Peter Wilson, 2014-2021.

Speaker, Royal College of Defence Studies, May 2010 and May 2013.

Selected media appearances

TRT World (27 October 2021); BBC World (20 October 2021); France 24 (20 October 2021); Times Radio (20 October 2021); TRT World (7 September 2021); France 24 (3 August 2021); UOL (14 August 2021); The Beijing News (12 August 2021); France 24 (26 July 2021); Sky News with Stephen Dixon (19 June 2021); Euronews (11 March 2021); France 24 (9 March 2021); O Estado de São Paulo (10 February 2021); Jota (2 February 2021); CNN Brasil (2 January 2021); BBC Radio 4 (The World Tonight) 10 November 2020; TV CNN Brasil (7 November 2020); TV CNN Brasil (6 November 2020); Radio CNN Manhã (6 November 2020); Band News Radio (3 November 2020); Valor Econômico (30 September 2020); BBC Brasil (24 August 2020); Sky News (19 July 2020); BBC World News (7 July 2020); O Estado de São Paulo (28 June 2020); Euronews (23 June 2020); BBC World News (13 June 2020); BBC World Service (12 June 2020); Valor Econômico (12 June 2020); BBC World Service with Lyse Doucet (7 June 2020); France24 (7 June 2020); quoted in Crusoé, 29 May 2020; Sky News Breakfast with Steve Dixon (24 May 2020); France 24 (23 May 2020); BBC Radio 4 PM (22 May 2020); BBC World News with Lucy Hockings (21 May 2020); TRT World (18 May 2020); BBC Brasil (26 April 2020); Estado de São Paulo (26 April 2020); Broadcast (24 April 2020); Vox (28 April 2020); BBC Brasil (26 April 2020); O Estado de São Paulo (26 April 2020); (Radio France International (27 March 2020); Bandnews TV (31 January 2020); LBC Radio with Eddie Mair (23 August 2019); BBC News (23 August 2019); BBC World News (23 August 2019); Channel Four News, interview

with Fatima Manji (22 August 2019); BBC2 Newsnight (22 August 2019); More or Less, BBC Radio 4 (9 August 2019); BBC World Service (30 July 2019); Sky News with Gamal Fahnbulleh (14 June 2019); BBC World Talking Business with Aaron Heslehurst (2 January 2019); BBC Radio 4 Today (1 January 2019); France 24 (31 August, 4 August, 4 April 2018); Time magazine (23 August 2018); BBC World Service (4 April 2018); Radio Bandeirantes (31 January 2018); CNN (Amanpour) 29 August 2016; GloboNews TV, 23 and 24 June, 2016; Radio France International, 24 June 2016; BBC World Service, 20 June 2016; GloboNews TV – Sem Fronteiras - 19 May 2016; France 24 TV March 2016; Bloomberg TV December 2015; BBC Radio 4 (March 2016); France 24 TV (Focus) 14 January 2015 and 4 October 2014; CNB Radio, 29 October, 2015; Bloomberg TV (Countdown) 27 November 2014,; Bloomberg TV (The Pulse) 6 October 2014, (Countdown) 30 June 2014 and 27 June 2013; BBC Radio 4 (The World Tonight) 20 October 2013.

Membership of editorial boards

Member, Editorial Board, *Luso-Brazilian Review* (2015-present); *Latin American Perspectives* (2003-present); *Human Rights Review* (2004-present); *Teoria e Pesquisa: Revista de Ciência Política* [Theory and Research: Journal of Political Science - Federal University of São Carlos, Brazil], 2010-present; *Observanordeste* [Fundação Joaquim Nabuco, Brazil] (2010-present); *Anistia* [Amnesty Commission, Brazilian Ministry of Justice] (2011-present); *Revista Estudos de Política* [Federal University of Campina Grande, Brazil] (2011-present); *Brasiliana: Journal for Brazilian Studies* (2012-present); *Brazilian Studies* (2016-present); *Sustainability* (2018-present); and *Revista Brasileira de Ciências Policiais* (2019-present).

Organizer

Host and organizer, XII international conference of the Brazilian Studies Association, 20-23 August 2014 (at King's College London).

Reviewing

Member, international jury to select the best MA thesis and PhD dissertation in the social sciences in Brazil for the National Association of Research and Postgraduate Programs in the Social Sciences (ANPOCS), Brazil, February-March 2021.

Reviewer of grant proposals, National Science Foundation, 2006 and 2014; FCT (Portuguese Foundation for Science and Technology), 2014, 2020 and 2021; International Institution of Education (Fulbright), 2008; Economic and Social Research Council (U.K.; 2006) Rockefeller Foundation, 2005.

Reviewer, faculty publications in the Centre for Historical Research and Documentation (CPDOC), Getúlio Vargas Foundation (FGV), Rio de Janeiro, 30-31 October 2019.

Reviewer, Memórias Reveladas Prize for the best PhD dissertation based on work in the archive, National Archive of Brazil, August 2018.

Reviewer, external committee to review the interdisciplinary centers on Africa, Development Studies, Latin America, and South Asia, University of Cambridge, November 2017.

Reviewer, International Committee for the Evaluation of Interdisciplinary Research Centers, FAPESP (São Paulo state research agency), October 2017.

Reviewer, International Committee for the Evaluation of Interdisciplinary Research Centres, University of São Paulo, 2012 and 2011.

Reviewer of tenure files, John Jay College, 2006; University of Connecticut, 2009; University of Minnesota, 2010; University of New Mexico 2011; Tulane University 2013.

Reviewer of promotion file, University of California at Santa Barbara, 2015.

Reviewer of manuscripts for *International Political Science Review*; *Brasiliana*, *Brazilian Journal of Police Sciences*; *Bulletin of Latin American Research*, *Comparative Politics*, *Human Rights Review*, *Journal of Latin American Studies*, *Journal of Politics*, *Latin American Perspectives*, *Latin American Politics and Society*, *Latin American Research Review*, *Luso-Brazilian Review*, *Perspectives on Politics*, *Political Power and Social Theory*, *Political Studies*, *Journal of Cold War History*, Lynne Rienner Publishers, Penn State University Press, Oxford University Press, Rowman and Littlefield, Stanford University Press, University of Notre Dame Press, University of Pittsburgh Press, and the Woodrow Wilson Center Press.

Testifying

Witness, Foreign Affairs Committee, House of Commons Inquiry into Global Britain and South America, 29 January 2019.

Witness, Foreign Affairs Committee, House of Commons Inquiry into UK-Brazil Relations, April 2011.

Expert Witness, cases involving asylum requests by refugees from Brazil, San Francisco, 2004-5 and case involving asylum case from Mexico, Vancouver, British Columbia, Canada, 2018.

PROFESSIONAL ASSOCIATION MEMBERSHIP

American Political Science Association, 1990-present.

Association of Brazilianists in Europe, 2019-present.

Brazilian Studies Association, (President 2014-16; Vice President 2012-14).

International Political Science Association, 2019-present.

Latin American Studies Association, 1989-present.

Member of the Council, Brazilian Chamber of Commerce of GB, 2012-present.

Society for Latin American Studies (UK), 2008-present.

SELECTED (RECENT) PRESENTATIONS

“National populism in comparative perspective”, presentation to the association of postgraduate students in political science, State University of Campinas (Unicamp), São Paulo, Brazil, 29 March 2021.

“Ten Years After: the first decade of the Brazil Institute”, inaugural presentation for Brazil Week, King’s College London, 25 January 2021.

“Desafios Atuais de Democracia no Mundo” [Contemporary Challenges of Democracy in the World], first presentation of the online lecture series “Cidadania em Cena”[Citizenship on the Scene], Votorantim Institute, 29 September 2020.

“The Bolsonaro Government: Origins, Performance and Possible Future Directions” at the New York National Guard Strategy Session, Schenectady, New York, 10-11 December 2019.

“The Bolsonaro Government: Origins, Performance and Possible Future Directions” at Challenges for Latin America in the Age of Globalization, a one-day conference at St. Mary’s University, Twickenham, London, 6 December 2019.

“The First Eight Months of the Bolsonaro Government” at the Norwegian Institute of International Affairs (NUPI), Oslo, Norway, 4 September 2019.

“Public Security Policies in Brazil and the United Kingdom”, at the III International Seminar on Police Science and Criminology, Federal Police, Brasília, 23 May 2019.

“The Federal Police and the Investigation of Organised Crime”, at the international seminar Corpus Delicti: Studies in Transnational Organised Crime, Autonomous University of Lisbon, 21 November 2018.

“Lawyers, Guns and Money: Brazilian State Formation in Comparative Perspective”, David Rockefeller Center for Latin American Studies, Harvard University, Cambridge, MA, USA, 13 November 2018.

“The Limits of Coercion: State Building, Policing and Federalism in Brazil”, inaugural lecture, Faculty of Social Sciences and Public Policy, King’s College London, 6 November 2018; and International Relations Institute, University of São Paulo, 28 May 2019.

“Is the Brazilian State Patrimonial?”, Institute of Latin American Studies, German Institute of Global and Area Studies, Hamburg, 11 June 2018.

“Policy Diffusion: Some Considerations”, Plenary Session of the International Conference on Policy Diffusion and Development Cooperation, Federal University of São Paulo, Brazil, 16 May 2018.

“Two Cheers for Brazilian Democracy?”, keynote address to the conference on actors, institutions, and policy change in Brazil: current challenges and future scenarios at the London School of Economics and Political Science, 16 March 2018.

“Institutional Designs of Policing in the US, UK and Brazil”, paper presented at the National Forum for Public Security, São Paulo, Brazil, 18 July 2017.

“Samuel Huntington and ‘Decompression’ in Brazil”, paper presented at the International Relations Institute, University of São Paulo, 30 May 2017.

“Explaining the Role of Violence in the Brazilian State”, paper presented at the Institute of the Americas seminar, University College London, 11 January 2017.

“For the Swedish to See? The Police Ombudsman in Recife, Brazil”, paper presented at the International Law and Society conference, New Orleans, USA 2 June 2016.

“Samuel Huntington and ‘Decompression’ in Brazil”, paper presented at the Brazil Studies Program Seminar, Harvard University, 7 April 2016; and Center for Inter-American Policy Research, Stone Center for Latin American Studies, Tulane University, New Orleans, Louisiana, USA, 15 January 2016.

“The Truth Commission and Institutional Reform”, paper presented at the conference “The Brazilian National Truth Commission in the Context of Latin America: Local, National, and Global Perspectives”, Univ. of Hannover, Germany, 16 October 2015.

“Brazilian Transitional Justice in Comparative Perspective”, keynote paper presented during the Week of Political Science (An Evaluation of the Democratization Process in Latin America), Federal University of São Carlos, São Carlos, São Paulo, Brazil, 27 April 2015.

“The Brazilian National Truth Commission Report in Comparative Perspective”, paper presented at the Watson Institute, Brown University, 10 March 2015.

“Militarized Approaches to Urban Security and Humanitarian Crises in Brazil”, paper presented at a conference entitled “Reframing Urban Violence in Latin America: Humanitarian and Military Responses” organized by the Norwegian Center for Humanitarian Studies, Oslo, Norway, 3 December 2014.

“Security Sector Oversight: Protecting Democratic Consolidation from Partisan Abuse in Brazil”, paper presented at a conference organized by the Center for Constitutional Transitions at New York University Law School and the International Institute for Democracy and Electoral Assistance, Tunis, Tunisia, 14 August 2014.

“Revisiting the US Role in the 1964 Coup in Brazil”, paper presented at a keynote panel at the Brazilian Political Science Association (ABCP), Brasília, 5 August 2014.

“Change and Continuity under Authoritarian Rule in Brazil”, presentation on panel 1, “What Remains of the Dictatorship?” at a conference entitled “50 Years from the Coup and the New Agenda for Transitional Justice in Brazil”, organized by the Federal Ministry of Justice, Recife, Brazil, 10 March 2014.

SELECTED PHD SUPERVISION AT KING'S COLLEGE LONDON

Completed PhDs

Robert Coates, thesis on natural disaster management in the Região Serrana of Rio de Janeiro, completed in 2016.

Robert Coates is currently an assistant professor in Disaster and Crisis Studies in the Department of Social Sciences at the University of Wageningen, the Netherlands.

Roxana Cavalcanti, thesis on policing in two low-income communities in Recife, completed in 2016.

Roxana Cavalcanti is currently an assistant professor in the Criminology Department of the University of Brighton in the UK.

Mathilde Chatin, thesis on Brazilian foreign policy and soft power, completed in 2016.

Mathilde Chatin is a Latin America specialist at FTI Consulting in Paris, France.

Christoph Harig, thesis on the influences of experience in international peacekeeping and domestic pacification on Brazilian Army personnel, completed in 2017.

Christopher Harig is now an assistant professor at the Helmut Schmidt University in Hamburg, Germany.

Alexandre Pereira, thesis on waste management policy in Brazil and India, completed in 2017.

Alexandre Pereira is currently a teaching assistant in the Department of International Development at King's College London.

Anna Grimaldi, thesis on the role of Brazilian NGOs in the creation of transnational human rights networks during the Brazilian dictatorship, in progress (thesis defense 25 June 2019).

Anna Grimaldi is currently a lecturer in the Department of History at King's College London.

Marketa Jerabek, thesis on the relationship between globalization and the quality of democracy (thesis defense June 2020).

Marketa Jerabek is a researcher at the José Luiz Egydio Setúbal Foundation in São Paulo, Brazil.

Fernanda Odilla, thesis on administrative procedures involving federal employees investigated for corruption in Brazil (thesis defense passed on 14 May 2019).

Fernanda Odilla now has an EU-funded three-year post-doctoral fellowship to do comparative research on corruption and anti-corruption mechanisms at the University of Bologna in Italy.

Matheus Soldi Hardt, thesis on the Brazilian Congress' role in foreign policy (thesis defense passed in July 2019).

Matheus Soldi Hardt now works for the BRB company in Brasília, Brazil.

Gabriela Gomes Coelho Ferreira, thesis on the internationalization of higher education as a foreign policy instrument in Brazil (thesis defense passed in November 2019).

Gabriela Gomes Coelho Ferreira is now a researcher at the São Paulo Advanced School on Science Diplomacy and Science Innovation.

Roxana Borquez Gonzalez, thesis on participation and policymaking in water and energy in Chile, (thesis defense passed in March 2021 in the Department of Geography).

PhD supervision in progress

First supervisor

Maria Cristina Ramirez, the populism of the Trump (2016-2020) and Bolsonaro (2019-present) administrations in the USA and Brazil.

Daniel Buarque, Brazil's image and its foreign policy, 1989-2014.

Andreia Reis do Carmo, the relationship between corruption perception and political participation in Brazil.

David Kenyon, the impact of violence on the lived experience of residents of two favelas in Rio de Janeiro, Brazil.

Darcio Pimenta, the internationalization of small and medium companies in Brazil.

Second supervisor

Christoffer Guldberg, citizenship and pacificatory police units in Rio de Janeiro.

Maisa Edwards, Brazilian policy towards the South Atlantic.

Supervision of students in the joint PhD in international relations with USP

Felipe Estre, the discourse of Brazilian diplomats about foreign policy.

Alessandra Castilho, the role of the Brazilian Foreign Ministry in repression under the dictatorship.

Rodrigo Lyra, the role of Petrobras in Brazilian foreign policy.

Ingrid Schlindwein, the relationship between Brazil and the World Bank.

RESEARCH SUPPORT

Small Research Grant, School of Global Affairs, for research on authoritarianism and populism in Brazil, India and Russia, March-June 2021, £2,450.

Small Research Grant, Department of International Development, for research on national populism in comparative perspective, March-June 2021, £1,863.

Small Research Grant, Faculty of Social Science and Public Policy at King's College London, for research on deforestation in the Brazilian Amazon with geographer Martin Wooster, December 2019 – September 2020 (£7,500).

Visiting Researcher Fellowship, FAPESP, for visitorship at the International Relations Institute at the University of São Paulo, April – September 2017 (£15,000).

Research Grant, Economic and Social Research Council Rising Powers Programme, 2012-16 (£10,000) project on anti-poverty programs in Brazil, China, India, and South Africa, PI Dr. James Manor, Institute of Commonwealth Studies.

Small Research Grant, British Academy, 2008, for the organization of a conference and research on the police ombudsman in Pernambuco and São Paulo, Brazil (£6,833).

Research Fellowship, Fulbright-Hays Faculty Research Abroad Program, awarded for twelve months of research in 2006-7 on policing in three Brazilian cities (\$58,000).

Teaching/Research Fellowship, Fulbright Scholar Program, awarded for fall semester 2005, to teach a graduate comparative politics course at the Federal University of Pernambuco and research public security policy in Recife, Brazil (\$30,000).

Library Scholar Grant, David Rockefeller Center for Latin American Studies at Harvard, for the use of the Harvard libraries, July 19-August 16, 2003 (\$3,000).

Sawyer Seminar Grant (with Brian Potter), Andrew W. Mellon Foundation, for a seminar on the microfoundations of the neoliberal turn in Latin America at Tulane University, 2002-03 (\$110,000).

Research and Writing Grant (with Jorge Zaverucha), Program on Peace and International Cooperation, The John D. and Catherine T. MacArthur Foundation, for research on military justice in Brazil and Chile, 1998-99 (\$89,000).

Sawyer Seminar Grant (with Diane Davis), Andrew W. Mellon Foundation, for a seminar on the military, politics, and society at the Graduate Faculty of New School University, 1997-98 (\$100,000).

Einstein Institution Fellowship, Cambridge MA, spring 1995 (\$25,000).

Research Fellowship, Fulbright Scholar Program, awarded for research on prosecutions in military courts during the Brazilian military dictatorship, São Paulo, 1994 (\$30,000).

Doctoral Fellowship for research on rural trade unions in northeast Brazil, Organization of American States, 1987-88 (\$6,000).

Doctoral Fellowship for research on rural trade unions in northeast Brazil, Inter-American Foundation, 1987-88 (\$6,000).

ANAMIKA PRASAD

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Brookings, SD 57007

EDUCATION

PhD	Massachusetts Institute of Technology (MIT) Materials Science and Mechanics	2007
MS	Massachusetts Institute of Technology (MIT) Civil and Environmental Engineering	2003
BTech	Indian Institute of Technology-Varanasi, India (IIT-V) Civil and Environmental Engineering Gold Medalist	1997

EMPLOYMENT

Assistant Professor, Mechanical Engineering South Dakota State University, Brookings, SD	2016 to present
Assistant Professor (Visiting), Engineering and Technology University of Washington, Tacoma, WA	2015 to 2016
Assistant Professor, Applied Mechanics IIT Delhi, India	2013 to 2016
Postdoctoral Researcher Stanford University, Stanford, CA	2009-2011
Engineer Exponent Failure Analysis, Menlo Park, CA	2007-2008
Research Assistant MIT, Cambridge, MA	2004-2007
Teaching Assistant MIT, Cambridge, MA	2002-2004
Engineer Engineers India Limited, New Delhi, India	1997 to 2001

HONORS AND AWARDS

NSF CAREER Award	2021-2026
Air Force Research Lab Summer Faculty Fellowship	2020, 2021
NASA STAR Fellowship	2020
Science Communication Fellow, SD Discovery Center	2018
Gandhian Young Technological Innovation	2015

First Place, Endovascular Research Competition	2011
Simulia Award for Bioengineering Research	2010
MIT Schoettler Fellowship	2001
Gold Medal for overall excellence in undergraduate studies	1997
Gold Medal for overall excellence in undergraduate studies	1997
University Medal for department excellence in undergraduate studies	1997
University Scholarship	1994-1997

PROFESSIONAL AFFILIATION

Member, Materials Research Society (MRS)
Member and Chapter Advisor, Biomedical Engineering Society (BMES)
Member, American Society of Engineering Education (ASEE)
Member, American Society of Mechanical Engineering (ASME)
Member, American Association for Advancement of Science (AAAS)
Member, American Society of Composites (ASC)

PROFESSIONAL DEVELOPMENT

LAMMPS Molecular Dynamics Workshop, Virtual	2021
CETL Teaching Coach Program, SDSU Center of Teaching and Learning (CETL)	2020
CETL Certification, SDSU CETL	2020
Certification in Assessment Academy, SDSU	2020
NSF Engineering CAREER Workshop, Bethesda, MD	2019
ASEE National Effective Teaching Institute Workshop, San Diego, CA	2019
NASA@MY Library Science Communication Training	2019
NASA-NIH Workshop on Collaborative Biomedical Research in Earth and Space Benefits, Bethesda, MD	2018
Advisor Workshop, SDSU	2018
NASA EPSCoR Technical Interchange Meeting, Goddard Space Flight Center, Greenbelt, MD	2018
Science Communication Fellowship Workshop, SD Discovery Center	2018
CETL Certification Workshop, Getting More out of IDEA-SRI Reports	2018
Cardiovascular Innovation and Translation Workshop, Univ of Michigan	2017
SD CAREER proposal Workshops	2017
Communicating Science, Tools for Scientist and Engineers, AAAS	2016

TEACHING EXPERIENCE

South Dakota State University, Brookings, SD	2016-present
<ul style="list-style-type: none"> • ME 741 Advanced Stress Analysis (graduate) • ME 739 Advanced Metallurgy. Revived and revamped an existing graduate course. • ME 448/548 Mechanical Behavior of Biomaterials: Developed a new course for graduate and senior undergraduate levels. • ME 241 Engineering Materials: undergraduate core course, multiple semesters • ME 433/533 Non-Destructive Testing: Reviving and revamping an existing course to align with Aerospace Engineering specialization. It will be offered in 2022. 	

University of Washington, Tacoma, WA

2016

- Biomedical System and Devices

IIT, Delhi

2013-2016

- Applied Elasticity, graduate course
- Solid Mechanics, graduate course
- Experimental Methods in Solids and Fluids (Lecture and Lab), graduate course
- Labs and Tutorial Section of multiple undergraduate courses
 - Mechanics
 - Materials Science Labs
 - Fluids and Solids Lab
- Course Development Activities
 - Biomechanics (UG course, part of Minor Area in Computational Mechanics)
 - Mechanical Behavior of Biomaterials (UG/PG course)
 - Biodesign at UG and PG level (Intra-Institutional Bio design Centre)

FUNDED PROJECTS

I have received approx. \$1.2 million grant at SDSU, 80% of which as single PI. Details below.

- DOD Air Force Office of Scientific Research (AFOSR) DURIP "Characterizing Nano mechanics of Interfaces for Next-Generation Multifunctional Aerospace Composite" (USD: 376,513, FY2022 cycle), role: PI (100%).
- NSF CAREER "CAREER: Mechanics of Next-Generation Composites using Cellulose and Bioinspired Interphases" (USD: 531,740, 2021-2026), role: PI (100%)
- NSF 2DBEST EPSCoR center grant for "Raman spectroscopic analysis for Investigating Microbial Resilience in Soyabean" (USD: approx. 50,000), role: collaborative proposal as subgrant from subgrant from SD NSF EPSCOR 2DBEST
- Internal grant for purchase of 3D Biopinter (USD: 15,000, FY21)
- SDSU Research Challenge Fund "MXene Based 2D Materials: Bioinspired Design for Ultrathin Tough Composites" (USD 22,331, 2021-2022), Role: PI (100%)
- NASA EPSCoR "Additively Manufactured GRCop-42 Extended Investigation" (USD: 99,914, 2020-2022), Role: co-PI (50%)
- SD Space Grant "Hands-on Biomedical Engineering Experience for Undergraduates in NASA Space Challenges" (USD: 10,700, 2020-2022), Role: PI (70%)
- Air Force Research Lab Summer Faculty Fellowship "Computational Mechanics of MXene-based Composites and its interfaces using Bioinspired Materials Design" (June-Aug 2021)
- NASA EPSCoR "Characterization of GRCop-42 Additively Manufactured Material" (USD: 99,914, 2019-2021), Role: co-PI (50%)
- Air Force Research Lab Summer Faculty Fellowship "Framework for the Design of Functionally-graded bioinspired porous composites" (June-Aug 2020)
- SDSU Research Challenge Fund "Biomechanics of Plant Cell Wall in Normal Growth and

Disease" (USD 6,236, 2018-2019), Role: PI (100%)

- North Central Regional Sun Grant Center "Characterization of Plant-Based Bio-Asphalt Binder and Bio-Additives as Sustainable Highway Construction Materials: A Preliminary Study" (USD 48,574, 2018-2019), Role: co-PI (25%)
- SDSU "Tissue Biomechanics and Biomaterials Lab Development" (USD 7,000, 2016-2017), Role: PI (100%)
- Biotechnology Ignition Grant, Department of Biotechnology India (USD 77,000, 2015); Role: PI (canceled after moving to the US)
- Indo-US Grand Challenge award "Affordable Blood Pressure Measurement Technologies for Low-Resource Settings in India and the U.S" (USD 66,000; 2014-2017), Role: PI
- IIT Grant for research on "Biomechanics of Cardiovascular Diseases, Diagnosis, and Treatment" (USD 18,000, 2014-2016); Role: PI

GRANT PENDING

- NSF RII Track-2 "Center for Climate-Conscious Agricultural Technologies (CCAT)", leading the Spectral Imaging subgroup (USD: 6 million, 2022-2026).
- NASA Space Technology Graduate Research opportunity, "Machine Learning aided Platform for Multifunctional Materials Design", PI on graduate student research proposal for PhD in my lab (2022-2025).

IN THE MEDIA

- [Prasad first ME faculty member to receive NSF CAREER Award](#), News@SDSTATE, Sept 2021
- [AFRL Fellowship fuels composite materials research](#), News@SDSTATE, Sept 2021
- [Discovery center and Pierre Players radioactive](#), Capital Journal, May 2021
- [Researchers evaluate materials for NASA rocket engines](#), NASA EPSCoR grant helps train students to test additively manufactured materials, Newswise, March 2021
- Prasad develops biomaterials using cellulose fibers, article in College of Engineering Annual Research Review 2020
- [Engineering study examines sunflower stem growth](#) Physics.org, July 2020, sourced from News@SDSTATE July 2020
- [Integrating cellulose fibers to asphalt pavement mixtures](#) Sun grant project finds new uses for agricultural materials, Newswise, August 2020
- [Starts, Planets Align with visit from Scientist](#), Capital Journal, July 2018
- Microscope gives macro, Micro, and Nano View of Materials, Cover Page image and Article, College of Engineering Annual Research Review 2018

- SDSU Research CubeSat Team launches High Altitude Balloon, Pages 10-11, Impulse, 2018

PUBLICATIONS

Patent

Choudhury, M.I., Juneja, R., Prasad, A., Roy, S. A Novel Device for Measuring Pressure Pulses based on Applanation Tonometry Patent United States Patent, No US2020173712A1, India Patent No WO/2018/033938 (2018)

Journals

Sinha R, Janaswamy S, Prasad A. [Enhancing mechanical properties of Electrospun Cellulose Acetate Fiber Mat upon Potassium Chloride exposure](#). Materialia. 2020 Dec 1;14:100881.

Roy M, Mathew FM, Prasad A. [Biomechanics of vascular plant as template for engineering design](#). Materialia. 2020 Aug 1;12:100747.

Prasad, A, Roy, M, [Bioimpedance Analysis of Vascular Tissue and Fluid Flow in Humans and Plants: A Review](#), Journal of Biosystems Engineering, Vol 97, Sept 2020

Choudhury MI, Singh P, Juneja R, Tuli S, Deepak KK, Prasad A, Roy S. [A novel modular tonometry-based device to measure pulse pressure waveforms in radial artery](#). Journal of Medical Devices. 2018 Mar 1;12(1).

Singh P, Choudhury MI, Roy S, Prasad A. [Computational study to investigate effect of tonometer geometry and patient-specific variability on radial artery tonometry](#). J Biomech. 2017 Jun 14;58:105-113.

Chauhan S, Khan SA, Prasad A. [Irradiation-Induced Compositional Effects on Human Bone After Extracorporeal Therapy for Bone Sarcoma](#). Calcif Tissue Int. 2018 Aug;103(2):175-188.

Chauhan S, Manoj K, Rastogi S, Khan SA, Prasad A. [Biomechanical investigation of the effect of extracorporeal irradiation on resected human bone](#). J Mech Behav Biomed Mater. 2017 Jan;65:791-800.

Bhattacharya T, Gupta A, Singh ST, Roy S, Prasad A. [Robust Motion Artefact Resistant Circuit for Calculation of Mean Arterial Pressure from Pulse Transit Time](#), 29th Annual Conference of the IEEE Engineering in Medicine and Biology Society, S Korea, July 2017 (pp 3353-3356)

Mathur A, Prasad A. [Comparative Effectiveness of Thoracic Stent-graft design in curved Vascular System](#), 5th International Congress on Computational Mechanics and Simulation, Dec 2014

Prasad A, To LK, Gorrepati ML, Zarins CK, Figueroa CA. [Computational analysis of stresses acting on intermodular junctions in thoracic aortic endografts](#). Journal of Endovascular Therapy. 2011 Aug;18(4):559-68.

Prasad A, Xiao N, Gong XY, Zarins CK, Figueroa CA. [A computational framework for investigating the positional stability of aortic endografts](#). Biomech Model Mechanobiol. 2013 Oct;12(5):869-87.

Prasad A, Dao M, Suresh S (2009). [Steady-State Frictional Sliding Contact on Surfaces of Plastically Graded Materials](#). Acta Materialia, Volume 57, Issue 2, Pages 511-524.

Peer-Reviewed Conference Papers

Suresh T, Landes S, Letcher T, Prasad A, Gradl P, Ellis D. [Nanomechanical Characterization of Additive Manufactured GRCo-42 Alloy Developed by Directed Energy Deposition Methods](#). ASME IMECE 2020 Nov 16 (Vol. 84515, p. V004T04A003).

Landes S, Suresh T, Prasad A, Letcher T, Gradl P, Ellis D. [Investigation of Additive Manufactured GRCo-42 Alloy Developed by Directed Energy Deposition Methods](#). ASME IMECE 2020 Nov 16 (Vol. 84515, p. V004T04A026).

Roy M, Prasad A, Kontz Brian, Mathew Febina. Application of Raman Spectroscopy to understand Phomopsis stem canker of sunflower caused by Diaporthe gulyae, Phytopathology 2018, Vol 108 (12), p34.

Prasad A, Dao M, Ramamurthy U. [Effect of Dilatation on the Elasto-Plastic Response of Bulk Metallic Glasses under Indentation](#). MRS Online Proceedings Library, 2009, 1224.

Journal Papers in Review

Prasad A, Frank GF, Nepal D, Varshney V. Learning from Nature: Opportunities and Design Rules for MXene-derived Structural Composites based on Bioinspiration. 2021 (under review).

Roy M, Prasad A. The Applicability of Raman Spectroscopy for Compositional Modifications of Plant Stem under Nitrogen and Nutrient Stress Detection. 2021 (under review).

Book Editor

Prasad A, Gupta SS, Tyagi RK, editors. [Advances in Engineering Design: Select Proceedings of FLAME 2018](#). Springer; 2019 Apr 27.

Undergraduate Journal Papers

VanDerWolde, Brooklyn K. and Hillson, Katelyn (2020) Advisor: Prasad A. [Design of a 3D Printed Bioreactor for Bone Cancer Research](#) The Journal of Undergraduate Research: Vol. 17, Article 6.

Solberg, Peder (2020), Advisor: Prasad A. [Design of an Affordable Rotating Drum Electrospinner for Classroom Education](#), *The Journal of Undergraduate Research*: Vol. 17, Article 5.

Selected Recent Conference Presentations (Abstract Reviewed)

Suresh T, Letcher T, Prasad A., Analysis of Additively Manufactured Material Using Thermomechanical Simulation and X-Ray Diffraction, Materials Research Society (MRS) Fall Meeting, Dec 2021. podium presentation

Roy, M, Prasad, A., Structure-Function and Compositional Investigation of Sunflower's Stem Under Normal Growth Using Microscopy and Spectroscopy, Nature Conferences, New York University, Nature, 2019

VanDerWolde, B., Hillson, K., Prasad, A., An Automated 3D Printed Bioreactor for Bone Cancer Studies, BMES, 2019

Sinha, R., Janaswamy, S., Prasad, A, Development and Viability of Cellulose-based Scaffold as a Bone Tissue Microenvironment, Biomedical Engineering Society (BMES) Annual Meeting, Philadelphia, PA, Oct 2019

Sinha Ruhit, Chakraborty A, Prasad A. Development of ex-vivo Culture set-up for Bone Tumor Reconstruction, Biomaterials Day at USD, 2018, Sioux Falls, poster presentation, 2nd place.

R. Sinha and A. Prasad, Development of Electrospinning as Rapid Prototyping Platform for Biocompatible Materials, in Biomedical Engineering Society (BMES) Annual Meeting, Atlanta, GA, Oct 2018.

Beatriz de Souza, Cheng Zhang, Mark A. Messerli, Anamika Prasad, Todd Letcher, LCD 3D Printing of Poly (Glycerol Sebacate)Acrylate, MRS Spring 2018, podium presentation.

Roy M, Prasad A. Raman spectroscopic analysis of plant health, MRS Spring 2018

Chakraborty A, Prasad A. Long-term ex-vivo survivability of bone tissue for tissue experimentation platform, Society of Biomaterials Annual Meeting 2018, Atlanta GA poster presentation

Roy M, Prasad A, Kontz Brian, Mathew Febina. Application of Raman Spectroscopy to understand Phomopsis stem canker of sunflower caused by Diaporthe gulyae, APS North Central Division meeting 2018, podium presentation

Roy M, Prasad A. Raman Spectroscopic Analysis of Plant Cell Wall in Normal and Diseased Sunflower, Society of Biomaterials Annual Meeting 2018, Atlanta GA poster presentation

Agrawal D, Jain D, Khan SH, Prasad A. Patient-specific Analysis of Neglected cases of Development Dysplasia of Hip. Structural Engineering Conference, Dec 2016

Chauhan S, Manoj K, Rastogi S, Khan SH, Prasad A. Mechanical Alteration in Resected Human Bone Under High Dose of Radiation During Cancer Treatment Therapy, BI-Term. IIT Delhi, April 2016

Chauhan S, Manoj K, Rastogi S, Khan SH, Prasad A. Raman Spectroscopic Investigation of Bone under Extracorporeal Irradiation and Re-implantation Therapy, Global Cancer Summit. IISc Bangalore Nov 2015

Manoj K, Chauhan S, Rastogi S, Sharma DN, Prasad A, Khan SH. Extracorporeal Radiation Therapy in Malignant bone Tumor: Clinical Outcome. International Society of Limb Salvage (ISOLS) and the Musculoskeletal Tumor Society (MSTS) Combined Annual Meeting, Florida Oct 2015

Chauhan S, Manoj K, Khan SH, Prasad A. Nanomechanical investigation of Extracorporeal radiation therapy in malignant bone Tumours. International Society of Limb Salvage (ISOLS) and the Musculoskeletal Tumor Society (MSTS) Combined Annual Meeting, Florida Oct 2015

Choudhary MI, Sarin A, Khan SH, Prasad A. Device for Compliance Monitoring and early Relapse Detection for Clubfoot National Clubfoot Congress, April 2015

MH. Kolekar, L Raja, H Rai, A Prasad, Image-Based Arterial Wall Thickness estimation for Abdominal Aortic Aneurysm Rupture Risk Analysis, International Congress on Computational Mechanics and Simulation (ICCMS), IIT Hyderabad, December 2012

Prasad A, Gong XY, Figueroa CA, Zarins CK. A Finite Element Approach for Evaluating the Risk of Endograft Migration. ASME 6th Frontiers in Biomedical Devices Conference and Exhibition, Irvine, CA, USA, 2011 (Invited presentation).

Prasad A, Gorrepati ML, To LK, Zarins CK, Figueroa CA. Relationship between Endograft Oversizing, Radial Force and Aortic Neck Dilation: Long term Effects. FDA & NHLBI 4th Annual Workshop on Computer Methods for Medical Device Modeling, Rockville, 2011.

Prasad A, To LK, Gorrepati ML, Zarins CK, Figueroa CA. Computational Analysis of Stresses Acting on Inter-Modular Junctions in Thoracic Aortic Endografts. International Congress of Endovascular Specialists ICON, 1st Place, Endovascular Research Competition, 2011.

Figueroa CA, Prasad A, Zarins CK. A Computer Framework to evaluate Endograft Stability: Opportunities for Clinical Validation. FDA & NHLBI Fourth Annual Workshop on Computer Methods for Medical Device Modeling, Rockville, USA, 2011.

Figueroa CA, Gorrepati ML, To LK, Yeh V, Prasad A, Zarins CK. A Longitudinal Study of the Positional Stability of TEVAR Using Computational Fluid Dynamics. 35th Annual meeting of Southern Association for Vascular Surgery, Naples, Florida, USA, 2011.

Figueroa CA, Prasad A, Yeh V, Zarins CK. Computational Tools for the Analysis of Abdominal Aortic Endograft Migration. 9th World Congress on Computational Mechanics, Sydney, Australia, 2011.

Prasad A, Figueroa CA, Gong XY, Taylor, CA, Zarins CK. Patient and Device-Specific Computational Modeling of Contact Analysis of Abdominal Aortic Endograft Migration. FDA & NHLBI Third Annual Workshop on Cardiovascular device Modeling, Rockville, USA. Simulia Award for Bioengineering Research, 2011

Prasad A, Zarins CK, Figueroa CA. Modeling of Stented Aortic Aneurysm for Evaluating Endograft Migration. Stanford Bio-Mechanical Engineering Conference, Stanford, USA, 2010.

PROFESSIONAL SERVICE

Symposium/Meeting

- MRS Career Advancement Committee Member (2021-)
- Organizing Chair, Midwest Applied Materials Symposium (MAMS), SDSU, Nov 2021
- Organizing Chair, 1st Cardiovascular Bioengineering Symposium, IIT Delhi 2013

Proposal Reviewer

- NSF Reviewer (2020, 2021, 2022)
- NSF BMMB Panel 2019, 2021
- UK Heart Research

Journal Reviewer

- International Journal for Numerical Methods in Biomedical Engineering.
- PLOS One
- Acta Materialia
- IEEE Transactions on Biomedical Engineering

Others

- Mentored and hosted undergraduate student researcher under NSF REU or Research Experience for Undergraduates, 2018, 2019.
- ASGSR Undergrad/Grad Student Poster Competition Judge (2018)
- SDSU Sigma Xi Undergraduate Research, Scholarship and Creative Activity Day (URSCAD) Judge (2017)

SERVICE: DEPARTMENT AND UNIVERSITY

South Dakota State University, Brookings, SD

2016-present

- Faculty Senator, representing College of Engineering

- Search Committee Member
 - Department Chair Search, 2020-2021
 - College of Engineering Grant Specialist Search, 2020, 2021.
 - Faculty Search for Assistant Professor in Mechanical Engineering, 2017-2018
- Departmental Committee Members
 - Lab Revision Committee, 2017-2020
 - Graduate Studies Committee, 2018-2020
 - ABET Accreditation Committee, 2020-2021
- Graduate Committee Members on multiple student thesis

IIT, Delhi

2013-2016

- Member of Multi-Institutional team for *Establishment of Inter-Institutional Bio-design Centre* (initiated by Department of Biotechnology, Govt of India with IIT-Delhi, All India Institute of Medical Sciences-Delhi, Translational Health Science and Technology Institute-Delhi)
- Member, Departmental Policy Committee (department representative for Institute-level meetings on academic policy and planning).
- Lead, Departmental Library Development (Jan 2014-present)
- Member of IIT-Delhi team for a joint meeting with US State Dept Delegates on women in IT and Communications Technology (May 2013).

SERVICE: COMMUNITY AND OUTREACH

- Student Organization Mentorship
 - Biomedical Engineering Society (BMES), Founding Advisor since 2018
 - Founding co-advisor to CubeSat Team (2017-2019).
 - Advisor to Indian Student Association, 2016-2019
- Broadening Participation: Multiple science Communication & community outreach through SD Discovery Center, South Dakota Education Portal, and SDSU's College of Engineering
 - Hands-on workshops during "Meet a Scientist" event (2019, 2021)
 - [Lunch and Learn: Bones in Space with Dr Anamika Prasad](#), Discovery Center, Online event April 2021
 - [Remote Learning Hacks: NASA 3D printing](#), Facebook Live Event for SD Discovery Center
 - SDSU GEMS (Girls Engineering Math and Science) Workshop for 8th Grader
 - SDSU RSG (Ready Set Go) Workshop for High School Girls
- Regular judge at high school science fair events (Eastern South Dakota Science and Engineering Fair, Best Robotics team)

INVITED TALKS

- Florida International University, Dept. of Mechanical and Materials Engineering, 2022
- IEE Young Professional Engagement Series (YES), IEEE Sensors Council, 2021
- Seminar Series, Electrical Engineering, South Dakota School of Mines, 2021
- Symposium, Department of Physics, South Dakota State University, 2021
- Webinar/Conversation by Communeeti Organization, "Thinking local, going global," 2021

- Webinar series, New Govt Polytechnic, India, “Affordable Science and Tech. for Societal Impact”, 2021
- Seminar Series, Civil and Env. Engineering, North Dakota State University, “Biomechanics of Irradiation in Bone Cancer Treatment and Bone Scaffold Development,” 2020
- Webinar and Facebook Live event, Jawahar Lal Nehru University, New Delhi, India, “Gender Bias and Stereotyping, Gender Equality and Women's Right,” 2020
- International webinar organized by Patna Women's College, India, “Effective Tools for research and Scientific Presentation,” 2020
- Mini-Symposium Biobased Materials and Biocomposites, North Dakota State Univ., 2016
- University of South Dakota, Seminar Series, 2016

STUDENTS ADVISED

PhD

- Debrup Chakraborty, joined Spring 2022, Previous: MS Queen’s University Ireland,
- Anandu Gopakumar, joined Spring 2022, Previous: MS NIT Karnataka India.
- Mukesh Roy [Biomedical Investigation of Plant Vascular Tissue for Bio-Inspired Design and Flexible Composites](#), Thesis, South Dakota State University Thesis, 2021
- Sakshi Chauhan, [Biomechanical Investigation of the effect of extracorporeal Irradiation on Resected Human Bone](#), Thesis, IIT Delhi, 2019

Masters, SDSU

- Swastika Bera. Joined Spring 2022.
- Jason Hasse. Statistical Tools in Material Science Simulation. Co-advised with Dr. Semhar Michael from Math and Statistics, South Dakota State University, Thesis expected: 2022, Air Force Research Lab, Internship, Spring 2022.
- Temitope Borode, Electrospun Tough MXene-based Composite nanofibers for Sensor Applications, South Dakota State University, Thesis expected: 2022.
- Trupti Mali Suresh. Experimental and Computational Mechanics of Additively Manufactured Metal Alloys for High-Temperature Applications, South Dakota State University Thesis, expected: 2022.
- Ruhit Sinha. [Development of Cellulose Acetate-Based Scaffold for Bone Tissue Engineering Applications](#), South Dakota State University Thesis, 2020.
- Chakraborty, Anirban. [3D Printed Bioreactor with Optimized Stimulations for Ex-Vivo Bone Tissue Culture](#) South Dakota State University Thesis, 2019

Undergraduates, SDSU

- Student Team: Martin Mead, Joseph Kutta, Design of Fiber Fracture Test Setup, Independent Study Team, Spring 2022.
- Karline Johnson, Nanomechanical Testing, Undergraduate Research, Spring 2022.
- Jordan Von Seggern, Computational Mechanics for MXenes-based Composites, supported by Air Force Research Lab, Internship, Fall 2021.
- Senior Design Team: Harness For Climbers, South Dakota State University, 2021-2022.

- Senior Design Team: Isaiah Duhme, Megan M Fiala, Ryan Schaefer, Design of Affordable 3D Bioprinter, [YouTube](#), South Dakota State University, 2020-2021.
- Senior Design Team: Kevin Lund, Geneva Petrich, Jacob Nomeland, Bone Tissue Compression Tester for Bio-CubeSat Project, South Dakota State University, 2017-2018.
- Senior Design Team: Mike Jorgensen, Caden Holzer, Tessa Loberg, 3D Printed Bone Scaffold Design, South Dakota State University, 2016-2017.
- Brooklyn VanDerWolde, Developed of Bone bioreactor, supported by SD Space Grant Fellowship, [LinkedIn](#), South Dakota State University, 2020.
- Zachary Dorn, Cellulose fiber reinforcement in cast, South Dakota State University, 2020.
- Peder Solberg, Design of an Affordable Rotating Drum Electrospinner for Classroom Education, [YouTube](#), Current: PhD Student at Dartmouth University. [LinkedIn](#), South Dakota State University, 2019.
- Claire Eggleston, 3D Electrospinner, currently Sales Associate at Johnson Controls, [LinkedIn](#), South Dakota State University, 2018.

Masters, IIT Delhi

- Danendra Agrawal, Stress analysis of Joint Dislocation, IIT Delhi Thesis, 2016
- Manoj Kumar (MD), Role of Extracorporeal Irradiation in Malignant Bone Tumor, AIIMS Delhi Thesis, co-guide, 2015
- Devesh Jain, Patient-specific stress analysis of Joint Dislocation, IIT Delhi Thesis, 2015
- Ankur Mathur, Comparative Effectiveness of Stent-Graft Design in Curved Vascular System, IIT Delhi Thesis, 2014
- Saurabh Sahu, Design Analysis of Metal and Metal Foam structures, IIT Delhi Thesis, 2014

Undergraduates, IIT Delhi

- Salam Thoithor, Junior Research Fellow, Indo-US Project, IIT Delhi, 2016-2018.
- Ruhit Sinha, Junior Research Fellow, Indo-US Project, IIT Delhi, 2016-present.
- Ikbal Choudhary, Junior Research Fellow, Indo-US Project, IIT Delhi, 2014-2016.
- Pranjal Singh, Study of Pulsatile Flow in Radial Artery, IIT Delhi 2013.
- Kishan Kumar Sachdeva, Blood Flow Simulation in Thoracic Aorta, IIT Delhi, 2013.
- Shilpi Jindal Bone Noninvasive Method for Hydration Monitoring in Patient, summer intern, IIT Delhi, 2015
- Sumit Dey Trafadar Software Development of Blood Pressure Device, summer intern, IIT Delhi, 2015
- Pratyush Sharma, Blood Pressure Pulse Waveform analysis, summer intern IIT Delhi, 2014.
- Vaibhav Gupta, Ultrasound methods for Bone material characterization, summer intern, IIT Delhi, 2014.
- Pragyan Pandey, Coronary Stent and Model of Stent Crimper, summer institute fellow, IIT Delhi, 2013.

Xuexia (Helen) Wang

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1155 Union Circle #311430, Denton, TX 76203-5017

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E-mail: Xuexia.wang@unt.edu; wxuexia888@gmail.com

WORK EXPERIENCE**Associate Professor (Tenured) of Statistics** Sept. 2016 - Present

Westheimer Science Faculty Research Fellow

Department of Mathematics, University of North Texas

Denton, TX 76203-5017

Associate Professor (Adjunct) of Biostatistics Sept. 2016 - Present

School of Medicine, University of Alabama at Birmingham

Birmingham, AL 35233

Associate Professor (Tenured) of Biostatistics Jan. 2016 - Aug. 2016

Division of Biostatistics, School of Public Health, University of Wisconsin-Milwaukee (UWM), Milwaukee, WI 53201

Assistant Professor of Biostatistics Aug. 2011 - Dec. 2015

Division of Biostatistics, School of Public Health, UWM, Milwaukee, WI

Assistant Professor (Adjunct) of Biostatistics April 2015 - Aug. 2016

School of Medicine, University of Alabama at Birmingham

Birmingham, AL 35233

Assistant Research Professor Sept. 2010 - Aug. 2011

Department of Population Sciences, City of Hope, Duarte, CA

Postdoctoral Researcher Jan. 2009 - Sept. 2010 (Mentor: Professor Mingyao Li)

Department of Biostatistics and Epidemiology,

University of Pennsylvania (UPenn) School of Medicine, Philadelphia, PA

Graduate Instructor and Research Assistant Sept. 2005 - Dec. 2008

Department of Mathematical Sciences,

Michigan Technological University, Houghton, MI

Visiting Scholar Mar. - Aug. 2005

College of Business Administration, Missouri State University, Springfield, MO

Associate Professor of Quantitative Economics Sept. 2004 - Mar. 2005
 School of Economics,
 Capital University of Economics and Business, Beijing, China

Assistant Professor of Quantitative Economics Sept. 1998 - Sept. 2004
 Information College, Capital University of Economics and Business, Beijing

Lecturer April 1996 - Sept. 1998
 Information College, Capital University of Economics and Business, Beijing

EDUCATION

PhD Statistics/Mathematical Sciences Dec. 2008
 Michigan Technological University, Houghton, MI
Dissertation: "Genetic Association Studies Considering LD
 Information and Genome-Wide Application"
Advisor: Professor Shuanglin Zhang

MS Statistics/Mathematical Sciences May 2007
 Michigan Technological University, Houghton, MI
Thesis: "Genome-Wide Association Tests by Two-Stage
 Approaches with Unified Analysis of Families and Unrelated
 Individuals"
Advisor: Professor Shuanglin Zhang

PhD Quantitative Economics July 2004
 Capital University of Economics and Business, Beijing, China
Dissertation: "Studies on the Mechanism of Double Layered
 Principal-agent in Venture Capital"
Advisor: Professor Xianglan Jin

MS Quantitative Economics April 1996
 Dongbei University of Finance and Economics, Dalian, China

BS Math Education July 1993
 Shandong Normal University, Jinan, China

RESEARCH INTERESTS

Developing and applying statistical methods and data mining tools to search for risk factors for human diseases and health traits with large scale complex sparse datasets regarding to genetics, genomics, image, and health; using statistics and machine learning methods to build risk prediction models for complex diseases

such as cancer and its treatment related adverse outcomes; developing and applying mathematical methods to analyze economic phenomena.

SELECTED PEER REVIEWED PUBLICATIONS

(*corresponding author)

1. Yang J, Zhang Z, **Wang X.** (2021) GAPF: Curve text detection based on generative adversarial networks and pixel fluctuations. *VISIGRAPP (5: VISAPP), Computer Science*.
2. Wu J, Zhang Z, **Wang X.** (2020) Drawing dreams. *International Conference on Neural Information Processing ICONIP 2020: Neural Information Processing. Lecture Notes in Computer Science*, vol 12532, pp 290-300.
https://doi.org/10.1007/978-3-030-63830-6_25
3. Zhang J, Guo X, Gonzales S, Yang J, **Wang X***. (2020) TS: a powerful truncated test to detect novel disease associated genes using publicly available gWAS summary data. *BMC Bioinformatics*, 4;21(1):172.
4. Zhang J, Xie S, Gonzales S, Liu J, **Wang, X.*** (2020) A fast and powerful eQTL weighted method to detect genes associated with complex trait using GWAS summary data. *Genetic Epidemiology*, 44(6):550-563 (*This paper was selected by the Genetic Epidemiology as the journal's highlight for the journal in the month.*)
5. Singh P, **Wang X**, Hageman L, Chen Y, Magdy T, et al. (2020) Association of GSTM1 null variant with anthracycline-related cardiomyopathy after childhood cancer—A Children's Oncology Group ALTE03N1 report. *Cancer*, 126(17): 4051-4058.
6. Sturtevant D, Lu S, Zhou ZW, Shen Y, Wang S, Song JM, Zhong J, Burks DJ, Yang ZQ, Yang QY, Cannon AE, Herrfurth C, Feussner I, Borisjuk L, Munz E, Verbeck GF, **Wang X**, Azad RK, Singleton B, Dyer JM, Chen LL, Chapman KD, Guo L. (2020) The genome of jojoba (*Simmondsia chinensis*): A taxonomically isolated species that directs wax ester accumulation in its seeds. *Science Advances*, 11;6(11):eaay3240.
7. Sharafeldin N, Richman J, Bosworth A, Chen Y, Singh P, Patel SK, **Wang X**, Francisco L, Forman SJ, Wong FL, Bhatia S. (2020) Clinical and Genetic Risk Prediction of Cognitive Impairment After Blood or Marrow Transplantation for Hematologic Malignancy. *J Clin Oncol*, 20;38(12):1312-1321.
8. Zhang J, Wu B, Sha Q, Zhang S, **Wang X.*** (2019) A general statistic to test an optimally weighted combination of common and/or rare variants. *Genetic Epidemiology*, 43(8):966-979.
9. Zhang J, Sha Q, Liu G, **Wang X.*** (2019) A gene based approach to test genetic association based on an optimally weighted combination of multiple traits. *PLoS One*, 14(8):e0220914.
10. Zhang J, Sha Q, Hao H, Zhang S, Gao XR, **Wang X.*** (2019) Test gene-environment interactions for multiple traits in sequencing association studies *Hum Hered*, 84(4-5):170-196.

11. Tintle NL, Fardo DW, Andrade MD, Aslibekyan S, Bailey JN, Bermejo JL, Cantor RM, Ghosh S, Melton P, **Wang X**, MacCluer JW, and Almasy L. (2018) GAW20: methods and strategies for the new frontiers of epigenetics and pharmacogenomics. *BMC Proc.*, 12 (Suppl 9): 26
12. **Wang X**, Boekstegers F, and Brinster R. (2018) Methods and results from the genome-wide association group at GAW20. *BMC Genet.* 19 (Suppl 1): 79. doi: 10.1186/s12863-018-0649-0
13. Gao T, Zhang J, Miguelangel DM, and **Wang X***. (2018) Methods to evaluate rare variants gene-age interaction for triglycerides. *BMC Proc.* 12(Suppl 9): 49. doi: 10.1186/s12919-018-0136-7
14. **Wang X**, Sun CL, Hageman L, Smith K, Singh P, et al. (2017) Clinical and genetic risk prediction of subsequent CNS tumors in survivors of childhood cancer: A Report from the COG ALTE03N1 Study. *Journal of Clinical Oncology*, 35(32):3688-3696. PMCID: PMC5678343.
15. **Wang X**, Xiao R, Zhu X, and Li M. (2017) Gene mapping in admixed families: a cautionary note on the interpretation of the transmission disequilibrium test and a possible solution, *Human Heredity*, Jan 12;81(2):106-116.
16. **Wang X**, Sun CL, Quiñones-Lombraña A, Singh P, et al. (2016) *CELF4* variant and Anthracycline-related Cardiomyopathy – A COG Study (ALTE03N1). *J Clin Oncol.* 10;34(8):863-70. doi: 10.1200/JCO.2015.63.4550.
17. **Wang X**, Zhao X, and Zhou J. (2016) Testing rare variants for hypertension using family-based tests with different weighting schemes. *BMC Proc*, 10(Suppl 7):61; DOI 10.1186/s12919-016-0036-7.
18. Wang Z, **Wang X**, Sha Q. (2016) Joint analysis of multiple traits in rare variant association studies. *Annual of Human Genetics*, 00, 1-10.
19. Zhu H, Wang Z, **Wang X**, Sha Q. (2016) A novel statistical method for rare variants association studies in general pedigrees. *BMC Proc.*, 10(Suppl 7):22; DOI 10.1186/s12919-016-0029-6.
20. **Wang X**, Zhang SL, Li Y, and Sha Q. (2015) A powerful approach to test an optimally weighted combination of rare variants in admixed populations. *Genetic Epidemiology.* 39:294-305. PMID:25758547
21. Xia S, Huang CC, Le M, Dittmar R, Du M, Yuan T, Guo Y, Wang Y, **Wang X**, Tsai S, Suster S, Mackinnon AC and Wang L. (2015) Genomic variations in plasma cell free DNA differentiate early stage lung cancers from normal controls. *Lung cancer*, 90(1):78-84.
22. Kalkbrenner A, Windham G, Serre ML, Akita Y, **Wang X**. et al. (2015) Particulate Matter Exposure, Prenatal and Postnatal Windows of Susceptibility, and Autism Spectrum Disorders. *Epidemiology.* 26(1):30-42. PMID:25286049
23. Xia S, Kohli M, Meijun D, Dittmar R, Lee A, Nandy D, Yuan T, Guo Y, Wang Y, Tschannen M, Worthey E, Jacob H, See W, Kilari D, **Wang X**, Hovey R, Huang CC, and Wang L. (2015) Plasma genetic and genomic abnormalities predict treatment response and clinical outcome in advanced prostate cancer. *Oncotarget*, 6(18):16411-21.
24. **Wang X**, Liu W, Sun CL, et al. (2014) Hyaluronidase synthase 3 (HAS3) variant

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- and Anthracycline-related Cardiomyopathy – A report from the Children's Oncology Group. *Journal of Clinical Oncology*. 32(7):647-53. PMID:24470002
25. **Wang X***, Oldani MJ, Zhao X, et al. (2014) A review of cancer risk prediction models with genetic variants. *Cancer Informatics*. Suppl. 2 19-28. PMID:25288876
 26. Zhao X, Sha Q, Zhang S, and **Wang X***. (2014) Testing optimally weighted combination of variants for Hypertension. *BMC Proc.* 8(Suppl 1):S59.
 27. Ahrenhoerster LS, Tate ER, Lakatos PA, **Wang X**, Laiosa MD. (2014) Developmental exposure to 2,3,7,8 tetrachlorodibenzo-p-dioxin attenuates capacity of hematopoietic stem cells to undergo lymphocyte differentiation. *Toxicology and Applied Pharmacology*, 277 (2):172-182.
 28. Sha Q, **Wang X**, Wang XL, Zhang SL. (2012) Detecting association of rare and common variants by testing an optimally weighted combination of variants. *Genetic Epidemiology*, 36(6):561-571. PMID:22714994
 29. Ferguson J, Hinkle C, Mehta N, Bagheri R, DerOhannessian S, Shah R, Wolfe M, Bradfield J, Hakonarson H, **Wang X**, Master S, Rader D, Li M, Reilly M. (2012) Translational studies of lipoprotein-associated phospholipase A2 in inflammation and atherosclerosis. *Journal of the American College of Cardiology*, 59(8):764-72.
 30. **Wang X**, Zhu X, Qin H, Cooper R, Ewens W, Li C, Li M. (2011) Adjustment for local ancestry in genetic association analysis of admixed populations. *Bioinformatics*, 27(5):670-677.
 31. Cappola T, Matkovich S, Wang W, Booven D, Li M, **Wang X**, et al. (2011) Loss-of-Function DNA sequence variant in the CLCNKA chloride channel implicates the cardio-renal axis in interindividual heart failure risk variation. *Proceedings of the National Academy of Sciences (PNAS)*, 108(6):2456-2461.
 32. Shen H, Bielak L, Ferguson J, Streeten E, Yerges-Armstrong L, Liu J, Post W, O'Connell J, Hixson J, Kardina S, Sun Y, Jhun S, **Wang X**. et al. (2010) Association of the Vitamin D Metabolism gene CYP24A1 with coronary artery calcification. *Arteriosclerosis, Thrombosis, and Vascular Biology*. Biol. 0: ATVBHA.110.211805v1.
 33. **Wang X**, Sha Q, Zhang SL. (2009) A new association test to test multiple-marker association. *Genetic Epidemiology*. 33:164-71. PMID:18720476
 34. **Wang X**, Qin H, and Sha Q. (2009) Incorporating multiple-marker information to detect risk loci for rheumatoid arthritis. *BMC Proc.* 3(Suppl 7):s28. PMID: 20018018
 35. **Wang X**, Zhang Z, Zhang SL and Sha Q. (2007) Genome-wide association tests by two-stage approaches with unified analysis of families and unrelated individuals. *BMC Proc.* 1(Suppl 1):S140. PMID:18466484
 36. **Wang X***. (2005) A study on the principal-agent model of the sides in venture capital with their stock's proportionate. *Quantitative & Technical Economics*, 2:121-126.
 37. **Wang X***. (2004) *Analysis and Forecasting on the Stainless Steel Market*, Brilliance. 8:20-21.

38. **Wang X***. (2004) Study of optimal revenue models in subsection venture capital. *Journal of Capital University of Economics and Business*, 3:57-60.
39. **Wang X***. (2004) Car sales unaffected by rising insurance costs. *Financial News*, July 6th, 6.
40. **Wang X***. Forecast of banks' information processing trends. (2004) *Financial News*, June 26th, 5.
41. Jin XL and **Wang X**. (2001) Analysis of developing state of national economy of Beijing. *Economic Management Study*, 4:31-35.
42. **Wang X***. (2001) An economics simulation with SWARM: agent-based model and object-oriented programming. *Quantitative & Technical Economics*, 5:63-64.
43. Xie Z, **Wang X**. (2001) The Structural Analysis of Mortgage-backed Securities, *Contemporary Legal Science*, 1:127-135.
44. **Wang X***. (2000) An analysis and the counter measurement of Beijing's real estimate investment. *Journal of Capital University of Economics and Business*, 4:71-74.

MANUSCRIPTS UNDER JOURNAL REVIEW

1. Zhang J, Gonzales S, Liu J, Gao XR, and **Wang X***. (2021) OWC: An Optimally Weighted Combination Method to Detect Novel Disease Associated Genes Using Publicly Available GWAS Summary Data, Scientific Report (major revision).

BOOK CHAPTERS

1. Tihua Jing, Xu Jing, Ling Ning, **Wang X** et al. (2004) *Economic Simulations in SWARM: Agent-based Modeling and Object-oriented Programming* (Chapters 4, 8, and 11). Social Science Documentation Publishing House, Beijing.
2. Tongsan Wang, Shouyi Zhang, Jianguo Qi, Fuqiang Li, **Wang X** et al. (2001) *21 Century Quantitative Econometrics*. China Statistics Press, Beijing.
3. Daiguang Hu, Hongye Gao, **Wang X** et al. (2000) *Dictionary of Economics*. Economic Science Press, Beijing.

REVIEW EXPERIENCE

1. Reviewer of *Bioinformatics*
2. Reviewer of *Cancer Informatics*
3. Reviewer of *European Journal of Human Genetics*
4. Reviewer of *Human Molecular Genetics*
5. Reviewer of *American Journal of Epidemiology*
6. Reviewer of *BMC Genetics*
7. Reviewer of *PLOS ONE*
8. Reviewer of *Journal of Bone Marrow Research*
9. Reviewer of *Genome Biology and Evolution*
10. Reviewer of *Nucleic Acids Research*

11. Reviewer of *Environmental Health Insights*
12. Reviewer of *Experimental and Molecular Pathology*
13. Reviewer of *Computational Biology and Chemistry*
14. Editorial board member of *Journal of Obesity and Bariatrics*, Oct, 2013 - Present
<http://www.avensonline.org/medical/journal-of-obesity-and-bariatrics/editorial-board-36/>
15. Judge for *American Society of Human Genetics (ASHG)'s DNA Day Essay Contest* (2011 contest 11 essays, 2013 contest 12 essays, 2017 contest 8 essay 2019 contest 16 essays)
16. Editorial Review Board Member, *Annals of Lung Cancer*, January 2015 - Present
<https://scholarlypages.org/journal.php?jid=lung-cancer>
17. Editorial Review Board Member, *Journal of Bone Research*, January 2013 - Present
<https://www.longdom.org/bone-marrow-research/editorial-board.html>
18. Associate Editor, *the 20th International Genetic Analysis Workshop*, February 1, 2017 - December 31, 2017
19. Chair-person, *the 20th International Genetic Analysis Workshop-Genome-wide Association Study*, San Diego, CA, March 4, 2017 - March 8, 2017
20. Chair-person, *the Third Kliakhandler Conference and International Conference on Bayesian Inference in Statistics and Statistical Genetics*, 08/19/2017
21. Grant reviewer, Medical Research Council, United Kingdom, February, 2018

RESEARCH EXPERIENCE

GRANT APPLICATIONS FUNDED

1. **NIH/K08** Mentored Clinical Scientist Research Career Development Award
04/01/19 - 03/30/25
Title: Multimodal study of cognitive impairment following radiation therapy for locally advanced head and neck cancer
Status: Active
Role: advisor for Dr. Andrew McDonald (PI)
2. **U01CA213140-01A1** 04/01/19 - 03/30/25 (Xuexia Wang \$285,646)
Title: BMT survivor study 2
Status: Active
Role: Subcontract-PI (5% effort for Year 1, 10% effort for Year 2, 25% effort for Years 03-05) (PI: Smita Bhatia)
3. **R35 CA220502/NIH** 09/01/18 - 08/31/25 (Xuexia Wang \$413,479)
Title: Mitigating Long-term Treatment-related Morbidity in Childhood Cancer Survivors

-
- The major goal of this project is to harness and merge novel concepts from the field of molecular biology, pharmacogenomics and cancer survivorship to identify cancer patients by their personal risk of subsequent neoplasms or cardiac dysfunction.
- Status: Active
- Role: Subcontract PI (20% effort annually) (PI: Smita Bhatia)
4. **V Foundation for Cancer Research** 12/01/18 - 11/30/21 (Xuexia Wang \$42,503)
 Title: Understanding the Molecular Underpinnings of Anthracycline-related Cardiomyopathy
 Role: Subcontract PI
 Status: Active
 5. **Leukemia & Lymphoma Society** 07/01/18 - 06/30/21 (Xuexia Wang \$33,330)
 Title: The Who and Why of Anthracycline-related Cardiotoxicity in Childhood Cancer Survivors
 To develop and apply a risk prediction model that includes candidate germline genomic variants and therapeutic exposures to identify those at highest risk of cardiac dysfunction.
 Status: Completed
 Role: Subcontract PI (5% effort annually) (PI: Smita Bhatia)
 6. **Team Grant Mentoring Program at UNT** (2018-2019) (\$5,000)
 Title: Women in Science Mentoring Group
 Status: Completed
 Role: Co-PI (Lead PI: Pamela Padilla)
 7. **Hyundai Hope on Wheels** 01/31/18-12/31/19
 Title: Understanding Causes of Outcome Disparities in Adolescents and Young Adults with ALL
 Pilot Study to form AYA ALL Consortium
 Status: Completed
 Role: Co-Investigator (PI: Julie Wolfson)
 8. **COS Collaborative Grant at UNT** 05/14/18-10/01/18 (\$5,000)
 Title: Novel Methods in Genetic Discovery and Risk Prediction for Glaucoma
 Status: Completed
 Role: Co-PI
 9. **Matthew Larson Foundation** 05/01/15 - 09/30/17 (Xuexia Wang \$75,000)
 Title: Novel Methods to Detect Gene-Environment Interactions in Treatment-Related Brain Tumors among Childhood Cancer Survivors
 Status: Completed
 Role: PI (25% effort annually)
 10. 6253-13 10/01/14 - 09/30/17 (Xuexia Wang \$125,460)
The Leukemia & Lymphoma Society
 Title: Bone Marrow Transplant Survivor Study-2 (BMTSS-2)
 To describe the burden of morbidity in a large cohort of hematopoietic cell transplant survivors

-
- Status: Completed
 Role: Subcontract PI (25% effort annually)
 PI: Smita Bhatia at University of Alabama at Birmingham
11. **UWM Research Growth Initiative** 07/01/15-12/31/16 (Xuexia Wang \$70,545)
 Title: Methods to Detect GxE Interactions in Secondary Cancers
 Status: Completed
 Role: PI
12. **V Foundation** 12/01/15-11/30/16 (Xuexia Wang \$43,000)
 Title: Molecular Pathogenesis of Therapy-Related Myelodysplasia
 Status: Completed
 Role: Subcontract PI (25% effort annually)
 PI: Ravi Bhatia at University of Alabama at Birmingham
13. 6277-11 10/01/10-09/30/13 (Xuexia Wang \$125,030)
The Leukemia & Lymphoma Society
 Title: Pathogenesis of Cognitive Impairment after Hematopoietic Cell Transplant
 To understand the etiology and pathogenesis of cognitive impairment after
 hematopoietic cell transplantation
 Status: Completed
 Role: Subcontract PI (25% effort annually)
 PI: Smita Bhatia at the City of Hope

GRANT ACTIVITIES PRIOR TO UWM

1. R01 GM069940-01A2 (PI: SL Zhang)
 Source: NIH/NIGM
 Statistical Methods for Mapping Complex Disease Genes
 Role: Graduate Student Investigator
 Award Period: 08/01/05-07/31/10
2. R03 HG 003613-01 (PI: SL Zhang)
 Source: NIH/HGRI
 Statistical Methods for Admixture Mapping
 Role: Graduate Student Investigator
 Award Period: 09/01/05-08/31/08
3. R01HG003054-01A1 (PI of subcontract: SL Zhang;
 PI of whole project: X. Zhu in Loyola University)
 Source: NIH
 LD Mapping Using Haplotype Block: Methods & Application
 Role: Graduate Student Investigator
 Award Period: 03/15/05-02/28/09
4. R01HG004517 (PIs Chun Li, Mingyao Li)
 Source: NIH/NHGRI
 Developing Statistical Methods for Disease Gene Discovery
 Role: Postdoctoral Fellow
 Award Period: 09/19/08-07/31/13

-
5. R01 CA139633 (PI: Dr. Smita Bhatia)
 Source: NIH/NCI
 Role of Genetic Susceptibility to Therapy-related Subsequent Malignancies
Impact of genetic susceptibility in the development of therapy-related second malignancies
 Role: Biostatistician
 Award Period: 01/01/10-11/30/14
 6. 6277-11
 Source: The Leukemia & Lymphoma Society
 Pathogenesis of Cognitive Impairment after Hematopoietic Cell Transplant
Understand the etiology and pathogenesis of cognitive impairment after hematopoietic cell transplantation
 Role: Biostatistician
 Award Period: 10/01/10-03/30/13

CONFERENCE PRESENTATIONS

1. "Genome-wide association tests by two-stage approaches with unified analysis at families and unrelated individuals" Genetic Analysis Workshop 15 in Florida on Nov.12 - 15, 2006. (Oral presentation)
2. "Incorporating multiple-marker information to detect risk loci for rheumatoid arthritis" Genetic Analysis Workshop 16 in St. Louis Sept.17 - 20, 2008. (Oral presentation)
3. "A novel association test for analysis of admixed populations" American Society of Human Genetics 59th Annual Meeting in Hawaii on Oct. 20 - 24, 2009. (Poster presentation)
4. "Adjustment of local ancestry in family-based genetic association analysis of admixed populations" American Society of Human Genetics 60th Annual Meeting in Washington DC on Nov. 2 - 6, 2010. (Poster presentation)
5. "Bayesian SNP-set analysis for case-control genome-wide association studies" American Society of Human Genetics 61st Annual Meeting in Montreal, Canada on October 11-15, 2011. (Poster presentation)
6. "An optimally weighted method to detect rare variants in next-generation sequencing data" the Second Joint Biostatistics Symposium in Beijing, China on July 8-9, 2012 (Abstract)
7. "Testing optimally weighted combination of variants for hypertension" Genetic Analysis Workshop 18 in Stevenson, WA on October 13-17, 2012. (Oral presentation)
8. "Developmental dioxin exposure reprograms hematopoietic stem cell differentiation capacity: implications for immune system function and health outcomes across the lifespan" APHA in San Francisco, October 26-31, 2012. (Oral presentation)

9. "Adjust local ancestry to detect rare variants in next-generation sequencing data" American Society of Human Genetics 62 Annual Meeting in San Francisco, CA on November 6-10, 2012. (Poster presentation)
10. "Hyaluronidase synthase 3 (HAS3) variant and Anthracycline-related Cardiomyopathy-A report from the Children's Oncology Group" American Society of Clinical Oncology 2013 Annual Meeting in Chicago, Illinois on May 31-June 4, 2013. (Oral presentation)
11. "Detecting association of rare variants by testing an optimally weighted combination of variants for censored survival outcomes", 63rd American Society of Human Genetics Annual Meeting in Boston, MA, October 22-26, 2013. (Poster presentation)
12. "Testing rare variants for hypertension using family-based tests with different weighting schemes", Genetic Analysis Workshop (19) in Vienna, Austria, August 24-27, 2014. (Oral presentation)
13. "*CELF4* variant and Anthracycline-related Cardiomyopathy – A COG Study (ALTE03N1)", American Society of Clinical Oncology 2015 in Chicago, Illinois on May 29-June 2, 2015, (Poster presentation)
14. "*CELF4* variant and Anthracycline-related Cardiomyopathy (anth-card) – a COG study (alte03n1)", 14th International Conference on Long-Term Complications of Treatment of Children and Adolescents for Cancer, the Marriott Crystal City, Arlington, VA, June 12, 2015. (Oral presentation)
15. "Combined clinical and genetic risk prediction of subsequent central nervous system (cns) Tumors in Childhood Cancer Survivors (CCS) – A report from COG ALTE03N1", the ASCO Annual Meeting. (2016) (Oral presentation). *The ASCO annual meeting brings together more than 30,000 oncology professionals from around the world to discuss state of the art treatment modalities, new therapies, and ongoing controversies in the field.*
16. "Family-based genetic association analysis in admixed populations", the Texas Women in Mathematics Symposium. (2016)
17. "Testing gene-environment interactions for multiple traits in sequencing association studies", the Third Kliakhandler Conference and International Conference on Bayesian Inference in Statistics and Statistical Genetics. (2017) (Oral presentation)
18. "Methods and results from the genome-wide association group at the Genetic Analysis Workshop 20", the Genetic Analysis Workshop (GAW) 20 (2017) (Oral presentation)
19. "Test gene-environment interactions for multiple phenotype traits in sequencing association studies", poster presentation at the International Genetic Epidemiology Society meeting (2017)
20. "Imputed Multiple Phenotypes Using Ridge Regression", poster presentation at the International Genetic Epidemiology Society meeting (2018).
21. "A general statistic to test an optimally weighted combination of common and/or rare variants in association studies", poster presentation at the American Society of Human Genetics meeting (2018).

22. "Risk prediction of anthracycline-related cardiomyopathy (ac) in childhood cancer survivors (CCS): A COG-ALTE03N1 and CCSS Report", oral presentation at the 2019 American Society of Clinical Oncology meeting, June 2, 2019, Chicago.
23. "Risk prediction of anthracycline-related cardiomyopathy (ac) in childhood cancer survivors (CCS): A COG-ALTE03N1 and CCSS Report", oral presentation at the 2019 North American Symposium on Late Complications after Childhood Cancer meeting, June 21st, 2019, Atlanta.
24. "A novel powerful eQTL weighted gene based association test using GWAS summary data" was reviewed and ranked highly at the International Genetic Epidemiology Society meeting. It was selected for a platform presentation at the "poster lighting talk" section in the 2020 IGES annual meeting, July 1-4, 2020.
25. "Incorporating multiple eQTL-derived weights in pathway-based analysis for GWAS summary data", poster presentation at the American Society of Human Genetics meeting, October 27-30, 2020.
26. "A novel method to estimate polygenic risk scores in admixed populations", platform presentation, International Genetic Epidemiology Society (IGES) meeting, October 13-16, 2021.

INVITED TALKS AND LECTURES

1. Xuexia Wang (2021) "A powerful gene-based association test using GWAS summary data", Michigan Technological University, October 8, 2021
2. Xuexia Wang (2020) "Adjustment for local ancestry in genetic association analysis of admixed populations" as an Opening Plenary Session on the UNT Conference on Diversifying Genomic Research, November 20-21, 2020
3. Xuexia Wang (2019) "A general statistic to test an optimally weighted combination of common and/or rare genetic variants", Michigan Technological University, Feb. 15, 2019
4. Xuexia Wang (2016) "Statistical methods and applications in genetic association studies" at the Lake Dallas High School, Nov. 18, 2016
5. Xuexia Wang (2016) "Family-based genetic association analysis in admixed populations" in the Math Department at UNT, Oct. 31, 2016
6. Xuexia Wang (2015) "A powerful approach to test an optimally weighted combination of rare variants in admixed populations", College of Nursing, The Ohio State University, August 13, 2015.
7. Xuexia Wang (2015) "A powerful approach to test an optimally weighted combination of rare variants in admixed populations", School of Medicine, University of Alabama at Birmingham, July 20, 2015.
8. Xuexia Wang (2015) "Statistical methods and applications in genetic association studies", City University of New York, School of Public Health, May 11, 2015.
9. Xuexia Wang (2012) "Detecting association of both rare and common variants by testing an optimally weighted combination of variants", Medical College of Wisconsin, Department of Statistics, April 10, 2012.

10. Xuexia Wang (2011) "Adjustment for local ancestry in genetic association analysis of admixed populations". University of Kentucky, Department of Statistics, November 18, 2011.
11. Xuexia Wang (2011) "An introduction of genetic association studies". University of Kentucky, Department of Statistics, November 18, 2011. (Lecture)
12. Xuexia Wang (2011) "Adjustment for local ancestry in genetic association analysis of admixed populations". University of Wisconsin-Milwaukee, College of Health Science, October 10, 2011.
13. Xuexia Wang (2010) "local adjustment method in genetic association analysis of admixed populations". University of Wisconsin-Milwaukee, School of Public Health, July 19, 2010.
14. Xuexia Wang (2010) "A new association test to test multi-marker association". University of Southern California, Division of Biostatistics, March 9, 2010.
15. Xuexia Wang (2009) "Adjust local ancestry in genetic association studies". Albert Einstein College of Medicine of Yeshiva University, Department of Psychiatry and Behavioral Science, December, 2009.
16. Xuexia Wang (2009) "A novel multi-marker association test method in genome-wide association studies". City of Hope, October, 2009.
17. Xuexia Wang (2009) "Genome-wide association tests by two-stage approaches". Marshfield Clinic, August 24, 2009.
18. Xuexia Wang (2009) "Genetic association studies considering LD information and genome-wide application". Worcester Polytechnic Institute, April 13, 2009.
19. Xuexia Wang (2008) "Combining principal component analysis with likelihood ratio test in association studies". University of Pennsylvania, Department of Biostatistics and Epidemiology, November 21, 2008.
20. Xuexia Wang (2008) "A novel multi-marker association test method in genome-wide association studies". The University of North Dakota, Department of Statistics, October, 2008.
21. Xuexia Wang (2007) "A new likelihood ratio test in genetic association studies". MAA Upper Peninsula Regional Fall Meeting on Oct.5 - 6, 2007

COURSES TAUGHT

University of North Texas, Denton, TX

- MATH3680: Applied Statistics, Spring, 2017; Fall 2019; Fall 2021
- MATH5700: Introduction to Statistical Genetics, Spring, 2018; Spring, 2019; Spring, 2021
- MATH6810: Statistical Genetics and Epidemiology, Fall, 2018

University of Wisconsin-Milwaukee, Milwaukee, WI

- PH717: Applied Longitudinal Data Analysis: Spring, 2016
- PH707: Introduction to Statistical Computing: Spring, 2015
- PH 911: Generalized Linear Models: Fall, 2014; Fall, 2015
- PH702: Introduction to Biostatistics: Fall, 2013
- PH707: Introduction to Statistical Computing: Fall, 2013

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- PH810: Biostatistics II: Spring, 2013
 - PH702 Introduction to Biostatistics: Fall, 2012
 - PH707: Introduction to Statistical Computing: Fall, 2012
 - PH702: Introduction to Biostatistics: Fall, 2011
- Michigan Technological University, Houghton, MI
- Pre-calculus: Fall, 2006; Fall, 2007; Fall, 2008
 - Statistical Method: Spring, 2008
- Capital University of Economics and Business, Beijing, China
- Advanced Econometrics (graduate level): Fall, 2003 - 2004
 - Econometrics: Fall, 1996 - 2004
 - Regression Analysis: Spring, 1999 - 2003
 - Mathematical Statistics: Fall, 1999

COMMITTEES

Chair of Faculty Council, College of Science, University of North Texas, 2019 - 2020

Chair of the Biostatistics Faculty Search Committee, College of Science, University of North Texas, 2019 - 2020

Faculty Senator, University of North Texas, 2018 - 2021

Faculty Senator, University of North Texas, 2021 - Present (2nd term)

Faculty Senator Executive Committee, University of North Texas, 2021 - Present

Faculty Council, College of Science, University of North Texas, 2018 - 2020

Member, GAC, Math Department, University of North Texas, 2021 - Present

Member, GAC, Math Department, University of North Texas, 2017 - 2018

Member, Math & Biology joint faculty search committee, 2017 - 2020

Member, Institute of Cancer Outcomes and Survivorship, University of Alabama at Birmingham, 2016 - Present

Member, Graduate School AOP Fellowship Committee, University of Wisconsin-Milwaukee, 2015 - 2016

Member, Spacing planning committee, Zilber School of Public Health, UWM, 2011 - 2013

Member, MPH admission in committee, 2011 - 2013

Member, Graduate planning committee, Zilber School of Public Health, UWM, 2011 - 2013

Member, Biostatistics and Environmental/Occupational Health Faculty Search Committee, 2012 - 2013

Member, Biostatistics-related PhD feasibility Working Group committee, 2014

Member, MPH admission in Biostatistics committee, 2013 - 2015

Point person for the Zilber School of Public Health in the SAS Certificate program, 2011 - 2015

Member, Academic planning committee, Zilber School of Public Health, UWM, 2014

Member, Tenure promotion policy working group, Zilber School of Public Health, UWM, 2014 - 2015

MENTORING STUDENTS AND POSTDOCS

Drew Anthony Kartos (MPH student) Zilber School of Public Health 2011 - 2013

Sara Kohlbeck (MPH student) Zilber School of Public Health 2012 - 2015

Chang Thao (MPH student) Zilber School of Public Health 2014 - 2016

Tony Gao, TAMS, UNT, 2016 - 2017

*"Methods to evaluate rare variants gene-age interaction for triglycerides",
Genetic Analysis Workshop travel award (\$900).*

Bailu Zhang (MS in Statistics), Department of Mathematics, UNT 2017- 2019

Maya Duffy and Matthew Li, TAMS, UNT, 2017.

*"Fast and Accurate P-value Estimation by Fitting a Density Adaptive Distribution
for Improved Computational Efficiency". They achieved as the 2017 Siemens
Competition SEMIFINALISTS.*

Julia Camacho, TAMS, UNT, 2018 - 2020

*Julia's research project took the 4th Place in Computational Biology and
Bioinformatics, Intel International Science and Engineering Fair and the 2nd
place in Computational Biology and Bioinformatics, Texas State Science and
Engineering Fair, the first place in the 2019 Fort Worth Regional Science and
Engineering Fair Computer Science Division, third place in the entire science
fair, and won three special awards. This work was reported at the UNT media
[https://news.unt.edu/news-releases/unt-student-and-mentor-develop-new-tool-
cancer-research](https://news.unt.edu/news-releases/unt-student-and-mentor-develop-new-tool-cancer-research).*

Hannah Chen, TAMS, UNT, 2018 - 2019

Derek Wang, TAMS, UNT, 2019 - 2020

*Derek's research work "Chronic Kidney Disease associated gene identified
by a novel approach" was peer reviewed and selected as a poster
presentation at the 2020 ASHG meeting*

Harish Suryadevara, UNT, 2020 - 2021

*Harish's research work "An improved approach leveraging MRI and genomic
information for classification and segmentation of glioma" was peer reviewed
and selected as a poster presentation at the 2021 ASHG meeting*

Long Tran, PhD candidate of statistics, 2019 - Present

Timothy Haynes, TAMS, UNT, 2020 – Present

*Timothy's research work "Leveraging Functional Annotation in a Fast and
Powerful eQTL Weighted Gene-Based Association Test" was peer reviewed
and selected as a poster presentation at the 2021 ASHG meeting*

Jianjun Zhang, Postdoc, 2017 - 2020

SELECTED HONORS AND AWARDS

1. \$150,000 Award from the University of North Texas Foundation, which was contributed by Dr. Linda Truitt Creagh, 2019
2. Westheimer Science Faculty Research Fellow (\$38,000), 2019

3. The 4th place in the Computation Biology and Bioinformatics Category at the 2019 Intel International Science and Engineering Fair; First place in the 2019 Fort Worth Regional Science and Engineering Fair Computer Science Division, third place in the entire science fair, and won three special awards (Julia Camacho; Mentee)
4. 2018 COS Collaborative Grant at University of North Texas
5. 2018 Team Grant Mentoring Program at University of North Texas
6. 2017 Genetic Analysis Workshop 20 Travel Award (Tony Gao; Mentee)
7. 2017 Siemens Competition SEMIFINALISTS (Maya Duffy and Matthew Li; Mentee)
8. Travel Grant of 2009 Joint Mathematics Meetings
American Mathematical Association, Fall 2008
9. Travel Grant of Graduate School
Michigan Technological University, Fall 2006
10. Graduate Research/ Teaching Assistantship
Michigan Technological University, Aug. 2005 - Dec. 2008
11. Outstanding Research Award of Young Faculty
Capital University of Economics and Business, May, 2004

PROFESSIONAL MEMBERSHIPS

ELSI Committee, IGES, 2019 - 2021

Member, Institute for Cancer Outcomes and Survivorship, University of Alabama at Birmingham, 2015 - Present

International Genetic Epidemiology, 2016 - Present

Member, Sigma Xi, 2012 - Present

Member, American Association for the Advancement of Science, 2012 - Present

Associate member of the City of Hope Comprehensive Cancer Center, 2010 - 2011

Member, American Society of Human Genetics, 2009 - Present

Member, American Statistical Association, 2004 - Present

MEDIA REPORT

Impact report of the Westheimer Science Research Fellows program which was led by Dr. Xuexia Wang, 2021

[INSPIRING DEDICATION \(adobe.com\)](#)

Using Math to Predict Cancer, June 28, 2019

Julia Christina Ayalde Camacho, a student in UNT's [Texas Academy of Mathematics and Science](#), and [Xuexia Wang](#), an associate professor and researcher of [statistics](#) in UNT's [Department of Mathematics](#), are working together as student and mentor to explore new ways to apply computational biology and statistics to cancer research. <https://northtexas.unt.edu/issues/2019-summer/using-math-predict-cancer>

UNT Prof Helps Unravel Disease's Genetic Risk Factors, Dallas Innovates, by Lance Murray, June 7, 2019
<https://dallasinnovates.com/discovery-ut-southwestern-earns-top-ranking-unt-prof-helps-unravel-diseases-genetic-risk-factors/>

TAMS students receive awards at Intel International Science and Engineering Fair, June 4, 2019
<https://news.unt.edu/news-releases/tams-students-receive-awards-intel-international-science-and-engineering-fair>

UNT Math Professor and Mentee Develop New Tool for Cancer Research, May 7, 2019
<https://cos.unt.edu/news/unt-math-professor-and-mentee-develop-new-tool-cancer-research>

UNT Distinguished Alumnus Funds New Westheimer Science Research Fellows program, April 3, 2019
<https://cos.unt.edu/news/unt-distinguished-alumnus-funds-new-westheimer-science-research-fellows-program>

UNT student and mentor develop new tool for cancer research, March 7, 2019
<https://news.unt.edu/news-releases/unt-student-and-mentor-develop-new-tool-cancer-research>

Dr. Xuexia Wang Awarded Major Grant in Support of Childhood Cancer Research, *College of Science*, November 1st, 2018
<https://cos.unt.edu/news/dr-xuexia-wang-awarded-major-grant-support-childhood-cancer-research>

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: Florida Educational Equity Act Report, 2022 reporting year

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the Florida Educational Equity Act Report for the 2022 reporting year.

Background Information:

In accordance with Florida Board of Governors Regulation 2.003(5)(a)(b)(c), Equity and Access, Florida International University has prepared an annual Florida Equity Report for 2020-21 in accordance with Regulation 2.003 and the reporting guidelines established by the Board of Governors office. At a minimum, the university's equity report must include information on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment. Each university's equity report shall assess sex equity in athletics, as well as representation by race and sex in student enrollment, senior-level administrative positions and by faculty rank and/or tenure. The Florida International University Board of Trustees must approve the annual University's Equity Report prior to submission to the Florida Board of Governors.

Supporting Documentation: Florida Educational Equity Act Report, 2022 reporting year

Facilitator/Presenter: Emmanuele A. Bowles

Florida Equity Report:

Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2022

Data Year: July 2020 – June 2021





Approved by:

Dean C. Colson Chair, University Board of Trustees	Date
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Dr. Kenneth Jessell Interim University President	Date
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Submitted by:

Emmanuele A. Bowles, Ed.D., Assistant Vice Provost, Diversity, Equity, and Inclusion
Division of Diversity, Equity, and Inclusion
Florida International University
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2022 FLORIDA EQUITY REPORT

AY 2020-2021

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PART I. EXECUTIVE SUMMARY/DESCRIPTION OF PLAN DEVELOPMENT

This annual Florida Equity Report is required under the Florida Educational Equity Act (FEEA) (Section 1000.05, F.S.) and Florida Board of Governors (BOG) Regulation 2.003 Equity and Access.

The 2022 FEEA Report encompasses ten areas: Executive Summary/Description of Plan Development, Review of Policies and Procedures, Academic Program Reviews, Gender Equity in Intercollegiate Athletics, Employment Representation, Areas of Improvement/Achievement, Protected-class Representation in the Tenure Process, Promotion and Tenure Committee Composition, Budget Plan, and Administrators Evaluations. The academic year (AY) being reviewed is July 1, 2020, to June 30, 2021. The essence of these reports serves as a reaffirmation of the commitment of Florida International University (FIU) toward enhancing the representation of women and minorities in FIU's undergraduate, graduate, professional, and athletics programs as well as faculty and administrative positions.

FIU has two campuses that amass the greater populations of students, faculty, and staff: the Modesto A. Maidique Campus (MMC) in west Miami-Dade County and the Biscayne Bay Campus (BBC) in North Miami.

HIGHLIGHTS AND ACHIEVEMENTS

Academic Programs (Part III)

FIU received several recognitions and notable rankings. FIU received a number of national rankings in 2020 and 2021. In August 2020, FIU was listed as the top institution in the U.S. in enrolling and graduating Hispanic students with Bachelor's degrees, according to an analysis released by Excelencia in Education. Excelencia in Education previously awarded FIU the Seal of Excelencia in 2019 for its commitment to student excellence and efforts to increase equity and student success. FIU has developed and implemented programs to support the success of all its students, including more than 22% that identify as first-generation and 50% that receive Pell grants. The programs, which are also helping increase degree completion for Hispanic students, include Federal TRIO programs, success coaches, professional advisors, a Math Mastery Lab, and the largest learning assistant program in the nation.

Also, in August 2020, in the Washington Monthly Magazine College Rankings, FIU moved 25 spots to No. 18 among public universities, continuing to climb to No. 43 in 2019 from No. 54 in 2018. Among public universities, FIU ranked No. 12 for social mobility and No. 35 for public service. Washington Monthly also placed FIU at No. 3 among public universities in the 2020 Best Bang for the Buck Rankings in the Southeast,

an “exclusive” list of schools ranked according to how well they help low-income students attain marketable degrees at affordable prices.

FIU was also listed as one of the top 100 public universities in the country, according to the latest U.S. News & World Report rankings. The international business program came in at No. 2 in the nation for the second consecutive year, making it the highest-ranked program of any university in Florida. In U.S. News & World Report specialty rankings, FIU placed No. 13 among public institutions in Social Mobility and No. 32 among public institutions in Best Value.

FIU ranked among the top U.S. public universities in the Times Higher Education 2021 World University Rankings. FIU climbed 17 spots from No. 75 to No. 58 among public universities in the nation in the Times Higher Education World University rankings. FIU also moved up one bracket in the overall World rankings to the 401-500 bracket from the 501-600 bracket last year, including more than 1,500 universities across 93 countries. Universities were evaluated based on five areas: teaching (the learning environment); research (volume, income, and reputation); citations (research influence); international outlook (staff, students, and research); and industry income (knowledge transfer).

Gender Equity in Athletics (Part IV)

FIU has a designated Deputy Title IX Coordinator in the Athletics Department who, in collaboration with the University’s Title IX Coordinator, arranges for diversity training for all student-athletes and ensures compliance with Title IX and the NCAA standards. Efforts have been made to ensure equitable facilities, equipment, personnel, and opportunities for female and male athletes. A Title IX and diversity, equity, and inclusion committee also assist in ensuring an equitable and diverse athletics program. FIU's NCAA committee oversees compliance with NCAA standards and reporting requirements. Active member Institutions of the NCAA are required to complete an equity, diversity, and inclusion review once every four years and provide written confirmation of completion to the national office. This allows for a review to occur at least once during a typical student-athlete's four years of eligibility.

FIU further focuses on training the athletic coaching and support staff on the importance of inclusion, diversity, equity, and access to ensure that they are well-suited to meet the needs of our diverse student-athlete population.

Employment (Part V)

FIU is committed to ensuring that the faculty and staff at our institution reflect the diversity of our local community and student body. The Division of Human Resources continues to lead efforts to strengthen employment, recruitment, classification, and compensation by leveraging technology to meet current university/legal/compliance

demands, expectations, and changes in the law for administrative, staff, and student employees. Further, the Division of Academic Affairs and the Office to Advance Women, Equity, and Diversity (AWED) are actively engaged in the recruitment, retention, and development of university faculty throughout each college/school.

FIU was one of the best colleges in the nation to work for in 2020, according to the Great Colleges to Work For® program. The university also achieved honor roll designation in 11 out of 12 categories. Honor status is given when the university receives recognition across all the categories. FIU has received honor roll designation every year since 2016. FIU has now been recognized six times, five of these consecutively with honor roll designation.

In Fall 2021, there were increases in the number of females, American Indian/ Alaska Native, Asian, Hispanic, and White tenured faculty members compared to Fall 2020. For tenure track faculty, there was an increase in the number of women, Black, American Indian/ Alaska Native, Hispanic, and those who identify as Two or More Races.

Areas of Improvement and Achievement (Part VI)

During the academic period of 2020-2021, the pandemic impacted our students, faculty, and staff. Even with the impact of the pandemic, FIU made progress with improving diversity, equity, and inclusion across the measured areas. There are a few areas that have been identified for improvement. In reviewing First-Time-In-College (FTIC) enrollment, although the total number of FTIC students enrolled at FIU decreased from 4,159 in Fall 2016 to 2,872 in the Fall of 2021, there was an increase from Fall 2020 to Fall 2021 by 5%.

Another area of improvement is the number of transfers from the Florida State College system. The number of transfers decreased by 9% from the previous fiscal year's 7,742 enrollment. In reviewing the awarded degrees from AY 2019-2020 to AY 2020-2021, the number of doctoral degrees awarded to Black students stayed the same and decreased by 10 degrees for Hispanic students. No doctoral degrees were awarded for Native Hawaiians/Other Pacific Islander and American Indian/ Alaska Native categories in the AY 2020-2021. In previous years, we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs (a 1% increase per year). However, numbers for Black students stayed the same, and Hispanic students decreased compared to the prior year.

Regarding gender equity in intercollegiate athletics, for the second consecutive year, the student-athlete male participation rate decreased while the female participation rates increased. This change is a significant result achieved with our efforts to reduce the gap in male vs. female participation rates (roster capping for men and encouraging females

to walk on). These efforts will continue. The athletics department recognizes that this has been an area of improvement for more than three academic years. The new athletics department's leadership has prioritized the need to address the significant differences between the baseball and softball facilities by 2024.

For employment representation, the Fall 2021 number of female tenured, tenure-track, and non-tenure-earning or faculty in the non-tenure category increased compared to the previous Fall. There was a decrease in the number of Black tenured faculty. The university has an Affirmative Action plan with numerical placement goals that have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45, and we are making good-faith efforts to meet the obligations contained in the plan. There are four (4) placement goals for female faculty in faculty leadership, tenured faculty, professor non-tenure, and lecturer/adjunct faculty job groups. There are nine (9) placement goals for the administrative job groups in the athletic-support services, scientific & research professional, student services, other professional, senior-level clerical, mid-level clerical, admin support, computer-telecommunication, technician/paraprofessional, skilled craft workers, and custodial worker job groups.

Tenure & Promotion (T&P) Committee Composition (Part VII)

Of the 82 faculty who served on college-level committees in AY 2020-2021, 59% were male and 41% were female. Men were slightly underrepresented on the committees compared to their percentage of tenured/tenure-track faculty (68% in Fall 2020-Spring 2021 when the committees were meeting). For race/ethnicity, White is the group most represented compared to all tenured faculty on the college committees, with 62% of the committee being White vs. 58% of the tenured faculty. The following two most represented groups are Asian (20%) and Hispanic (18%). The percentage of Asian faculty on the committees is similar to their portion of tenured faculty at 23%, but Hispanic faculty are overrepresented as they comprise only 12% of all tenured faculty. The representation of Black faculty on the committees is equal to their representation among tenured faculty at 5%.

Overall, the composition of the college-level T&P committees is similar to that of the tenured faculty. However, White faculty are overrepresented compared to our university-wide tenure-track faculty numbers. Care must be taken moving forward to ensure equitable support and evaluation of junior faculty through the tenure process, being aware of unintentional biases or barriers that could impede their progress. Incorporating elements to support an equitable system, the demographics of these senior-level committees should eventually match that of the current junior faculty.

Description of Plan Development

The guidelines for this report were provided by the Board of Governors, which oversees the State University System (SUS) of Florida. The completion of this plan was a collaborative institutional effort comprised of representatives from the Office of the

Provost, Academic & Student Affairs, Academic Budget Office, Athletics, University Graduate School, Human Resources, Analysis and Information Management, and Enrollment Management and Services, and led by FIU's Division of Diversity, Equity, and Inclusion (DEI). FIU's Assistant Vice Provost of DEI prepares the FEEA report, and the Diversity Council Policy committee reviews it. This committee's responsibility is to review institutional policies and recommend diversity, equity, and inclusion-related policy issues to the Vice Provost of DEI. This committee also provides feedback on the equity report submission based on the Florida Equity report guidelines. The Office of the General Counsel and the Sr. Vice President of Human Resources and Vice Provost of DEI review the report before it is submitted for approval to the University President and the FIU Board of Trustees (BOT). In addition, the report is presented to the BOT's Academic Policy and Student Affairs before the entire board approves it.

Sources used for data

FIU commits that all persons shall have equal access to programs, facilities, admissions, academic programs, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by university policy or by state or federal laws and regulations. The sources used for data are the Integrated Postsecondary Education Data System (IPEDS), the 2020 Affirmative Action plan, and relevant other institutional surveys and assessments. The Office of Analysis and Information Management (AIM) provided data and quantitative tables to illustrate the university's status in enrollment, retention/graduation rates, and completions, faculty/staff comparisons. IPEDS contains data using public member institutions of the Association of American Universities (AAU) and is used to measure comparative national standards where appropriate. Protected classes defined by IPEDS are Resident Alien (and other eligible non-citizens) (and other eligible non-citizens) (NRA); Black (B); American Indian/Alaska Native (AI/AN); Asian (A); Hispanic; Hispanic or Latino (H); Native Hawaiian or Other Pacific Islander (NH/OPI); White (W); Two or More Races (≥ 2); and Race/ethnicity unknown (UNK). The following areas assisted with gathering information for this report: Institutional Research, Academic Affairs, Student Affairs, Human Resources, Advancement of Women and Diversity, Division of Diversity, Equity, Inclusion, and Athletics.

Summary of Institutional Progress

Academic Programs

FIU has experienced an increase in Bachelor's, Master's, Doctorate, and professional degrees awarded during the 2020-2021 Academic Year. There has also been an increase in enrollment of FTIC students at FIU. FIU will continue to augment these pathways for FTIC students in the upcoming year. FIU further affirms its commitment to community outreach and diverse recruitment initiatives to impact diversity outcomes in undergraduate student enrollment, retention, and graduation rates.

The number of doctoral degrees awarded to Black students increased by 2% from the previous year; however, that category remains underrepresented. There was a decrease in the number of doctoral degrees awarded to female students.

Another area identified for improvement is gender equity in intercollegiate athletics, mainly with participation rates of males and females, compared to full-time undergraduate enrollment. Additionally, the availability of facilities, defined as locker rooms, practice, and competitive facilities, has been identified as an area for improvement.

For employment representation, the Fall 2020 number of tenured female faculty remains the same as the previous Fall and increased by 6% for the non-tenure-earning or faculty in the non-tenure category. In accordance with the university's Affirmation Action plan, FIU has made progress in its seven (7) job group goals for the previous year and has established 2020-2021 goals. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45 and do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

Budget Plan

In July 2020, the Division of DEI was created with a \$1.4 million E&G budget allocation to ensure the institutional diversity, equity, and inclusion goals are intentionally set and met campus-wide. The \$1.4M budget breakdown is as follows \$1,057,502 for salaries, \$61,259 for temporary employees, and for \$300,337 expenses (\$280,150 carry forward and \$20,187 E&G). This budget helps to accomplish the university-wide diversity, equity, and inclusion goals. Individual department budget plans include specific strategies and a budget allocation that support diversity and inclusion among faculty, staff, and students.

PART II. Review of Policies and Procedures

A. REVIEW OF POLICIES AND PROCEDURES

FIU has a deep commitment to diversity, equity, and inclusion. Diversity is an integral part of our identity. The university is committed to the pursuit of excellence by being inclusive to individuals without regard to race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, marital status, familial status, or veteran status. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the university's regulations. It violates the FIU-105, 106, and 2501 regulations for any university community member to discriminate against or harass any member of the university community or applicant. In October 2020 and January 2021, FIU updated regulation FIU-105 to comply with new amendments to the regulations implementing Title IX of the Education Amendments of 1972 (Title IX). The regulations are:

- [FIU-105: Sexual Harassment \(Title IX\) and Sexual Misconduct](#)
- [FIU-106 Nondiscrimination, Harassment, and Retaliation \(Title VII\)](#)
- [FIU-2501 Student Conduct and Honor Code](#)

Examples of established university policies, procedures, practices, and programs that relate to equity are updated regularly, as evidenced by the university's:

- [Equal Opportunity and Non-Discrimination Statement](#);
- [1705.010 Recruitment & Selection Policy](#);
- [Annual Affirmative Action Plan](#);
- [Employee Code of Conduct](#);
- [Student Handbook & Orientation](#);
- [Search and Screen Committee training \(faculty & staff\)](#);
- [Administrative Search and Screen Handbook](#);
- [Faculty Handbook](#);
- [Tenure and Promotion Manual](#); and
- [Title IX Statement](#).

B. DOCUMENTATION OF NON-DISCRIMINATION POLICY

The policies and regulations are posted on our policies.fiu.edu and regulations.fiu.edu websites, respectively. Faculty, staff, students, and any interested person can access the non-discrimination and Title IX regulations and policies from every footer of every FIU webpage. Additionally, the offices of Civil Rights Compliance and Accessibility and DEI provide reoccurring training for students, faculty, and staff that informs them about these policies and regulations. These policies and regulations are communicated to employees, faculty, and students at their orientations. A copy of the policies and regulations has been included below.

FIU-105: Sexual Harassment (Title IX) and Sexual Misconduct policy document

FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

I. POLICY STATEMENT

Florida International University (the University) is committed to encouraging and sustaining a learning and living environment that is free from discrimination based on sex including gender, gender expression, gender identity, and sexual orientation. Discrimination based on sex encompasses Sexual Misconduct, Sexual Harassment, Gender-Based Harassment, Domestic Violence, Dating Violence, and/or Stalking. The University has developed this regulation applicable to the entire University Community (i.e., students, student organizations, faculty, staff, affiliated third parties, and visitors) prohibiting discrimination based on sex consistent with Title IX of the Education Amendments of 1972 (Title IX), relevant provisions of the Violence against Women Reauthorization Act of 2013 (VAWA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), along with all applicable implementing regulations, and other applicable federal and state laws.

The University has identified two areas that are under the purview of this Regulation: Sexual Harassment as defined by Title IX and Sexual Misconduct. Sexual Harassment applies to alleged harassment, violence, and/or prohibited discrimination that occurs in a University education program or activity in the United States. This refers to locations, events, or circumstances over which the University had substantial control over both the Respondent and the context in which such incidents occurred, and also includes buildings owned by or controlled by a student organization that is officially recognized by the University. Sexual Misconduct applies to alleged harassment, violence, and/or prohibited discrimination that occurs in or outside a University education program or activity regardless of location. Nothing in this Regulation shall be construed as preventing the University President from taking any action which may be deemed necessary to meet the goals of this Regulation. The President may change the outcome and/or sanctions for any matter under the jurisdiction of this Regulation as outlined in Section XV.

All members of the University community are expected to conduct themselves in a manner that does not infringe upon the rights of others and is consistent with this regulation. The Regulation is not meant to inhibit or prohibit educational content or discussions protected by academic freedom or the First Amendment, the Fifth and Fourteenth Amendments, or any other rights guaranteed by the U.S. Constitution.

The University emphasizes the importance of treating Complainants and Respondents equitably upon receipt of a Formal Complaint. There is a presumption the Respondent is Not Responsible for the alleged conduct until Final Agency Action.

II. TITLE IX COORDINATORS

The *Title IX Coordinator* is:

- knowledgeable and trained in University policies and procedures and relevant state and federal laws;
- responsible for coordinating the effective implementation of Supportive Measures;
- responsible for responding to concerns raised by the Deputy Title IX Coordinator(s), University Police, or Responsible Employees;

- responsible for overseeing investigations of alleged violations of this Regulation;
- responsible for ensuring the effective implementation of this Regulation, including monitoring compliance with all procedural requirements, recordkeeping, and timeframes;
- responsible for overseeing training, prevention, education efforts, and periodic reviews of climate and culture; and
- responsible for maintaining all reports of possible violations of this Regulation and reviews such reports and complaints for systemic patterns that need to be addressed.

The University's Title IX Coordinator is:

Ryan Kelley
Office of Civil Rights Compliance and Accessibility (CRCA)
 Office number: 305-348-2785
 Email: ocrca@fiu.edu
 Address: 11200 S.W. 8th Street, PC 220
 Miami, FL 33199

The Title IX Coordinator has designated Deputy Title IX Coordinators to assist in fulfilling the Title IX Coordinator duties. The Deputy Title IX Coordinators are:

- Heidi Louisy, Interim Director, Employee & Labor Relations (ELR)
 Office number: 305-348-4186, PC 236
 email: elr@fiu.edu
- Kevin Kendrick, Sr. Associate Athletic Director, University Compliance
 Office number: 305-348-2843, Ocean Bank Convocation Center 154
 email: kevin.kendrick@fiu.edu
- Michelle Horvath, Assistant Dean of Students, Student Conduct and Academic Integrity
 Office number: 305-348-3939, GC 311
 email: mhorvath@fiu.edu

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, Hearing Officer(s), and the Hearing Body are properly trained based on their roles. Training includes what constitutes Sexual Misconduct and Sexual Harassment, the scope of the University's education programs and activities, how this Regulation is implemented, how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially including by avoiding pre-judgment of the facts at issue, conflicts of interest and bias, any technology to be used at a live hearing, issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, and relevance to create an investigative report that fairly summarizes relevant evidence.

The Title IX Coordinator, investigators, and Hearing Officer(s), and Hearing Body will be free of actual or reasonably perceived conflicts of interest and biases for or against any party.

Concerns about the University's application of this Regulation may be addressed to the following offices below and/or to the Deputy Title IX Coordinators listed above.

FIU Office of University Compliance and Integrity
(305) 348-2216
Email: compliance@fiu.edu

U.S. Equal Employment Opportunity Commission
(800) 669-4000

U.S. Department of Education, Office of Civil Rights
(800) 421-3481

III. DEFINITIONS

Actual knowledge – Verbal or written notice of Sexual Harassment or Sexual Misconduct or allegations of Sexual Harassment or Sexual Misconduct to the Title IX Coordinator or Responsible Employee.

Advisor - Any person chosen by the Complainant or Respondent to assist throughout the Sexual Harassment or Sexual Misconduct process (e.g., faculty, staff, parent/guardian, attorney, friend, alumni, or any other person who is not a Witness in the process).

Appellate Officer - The Senior Vice President for Academic and Student Affairs or designee for student Respondents or the Vice President for Human Resources or designee for non-student Respondents.

Business Day - A day when the University is open for regular business operations from 8:30 am to 5:00 pm Eastern Time. For emailed correspondence, the day of delivery is not included in a designated time period. In computing any time period specified in this Regulation, the day of the event, act, or default that initiates the period shall be excluded.

Complainant - Any individual who is alleged to be a victim of conduct that could constitute behavior prohibited by this Regulation.

Consent - A clear, knowing, and voluntary agreement to engage in specific sexual activity at the time of the activity. Consent can be communicated by words or actions as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent must be ongoing throughout the sexual activity and can be withdrawn at any time. Sexual contact must cease immediately once withdrawal of consent is clearly communicated.

- Consent must be active, not passive.
- Lack of protest or resistance does not mean consent has been granted, nor does silence mean consent has been granted.
- Within each sexual encounter, there may be separate individual sexual acts involved, and consent to one act and/or person(s) by itself does not constitute consent to another act and/or person(s).
- The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never, by itself, be assumed to be an indicator of consent for any current or future sexual encounter even in the context of a relationship, there must be mutual consent.

- If coercion or force is used, there is no consent.
- If a person is incapacitated so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent. This may be affected by conditions due to age, alcohol or drug consumption, unconsciousness, being asleep, physical or developmental disabilities.
- Whether one has taken advantage of a position of influence over another can be a factor in determining whether there was consent.
- In order to give consent, one must be of legal age.
- The question of what the Respondent should have known as to whether the Complainant was incapacitated is objectively based on what a reasonable person, sober and/or exercising good judgment, would have known about the condition of the Complainant.

Deputy Title IX Coordinator – The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University’s efforts to comply with this Regulation.

Final Agency Action - Notice that the University has made a final determination and, as such, may be appealed to an external judicial forum.

Formal Complaint – A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment or Sexual Misconduct against a Respondent and requesting an investigation of alleged Sexual Harassment or Sexual Misconduct.

- A document filed by a Complainant means a document or electronic submission that contains the Complainant’s physical or electronic signature or otherwise indicates the Complainant is the person filing the complaint.

Hearing Body – Members of the University community responsible for determining the merits and sanctions of alleged conduct violating this Regulation. The Hearing Body for Sexual Harassment and Sexual Misconduct shall consist of a University Official or panel of University Officials except, if requested by a student Respondent and no objection is raised by the Complainant, a Hearing Body may be comprised of at least one-half of students.

Hearing Officer – The University official responsible for chairing the Hearing Body. The Hearing Officer will not be the same person as the Title IX Coordinator or investigator.

Impact Statement – An oral or written statement that describes how the Complainant or Respondent is impacted by the alleged conduct.

Incapacitation – Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring.

Interim Suspension or Administrative Leave – An immediate separation or leave from the University.

Responsible Employee – Any employee with authority to institute corrective measures; who has been given the duty of reporting incidents of Sexual Harassment or Sexual Misconduct or any

other misconduct by students or employees to the Title IX Coordinator or other appropriate University designee; or an individual who a student or employee could reasonably believe has this authority or responsibility.

Student employees are only Responsible Employees if they are employed in the following positions:

- Graduate Teaching Assistants and Graduate Research Assistants;
- The Athletics Department; or
- Housing and Residential Life.

The definition of Responsible Employee does not absolve anyone with the knowledge of or reason to suspect child abuse, abandonment, or neglect of the responsibility to report such relevant information to the Department of Children and Families in accordance with FIU Policy #140.130 Mandatory Reporting of Child Abuse, Abandonment and Neglect.

Obstruction – Any action, individually or working with others, which the Respondent knew or should have known would impede an investigation by the University into possible violations of this Regulation committed by the Respondent, including, but not limited to, failing to participate in a University investigation or grievance process if not the Respondent, making false statement or submitting false information during the grievance process, or destroying potentially relevant evidence.

Preponderance of the Evidence – Based on the evidence provided, it is more likely than not that the actions alleged occurred. Grievance proceedings are conducted to take into account the totality of all evidence available from all relevant sources. The burden of proof rests with the University.

Reporting Party - Any person (excluding the Complainant) who reports an alleged violation of the FIU 105 Regulation.

Respondent - Any individual or group, including student organization, who has been accused of violating this Regulation.

Retaliation – Any words or behavior made to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this Regulation, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Regulation. Retaliation may be committed by the Respondent, the Complainant, the Reporting Party, or any other individual or group of individuals.

Sexual Harassment – Conduct on the basis of sex which occurs in the United States in a University activity or program that satisfies one or more of the following:

- An employee, including faculty, staff, or contractor, conditioning the provision of aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity;
- Sexual Assault is defined as penetration, no matter how slight, of the vagina or anus with

any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded;

- Dating Violence which means violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
- Domestic Violence is defined as violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim; or
- Stalking defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Sexual Misconduct –Conduct, regardless of geographic location, that includes:

- *Coercion* - Conduct, intimidation, and/or express or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in sexual contact or any other type of involuntary conduct, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
 - Causing the deliberate incapacitation of another person;
 - Conditioning an academic benefit or employment advantage;
 - Threatening to harm oneself if the other party does not engage in sexual contact; or
 - Threatening to disclose an individual's sexual orientation, gender identity, gender expression, or other personal or sensitive information if the other party does not engage in the sexual contact or takes actions involuntarily.
- *Domestic Violence* - violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim.
- *Dating Violence* - violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- *Gender-based Harassment* - harassment based on gender, sexual orientation, gender identity, or gender expression, including acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve contact of a sexual nature.

- *Non-Consensual Sexual Touching* – any sexual touching without consent. Sexual touching is any intentional touching of a person’s body, including the breasts, buttocks, groin, genitals, or other intimate parts. Touching may be over or under clothing and may include the Respondent touching the Complainant, the Respondent making the Complainant touch the Respondent or another person, or the Respondent making the Complainant touch the Complainant’s own body.
- *Obscene or Indecent Behavior*
 - i. Exposure of one’s sexual organs or the display of sexual behavior that would reasonably be obscene or indecent to others. Other forms of obscene or indecent behavior include sexual exhibitionism, engaging in prostitution, or the facilitation or solicitation of a prostitute.
 - ii. Observing another individual’s nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
 - iii. Recording, photographing, transmitting, showing, viewing, streaming, or distributing intimate or sexual images, audio recordings, or sexual information of another person in any form without the knowledge and Consent of all parties involved.
 - iv. Publishing a sexually explicit image of a person that contains or conveys the personal identification or information of the depicted person to an internet website, text, email, and/or social media without the depicted person’s Consent.
- *Revenge Porn* - to publish a sexually explicit image of a person, including any depiction that contains or conveys the personal identification or information of the depicted person by any electronic, digital or other means, including to an internet website, by text, by email, and/or by or through social media without the depicted person’s Consent.
- *Sex-based Harassment* – any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature:
 - i. Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person’s instruction, academic standing, or participation in any University program, activity, or benefit;
 - ii. Submission to, or rejection of, such conduct by an individual is used as a basis for academic or work evaluation;
 - iii. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University’s educational, and/or campus-residential experience when viewed both from a reasonable person in similar circumstances and the person in question.
- *Sexual Assault* – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded
- *Sexual Coercion* – the act of using pressure or force to have sexual contact with someone who has already refused.
- *Sexual Exploitation* - Knowingly or recklessly transmitting a sexually transmitted disease or sexually transmitted infection (such as HIV) to another individual without the

- knowledge and consent of the person exposed.
- *Stalking* - A course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge, to the Complainant or Respondent. The Title IX Coordinator is responsible for coordinating effective implementation of Supportive Measures.

Title IX – refers to Title IX of the Educational Amendments of 1972, and applicable implementing regulations, which protects people from sex and gender discrimination in educational programs and activities at institutions that receive federal financial assistance. Title IX covers more than athletics and sexual assault, it addresses concerns relating to discrimination on the basis of sex or gender in all aspects of the educational process, including in the areas of recruitment, admissions, and counseling; financial assistance; the needs of pregnant and parenting community members, discipline; and employment.

Title IX Coordinator –The individual University official with the primary responsibility for coordinating the University’s compliance with Title IX.

University Community - Any student, faculty, staff, other person currently employed by the University, or working on University premises, or any participant in a University program or activity regardless of the location of the program or activity.

Violation of Supportive Measure(s): Failure to comply with a Supportive Measure(s) imposed pursuant to this Regulation.

IV. JURISDICTION

Jurisdiction applies to University educational program or activities, including locations, events, or circumstances over which the University exercised substantial control over both the respondent and the context in which the harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University. For Sexual Misconduct matters, jurisdiction applies to respondents who are members of the University community regardless of location.

V. OPTIONS FOR SEEKING CONFIDENTIAL ASSISTANCE AND/OR MAKING A REPORT OF A POTENTIAL VIOLATION

The University is committed to providing options through multiple contact points across campus that are broadly accessible to all University community members to address a potential violation of this Regulation. Anyone may seek confidential assistance and/or make a report to the University on behalf of themselves or others. It is important to understand the differences between these two options.

Seeking confidential assistance means talking about the alleged violation with a professional

who cannot share the information with anyone else without the express permission from the person sharing the information unless there is a threat of serious harm to the person sharing the information and/or to others and/or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor or vulnerable adult). Any individual may choose to seek support from confidential professionals on and/or off campus, including the staff at the University Victim Empowerment Program, the counselors at the University Counseling and Psychological Services Center, medical health providers, clergy, and/or rape crisis counselors (as noted in the chart below). The confidential resource will provide help in addressing the incident to the extent possible and in accordance with the person's desires. Seeking confidential assistance does not prevent an individual from making a Formal Complaint at a later date. The chart below provides a graphical representation of the differences between the options.

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THERE IS A DIFFERENCE BETWEEN "SEEKING CONFIDENTIAL ASSISTANCE" AND "MAKING A REPORT TO THE UNIVERSITY." IT IS IMPORTANT TO UNDERSTAND WHAT WILL HAPPEN DEPENDING UPON WHICH ACTION YOU CHOOSE.

CONFIDENTIAL ASSISTANCE*

Means talking about the situation with a professional who cannot share the information with anyone else, getting help figuring out what can be done according to your wishes, and helping with the options you choose, including if you decide to make a report to the University.

*There are certain legal limitations to confidentiality which will be explained to you at the beginning of any contact.



CONTACT:



On-campus professionals who can provide Confidential Assistance:

Victim Empowerment Program

24 hour crisis: 305-348-2277

MMC: SHC 270

vep.fiu.edu

Counseling & Psychological Services (CAPS)

MMC: SHC 270, 305-348-2277

BBC: WUC 320, 305-919-5305

caps.fiu.edu

Student Health Services

MMC: SHC, 305-348-3336

BBC: SHC, 305-919-5620

Office of Employee Assistance

MMC: 305-348-2469 • BBC: ACII 246B

MAKING A REPORT TO THE UNIVERSITY

Means University Officials must take appropriate action



CONTACT:



Title IX Coordinator

Deputy Title IX Coordinators

Mandatory Reporters

Campus Security Authorities

Dean of Students

Student Conduct and Academic Integrity (SCAI) Staff

Faculty

Police



**Off-campus professionals
who can provide Confidential Assistance:**

**Roxcy Bolton Rape Treatment Center at
Jackson Memorial Hospital**

305-585-5185

1611 N.W. 12th Avenue, Miami, FL 33136

<http://www.jacksonhealth.org/services-rape-treatment.asp>

**Florida Council Against Sexual Violence
Information Line**

1-888-956-RAPE

Florida Domestic Violence Hotline

1-800-500-1119; Florida Relay 711

Florida Victim Assistance

1-800-266-6667

**Miami Coordinated Victim Assistance Center
(CVAC)**

305-285-5900

Any licensed mental health professional can
provide Confidential Assistance



**University Officials to contact for
Making a Report to the University**

Ryan Kelley

Title IX Coordinator

Office of Civil Rights Compliance and
Accessibility (OCRCA)

Phone: 305-348-2785 | Email: ocrca@fiu.edu

Primera Casa 220

Heidi Louisy

Interim Director, Employee & Labor Relations
(ELR)

Phone: 305-348-4186 | Email: elr@fiu.edu

Primera Casa 236

Kevin Kendrick

Sr. Associate Athletic Director,

University Compliance

Phone: 305-348-2843

Email: kevin.kendrick@fiu.edu

Ocean Bank Convocation Center 154

Michelle Horvath

Assistant Dean of Students

Student Conduct and Academic Integrity

Phone: 305-348-3939

Email: mhorvath@fiu.edu

Graham Center 311



OR FILE ONLINE:



Silent Witness Form provides a method to
report on an anonymous basis to the FIU
Police Department:

http://police.fiu.edu/Silent_Witness.php

FIU Ethical Panther Line provides a method
to report on an anonymous basis to the
University Compliance Office at <https://fiu.i-sight.com>

Incident Reporting Form provides a method
to report on an anonymous basis to Student
Affairs:

[https://publicdocs.maxient.com/incidentreport
.php?FloridaIntlUniv](https://publicdocs.maxient.com/incidentreport.php?FloridaIntlUniv)

All other employees not designated as confidential resources or Responsible Employees will safeguard an individual's privacy, but are strongly encouraged to share any information about such conduct with the Title IX Coordinator or Deputy Title IX Coordinator(s) in recognition of the understanding that centralized reporting is an important tool to address, end and prevent prohibited conduct. Similarly, all students (who are not otherwise required to report as a Responsible Employee are strongly encouraged to report any information, including reports or partial reports, to the Title IX Coordinator or Deputy Title IX Coordinator(s).

Reports of conduct believed to be prohibited by this Regulation (or that left unchecked may rise to the level of prohibited Sexual Misconduct or Sexual Harassment) are encouraged even if the reporter is not sure that the conduct violates this Regulation or does not want the University to take action against a Respondent. The University will make every effort to respect a Reporting Party's autonomy if that is the Reporting Party's desire. Making a report to the University does not mean that the Reporting Party cannot also seek confidential assistance.

VI. SUPPORTIVE MEASURES

When an informal or Formal Complaint is received, the Title IX Coordinator or designee, in consultation with other appropriate administrators, will make an assessment of any risk of harm to the parties, any other individuals, or the broader University community. The University may impose reasonable and appropriate supportive measures when necessary to protect the safety and/or emotional well-being of the parties or witnesses involved and/or to provide academic or other appropriate support. Implementing any supportive measures is within the sole discretion of the University. Because they are temporary in nature, interim protective measures may be amended or withdrawn as additional information is gathered. The Title IX Coordinator or designee, in consultation with other administrators, will maintain consistent contact with the parties so that all safety and/or emotional well-being concerns can be reasonably addressed.

Supportive measures may be afforded to the Complainant, the Reporting Party, the Respondent, and/or other involved individuals as appropriate to ensure their safety and/or well-being. Supportive measures may be requested by the parties at any time regardless of whether any particular course of action is sought by the Complainant while avoiding punishing the Respondent prior to the conclusion of the grievance process. The range of Supportive Measures includes, but is not limited to:

- Arranging for medical services
- Access to counseling services either provided by the University and/or through community resources
- Providing crisis intervention, case management, emotional and/or practical support, and/or safety planning through the Victim Empowerment Program for students and through the Office of Employee Assistance for faculty and staff
- Imposition of a University "No-Contact Directive" for all or some of the parties involved in the incident
- Rescheduling of exams and assignments
- Providing alternative course completion options
- Change in class schedule, including the ability to drop a course without penalty or to transfer sections
- Change in work schedule or job assignment

- Change in campus housing assignment
- Assistance from University support staff in completing housing relocation, if feasible
- Voluntary leave of absence from work in accordance with University policies
- Providing an escort to assure safe movement between classes and activities
- Providing academic support services, such as tutoring
- University-imposed leave or suspension for the Respondent.
- Any other feasible measure(s), which can be tailored to the involved individuals to achieve the goals of this Regulation.

All individuals are encouraged to report concerns about the adequacy of the Supportive Measures or the failure of another individual to abide by any Supportive Measure to the Title IX Coordinator or designee. Any violation of a Supportive Measure will be investigated and adjudicated under this Regulation.

VII. ADVISORS

During the grievance process, the Complainant and Respondent may have an advisor of their choice accompany them to any related meeting or proceeding. Advisors have no active role in any meetings or the grievance process except as explicitly provided in this Regulation. Meetings or proceedings may not be unreasonably delayed due to the selection or schedule of an Advisor, and it is the responsibility of the Complainant or Respondent to communicate relevant information to their Advisor and ensure that their Advisor comports themselves in a manner which respects this educational-administrative process. After an appropriate warning, the University reserves the right to stop a meeting or proceeding and remove an Advisor whose presence disrupts the meeting or proceedings, and then begin the meeting or proceedings without the Advisor. During a hearing held pursuant to this Regulation, an advisor will be provided by the University for cross-examination purposes only if the Complainant or Respondent does not already have an Advisor.

VIII. FORMAL COMPLAINTS

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or electronic mail using the contact information listed for the Title IX Coordinator above. A Formal Complaint may also be filed through conduct.fiu.edu or <https://fiu.i-sight.com/portal/idea>.

If the Complainant files a Formal Complaint, the University will analyze whether it is to be dismissed. This analysis occurs prior to the investigation, and at any point in the investigation or grievance process when the grounds for dismissal appear. In all cases, if the Formal Complaint is dismissed, the Title IX Coordinator will promptly and simultaneously provide the parties written notice of the dismissal, the reasons for the dismissal, and an opportunity to appeal.

Mandatory Dismissal of Formal Complaints of Sexual Harassment

The University must dismiss a Formal Complaint of Sexual Harassment to the extent the conduct alleged in the Formal Complaint:

- Would not constitute Sexual Harassment even if proved;
- Did not occur in the University's education program or activity; or

- Did not occur in the United States.

At the time a Formal Complainant is filed, a Complainant must be participating in or attempting to participate in a University educational program or activity. Even though a Formal Complaint must be dismissed for Sexual Harassment (Title IX) purposes, the University may continue to review the allegations as Sexual Misconduct or other violation of the University's regulations, rules, and policies.

Permissible Dismissal of Formal Complaints of Sexual Harassment or Sexual Misconduct

The University may dismiss a Formal Complaint in the following circumstances:

- The conduct would not constitute Sexual Misconduct even if proved;
- Upon completion of the investigation, the Title IX Coordinator concludes that there is not reasonable cause to believe that a violation of this Regulation occurred. Reasonable cause is a lower standard than preponderance of the evidence;
- The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- The Respondent is no longer enrolled or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

In determining whether to dismiss in these circumstances, the University will evaluate whether a dismissal would be clearly unreasonable in light of the known circumstances.

If dismissed, the University may continue to review the allegations as a violation of other University regulations, rules, and policies.

Consolidation of Formal Complaints

The Title IX Coordinator, Director of Student Conduct and Academic Integrity or the Director of Employee and Labor Relations or designee(s) may consolidate Formal Complaints against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one Party against another Party where the allegations arise out of the same facts or circumstances.

IX. INTERIM SUSPENSION AND ADMINISTRATIVE LEAVE

The University may remove a Respondent from some or all of the University's programs and activities or employment on an interim basis if it determines there is an immediate threat to the health, safety, or welfare of the University or University Community arising from allegations of violations of this Regulation. Prior to placing a Respondent on Interim Suspension or Administrative Leave, the University will conduct an individualized safety and risk analysis.

If a Respondent is removed pursuant to this section, the University will provide the Respondent with written notice and an opportunity to challenge the removal. The Respondent will have three (3) Business Days from the date of the notice of Interim Suspension or Administrative Leave to challenge the decision, in writing, stating the basis of their challenge to the removal. A copy of the challenge to the Interim Suspension or Administrative Leave will be provided to the

Complainant. No later than three (3) Business Days after receipt of the challenge, the University will provide a written determination to the Respondent and Complainant.

If Interim Suspension or Administrative Leave is upheld, the Respondent retains all rights to an investigation and hearing as set forth in this Regulation prior to any ultimate finding of responsibility and sanctions.

X. INVESTIGATION OF FORMAL COMPLAINTS

Criminal Investigations

To initiate a criminal investigation, reports of Sexual Misconduct or Sexual Harassment should be made to the University Police Department, or local law enforcement. The criminal process is separate from this grievance process and the Rules of Civil or Criminal Procedure do not apply. The University has an obligation to promptly respond to allegations of Sexual Misconduct or Sexual Harassment and investigate all Formal Complaints while the criminal process is pending. Therefore, the University in its sole discretion may proceed with an investigation under this Regulation before, during, or after any law enforcement investigation or criminal proceedings.

Notice of Allegation

Upon receipt of a Formal Complaint, the Title IX Coordinator or designee will provide the Complainant and Respondent with written notice stating:

- this Regulation and other applicable Regulations or policies;
- the allegations of Sexual Harassment or Sexual Misconduct including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved if known, the alleged conduct constituting Sexual Harassment or Sexual Misconduct, and the date and location of the alleged incident if known;
- the Respondent is presumed Not Responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
- any provision of the Student Conduct and Honor Code or applicable regulations, policies, or procedures that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and
- an appointment date and time where they will, separately, meet with the Title IX Coordinator for an information session to discuss the grievance process, supportive measures, and any other concerns a party may have. Each party will be provided with at least fourteen (14) Business Days between receipt of the Notice of Allegation and the date of the initial interview except in cases of emergency or where waived by the party.

If, in the course of an investigation, the University decides to investigate allegations about the Complainant or Respondent that are not included in the original Notice of Investigation, the University will provide notice of the additional allegations to the parties.

Timeline for Investigation and Responsibility Determination

It is the University's intention to complete a Title IX investigation and reach a determination of responsibility within ninety (90) Business Days, although good-faith efforts to conduct a fair, impartial investigation in a timely manner may require a different timeline depending on the circumstances.

Any deadline set forth in this Regulation or imposed during the grievance process may be temporarily modified or given a limited extension of time for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the modification. Good cause may include considerations such as the absence of a party, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

The University may act on its own in modifying deadlines, or the parties may request an extension in writing by contacting the Title IX Coordinator, Director of Student Conduct and Academic Integrity or Director of Employee Labor Relations or designee(s) as applicable.

Appointment of an Investigator

The Title IX Coordinator may designate one or more properly trained individuals to investigate a Formal Complaint, including University or third-party investigators.

In the event of a conflict or bias, the University will appoint an alternate individual so that the process is free of conflicts of interest and bias.

Concurrent Processes

If the Respondent is a student and portions of the Formal Complaint include allegations that violate the Student Conduct and Honor Code but are not alleged violations of this Regulation, those allegations may be investigated and/or addressed separately by Student Conduct and Academic Integrity before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

Similarly, if the Respondent is an employee or member of the University Community and portions of the Formal Complaint include allegations that violate University regulations, policies, and procedures applicable to personnel, but are not alleged violations of this Regulation, then those allegations may be investigated and/or addressed separately by Human Resources before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

The Collection of Evidence

Investigators will gather information from the Complainant, Respondent, and other individuals who have information relevant to the Formal Complaint. The parties will have an equal opportunity to present facts and evidence, identify witnesses, and other inculpatory and exculpatory evidence. The investigator may also interview relevant third parties who, throughout the course of the investigation, are determined to have information that may assist in the review of the formal complaint. The investigator has the discretion to determine the relevance of any witnesses provided by either party, and will determine which witnesses to interview. The investigator will not consider relevant any witnesses who are offered solely for the purpose of

providing evidence of a party's character. If a party declines to provide relevant information, the University's ability to conduct a prompt, thorough, and equitable investigation may be impaired.

The University will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews at least seven (7) Business Days prior to the investigative meetings, or other meetings except in cases of emergency or unless waived by the Respondent.

Exclusion of Certain Forms of Evidence

The University cannot access, consider, disclose, or otherwise use a party's records that contain information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

If a party chooses to provide evidence that would otherwise be excluded under this subsection, it will be considered directly related evidence subject to the parties' inspection.

Review of Collected Evidence & Investigatory Report

The Title IX Coordinator, Director of Student Conduct and Academic Integrity, or Director of Employee and Labor Relations, or designee as appropriate will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the University must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will be given at least ten (10) Business Days to submit a written response. The investigator will consider any written responses prior to completion of the investigative report.

The University will also make all directly related evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

The Title IX Coordinator or designee will send the parties and their advisors the final investigative report that fairly summarizes relevant evidence, with at least 10 (ten) Business Days prior to a hearing or determination of responsibility.

XI. INFORMAL RESOLUTION

If a Formal Complaint has been filed, the University has the discretion at any time prior to reaching a determination regarding responsibility to choose to offer and facilitate informal resolution options so long as the parties give voluntary, informed written consent to attempt informal resolution. Informal resolution is not available when a Complainant is a student alleging that a University employee has engaged in Sexual Harassment or Sexual Misconduct.

In offering an informal resolution process, the University will provide the parties written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which, upon reaching an agreed resolution, it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint. The University will also explain any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The Informal Resolution process must be completed within fifteen (15) Business Days of the parties agreeing to pursue such a process. If not completed by that deadline, in the absence of any approved extensions, the Formal Complaint will continue to be investigated and processed for a live hearing as described in this Regulation.

XII. HEARINGS

The Hearing Process

Live hearings may be conducted with all parties physically present in the same geographic location or with any (or all) parties, witnesses, and other participants appearing virtually utilizing technology that enables participants to simultaneously see and hear each other. At the request of either party, the University will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-makers and parties to simultaneously see and hear the party or the witness answering questions.

At the live hearing, the Hearing Officer will explain each Party's rights and options and assure that fairness and procedural due process are observed throughout the hearing. The Hearing Officer will permit each party's Advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor. Only relevant cross-examination and other questions may be asked of a party or witness. To ensure this, before a Complainant, Respondent, or witness answers a cross-examination or other question, the Hearing Officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the alleged conduct or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

If a party or witness does not submit to cross-examination at the live hearing, the Hearing Officer and Hearing Body will not rely on any statement of that party or witness in reaching a determination regarding responsibility. The Hearing Office and Hearing Body will not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

The University will create an audio or audiovisual recording, or transcript, of any live hearing. Live hearings will be closed to the public.

The Written Determination Regarding Responsibility

The University will provide a written determination regarding the Respondent's responsibility simultaneously to the Parties within fourteen (14) Business Days from the conclusion of the hearing. The Decision-Maker will also provide a copy of the written determination to the Title IX Coordinator. Unless an appeal is filed, this written determination shall constitute Final Agency Action. The written determination regarding responsibility will include the following:

- Identification of the allegations potentially constituting Sexual Misconduct or Sexual Harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the University's regulations to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the University imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the Complainant (without disclosing the nature of those remedies except to the extent a remedy also imposes requirements on the Respondent); and
- The grounds for appeal.

XIII. DISCIPLINARY SANCTIONS

In reaching a determination regarding sanctions, consideration will be given to any aggravating and mitigating circumstances. The sanctions described below are a description of the range of sanctions available, and not an exhaustive list of all sanctions that may be imposed.

Student Conduct and Academic Integrity will oversee disciplinary sanctions for students and student organizations. Students or student organizations who are found to have violated this Regulation will be subject to disciplinary sanctions as set forth in the Student Conduct and Honor Code, Regulation FIU-2501. Any sanctions will be proportionate to the severity of the violation and the student's cumulative conduct history. Sanctions include, but are not limited to, reprimand, educational sanctions, counseling assessment, restitution, disciplinary probation, restrictions, exclusion from university housing, suspension, loss of university recognition, or expulsion.

Human Resources will oversee disciplinary sanctions for non-students. Faculty and staff who are found to have violated this Regulation will be subject to disciplinary action pursuant to applicable collective bargaining agreements or applicable personnel regulation, policies, or procedures. Sanctions include, but are not limited to letters of reprimand, training, performance improvement plans, reassignment, demotion, suspension with or without pay, and termination. Third parties (including contractors and visitors) who are found to have violated this Regulation may be barred from the campus and/or conducting business with the University.

XIV. REMEDIES

In some cases, the Hearing Official or Hearing Panel may find that remedies are needed for a Complainant when a Respondent is found responsible for violating this Regulation. Remedies are designed to restore or preserve the Complainant's equal access to the University's education program or activities. As an example of the range of remedies available, remedies may include similar individualized services as defined in Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. Remedies do not include damages or other financial awards, or other relief that would impose an undue hardship on the University.

The Title IX Coordinator is responsible for the effective implementation of any remedies. When a determination indicates that remedies will be offered to the Complainant, the Complainant should contact the Title IX Coordinator to arrange for appropriate remedies.

XV. PROCESS OF PRESIDENTIAL REVIEW

The President will notify the Appellate Officer within three (3) Business Days of notification of a disciplinary outcome if he/she wishes to review the underlying disciplinary matter. This review will serve as the appeal process for the Respondent and Complainant. Any other appeal process will immediately cease.

No later than one (1) Business Day after the President notifies the Appellate Officer, the Appellate Officer shall notify the Respondent and Complainant of the President's decision to review the underlying disciplinary matter including sanctions. The Respondent and Complainant may provide the President with any information (including any documents supporting an appeal if not previously submitted) within three (3) Business Days of the Appellate Officer's notification.

The President may only consider the information previously provided in this disciplinary matter, any appeals submitted by the Respondent and Complainant, and any information that meets the grounds for appeal as outlined in Section XVI.

The President shall issue a written decision, including the results of the appeal and rationale, to the Respondent, Complainant, Appellate Officer, and Title IX Coordinator within fourteen (14) Business Days of notification of a disciplinary outcome. The President's decision constitutes Final Agency Action and will include notice of the Respondent's right to appeal to an external judicial forum.

XVI. APPEALS

Both parties will be notified and provided with the opportunity to appeal a determination or dismissal based on the following grounds only:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter;

- The Title IX Coordinator, investigator(s), or Hearing Official had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- The sanctions are extraordinarily disproportionate to the violation committed.

An appeal must be submitted in writing to the Appellate Officer within seven (7) Business Days of the date of the Hearing Official or Hearing Body's written determination and identify the grounds and arguments for challenging the outcome. If the appeal is based on newly discovered evidence, the evidence must be submitted with the written appeal.

Upon receipt of an appeal, the University will notify the other party in writing when an appeal is filed and provide them with seven (7) Business Days to submit a written statement in support of or challenging the outcome.

After both parties have had an opportunity to present their arguments challenging or supporting the outcome, the Appellate Officer will issue a written decision within fourteen (14) Business Days simultaneously to both Parties with the result of the appeal and the rationale. The Appellate Officer will also provide a copy of the appellate decision to the Title IX Coordinator. The University's decision shall constitute Final Agency Action.

XVII. PRIVACY AND CONFIDENTIALITY

The University will keep information and actions taken in accordance with this Regulation confidential to the extent possible under the law, meaning it will only disclose information to individuals with a legitimate need to know in order to review, investigate, and resolve reports of Sexual Misconduct or Sexual Harassment, or as permitted or required by law.

The University may release information about Sexual Misconduct or Sexual Harassment in certain circumstances without permission in order to warn and protect the University Community.

XVIII. RETALIATION AND OBSTRUCTION

Retaliation and Obstruction are prohibited during any portion of the grievance process. If a member of the University community believes that Retaliation or Obstruction may have been taken against them or others, they should report the behavior to the Title IX Coordinator or investigator. The situation will be reviewed and a response will be provided to the employee or student who alleged the Retaliation or Obstruction. Charging an individual with a violation for making a materially false statement in bad faith in the grievance process under this Regulation does not constitute Retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. Exercising any rights secured by the First Amendment does not constitute Retaliation.

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New April 15, 2015, Amended June 8, 2018, Amended 8-13-20, Amended 10-30-20, Amended 3-3-21, Amended 3-4-22.

FIU-106 Nondiscrimination, Harassment, and Retaliation (Title VII) policy document

FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII)

Responsible University Officer: Director of the Equal Opportunity Programs and Diversity/Title IX Coordinator

Responsible Office: Equal Opportunity Programs and Diversity and Diversity

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I. POLICY STATEMENT

Florida International University (the University) affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and veteran status. The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This Regulation establishes procedures for an applicant or a member of the University community (faculty, staff, affiliated third parties, and/or student) to file a complaint of alleged discrimination or harassment. It shall be a violation of this Regulation for any member of the University community to discriminate against or harass any member of the University community or applicant. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the Regulations/policies of the University.

The University is also committed to creating a work or academic setting free from illegal discrimination based on sexual misconduct, sexual orientation, gender identity or expression which is addressed in FIU Regulation 105 Sexual Misconduct (Title IX).

II. PURPOSE AND INTENT

This Regulation applies to the conduct of University students and employees, including faculty and staff. The non-discrimination provisions also apply to contractors and other third parties under circumstances within the University's control. The Regulation provides for prompt and equitable resolution of reports of discrimination, harassment, and retaliation.

III. DEFINITION OF TERMS

Discrimination - treating any member of the University community differently than others are treated based upon race, color, sex, pregnancy, religion, age, disability, national origin, marital status and/or veteran status.

Examples of conduct which falls into the definition of discrimination includes, but is not limited to:

1. Disparity of treatment in recruiting, hiring, training, promotion, transfer, reassignment, termination, salary and other economic benefits, and all other terms and conditions of employment on the basis of membership in one of the listed groups.
2. Disparity of treatment in educational programs and related support services on the basis of membership in one of the listed groups.
3. Limitation in access to housing, or participation in athletic, social, cultural or other activities of the University because of race, color, religion, age, disability, national origin, marital status and/or veteran status.
4. Retaliation for filing complaints or protesting practices which are prohibited under this Regulation.

Harassment - conduct which unreasonably interferes with an employee's, student's or applicant's status or performance by creating an intimidating, hostile, or offensive working or educational environment. It includes offensive or demeaning language or treatment of an individual, where such language or treatment is based typically on prejudicial stereotypes of a group to which an individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, or other intimidating or insulting conduct directed against the individual.

IV. PROHIBITED CONDUCT

Activities covered under this Regulation include, but are not limited to, all educational, athletic, cultural and social activities occurring on a campus of or sponsored by the University, housing supplied by the University, and employment practices between the University and its employees.

V. COMPLAINT AND INVESTIGATIVE PROCESS

The Office of Equal Opportunity Programs and Diversity shall administer the policies and procedures outlined in this Regulation. The Office of Equal Opportunity Programs and Diversity shall answer inquiries regarding the procedures contained in this Regulation and may provide informal advice regarding issues of discrimination. Members of the University community are encouraged to report conduct they believe may be prohibited discrimination or harassment (or that left unchecked may rise to the level of prohibited discrimination or harassment) even if they are not sure that the conduct violates this Regulation. The identity of any individual who reports discrimination, harassment, or other personally identifiable information will be kept confidential to the extent possible and permitted by law. In cases where the potential complainant chooses not to file a formal complaint, action will be taken to inform the alleged offender of the concerns, suggesting that the individual monitor and modify (if necessary) his/her behavior.

A. Complaints.

1. A complaint must be made in writing to the Office of Equal Opportunity Programs and Diversity. The complaint shall contain the name of the complainant and state the nature of the act(s) complained of, including such details as the name of the alleged offender, the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s).
2. A complaint must be filed within three hundred (300) calendar days of the alleged act(s) of discrimination.
3. The Office of Equal Opportunity Programs and Diversity shall investigate the formal complaint. This investigation may include, but shall not be limited to, interviewing the

person complained about regarding the allegations, interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a report shall be prepared which includes a summary of the complaint, a description of the investigation, the findings, and recommendations.

4. There may be instances in which a potential complainant is unable or unwilling to pursue a complaint of discrimination, but where the University administration is aware of the behavior. In such instances, the Office of Equal Opportunity Programs and Diversity may choose to pursue an investigation of the alleged offense. The decision of whether or not to pursue an administrative complaint will be based on the egregiousness of the alleged offense, the basis for the aggrieved party's decision not to pursue a complaint, and the apparent evidence supporting the allegations. The decision to pursue an administrative complaint shall be made by the director of the Office of Equal Opportunity Programs and Diversity in consultation with the Vice President in charge of the aggrieved party's unit and the Vice President in charge of the alleged offender's unit, in the event that the two parties are in different units. An administrative complaint will follow the same procedures as formal complaints except that no complainant will be named.
5. In the event that a claim of discrimination is found to be frivolous or malicious, appropriate University sanctions shall be taken against the complainant, including disciplinary action where appropriate. Disciplinary action against students shall be taken in accordance with the University's Student Code of Conduct.

B. Conciliation.

The Office of Equal Opportunity Programs and Diversity may attempt conciliation during the course of an investigation of a complaint. If conciliation of the complaint was achieved between the parties in cooperation with the Office of Equal Opportunity Programs and Diversity, and the alleged offender fails to abide by the agreement or retaliates against the complainant, the complainant or supervisor should notify the Office of Equal Opportunity Programs. The Vice President for Human Resources or a designee may then require the complaint to proceed as if conciliation had not been reached.

If conciliation is not achieved, then the Office of Equal Opportunity Programs and Diversity shall continue to investigate the complaint. The investigation by the Office of Equal Opportunity Programs and Diversity will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter and availability of witnesses. The office will attempt to complete its investigation and recommendation within sixty (60) calendar days of initiation of the formal complaint, if possible.

C. Findings.

The report of the Office of Equal Opportunity Programs and Diversity shall be made known to the Vice President for Human Resources or designee, the complainant, the alleged offender, the immediate supervisor of the alleged offender, and the appropriate Vice President.

D. Review.

1. Either party may seek review of the finding of the Office of Equal Opportunity Programs and Diversity to the Vice President for Human Resources or a designee by filing a request for a review ("appeal") within seven (7) business days of receipt of the Office of Equal Opportunity Programs and Diversity finding. It shall specify the basis of the appeal. The appeal shall be based on one or more of the following: relevant evidence was not reviewed and/or new evidence is available, or the factual evidence was insufficient to support the findings.
2. The appeal shall be in writing, and shall set forth the issues to be considered in the appeal.
3. Copies of the appeal shall be provided to the opposing party and to the Director, Equal Opportunity Programs and Diversity.
4. The opposing party may file a response to the appeal to the Vice President for Human Resources or designee within seven (7) business days of receipt of the appeal.
5. The Vice President for Human Resources or designee shall issue a written finding no more than seven (7) business days after receipt of the appeal, or of a response to the appeal, whichever is later.
6. Upon final acceptance by the Vice President for Human Resources or designee of a written finding on the complaint, the Office of Employee and Labor Relations along with the immediate supervisor of the alleged offender shall provide a reasonable resolution to the complaint (e.g., that a student be allowed to change sections, that the employee report to a different supervisor) and may also recommend or take disciplinary action against the alleged offender. The proposed resolution shall be approved by the Office of Equal Opportunity Programs and Diversity. Disciplinary action shall be taken in accordance with the Regulations and policies affecting the class of employee and the terms of any applicable collective bargaining agreement.

IV. Retaliation Prohibited

Retaliation is expressly prohibited by this Regulation, and the University will take immediate and responsive action to any report of Retaliation. No University employee shall retaliate against a complainant or any person involved in the process. Any attempt to penalize a complainant or anyone involved in the process through any form of retaliation shall be treated as a separate allegation of discrimination.

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New -- June 8, 2018.

FIU-2501 Student Conduct and Honor Code policy document

FIU-2501 Student Conduct and Honor Code

As an academic community, Florida International University (FIU) fosters the intellectual exchange of ideas, knowledge, and experience. It is the responsibility of the University to provide a safe and stimulating environment in which scholarship and personal growth may occur. The desired effect is that Students will take advantage of this environment to develop intellectually as well as to participate as responsible, contributing citizens of our community. Being a contributing Student also comes with responsibility to adhere to the Student Conduct and Honor Code (Code). The ultimate responsibility for knowing University requirements and regulations rests with the Student, regardless of institutional or program affiliation. Nothing in this Regulation should be interpreted to abridge the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to, the freedom of expression protected by the First Amendment. Those charged with and found Responsible for violations of the Code will be subject to appropriate action as outlined herein. For the most updated Code, please refer to the website of Student Conduct and Academic Integrity (SCAI) at conduct.fiu.edu.

Undergraduate, Graduate, and Professional Students at FIU are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Each Student shall be responsible for their conduct from the time that they have been notified of admission through the actual awarding of a degree, including the academic year and during periods between terms of actual enrollment. The Code shall apply to a Student's conduct even if the Student withdraws from the University, while a conduct matter is pending, or if the conduct is not discovered until after a Student has withdrawn or a degree has been awarded. Academic integrity is the adherence to those special values regarding life and work in an academic community. Code violations may lead to suspension or expulsion from the University if a determination of responsibility has been made. These sanctions will be determined based on severity of incident and prior violations of the Code.

The safety and well-being of our community is the University's foremost concern. It is the policy of the University that acts of harassment and violence will not be tolerated. Any act of intimidation, threat of violence, or act of violence committed against other members of the University when committed within the jurisdiction of the Code is prohibited. Any Student or Student Organization found responsible for a violation of this standard will be subject to discipline up to and including expulsion pursuant to the Code.

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

1. DEFINITIONS

a. **Academic Misconduct:** Any act or omission by a Student, which violates the concept of academic integrity and undermines the academic mission of the University in violation of the Code.

b. **Advisor:** Any person chosen by the Respondent to assist throughout the Student Conduct and/or Academic Misconduct processes (e.g., faculty, staff, parent/guardian, attorney, friend, alumni, or any other person who is not a Witness in the process). Proceedings may not be

unreasonably delayed due to the selection of schedule of an advisor, and it is the responsibility of the Respondent to communicate relevant information to their advisor and to ensure that their advisor comports themselves in a manner which respects the educational-administrative conduct process. After an appropriate warning, the University reserves the right to stop a proceeding and remove an advisor whose presence disrupts the conduct proceedings.

c. **Business Day:** A day when the University is open for regular business operations from 8:30 a.m. up to 5:00 p.m. Eastern Standard Time. In computing any time period specified in this Code, the day of the event, act, or default that initiates the period shall be excluded.

d. **Character Witness Statement:** A statement relating to the general character and reputation of the person.

e. **Charge:** The written statement of the alleged violations of the Code.

f. **Coercion:** Conduct, intimidation, and/or expressed or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in any sexual contact or any other type of involuntary conduct not covered by FIU Regulation 105, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:

i. Causing the deliberate Incapacitation (see below for definition) of another person; and

ii. Conditioning an academic benefit or employment advantage;

g. **Consent:** Incorporated as defined by FIU Regulation 105.

h. **Final Agency Action:** The written decision resulting from the Student Conduct and/or Academic Misconduct processes which finally determines the rights or obligations of the Respondent. Decisions of the Hearing Body constitute Final Agency Action unless there is a timely appeal. If a decision is timely appealed, the decision of the appellate body constitutes Final Agency Action.

i. **Hazing:** Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a Student for purposes including, but not limited to, initiation or admission into, affiliation with, or the perpetuation or furtherance of a tradition or ritual of any Student Organization operating under the sanction of the University or other organization or group not officially recognized by the University. Although hazing is typically related to a person's initiation or admission into, or affiliation with a Student Organization, athletic team (intramural, club or intercollegiate), extracurricular activity or any other University group or organization, it is not necessary to have direct proof that a person's initiation or continued membership is contingent upon participation in the activity for a charge of hazing to be upheld. The actions of active, prospective, former, or associate members (pledges) of a Student organization may be considered hazing. Organizational leaders who plan a hazing event will be held Responsible even if not in attendance at an event where the hazing occurs. Hazing does not include customary athletic events or similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

j. **Hearing Body:** Student Conduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, two (2) Students, a faculty/staff member, and a nonvoting Hearing Officer. Academic Misconduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, three (3) Students, and two (2) fulltime faculty members, and a non-voting Hearing Officer. The Hearing Body is

authorized by the Senior Vice President for Academic & Student Affairs or designee to conduct Student Conduct hearings as set forth in this Code.

k. **Hearing Officer:** The SCAI Director, or respective designee(s). For cases involving Academic Misconduct, representatives from Housing and Residence Life may not serve as a Hearing Officer.

l. **Immediate Medical Assistance:** Aid that includes, but is not be limited to, calling or seeking additional assistance, rendering cardiopulmonary resuscitation (CPR) to a victim, clearing an airway for the victim to breathe, using a defibrillator (AED) to assist the victim, or rendering any other assistance to the victim which the Student intended in good faith to stabilize or improve the victim's condition while waiting for medical assistance or law enforcement to arrive.

m. **Impact Statement:** A statement (oral or in writing) that describes how the Reporting Party or Respondent has been impacted by the incident that is the basis for the Charge.

n. **Incapacitation:** Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the activity is occurring.

o. **Instructor:** The Instructor of record for a course in which a violation(s) of Academic Misconduct is alleged.

p. **Interim Suspension:** An immediate temporary (i.e., a limited period of time) separation from the University.

q. **On-Campus Housing:** Such housing owned, controlled, and operated by the University to include, but not limited to, the following: Everglades Hall, Lakeview Halls (North & South), Panther Hall, Parkview Hall, University Apartments, and University Towers. On-Campus Housing also includes Bayview Student Living (BBC), or any fraternity or sorority houses located on University Premises.

r. **Policy:** The written procedures, policies, or regulations of the University (as they may be amended from time to time) as found in, but not limited to, the Florida International University Board of Trustees regulations, the Code, FIU Regulation 105, the Undergraduate/Graduate/Professional Catalogs, the Student Handbook, the University Housing Resident Handbook, and/or Campus Life/Wellness & Recreation Center policies.

s. **Preponderance of the Evidence:** When the information that is presented supports a finding that it is more likely than not that a violation occurred.

t. **Receipt of Written Notice:** When Written Notice (see below for definition) has been sent electronically to the official University email address.

u. **Reporting Party:** Any person who reports an alleged violation of the Code.

v. **Respondent:** A student or student organization charged with violating the Student Conduct and Honor Code.

w. **SCAI Director:** The Director of Student Conduct and Academic Integrity Academic Integrity (SCAI) or designee.

x. **Student:** Any person who participates in any course or program of the University, either full-time or part-time, in-person or online, and whether degree-seeking or non-degree seeking. Persons who withdraw after allegedly violating the Code, persons who are not officially enrolled at the University for a particular term but who have a continuing relationship with the University, persons who have been notified of being accepted for admission, and persons who are living in the residence halls but are not enrolled at the University are also considered Students.

y. **Student Organization:** A Student group that is officially registered or recognized by the University, including, but not limited to, political groups, social groups, honor & professional societies, fraternities & sororities, and sport clubs. Membership in a student organization does not affect an individual Student's status with the University or attendance at classes unless the individual Student has been charged and sanctioned independently.

z. **Title IX Coordinator:** The individual University official with the primary responsibility for coordinating the University's compliance with Title IX. The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University's efforts to comply with Title IX.

aa. University: Florida International University.

bb. **University Community:** Any person who is a Student, faculty or staff, any other person currently employed by the University, or third party working on University Premises or within On-Campus Housing (i.e. contractor, vendor), or any participant in a University-sponsored program or activity regardless of the location of the program or activity.

cc. **University Official:** Any person employed by the University to perform assigned teaching, research, administrative, professional or other responsibilities (e.g., faculty, staff, administrators, residence hall staff, FIU Police).

dd. **University Premises:** Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the University in direct support of, or in a manner related to, the University's educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to that previously described in this paragraph that is owned by the University, but that is controlled by another person, is frequently used by students, and supports University purposes (e.g., a food or other retail vendor). This definition is designed to conform to the Clery Act definition which can be amended from time to time.

ee. **Witness:** A person(s) who has factual knowledge about the incident which forms the basis of the Charge.

ff. **Written Notice:** A notification of the charges against the Respondent sent via email to the Respondent's official University email address. A notification to a Student Organization Respondent sent via email to the official University email address of the Student Organization's President.

2. JURISDICTION

a. Jurisdiction under the Code applies to the conduct of any Student or Student Organization that while the student meets the definition of "student" as articulated in 1.x and the student organization meets the definition of "student organization" as articulated in 1.y, regardless of the geographic or electronic location.

b. A conduct proceeding is not a criminal or judicial proceeding. It is designed to address the Respondent's behavior. Therefore, alleged violations of the Code will be addressed independently of any criminal or judicial proceeding and regardless of whether the criminal charges have been dismissed or reduced to a lesser offense. In extra-ordinary situations, and at the request of external law enforcement or prosecutor's office, the University may delay its application of this Code.

c. The Code does not address: Issues related to research misconduct or violations of FIU Regulation 105. Resolutions of issues related to research misconduct must be addressed using the University Research Misconduct policy; or, issues related to professional misconduct.

Resolutions of issues related to professional misconduct must be addressed at the school or college level. Violations of FIU Regulation 105 will be addressed in accordance to that Regulation.

d. Filing Time: Anyone may report an alleged Code violation within ninety (90) calendar days of the incident or obtaining knowledge about the incident, whichever is later. In addition, the SCAI Director may extend the filing time where the delay may be related to issues of victimization or beyond the control of the University.

3. AUTHORITY

a. The Board of Trustees of Florida International University has been charged with the responsibility of, and authority for, providing a Student conduct system. Authority for Student discipline and the Student conduct system rests with the University President. Although the University President holds the ultimate authority for Student discipline, this authority is delegated to the Senior Vice President for Academic & Student Affairs, who is responsible for implementing the Student disciplinary system. The Senior Vice President for Academic & Student Affairs delegates authority for the execution and implementation of the Code to the SCAI Director.

b. The requirements and procedures in the Code may be revised. Those revisions may occur in order to serve the needs of the University Students, faculty and/or staff where safety and security issues so demand. In addition, those revisions may occur in circumstances where, in the University's sole discretion, the requirements and procedures described herein are deemed insufficient to meet the objectives of educating and protecting the members of the University community and/or to respond to changes in the law. Nothing in this Code shall be construed as preventing the University President from taking any action which may be deemed necessary to meet the goals of this Code. In matters involving charges for drug distribution and/or sales (Section 5(i)(2)), endangerment (Section 5(j)), hazing (Section 5(p)), stalking (Section 5(y)), and weapons (Section 5(dd)) the President may change the outcome and/or sanctions to fulfill requirements of the Code as outlined in Section 17.

c. The Department of Housing and Residential Life (HRL) may conduct both Summary Resolutions and Administrative Hearings regarding cases involving Conduct violations arising in On-Campus Housing. HRL is not authorized to conduct Summary Resolutions and Administrative Hearings regarding cases involving Academic Misconduct violations or Student Conduct Committee hearings. HRL cases may be referred to SCAI.

4. AMNESTY

a. Medical Amnesty for Alcohol or Drug Use: The University encourages Students to seek medical assistance, but it recognizes that students may be hesitant to make a call or report when they:

- i. Need immediate medical assistance due to their own use of alcohol/drugs;
- or,
- ii. Witness another Student who needs immediate medical assistance due to alcohol/drugs.

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

- iii. they render or call for immediate medical assistance for themselves and/or others who have participated in or witnessed the incident;

iv. the Student calling for immediate medical assistance remains at the scene with the person in need of immediate medical assistance until such assistance arrives and then cooperates with such personnel on the scene; and,

v. the student timely completes the appropriate educational intervention for the incident as determined by SCAI. Other charges related to the incident (e.g., alcohol distribution, drug distribution, or other non-alcohol/drug charges) may be determined at the discretion of the SCAI Director.

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

b. Reporting Amnesty: The University encourages Students to report allegations of the Code, including allegations of FIU Regulation 105, but recognizes that students may be hesitant to make a report when they were using alcohol/drugs. Thus, students involved in an incident involving alcohol/drugs will not be charged under the Code with consumption if they are reporting a violation of the Code or FIU Regulation 105. Any other charge(s) related to the incident may be determined at the discretion of the SCAI Director, but the reporting will be a mitigating factor at any sanctioning stage.

While student organizations are not eligible for reporting amnesty, reporting and self-reporting will be a mitigating factor, while failing to report will be an aggravating factor at any sanctioning stage.

c. Investigatory Amnesty: As part of an investigatory process, and conditioned on being truthful and providing complete information, a witness or party may be asked to provide information which would self-disclose a Code violation. Without abridging the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to the Fifth Amendment, disclosing a Code violation such as alcohol/drugs use related to an incident being investigated and outlined in the investigation will not be charged under the Code. All other charges related to the incident may be determined at the discretion of the SCAI Director, but additional amnesty may be provided under e of this provision.

d. Hazing Amnesty: A Student may not be charged under the Code if the Student establishes that, before medical assistance or law enforcement arrived on the scene of a hazing event, the Student rendered aid to the hazing victim and establishes all of the following: i. the Student was present at an event where, as a result of hazing, a person appeared to be in need of immediate medical assistance; and ii. The Student was the first person to call 911 or FIU Police to report the need for immediate medical assistance; and iii. the Student provided their own name, the address where immediate medical assistance was needed, and a description of the medical issue to the 911 operator or FIU Police at the time of the call; and, iv. the Student remained at the scene with the person in need of immediate medical assistance until such medical assistance or law enforcement arrived and that the Student cooperated with such personnel on the scene.

e. Amnesty at the SCAI Director's Discretion: The SCAI Director may grant amnesty from proceedings within the conduct system, contingent on a student providing complete and accurate information during an investigation or conduct proceeding.

5. **CONDUCT VIOLATIONS** The following conduct is prohibited by this Code. These violations are included in each section below and need not be cited separately. Lack of

familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, intent is not a required element to establish a policy violation. Additionally, intoxication or impairment caused by use or consumption of alcohol, drugs, or other substances is not a defense to a violation of this Code. The following conduct violations or any attempt to violate the Code will be used in charging all Students or Student Organizations.

- a. Any conduct prohibited by FIU Regulation 105.
- b. **Assisting:** Any affirmative act which aids, attempts, promotes, conceals, or facilitates any act prohibited by this Code.
- c. **Attempt:** Attempt or intent to commit any violation outlined in the Code.
- d. **Alcohol:** Students who choose to drink will be held fully responsible for their behavior while under the influence of alcohol. Loss of control due to intoxication does not excuse or justify a violation of the state law, University Policy, or the rights of others.
 - i. Possession, use and/or consumption of alcohol when under the legal drinking age as provided by Florida Law.
 - ii. Dispensing, selling or supplying alcoholic beverages to an individual who is under the legal drinking age as provided by Florida Law.
 - iii. Any violations of FIU Policy governing alcohol usage. See, FIU-Regulation 2505 Alcoholic Beverages.
 - iv. Use and/or possession of beer kegs and party balls or other common sources of alcohol.
 - v. Possession of open containers of alcohol or consumption of alcoholic beverages in public areas, such as balconies, courtyards or hallways.
 - vi. Public intoxication (e.g., appearing in a state of intoxication) and/or excessive drinking.
 - vii. Use and/or possession of devices designed for the rapid or excessive consumption of alcohol, including, but not limited to, funnels, ice luges, and beer bong.
 - viii. Hosting or sponsoring a gathering where underage individuals are drinking alcohol.
 - ix. Unlawful manufacture, trade, and/or intent to sell alcohol.
 - x. Reporting to classes, work, or related assignments “under the influence” of alcohol.
 - xi. Violating any other University Policy while under the influence of alcohol.
- e. **Animals:** The University allows individuals to bring animals on University Premises in accordance with federal laws. A service animal is permitted on campus grounds and within University buildings, including the University housing assignment provided to an individual with a disability. An emotional support animal is permitted on campus to accompany an individual into his or her University assigned residence in accordance with the U.S. Department of Housing and Urban Development.
 - i. Failing to obtain approval from Housing and the Disability Resource Center (DRC) for the Student’s emotional support animal (as defined by federal law) in a residence hall.
 - ii. Having an approved emotional support animal beyond authorized areas (i.e., within the residence halls and immediate access to outdoor areas).
 - iii. Failing to register the Student’s service animal (as defined by federal law) with the DRC if the Student resides on campus.

iv. Failing to properly control the service animal and/or emotional support animal such that the animal is disruptive, is not housebroken, or poses a safety or health concern.

v. Bringing pet dogs, cats, or other animals (except non-dangerous fish) to campus or being in possession of stray animals.

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

g. **Computer Misuse**

i. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.

ii. Unauthorized alteration or degradation of computer equipment, software, network, data or system performance.

iii. Unauthorized copying or distribution of computer software or data.

iv. Unauthorized use, taking, or theft of University computer resources for commercial purposes or personal financial or other gain. This includes, but is not limited to, advertising a product or service on personal web pages, fund-raising or advertising on behalf of unsanctioned non-University organizations, publicizing of unsanctioned non-University activities, resale of University resources to any non-University individuals or organizations, and the unauthorized use of the University's name or logos. Use of the University's network for any of these purposes, even if the user is using their own personal computer, constitutes an offense.

v. Allowing another person to use one's FIU username and password.

vi. Any other violation of the University computer use and web page policies.

The complete policies are available at <http://security.fiu.edu/policies>. The website also contains the civil and criminal penalties for distributing, without authority, copyrighted materials (including unauthorized peer-to-peer file sharing) and the penalties for violating federal copyright law.

vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for the unauthorized distributions.

h. **Disruptive Conduct**

i. that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes and functions of the University or the rights of other Members of the University community.

ii. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes, and functions of the classroom, or laboratory and/or immediate surrounding areas. This includes interfering with the academic mission of the University or individual classroom or interfering with a faculty member or instructor's role to carry out the normal academic or educational functions of their classroom laboratory and/or immediate surrounding areas.

iii. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the Student Conduct process, including, but not limited to, harassment and/or intimidation of any member of the Student Conduct Committee, Witness or University personnel before, during or after a proceeding, or attempting to coerce or influence any person(s) in order to discourage their participation in any Student Conduct proceeding.

iv. Any behavior that substantially and materially disturbs the peace.

i. Drugs

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

i. Possession, use, the manufacture, creation and/or the cultivation of illegal drugs or prescription drugs without a prescription. Inhalable or ingestible substances (e.g., nitrous oxide, glue, paint) that will alter a Student's mental state.

ii. Distribute, dispense, deliver, trade, sell and/or attempt to sell drugs or prescription drugs.

iii. In possession and/or use of drug paraphernalia (including, but not limited, to bongs, pipes, "hookahs," spoofs, rolling papers, blunts, small plastic baggies).

iv. Misuse and/or abuse of prescription drugs.

j. Endangerment

i. Occurs when one intentionally or recklessly (a) causes bodily harm to another person; (b) attempts to cause bodily harm to another person; or (c) puts another in fear of imminent bodily harm. No Student may knowingly or recklessly touch any other person without that person's consent. Punching, slapping, scratching, or otherwise striking any person with any part of one's body or with any object constitutes physical violence.

ii. Engage in any action(s) that endangers the health, safety or welfare of others.

k. Failure to Comply

i. Failure to comply with a request or directive of a University Official or non-University law enforcement official in the performance of their duty.

ii. Failure to comply with the final decision and sanctions rendered by a Student Conduct hearing or appellate body.

iii. Failure to comply when a University Official requests to identify oneself and/or produce FIU identification.

l. Falsification/Fraudulent Activity/False Testimony

i. Withholding relevant information from any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff.

ii. Providing false or misleading information (whether oral or written) to any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff. A good-faith report of prohibited conduct does not constitute a Code violation.

iii. Misuse, reproduction, alteration or forgery of any identification, documents, keys or property.

iv. Permitting another person to use one's identification information.

v. Misuse or possession of false identification information

vi. Purporting to act on behalf of another person, group or the University without authorization or prior consent.

vii. Providing a worthless check, money order or using a fraudulent credit card or a credit card without authorization.

viii. Any other acts of falsification/fraud/false testimony or misrepresentation.

m. Fire and Safety

i. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.

ii. Removing, damaging, interfering and/or tampering with fire safety or other emergency warning equipment, including smoke detectors, sprinklers and/or fire alarms. Items may not be hung from or block sprinklers or smoke detectors.

iii. Failure to evacuate University Premises or On-Campus Housing facility/unit when a fire alarm is activated.

iv. Engaging in action(s) which cause or attempts to cause the release of chemicals or substances that can cause harm to another person's health or would start a fire or explosion.

n. Gambling

i. Soliciting, placing or accepting a bet on any high school, intercollegiate or professional athletic contest on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.

ii. Soliciting, facilitating or participating in any illegal gambling, bookmaking or illegal betting whether through a bookmaker, a parlay card, a pool or any other method of organized gambling on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.

o. **Harassment:** Severe or pervasive interactions aimed towards another or entity which is by objective measure threatening, abusive, or severely annoying and that is beyond the scope of free speech and which is not covered by FIU Regulation 105.

p. Hazing

i. Any group or individual action or activity that inflicts or intends to inflict physical or mental harm or otherwise endanger or discomfort which may demean, disgrace and/or degrade any person, regardless of location, intent or consent of participant(s). Taking into consideration the aforementioned description, hazing includes, but is not limited to:

1. Interference with a Student's academic performance;
2. Forced consumption of any food, alcohol, controlled substances, drugs or any other substance;
3. Forced physical activity (e.g., calisthenics, line-ups, walking or marching in formation);
4. Deprivation of food, water or sleep;
5. Not permitting individuals to speak for extended periods of time and/or forced exclusion from social contact;
6. Engaging in activities which involve compelling an individual or group of individuals to remain at a certain location or transporting anyone anywhere within or outside the University (e.g., road trips, kidnaps, drops);
7. Physical or mental abuse of any nature, including physical discomfort;
8. Sexual misconduct of any nature;
9. Theft, defacement or destruction of private or public property;
10. Compelling the performance of personal chores or errands;
11. Verbal abuse or degradation, including yelling or demands;
12. Assigning or endorsing pranks (e.g., stealing, harassing other organizations);
13. Conducting activities designed to deceive or convince a member that they will not be initiated or that they will be hurt;

14. Compelling scavenger hunts, treasure hunts, quests, road trips, big brother/little brother hunts, big sister/little sister hunts;
 15. Any action or threatened action that would subject the individual to embarrassment, humiliation or mental distress, including the use of demeaning names; or
 16. Any other acts or attempted acts which would constitute hazing pursuant to Section 1006.63 of the Florida Statutes.
- ii. The following shall not constitute a defense to Hazing:
 1. The consent of the victim was obtained;
 2. The conduct or activities that resulted in death or injury to the victim was not part of any official organizational event or otherwise sanctioned or approved by a Student Organization or group; or
 3. The conduct of activity that resulted in death or injury to the victim was not done as a condition or membership into a Student Organization or group.
- q. **Motorcycles, Bicycles, Pocket Bikes, Rollerblades, or Skateboards**
 Failure to comply with FIU Regulation 115 Skateboards, Skates, Scooters, Ripstiks, Hoverboards and other similar devices and high-risk activities on University Premises or in On-Campus Housing.
- r. **Obstruction**
 Taking action, individually or working with others, which the Respondent knew or should have known would impede an investigation by the University into possible violations of the Code committed by a Student and/or Student Organization, including failing to participate in a University investigation or proceeding if not the Respondent.
- s. **On-Campus Housing Violations**
 Violation(s) of any HRL policies published in hard copy or available electronically via the HRL website (<https://studentaffairs.fiu.edu/campuservices/housing-and-residential-life/explore-housing/housingpolicies/index.php>).
- t. **Personal Abuse**
 - i. Verbal or written abuse, threats, intimidation, and/or Coercion that objectively endangers the health, safety or well-being of others and which is not covered by FIU Regulation 105. Using fighting words or statements which reasonably endanger the health and safety of any person that are not protected speech may result in University action. Conduct directed at any person, including a Member of the University community, which is intended to, or would reasonably, cause fear, distress, injury or intimidation to a person, or would place a reasonable person in fear of injury or death.
 - ii. Conduct that is based on race, color, religion, ethnicity, national origin, disability, age, marital status, genetic information, veteran status or any group/class protected by federal or Florida law sufficiently severe, pervasive or persistent (when viewed both from a reasonable person in similar circumstances and the person in question) that a person would be adversely affected to a degree that interferes with or limits their ability to participate in or benefit from the services, activities or opportunities offered by the University.
 - iii. Interference with the freedom of another person or group to move about in a lawful manner.
- u. **Promotions/Posting**
 - i. Solicitation of commercial speech on campus, including On-Campus Housing facilities, without prior approval from the appropriate University Officials. This includes, but is not limited to, the distribution of any forms of promotional/informational

commercial speech material on University Premises or On-Campus Housing or objects (e.g., motor vehicles).

ii. Posting of flyers, posters, banners, cards or any promotional/informational material on University Premises or On-Campus Housing, including, but not limited to, the exterior and interior of On-Campus Housing facilities, buildings, trees, walls, sidewalks, vehicles, windows, stairwells, stairs, display cases, vending machines, doors, classrooms, departmental and unauthorized bulletin boards, railings, elevators, bathrooms, art and/or sculptures without prior approval from the appropriate University Officials.

v. Retaliation

i. Acts or words taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes an individual's good faith

1. Participation in the reporting, investigation, and/or resolution of an alleged violation of this Code; and/or

2. Opposition to policies, practices and/or actions that the individual reasonably believes are in violation of the Code. Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the Respondent, the Reporting Party, or any other individual or group of individuals.

w. Smoking and Use of Tobacco-Related Products

i. Failure to comply with FIU Regulation 113 Smoke and Tobacco-Free Campus by smoking in or on any University Premises or On-Campus Housing. Smoking means possession of a lighted cigarette, cigar, pipe, water pipe or hookah, or the use of an electronic cigarette, cigar, pipe, vape or any other device intended to simulate smoked tobacco.

ii. Use of smokeless tobacco, snuff, chewing tobacco, smokeless pouches and any other form of loose-leaf or smokeless tobacco.

x. Social Host Responsibility:

Allowing, permitting, or providing an opportunity for a guest to violate University policy.

y. Stalking

Engaging in a course of conduct directed at a specific person, not covered under FIU Policy 105, that would cause a reasonable person to (a) fear for the person's safety or the safety of others; or (b) suffer substantial emotional distress. For the purposes of this conduct violation, course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property.

z. Student Organization Policies

i. Members of the Student Organization acting together to violate University Policy.

ii. More than one Student working together to impede an investigation by the University into possible violations of the Code committed by a Student Organization.

iii. Acting to protect from official action one or more alleged individual offenders who are members, former members or guests of the Student Organization.

iv. Leaders of the Student Organization who fail to report and/or take reasonable action against guests and/or members responsible for alleged violations.

v. Violation(s) of any Campus Life/Fraternity and Sorority Life/Sports Club Policies published in hard copy or available electronically via the appropriate website. See <https://studentaffairs.fiu.edu/get-involved/campus-life/index.php>, <https://studentaffairs.fiu.edu/get-involved/sorority-and-fraternity-life/index.php>, or <https://studentaffairs.fiu.edu/health-and-fitness/recreation/index.php>.

aa. **Theft and Theft-Related Conduct**

i. Taking, or use of, the property or services of another person or of the University without prior written consent or authorization of the person or of the appropriate authority.

ii. Possession and/or sale of property or services of another person or of the University without prior written consent or authorization.

bb. **Trespassing/Unauthorized Use**

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

cc. **Vandalism/Damage/Littering**

i. Damage, destruction or defacing property of another person, group or the University.

ii. Dispersing litter in any form on University grounds or facilities, including, but not limited to, cigarette butts, flyers, cans, and bottles.

dd. **Weapons, Firearms, Explosives**

i. Possession, storage or use of firearms, except as provided in below, explosives, ammunition or other weapons or dangerous articles or substances, including, but not limited to tasers, switchblade knives and non-lethal weapons such as fireworks, paintball guns, air guns, BB guns, any dangerous chemical or biological agents, corrosive agents, compressed gas, sling shots, brass knuckles, Chinese stars, or any other item used as a weapon.

1. In accordance with Florida Statutes section 790.115, possession of firearms on University Premises or On-Campus Housing (except as provided by Florida Statutes section 790.25(5)).

2. Possession of a concealed weapon or firearm on University Premises or On-Campus Housing even if the Student possesses a concealed weapon license.

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

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

ee. **Other Violations**

i. Aids or abets another in any violation of federal law, state law, local ordinance, and/or Policy not already listed above.

ii. Violations of federal and/or state laws, local ordinance, and/or Policy not already listed above.

6. ACADEMIC MISCONDUCT VIOLATIONS

a. **Academic Dishonesty**

In general, by any act or omission not specifically mentioned in the Code and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

b. Bribery

The offering of money or any item or service to a member of the faculty, staff, administration, Student or any other person in order to commit academic misconduct.

c. Cheating

i. The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor.

ii. Assisting another Student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor.

iii. Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.

d. Commercial Use

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

e. Complicity

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

f. Falsification of Records

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

g. Plagiarism

i. The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.

ii. Assisting another Student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

7. INVESTIGATION AND PRE-ADJUDICATION PROCEDURES

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

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

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

iii. Making an oral report to SCAI.

b. Initiating Charges for Academic Misconduct Violations: Any person or entity (including University departments, offices, officials, community members) may report an alleged violation(s) of the Code for review by the SCAI by:

i. Submitting the alleged violation(s) through the Academic Misconduct Report Form (AMR) along with any accompanying documentation (see <http://conduct.fiu.edu> for

report). Instructors are encouraged to discuss the allegations with the Student prior to referral to SCAI.

ii. If a Student, staff member, or a person not affiliated with the University observes a Student committing an Academic Misconduct violation, they may report the alleged violation to SCAI via the standard incident reporting form (see <http://conduct.fiu.edu> for report). SCAI will then communicate with the appropriate faculty member, chair, or College/School Dean.

iii. All matters relating to Academic Misconduct among undergraduate, graduate, and professional Students are referred to the SCAI Director or designee. In matters where there is a conflict of interest with the SCAI Director, the case will be referred to the Senior Vice President for Academic & Student Affairs or designee.

c. **Preliminary Review:** The SCAI Director will determine, at their discretion, whether further fact-finding is needed and whether there is sufficient information to file charges or refer to another University office regardless of the participation of any party in the proceedings.

i. Upon receiving an alleged violation of Academic Misconduct, the SCAI Director may review relevant information and consult with relevant parties regarding the incident in question. In addition, Instructors can request an intake meeting with SCAI staff to review allegations, the Charges, possible Sanctions, and to be explained the Student conduct process, and any available forms of resolution. Reasonable efforts will be made to hold this intake meeting at least ten (10) Business Days before any scheduled hearing.

d. **Interim Measures:** Until final agency action or there is a such a change in circumstances that the decision-maker for each action below no longer supports such an action, the following interim measures may be implemented as follows:

i. **No-Contact Directive:** In cases involving allegations of, hazing, personal abuse, retaliation, stalking, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a No-Contact Directive.

ii. **Restriction of Privilege or Access Directive:** In cases involving allegations of hazing, personal abuse, retaliation, stalking, trespassing, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a Restriction of Privileges or Access Directive.

iii. **Interim Suspension**

1. Where the Senior Vice President for Academic & Student Affairs or designee determines that the health, safety or welfare of University community are in jeopardy or in danger, an interim (temporary) suspension will be imposed. This includes, but is not limited to, physical assault, hazing, possession of a firearm or explosives, illegal drug possession and other acts of a similar nature. A Respondent under Interim Suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities. The Respondent may neither attend nor participate in any classes, including any online components, during this time. The Respondent is also banned from being on or in any University Premises and/or On-Campus Housing, and from participation in any University-sponsored/related event or activity. The Respondent, except with the permission of the SCAI Director.

2. The Respondent may petition the Student Conduct Committee (SCC), in writing, for a review of the decision; the University will submit to the SCC, in writing,

relevant information related to the decision to impose an interim suspension. The SCC shall meet to consider the petition as soon as possible, but typically no later than five business days after it receives the petition. If the SCC determines that the suspension was improper or is no longer necessary, it shall lift the suspension immediately and the underlying matter shall proceed. The SCC may implement any alternative interim measures if it lifts the interim suspension.

3. The Respondent's transcript will remain notated during the interim suspension.

4. If a Respondent's privileges are temporarily revoked through an Interim Suspension and the Respondent is subsequently found not responsible for the violation, the University must, to the extent possible:

a. Correct any record of the change in enrollment status in the Respondent's permanent records and reports in a manner compliant with state and federal laws; and

b. Refund to the Respondent a pro rata portion of any charges for tuition, and out-of-state fees, as appropriate, relating to the temporary revocation or suspension which affected the Respondent's ability to attend classes for more than ten (10) school days.

e. **Investigations:** The SCAI Director retains the discretion to determine whether an investigation should be conducted, and the scope of such investigation based on the alleged violations under the Code. The investigation will be a neutral fact-finding process used to determine if there is sufficient information to warrant action by the University. If the SCAI Director directs an investigation to another office to act on behalf of SCAI, including the Department of Housing and Residence Life or the Office of Inclusion, Diversity, Equity & Access (IDEA), the Director of such office, or designee, shall conduct the investigation in accordance to the Code and relevant processes and procedures, so long as such procedures do not conflict with this Code or applicable University Policy which has jurisdiction over the reported behavior. For cases in which there is an overlap of charges between the Code and FIU Regulation 105, a joint investigation will commence, and the details of the Code investigation will be included in the FIU Regulation 105 final report or considered as part of the informal resolution. The Code behaviors will cede to adjudication and appeal under the process set forth in FIU Regulation 105.

In cases where conduct involves both potential Conduct and Academic Misconduct violations, the Hearing Officer or Hearing Body has the authority to handle both matters simultaneously through a joint hearing. If a Student is found Responsible for simultaneous Conduct and Academic Misconduct violations, sanctions from both processes may be imposed.

f. **Charge Letter:** The Respondent will be given a written notice of the Charges.

The Charge Letter will include the following:

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

ii. Information regarding next steps.

g. **Joint Hearings:** Cases that present common questions of conduct or fact and that would come before a panel of like composition may be joined for hearing.

i. For a joint hearing, the individual who conducted the information sessions must affirm, in writing, to the Hearing Officer that each Respondent performed acts sufficiently

similar that the facts presented in evidence would not differ materially from one Respondent to another. In such case, the Hearing Officer may order joinder of such cases for hearing.

ii. Any Respondent, whose case is joined may request, in writing, to the Hearing Officer to be excluded from the joint hearing on the ground that (i) they are not charged with the same offense, at the same time and place, or (ii) that the facts relevant to them would differ materially from the facts relevant to the Respondent(s). The Hearing Officer's decision regarding whether any requesting Respondent be severed from the joint hearing in final.

iii. All decisions regarding responsibility under this Code, and any applicable sanctions or remedies will be rendered individually, and each Respondent remains entitled their own advisor.

h. **Information Session:** An information session is designed to provide the Respondent with information about the adjudication process, as well as giving access to the information supporting the charge(s) available at that time.

i. Subsequent to the information session, the Hearing Officer may conduct further fact-finding regarding the incident that is subject to the charge. This information will be communicated to the Respondent prior to the hearing or at a subsequent meeting before a hearing.

ii. If a Respondent fails to attend a scheduled information session, the Respondent will be deemed to have waived their right to an information session. Under those circumstances, a hearing will be scheduled. Failure to attend an information session will result in the Hearing Officer determining the type of hearing. The hearing type will be determined based on the severity of the possible sanctions (e.g., suspension/expulsion cases may be referred to the Student Conduct Committee).

iii. If the Respondent fails to attend the information session, the Hearing Officer may place a hold/service indicator on the Respondent's record until the conclusion of the hearing. If sanctions are imposed as a result of the hearing, the hold/service indicator will be retained until the Respondent fulfills all of the sanctions.

i. **Student Academic Status Pending the Code Process:** The Student's academic status will remain unchanged pending the outcome of the Code process, except where the Senior Vice President for Academic & Student Affairs or designee has implemented an interim suspension. When a final grade for a course may be involved, a grade of IN should be assigned, pending the University's final decision in the matter. A Respondent's ability to register for future semesters may be temporarily placed on hold.

8. RESOLUTION OPTIONS

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

a. Summary Resolution

i. A summary resolution is available when the Respondent waives the right to a hearing and requests that the Hearing Officer conducting the information session determine the findings and sanctions if applicable. The Hearing Officer reserves the right to conduct fact-finding to make an informed decision.

ii. The following apply to a summary resolution:

1. The meeting(s) will not be recorded.

2. The written decision will serve as the official record of the Summary Resolution.

3. The written decision will be sent to the Respondent within fourteen (14) Business Days from the date of the Summary Resolution. For Academic Misconduct violations, the written decision will also be sent to the Instructor.

iii. If the Respondent does not choose the Summary Resolution (or the option is unavailable), the Respondent may indicate their preference for one of the two (2) types of hearings.

b. **Hearings:** Two hearing types are available under the Code: 1) an Administrative Hearing, or 2) a Student Conduct Committee (SCC) hearing. All procedures described in the Hearing Procedures section apply to these types of hearings.

i. Administrative Hearing - Conducted by a Hearing Officer who serves as the Hearing Body.

ii. SCC Hearing - Conducted by a committee which serves as the Hearing Body. SCC committees for Conduct violations consist of two (2) Students, one (1) faculty or staff member, and a non-voting Hearing Officer. SCC committees for Academic Misconduct violations consist of three (3) Students, two (2) full-time faculty members, and a non-voting Hearing Officer. The non-voting Hearing Officer will moderate the hearing.

iii. For SCC Hearings, members of any particular committee will vary, but will come from a pool of qualified faculty, staff and Students. Faculty members can be recommended annually by the Faculty Senate. Undergraduate, graduate, and professional Student members will be recruited and selected through SCAI's formal SCC recruitment and selection process. All members of the SCC will be trained by SCAI. In cases where the Respondent is an undergraduate, every effort will be made to select undergraduate student representatives for the SCC. In cases where the Respondent is a graduate or professional student, every effort will be made to select graduate or professional student representatives for the SCC. For Academic Misconduct violations, the committee must include two full-time faculty members, and if the Respondent is a graduate or professional student faculty representatives must have at least Graduate Faculty status. For cases in which there is an overlap of charges under only the Code (Academic misconduct and a non-FIU Regulation 105 violation), the Hearing Body shall meet the requirements of the Academic Misconduct hearing.

iv. For cases in which there is an overlap of charges between the Code and FIU Regulation 105, the Code behaviors will cede the adjudication processes under that Regulation.

c. The SCAI Director retains the discretion to ultimately determine which hearing forum is appropriate.

d. All hearing(s) will be conducted in private or in accordance with applicable law.

9. HEARING NOTIFICATION AND INFORMATION EXCHANGE

a. **Scheduling:** Hearings may be scheduled during class periods. Every effort will be made to avoid a class conflict; however, due to availability of persons involved in the hearing and meeting room, it may not be possible.

b. **Hearing Notice:** The notice of a hearing, including date, time and location will be sent to the official University email address of the Respondent, or to the official University email address of the President of the Student Organization, at least five (5) Business Days prior to the hearing. The Instructor will also be notified in Academic Misconduct cases. The Hearing Officer

has the discretion to provide notice through additional means (e.g., overnight or hand delivery). The delivery notification of the hearing notice through the official University email will constitute full and adequate notice under the Code. The Respondent may waive the notice period by indicating the waiver in writing.

i. The notice will include the names of witnesses to be called by the University and a list of information to be used in the hearing, which may be different from what was presented in the information session or subsequent meetings.

ii. The notice will also indicate the name(s) of the Hearing Body member(s) if known at the time, but will be provided before the start of the hearing.

c. Witnesses and Information

i. Witnesses: In addition to witnesses to be called by the University, the Respondent may request the presence of additional witnesses to voluntarily present relevant information on their behalf.

1. The Respondent must provide the Hearing Officer with the names of all additional witnesses in writing at least three (3) Business Days prior to the hearing.

2. The Hearing Officer will determine the admissibility of testimony from additional witnesses. Character witnesses or witnesses to other incidents outside the specific incident in question will not be allowed to testify at a hearing. The Respondent may provide the Hearing Body with character witness statements (which will only be considered during the sanctioning phase, if any).

3. The Respondent is responsible for contacting and notifying the additional witnesses they wish to call for the hearing.

4. The proceedings shall not be delayed due to scheduling conflicts of witnesses. Failure of any witness to appear shall not require a delay or affect the validity of the proceedings. If called witnesses do not appear, their written statements, if they exist, will be considered by the Hearing Body. Witnesses can appear in person or by contemporaneous alternative means (e.g., Skype, phone).

5. The Hearing Officer has the discretion to limit the number of witnesses whose testimony may be duplicative, redundant or not in dispute.

6. The Hearing Officer may place limits on the length of testimony and also may advise to the scope, direction or tone of questioning.

ii. The Instructor of the course in which the alleged Academic Misconduct violation(s) have occurred will always be requested to attend the hearing. The Instructor is strongly encouraged to participate in the hearing procedure. The Respondent may inspect all of the information that will be presented at the Hearing at least three (3) Business Days before the hearing.

iii. The Respondent must submit any information they intend to use at a hearing at least three (3) Business Days before the hearing. Relevant records, exhibits, and statements may be accepted at the discretion of the Hearing Officer. The University will not consider polygraph reports.

iv. Acceptance or denial of witnesses and/or information is within the discretion of the Hearing Officer.

v. Information and/or the names of witnesses will be provided to the Hearing Body prior to the Hearing.

d. Challenging a Member of the Hearing Body/Change of a Hearing Body Member

i. The Respondent may challenge the inclusion of any member at least three (3) business days prior to the scheduled hearing. The challenge must be in writing and must show actual bias (such as a conflict of interest, animosity, pressure or influence) that would preclude a fair and impartial hearing. The Hearing Officer will determine whether to grant such challenge in their discretion, and such decision is final and not appealable.

ii. If a Hearing Body member is unable to serve due to an emergency or unforeseeable occurrence, the Hearing Officer will appoint a new hearing body member prior to the scheduled hearing and notify the Respondent as soon as possible. The Respondent may challenge the inclusion of this member at the time of the hearing. The challenge must be on the basis outlined above.

e. Request for a Postponement: Any request to postpone a hearing must be submitted in writing or by email and must be received by the SCAI Director at least two (2) business days prior to the hearing. The request must state the reason(s) for the postponement. The granting of such requests shall be at the discretion of the SCAI Director. The University is not required to postpone a proceeding pending the outcome of a criminal prosecution. The University may postpone the hearing, at any time, for extraordinary situations (e.g. hurricane, emergency personnel matters).

10. ADVISOR FOR THE RESPONDENT

a. The Respondent may be accompanied by an advisor of their choosing and at their expense at any time during the Code process.

i. It is the responsibility of the Respondent to make appropriate arrangements for the advisor to attend the proceeding. The proceedings shall not be delayed due to scheduling conflicts of the chosen advisor. If the advisor is an attorney, the attorney must comply with the same restrictions imposed on any other advisor.

ii. The Respondent is responsible for presenting their own information, and therefore, advisors are not permitted to speak or to participate directly in any process under this Code.

iii. Although the Respondent may consult with their Advisor during the hearing, this consultation must take place in a manner that does not disrupt the proceedings.

iv. The Advisor chosen by the Respondent cannot be a witness in the matter.

v. SCAI can provide the Respondent with a list of Advisors who can provide assistance in preparing a response to the reported Code violation.

11. DUE PROCESS RIGHTS OF THE RESPONDENT: The Respondent has the following rights:

a. Reasonable, written notice of the Code charge(s) and the allegations upon which the charge(s) is/are based.

b. A fair and impartial hearing.

c. Accompanied by an Advisor of their choice and expense at any time during the Code process.

d. The opportunity to review all relevant information or evidence to be used in the hearing prior to the hearing.

e. The ability to participate in the Student Conduct hearing either physically or by contemporaneous alternative means (e.g., Skype, phone).

f. The opportunity to present relevant witnesses and information at the hearing.

- g. The opportunity to question witnesses in accordance with the Hearing Procedures.
- h. Not to provide self-incriminating testimony. (This right does not apply to Student Organizations.) Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
- i. Receive notification of the decision of the Hearing Body in writing within fourteen (14) Business Days of the hearing.
- j. Appeal the decision via the process established by the University.

12. PRINCIPLES OF GROUP RESPONSIBILITY

- a. Any Student Organization can be held responsible under the Code for its actions or those of its members acting together. Misconduct on the part of the organization will be addressed when one or more of the following circumstances occur:
 - i. An alleged violation arises out of a Student Organization-sponsored, financed or otherwise supported activity.
 - ii. An alleged violation occurs on University Premises or On-Campus Housing and/or transportation owned, operated or rented exclusively by the Student Organization.
 - iii. A pattern of individual alleged violations has occurred and/or continues to occur without adequate control, response or sanction on the part of the Student Organization or its leaders.
 - iv. The Student Organization or its related activities provided the context for the alleged violation.
 - v. The action resulting in the alleged violation has received either the implied or overt consent of the Student Organization and/or its leaders.
 - vi. The Student Organization overtly places or implicitly allows active members of the Student Organization to be in a position to act on behalf or with the authority of the Student Organization.
- b. The actions of active, prospective, or associate members (pledges) of a Student Organization may be considered hazing. Refer to Section 5 for full details on Hazing.
- c. It is the responsibility of the Student Organization's President or Student-member designee to represent the organization through the conduct process.

13. HEARING PROCEDURES

- a. During the hearing, the Hearing Officer presides over the Code hearing and makes all procedural decisions.
- b. The burden of proof in a hearing rests with the University and Respondents are presumed Not Responsible. The standard of proof is a Preponderance of the Evidence. The determination of "Responsible" or "Not Responsible" will be based solely on the information and/or testimony presented.
- c. Formal rules of process, procedure and/or technical rules of evidence (including hearsay rules) applicable in the criminal or civil court process are not used in Code proceedings.
- d. Witnesses only participate in the hearing to the degree that a question is posed to them. They may not speak or otherwise participate in the Hearing.
- e. In Code hearings involving Academic Misconduct violations, the Instructor can choose to be present in the hearing in its entirety and to ask questions of the Respondent and

witnesses when prompted. The Hearing Officer has the discretion to require the Instructor to step out of a hearing if non-academic student conduct issues are being discussed.

f. The hearing will be recorded. The recording will serve as the only official record of the proceedings. No other recordings are permitted.

g. If the Respondent, or Instructor fails to appear at the scheduled hearing, the hearing will be held, and a decision will be rendered in their absence.

h. Upon request by the Respondent or witnesses, the Hearing Officer may permit the individual to provide relevant information during the hearing in a manner that avoids direct contact with the Respondent.

i. For Code hearings involving Conduct Violations, the Hearing Officer has the discretion to determine the order of the hearings which may involve, but is not limited to, the following:

i. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges, and identification of the hearing participants.

ii. Statement by the Respondent and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for witness statements (see below) for consideration by the Hearing Body.

iii. Questions directed to the Respondent by the Hearing Body.

iv. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.

v. The Respondent may pose questions directly to the witness. In certain circumstances to be determined by the Hearing Officer, questions may be presented in writing to the Hearing Officer who will then ask the witness the question(s).

vi. Submission by the Respondent of written statements (if any) of witnesses who are not present.

vii. Follow-up questions (if any) directed to the Respondent by the Hearing Body.

viii. Final statement by the Respondent.

ix. Hearing Officer brings hearing to closure.

j. For Code hearings involving Academic Misconduct Violations, the Hearing Officer has the discretion to determine the order of the hearings which may involve, but is not limited to, the following:

i. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges and identification of the hearing participants.

ii. Statement by the Instructor and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.

iii. Statement by the Respondent and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.

iv. Questions directed to the Instructor by the Hearing Body and the Respondent.

v. Questions directed to the Respondent by the Hearing Body and the Instructor.

- vi. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.
- vii. The Respondent may pose questions directly to the witness(es).
- viii. The Instructor may pose questions directly to the witness(es).
- ix. Submission by the Respondent written statements (if any) of witnesses who are not present.
- x. Submission by the Instructor of written statements (if any) of witnesses who are not present.
- xi. Follow-up questions (if any) directed to the Instructor by the Hearing Body and Respondent.
- xii. Follow-up questions (if any) directed to the Respondent by the Hearing Body and the Instructor.
- xiii. Final statement by the Instructor.
- xiv. Final statement by the Respondent.
- xv. Hearing Officer brings hearing to closure.
- k. Deliberation by the Hearing Body is held outside the presence of the Respondent for all hearings, and Instructor, for hearings involving Academic Misconduct violations.
- l. Prior Student Conduct and Academic Misconduct records, Character Witness Statements and/or Impact Statements are considered only in determining the appropriate sanction(s).
- m. In Code hearings, the SCC will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may take one of these actions with respect to the recommendation:
 - i. Adopt
 - ii. Modify
 - iii. Reject the findings and sanctions, or
 - iv. Remand for a rehearing.

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

n. A decision letter will be sent to the Respondent within fourteen (14) Business Days from the conclusion of the Hearing Body's deliberation. The hearing decision will include the decision, sanctions imposed (if applicable) and the explanation of the right to appeal. For Academic Misconduct violations, the written decision will also be sent to the Instructor.

o. This Regulation acknowledges the Instructor authority to award Student grades. If the Student is found "Not Responsible" for alleged violations of Academic Misconduct, the faculty member should reinstate the grade the Student would have received if the misconduct charges were not submitted and any reduction in grade should be based on the Student's quality of work and not an allegation of Academic Misconduct.

14. TITLE IX PROCEDURES

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

15. SANCTIONS

a. Sanctions may only be imposed when a Respondent has been found in violation of the Code. In cases where a Respondent has been found “Not Responsible” for the alleged violation(s), no sanctions will be assigned.

b. In light of the facts and circumstances of each case, the following sanctions or combination of sanctions (with or without appropriate modifications) will be imposed upon any Respondent found to have violated the Code or FIU Regulation 105. Sanctions will be commensurate with the prohibited conduct with consideration given to any aggravating and mitigating circumstances, including, but not limited to, the Respondent’s conduct and Academic Misconduct record. Fees may be associated with certain sanctions (e.g., counseling consultation, online programs) and are the Respondent’s responsibility.

c. When an undergraduate student is found Responsible for Academic Misconduct violations, SCAI will determine any University Sanctions which are not related to a grade or the course in general. The Instructor and Chair (or designee) will recommend Course Sanctions and communicate their recommendation to SCAI. SCAI will then communicate the final outcome to the student. Should the Instructor fail to provide SCAI with recommended course sanctions within seven (7) Business Days, SCAI may assign Course Sanctions. If the undergraduate student is a member of the Honors College, SCAI will notify the Dean of the Honors College that a student was found in violation and ask if the College wishes to invoke any Honors College-level academic action(s). The Dean of the Honors College will determine if Honors College action is necessary. SCAI will be notified within seven (7) Business Days if the Dean recommends additional program action.

d. When a graduate or professional student is found Responsible for Academic Misconduct violations, SCAI notifies the Instructor, Dean or designee of the University Graduate or Professional School, and the Dean or designee of the Academic College in which the graduate or professional student resides. SCAI will determine any University Sanctions, which are not related to a grade or the course. The Instructor and Dean (or designee) will recommend Course Sanctions and communicate their recommendation to SCAI. Should the Instructor fail to provide SCAI with recommended course sanctions within seven (7) Business Days, SCAI may assign Course Sanctions. The College Dean or designee will in turn notify the graduate or professional program that a student was found in violation and ask if the program wishes to invoke any program-level academic action(s). The student’s graduate or professional program will determine if program action is necessary. SCAI will be notified within seven (7) business days if the graduate or professional program recommends additional program action. SCAI will then communicate the final outcome to the student.

e. In the event the course Instructor is no longer at the University, the Department Chair (or designee) will determine the recommended Course Sanctions.

f. University Sanctions

i. **Written Reprimand:** The University takes official notice that such actions are inappropriate and not in accordance with our community standards.

ii. **Educational Activities:** Appropriate educational steps (such as referrals for alcohol or drug education, reflection activities, counseling, letters of apology, directed study programs, or classes).

iii. **Conduct Probation:** Probation for a stated period, including completion of any required probation program. While on conduct probation, any additional violations of the Code or other University Policies may result in suspension or expulsion.

iv. **Deferred Suspension:** Period of time in which suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. A Respondent who is on deferred suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities which may include, but are not limited to, being prohibited from participating in study abroad or alternative break, or serving as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations. Additional restrictions on University privileges and/or activities may be imposed on the Respondent based on their current or potential future activities. If the Respondent fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the Respondent will no longer be considered on deferred suspension but will be automatically suspended with no further appeal. While on deferred suspension, any additional violations of the Code or other University Policies may result in suspension or expulsion.

v. **Suspension:** Separation from the University for a specified period of time. A Respondent is considered not in good standing with the University while suspended. The Respondent may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The suspended Respondent is also banned from participation in any University-sponsored/related event or activity and their FIU OneCard will be deactivated. This sanction is recorded on the Respondent's academic transcript permanently. A Respondent who is suspended from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.

vi. **Expulsion:** Permanent separation from the University with no possibility of readmission. This sanction is recorded on the Respondent's academic transcript permanently. A Respondent is considered not in good standing with the University after being expelled. The Respondent may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The expelled Respondent is also banned from participation in any University-sponsored/related activity or event and their FIU OneCard will be deactivated. A Respondent who is expelled from the University is not eligible for tuition nor registration fee reimbursement except as provided by University Policy. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.

g. Remedies

i. No Contact Order: the requirement that the Respondent and/or friends have no contact with another person.

ii. Restitution:

Restitution to the University or to the impacted part(ies) of the violation. Any such payment on restitution will be limited to actual cost of repair, services not covered, or replacement costs.

iii. Restrictions/Loss of Privileges: Restrictions or loss of privileges which may be imposed upon a Respondent for a specified amount of time, including but not limited to, participation in Student activities, University or Student events, representation of the University on athletic teams or in leadership positions, presence at University residence halls or other buildings/areas of campus, participation as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations, and/or participation in

study abroad or alternative break programs. For a student organization, restrictions or loss of privileges include, but are not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions or in campus facilities. Additional restrictions on University privileges and/or activities may be imposed on the Respondent based on their current or potential future activities.

h. **Course Sanctions:**

i. **Grade Penalty on the Assignment/Exam/Project with Resubmission:**

A point/grade reduction on the assignment/assessment in question, and with the permission of the Faculty member, an opportunity to resubmit the assignment/ assessment with the addition of the implemented point/grade reduction.

ii. **Grade Penalty on the Assignment/Exam/Project:** A point/grade reduction on the assignment/assessment in question.

iii. **Overall Course Grade Penalty with Drop:** Receive a decrease in overall grade or an F for the entire course. However, the Student will be permitted to drop or withdraw the course with approval from the SCAI Director or designee. Requests for drop consideration must be submitted in writing with rationale to the SCAI Director or designee, where the final approval rests and is not eligible for independent appeal outside of the formal conduct appeal process.

iv. **Overall Course Grade Penalty:** Receive a decrease in overall grade or an F for the course. A point/grade reduction for the entire course. There will be no ability to drop or withdraw from the course for any reason.

i. Violations of the Code that are motivated by prejudice toward a person or group because of such factors such as race, color, creed, religion, ethnicity, national origin, disability, age, marital status, genetic information, veteran status or any group/class protected by state or federal law may result in stronger sanctions.

i. Students who are found “Responsible” for Academic Misconduct violations under the Code are prohibited from using the Grade Forgiveness Policy for the course in which the Academic Misconduct occurred.

j. Sanctions take immediate effect unless appealed, except for suspensions or expulsions, which may be stayed until Final Agency action at the discretion of the SCAI Director. During such time, the SCAI Director may implement any supportive/interim measures available under the Code, excepting an interim suspension.

k. Proof of the completion of the sanction(s) must be provided as directed in the decision letter. It is the responsibility of the Respondent to ensure that such proof is provided by the specified date. Failure of the Respondent to provide proof by the specified date may result in a charge of failure to comply, placement of a Student Conduct hold on a Respondent’s academic and University records, and suspension if the Respondent had been on deferred suspension.

16. WITHDRAWAL FROM A COURSE PENDING CHARGES OF ACADEMIC MISCONDUCT Upon receipt of notification of allegations of Academic Misconduct, a Student can choose to withdraw from the course in question, in accordance with the University policies related to course withdrawal. Students who withdraw from a course will have their ability to register for future semesters temporarily placed on hold until the SCAI Director or designee is assured that the Student is satisfactorily responding to the charges. Students who are found “Responsible” of Academic Misconduct in a course from which they have withdrawn are still

eligible to receive the appropriate sanctions (as listed in Section 15) based on the case and may be reinstated to the course from which they have withdrawn.

17. PROCESS OF PRESIDENTIAL REVIEW

a. The President will notify the SCAI Director within three (3) Business Days of notification of a disciplinary outcome if he/she wishes to review the underlying disciplinary matter. This review will serve as the appeal process for the Respondent and Reporting Party (if applicable). Any other appeal process will immediately cease.

b. No later than one (1) Business Day after the President notifies the SCAI Director and the Appellate Officer, the SCAI Director shall notify the Respondent and Reporting Party (if applicable) of the President's decision to review the underlying disciplinary matter including sanctions. The Respondent and Reporting Party (if applicable) may provide the President with any information (including any documents supporting an appeal if not previously submitted) within three (3) Business Days of the SCAI Director's notification.

c. The President may only consider the information included in the Student Conduct file, any appeals submitted by the Respondent and Reporting Party (if applicable), and any information that was not reasonably available at the time of the hearing.

d. The President shall issue a written decision to the Respondent Reporting Party (if applicable), Appellate Officer, and SCAI Director within fourteen (14) Business Days of notification of a disciplinary outcome. Decisions based on charges involving Hazing (Section (5)(p)) will include an explanation for the decision and sanctions. The President's decision constitutes Final Agency Action and will include notice of the Respondent's right to appeal to an external judicial forum if the sanction is suspension or expulsion.

18. APPEALS

a. **Appellate Officer:** The Appellate Officer for all appeals is the Senior Vice President for Academic & Student Affairs or designee.

b. **Appeal Form/Basis for Appeals:** The Respondent wishing to appeal must complete the appeal form in full, indicating the basis for the appeal, explain in detail the reasons for the appeal and attach supporting relevant documentation. The burden of proof rests with the person appealing to clearly demonstrate the reason for appeal as set forth below. Appeals are not a rehearing of the Student Conduct matter but are only a file and/or document review. The reason for the appeal must be based on at least one of the following:

i. Violations of the appealing party's rights or other failure to follow the Student Conduct procedures that substantially affected the outcome of the initial hearing. Appeals based on this reason will be limited solely to a review of the record of the hearing;

ii. New information which was not available at the time of the hearing and could not have been presented. In addition, the appealing party must show that the new information could have substantially affected the outcome; or

iii. The severity of the sanction is disproportionate to the nature of the charge(s).

c. **Appeal Requests:** All appeals must be written and submitted using the appeal form available in the decision letter. The person wishing to appeal must complete the appeal form in full and send it to the Appellate Officer for receipt no later than 5:00pm of the seventh (7th) Business Day after the delivery date

of the hearing decision letter. If the appeal form is submitted and/or signed by any individual other than the appealing party, it will not be accepted.

d. **Untimely Appeal:** If a hearing decision is not appealed within the timeframe, the original decision becomes Final Agency Action.

e. **The Respondent's Status Pending Appeal:**

i. An appeal has no effect on a Respondent's status when the sanction was suspension or expulsion. The sanction(s) are effective immediately from the date of the decision, unless stayed until Final Agency action at the discretion of the SCAI Director. During such time, the SCAI Director may implement any supportive/interim measures available under the Code, excepting an interim suspension.

ii. If the Respondent appeals in any other case, once an appeal is requested, the sanction(s) will be stayed and will not take effect until the appeal process has been completed. Under these circumstances, a Respondent shall remain eligible to attend classes and University activities pending the appeal.

iii. If no appeal is requested, the sanctions will take effect immediately.

f. **Appellate Review/Decision:**

i. No person may hear or decide an appeal if they conducted or participated in the Code proceeding being reviewed on appeal.

ii. The Appellate Officer shall first determine if sufficient grounds for the appeal exists and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:

1. If the basis of the appeal is that the severity of the sanction was disproportionate to the nature of the offense and the Appellate Officer finds the appealing party proved their allegation, the Appellate Officer may modify the sanction.

2. If the basis of the appeal is that there was a failure to follow the Student Conduct procedures that substantially affected the outcome, or that there was new information which was not reasonably available at the time of the hearing and could not have been discovered through the exercise of due diligence, which would have substantially affected the outcome and the Appellate Officer finds that the appealing party proved their allegation, the Appellate Officer will order a new hearing.

g. **Written Decision on Appeal:** The appellate decision is issued in writing to the Respondent within twenty-one (21) Business Days of receipt of the written request for appeal unless notification is given that additional time is necessary for consideration of the record on appeal.

h. **Effect of the Final Appellate Decision:** The decision of the Appellate Officer constitutes Final Agency Action. In the case of a suspension or expulsion of a Respondent, the decision of the Appellate Officer will include notice to the Respondent's right to appeal to an external judicial forum.

i. **Academic Grievance Process:** The Respondent may not use the Student Academic Grievance Policy as a way to appeal the filing of a complaint or the outcome of the Academic Misconduct process outlined in this regulation.

19. RECORDS

a. All student conduct-related records, including records involving Conduct violations, Academic Misconduct violation, and FIU Regulation 105, will be housed in the web-based system maintained by SCAI.

b. The release of student conduct-related records will be governed by applicable federal and state laws regarding the privacy of education records.

c. SCAI may place a student conduct hold on the records and registration of any Respondent who has a pending Code matter, including any outstanding sanctions. Respondents may not be allowed to graduate or receive grades, until pending matter(s), including any outstanding sanctions, are resolved. The University reserves the right withhold a transcript until properly notated.

d. The official University email address on file with the Registrar's Office will be used for all student conduct correspondence sent. For Student Organizations, the official University email address on file with the Registrar's Office for the organization's respective President will be used. The Hearing Officer may, in their discretion, decide to send the notices via additional means (e.g., overnight delivery) and/or to other authorized University Officials.

e. Suspension(s) and Expulsion will be noted permanently on a Student's academic transcript. student conduct-related files are kept in compliance with General Records Schedule GS5, but not for less than seven (7) years from the date of the last incident(s) that the Respondent was involved in that resulted in Code charges. However, in the case of suspension or expulsion, the files shall be permanently retained.

f. Students may have access to the information in their student conduct and Academic Misconduct file by submitting a written request to the SCAI Director. The access will be provided in accordance with federal and state laws regarding the privacy of education records (FERPA) and University regulation (see FIU Regulation 108).

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

21. CONFLICT RESOLUTION

a. Not every matter processed through SCAI is required to go through summary resolution or a hearing. An overall goal of SCAI is to provide a learning process which entails understanding and respecting the rights of others. An avenue utilized by SCAI to foster mutual respect and understanding when differences arise is Conflict Resolution. Conflict Resolution through SCAI is an informal and confidential process.

b. Conflict Resolution may be utilized where the incident in question is minor in nature, the parties involved chose to participate, and the University cannot proceed with charges through the University student conduct system.

c. Conflict Resolution cases handled through SCAI will not be identified or filed as a student conduct matter. Conflict Resolution records will be maintained separate from student conduct files and will not be recorded or reported as part of a Charged Student's record. All Conflict Resolution files are private and will not be released without written consent except in cases where the conduct or behavior is a repeat offense. In repeat cases, this information is only released to the Hearing Body and only used if the Respondent is found responsible for a violation of the Code.

d. Conflict Resolution files are kept for seven (7) years from the date of the resolution.

e. Participation must be voluntary, and either party can request to end Conflict Resolution at any time which may result in the initiation of the student conduct process for the behavior.

22. INTERPRETATION AND REVISION

a. Any question of interpretation or application of the Code shall be referred to the Senior Vice President for Academic and Student Affairs or designee for final determination.

b. The Code shall be reviewed periodically by a committee which shall include Student representation under the direction of the SCAI Director.

c. The Academic Misconduct procedures outlined in this regulation will be reviewed at least every three (3) years by a committee which shall include Student and faculty representation under the direction of the SCAI Director. The committee will be appointed by the Chair of the Faculty Senate, in consultation with the SCAI Director and the Faculty Fellow for Academic Integrity. Any changes to Academic Misconduct procedures must be approved by the Faculty Senate.

Contact: Director, Office of Student Conduct and Academic Integrity
Location: GC 311
Phone: (305) 348-3939 / Fax: (305) 348-6477
Email: conduct@fiu.edu
Web Page: conduct.fiu.edu

Authority: Florida Board of Governors Regulation 6.0105 Student Conduct and Discipline; Florida Board of Governors Regulation 6.010 Student Affairs Administration; Florida Board of Governors Regulation 1.001(4)(a)(10); and Section 7(d), Article IX, Florida Constitution.
History—New June 19, 2012, Amended 9-17-12, 4-8-14, 6-8-18, 6-25-19 Amended 8-13-20, Amended 10-30-20.

University President's EEO Policy Statement

Florida International University

EQUAL OPPORTUNITY POLICY STATEMENT

Florida International University is firmly committed to Equal Employment Opportunity (EEO) and to compliance with all federal, state, and local laws that prohibit employment discrimination on the basis of age, race, color, gender, national origin, religion, disability, protected veteran status, pregnancy discrimination, and other protected classifications. This policy applies to all employment decisions including, but not limited to, recruiting, hiring, training, promotions, pay practices, benefits, disciplinary actions, and terminations.

As a government contractor, Florida International University is also committed to taking affirmative action to hire and advance minorities and women as well as qualified individuals with disabilities and covered veterans.

We invite employees who are disabled or protected veterans and who wish to be included under our Affirmative Action Program to self-identify as such with the EEO Coordinator. This self-identification is strictly voluntary and confidential and will not result in retaliation of any sort.

Employees of and applicants to Florida International University will not be subject to harassment, intimidation, threats, coercion, or discrimination because they have engaged or may engage in filing a complaint, assisting in a review, investigation, or hearing or have otherwise sought to obtain their legal rights related to any federal, state, or local law regarding EEO for qualified individuals with disabilities or qualified protected veterans.

As President of Florida International University, I am committed to the principles of affirmative action and equal employment opportunity. In order to ensure dissemination and implementation of equal employment opportunity and affirmative action throughout all levels of the University, I selected Emmanuele Bowles as the EEO Coordinator for Florida International University. One of the EEO Coordinator's duties is to establish and maintain an internal audit and reporting system to allow for effective measurement of the University's programs.

In furtherance of Florida International University's policy regarding affirmative action and equal employment opportunity, Florida International University has developed a written Affirmative Action Program which sets forth the policies, practices, and procedures which the University is committed to applying in order to ensure that its policy of non-discrimination and affirmative action for qualified individuals with disabilities and qualified protected veterans is accomplished. This Affirmative Action Program for qualified individuals with disabilities and qualified protected veterans is available for inspection by any employee or applicant for employment upon request, during normal business hours in the Division of Diversity, Equity, and Inclusion office in Primera Casa (PC) 220. Any questions should be directed to me, your supervisor, or Emmanuele Bowles, EEO Coordinator.

Kenneth Jessell
Interim President

PART III. GOALS, MEASUREMENT, AND DATA TABLES

A. ACADEMIC PROGRAM REVIEWS

Table 1. First-Time-In-College Enrollment Previous AY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	50	74	0	33	849	0	94	21	10	1131
Women	69	172	0	67	1278	0	117	36	2	1741
Total Fall 2021	119	246	0	100	2127	0	211	57	12	2872
Category % of Total Fall 2021	4%	9%	0%	3%	74%	0%	7%	2%	0%	100%
Total FTIC Fall 2016	231	408	3	136	2874	1	323	177	6	4159
Category % of Total Fall 2016	6%	10%	0%	3%	69%	0%	8%	4%	0%	100%
Percentage Change from Fall 2016 to Fall 2021	-1.4%	-1.2%	-0.1%	0.2%	5.0%	0.0%	-0.4%	-2.3%	0.3%	0%

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Full-time, First-time students.

Analysis of Table

The FIU FTIC enrollment data reflects that approximately 61% of students were female, and 39% were male for the 2020-2021 academic year. Although the total number of FTIC students enrolled at FIU decreased from 4,159 in Fall 2016 to 2,872 in the Fall of 2021, there was an increase from Fall 2020 to Fall 2021 by 5%. 88% of full-time FTICs enrolled at FIU were underrepresented minorities in Fall 2021. This percentage slightly improved over the Fall 2020 metric, where 87% of full-time FTICs enrolled at FIU were underrepresented minorities. Students from Hispanic backgrounds made up the most significant percentage increase in this metric.

During the 2020 -2021 academic year, FIU enrolled more than 56,000 degree-seeking and non-degree-seeking students. We engage in selective admissions practices, through which we accepted 58% of our FTIC applicants during this academic year. When considering applicants, we focus on high school GPA, grades in academic core courses, standardized test scores, and math readiness (for math-intensive majors). We also maintain admissions/success pathways for students who graduated in the top 10% of their class or have evidence of special talent (portfolios and auditions).

Areas for Improvement & Action Plan- FTIC

While we employ several strategies to admit students via quantitative readiness measures, our admissions committee considers many applicants on a case-by-case basis.

The committee considers the following applicant characteristics as it makes admissions decisions:

1. Advanced coursework completed by the applicant
2. The applicant's community activism and volunteer work
3. Stated goals for coming to FIU

Please note that, in accordance with Florida BOG Regulation 6.002(2)(c), FIU's Office of Admissions works closely with the Florida Board of Governors and Department of Education to review applicants through the Talented 20 Program. By guaranteeing students access to at least one of the Florida SUS institutions, Florida's Talented Twenty Program encourages students to strive for better grades in high school and provides access to state universities.

Top Ten Percent Pathway

As highlighted in our Areas for Improvement from our 2019-2020 report, we included a top 10% pathway in our suite of admissions/success pathways. Through this pathway, we currently admit students who graduate in the top 10% of their high school classes regardless of their standardized test scores. We should begin to see the initial results of this effort by the end of the 2022-2023 cycle.

AVID Recruitment

We continue our efforts with the Advancement via Individual Determination (AVID) program. This program supports schools as they serve fourth through twelfth-grade students. Through this program, we collaborate with schools as they prepare for a four-year college education. AVID helps students by providing social and academic services as they maximize high school performance and achieve college degrees. We provide AVID students with specific recruiting experiences and materials upon request. During the pandemic, FIU participated in AVID virtual events and our continued participation in the College Education Experience program.

College Board Access and Diversity Collaborative

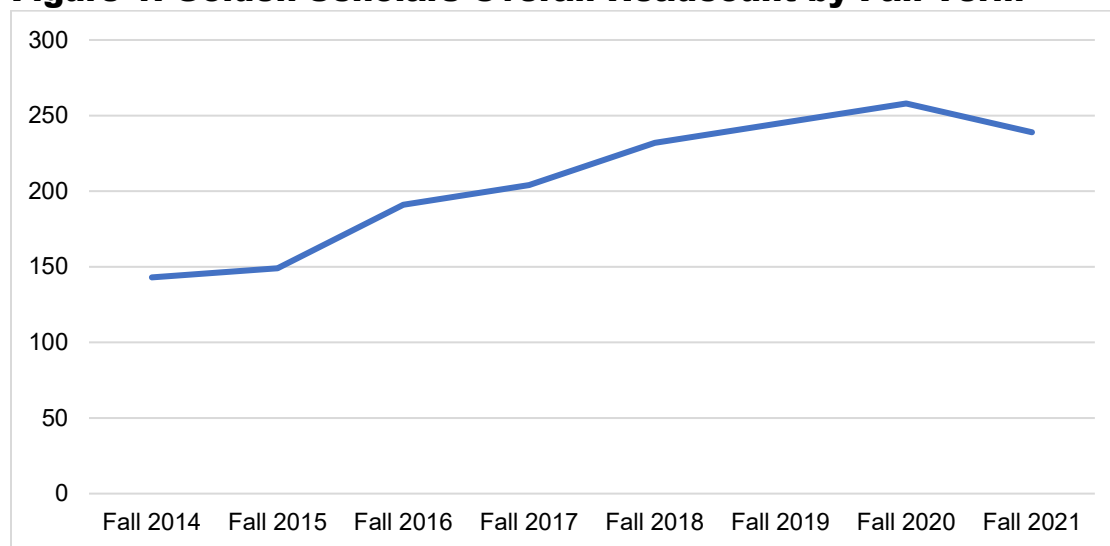
FIU continues to be a sponsor of the College Board Access and Diversity Collaborative (ADC). This program provides information and tools to higher education institutions as they implement policies and practices supporting educational access and diversity. FIU helps shape priorities and provides advice and direction regarding recruitment activities. We provide input to the policy and resources that guide the enrollment management community. Through our sponsorship of this program, we work closely with the EducationCounsel policy and law experts when dealing with diversity-related enrollment and admissions challenges, practices, and goals.

FIU Golden Scholars

The Golden Scholars bridge program is an alternative admissions program for under-represented students. FIU provides priority consideration to first-generation students and Miami-Dade County high school seniors. Students selected to be Golden Scholars will participate in an intensive six-week residential summer bridge program that offers academic preparation, individualized advising, and personal attention from faculty and staff. Upon successfully completing the bridge program, students will matriculate into the fall term as fully admitted FIU students.

Outreach and Selection – FIU Admission Coordinators are given the information about Golden Scholars and disseminate the information to targeted schools/students. Two Admission Coordinators also serve on the selection committee for the summer bridge program.

Figure 1. Golden Scholars Overall Headcount by Fall Term



Hispanic Scholars Fund

FIU is a partner institution with the Hispanic Scholarship Fund. This organization empowers students and parents with the knowledge and resources necessary to achieve higher education goals. FIU attends college fairs, National Leadership Conference, and STEM Summit. We participate in College 101, host College Camp at FIU, and participate in the Youth Leadership Summit.

Table 2. Florida State College System A.A. Transfers Previous AY

	NRA	B	AI/ AN	A	H	NH/ OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2021	364	937	4	155	4936	1	519	128	25	4352	2717	7069
Category % of Total Fall 2021	5%	13%	0%	2%	70%	0%	7%	2%	0%	62%	38%	100%
Total Fall 2016	307	847	5	151	4708	0	508	168	37	3983	2748	6731
Category % of Total Fall 2016	5%	13%	0%	2%	70%	0%	8%	2%	1%	59%	41%	100%
Category % Change from 2016 to 2021	0.6%	0.7%	0.0%	-0.1%	-0.1%	0.0%	-0.2%	-0.7%	-0.2%	2.4%	-2.4%	0%

Source: Student Instruction File. Full-time students.

Analysis of Table

For Fall 2021, there were 7,069 Florida State College System transfers. This marks an approximate 9% decrease from last year's 7,742 enrollment number but a 5% increase from the Fall 2016 enrollment number of 6,731. Two minority groups (American Indian/Alaska Native and Two or More races) increased in percentage, with American Indian/Alaska Native students marking the most significant increase by 25%. All other groups decreased from the last year, with Native Hawaiian or Other Pacific Islander students marking the most considerable decrease. Additionally, the total number of female and male transfer students decreased for Fall 2021 by 10% and 9%, respectively. Over the past five years, FIU has experienced about a 9% increase in the total number of female transfer students and about a 1% increase in the total number of male transfer students.

Transfers starting their third year of college (or near earning 60 credits) have a chosen degree. If they enter with an associate degree, they must apply to their college or program of choice in addition to university application. Some degree programs, such as architecture and nursing, have higher minimum admissions requirements than others and may require additional information or exams along with the application.

Areas for Improvement & Action Plan- Transfer Recruitment

The following programs assist in the increase of transfer students at FIU.

Connect4Success

The Connect4Success (C4S) program is two-fold. In the first part, the Office of Admissions conducts workshops in high schools to educate students about the benefits of a 2+2 program. In the second part, Admissions and Transfer and Transition Services

offices assist students at the State Colleges with transitioning to the university as they earn their AA or approved AS degree.

High School to C4S Recruitment

Programs at Hialeah-Miami Lakes, Hialeah Gardens, Mater Academy Charter, and Miami Lakes Educational

Connect4Success

The Connect4Success (C4S) transfer pathway received its highest national recognition as a finalist for the 2021 *Examples of Excelencia* by Excelencia in Education. The accolade demonstrates our access mission and highly focused work to effectively serve underserved students from the associate degree through baccalaureate completion. Moreover, C4S was profiled in 2021 *What Works for Latino Students in Higher Education Compendium* as a model for emerging nationwide programs seeking to evolve evidence-based high-impact practices that leverage 2-4 partnerships and engender transfer student transfer success.

In addition to recruitment efforts in local area high schools, we offered virtual events in regional high schools offering students integrated or theme-based curricula, Cambridge curricula, and/or innovative programming: Sheridan Technical High School, St. Thomas Aquinas High School, and Lake Worth Community High School, McArthur High School, Everglades High School, Hollywood Hills High School, and West Broward High School (Oct 2021). Additionally, we participated in an HBCU/HSI College Fair for Palm Beach County Schools (Jan 2021), TRIO College Fairs, and paid visits to participating high schools from the FIU Education Effect (May 2021). Lastly, we offered synchronous monthly virtual sessions titled “C4S From Beginning to End,” open to all students and families (Feb-Jun 2021).

C4S Kickoff Events

The C4S Kickoff, offered at Miami Dade College (MDC), Broward College (BC), and Palm Beach State College (PBSC), welcomes new students and their families to the program and offers comprehensive information about its benefits. While the Kickoff was traditionally provided in the summer and in-person, the pandemic required us to pivot and redesigned an engaging virtual program. We also moved the MDC and BC Kickoff from summer to early fall in response to the unique pandemic-related challenges students and their families faced transitioning from high school to college. Attendance in these virtual Kickoffs was comparable to the prior year, with over 400 students from both partner colleges participating. The PBSC Kickoff, offered in the summer of 2020, experienced a 55% dip in attendance compared to the prior year. All sessions were recorded and emailed to C4S students at each partner college.

Pre-Transfer Advising

Bridge Advisors housed at our three largest sending partner colleges continued to offer one-on-one pre-transfer advising appointments via phone and virtually (Zoom). During the data period, Bridge Advisors met with 4,616 students (2,520 via phone, 2,096 via Zoom) compared to 1,489 the prior year through these same modalities. The attendance data and student qualitative feedback continued to signal satisfaction in the information provided by advisors and the benefits of virtual options to students who work, are caregivers, and/or attend campuses in rural communities.

C4S Collaborative Grants

We continue to leverage two collaborative grants with Miami Dade College (MDC): STEM Seamless Transfer Pathway (STP), and Humanities Edge, with goals to increase access and success in associated disciplines via 2-4 partnerships. The programs offer students early exposure to undergraduate research, internship opportunities, and bridge programming, all to develop students' identities in their discipline. Two grant-funded FIU Bridge Advisors specializing in STEM and Humanities majors provide pre-transfer advising.

Over 750 MDC students attended STP workshops that covered prerequisite milestones, timely completion, financial aid, STEM careers, and peer advising. The Humanities Edge offered similar workshops, adding classroom visits and presentations at meta-major orientations. Approximately 650 Humanities students were served through this type of intentional programming.

The BC2FIU Scholarship Program, funded by the Helios Education Foundation, is a new collaboration between Broward College (BC) and FIU focused on increasing baccalaureate completion at FIU for students in select, articulated Associate of Science (AS) pathways. To date, 69 students at BC have earned the BC2FIU scholarship, with the first group of students expected to transfer to FIU in Fall 2022 and receive a companion scholarship.

Table 3. Retention of Full-Time FTICs Entering Previous AY, After One Year

	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2020 Cohort	69	213	0	81	2083	0	238	42	7	1637	1096	2733
Category % of Total	3%	8%	0%	3%	76%	0%	9%	2%	0%	60%	40%	100%
Enrolled Fall 2021	64	189	0	76	1898	0	204	36	7	1490	984	2474
Retention Rate	93%	89%	N/A	94%	91%	N/A	86%	86%	100%	91%	90%	91%

Analysis of Table

One-year retention rates for full-time FTIC first-year students averaged 91% for Fall 2020. The retention rate remained the same as the Fall 2020 cohort. Across the various racial and ethnic groups, the retention rate increased by at least 1% or stayed the same except for the White category, which decreased by 1%. The retention rates for female students increased by 2% and decreased by 2% for male students.

Areas for Improvement & Action Plan- Retention

FIU offers many first-year programs to introduce students to the college environment and communicate expectations. These programs have been instrumental in helping FIU achieve a 91% retention rate of our FTIC first-year students. The programs, activities, and courses (listed below) were established to promote and support academic, intellectual, personal, and social growth.

Center for Academic Success

The Center for Academic Success is charged with supporting the retention and graduation of undergraduate students. The Center focuses on first-year students and those nearing graduation. The Center coordinates the creation and distribution of lists that academic advisors use to reach students facing academic risk or who are approaching graduation. The Center helps students with financial difficulties find resources to continue their enrollment, provides coaching, and mentors a cohort of at-risk first-year students.

First Year Experience Course (SLS 1501)

SLS 1501 introduces students to the university and promotes as well as supports academic, intellectual, personal, and social growth and success.

Exploratory Students

Exploratory student pathways are designed to assist students through self-discovery to choose and plan for a major and a career path. FIU has established career-focused courses to help transition into a prospective career and assist in selecting a suitable major.

The Common Reading Program

This curriculum for all incoming first-year students affords incoming first-year students the opportunity of participating in a common curricular experience that creates community and a common ground for discussion. This is augmented through a series of presentations and lectures across the year.

Peer Mentor Program

The Peer Mentor Program is for students who want to be FIU student leaders by assisting a First Year Experience instructor throughout the length of the SLS 1501 course. Peer mentors guide fellow peers throughout their first semester of college and are an excellent resource for students in and outside the classroom.

Surviving the First Year

Surviving the First Year teaches incoming first-year students how to balance their social and scholastic lives. The program provides an understanding of how important it is to get organized, manage their time well, make room for homework, social activities, employment, and, most importantly, time to study.

Academic Planning and Preparation Workshops

FIU has various academic planning and preparation workshops to give students the tools for success. "SUCCESS - THERE'S AN APP (Academic Planning and Preparation Workshops) FOR THAT!"

The University Learning Center

The FIU University Learning Center offers students free reading, writing, language, and mathematics tutorial services. Many students take advantage of the free workshops that the Center provides on notetaking, test-taking, and time and organization management.

Fostering Panther Pride (FPP)

FIU's Fostering Panther Pride (FPP) program offers tailored academic and other support services to undergraduate students identified as foster, former foster youth, or homeless. The FPP's primary goal is to assist students in their transition to FIU, their retention and graduation, and their pursuit of securing employment or graduate school upon receiving their Bachelor's degree.

Table 4. Graduation Rate of Full-Time FTICs After Six Years

	NRA	B	AI/AN	A/PI	H	NH/ OPI	W	≥ TWO*	UNK	Female	Male	Total
2015-21 Cohort	179	412	3	91	2653	3	306	104	15	2122	1644	3766
Category % of Total	5%	11%	0%	2%	70%	0%	8%	3%	0%	56%	44%	100%
Number of Graduates within 6 yrs from cohort	107	244	2	68	1850	1	182	63	10	1496	1031	2527
Percent Graduated	60%	59%	67%	75%	70%	33%	59%	61%	67%	70%	63%	67%
Number Still Enrolled in 6th Year from cohort	7	17	0	5	159	0	13	7	1	84	125	209
Percent Retained	4%	4%	0%	5%	6%	0%	4%	7%	7%	4%	8%	6%

Note: FTIC includes Beginners and Early Admits.

Analysis of Table

As reflected in Table 4, FIU has a 67% graduation rate for all full-time FTICs. This cohort's graduation rate remains consistent with the previous year. Female and male students in this group experienced a 1% increase in the graduation rate compared to the last year's report. Compared to the 2014-2020 cohort, there were increases in the percentage of graduates for Asian (75%, up from 74%), Hispanic (70%, up from 69%), and White (59%, up from 58%) students. In comparing last academic year, the most significant total increase in the number of full-time FTICs who graduated were Resident Alien (and other eligible non-citizens) students. American Indian/ Alaska Native graduates had the most significant decrease, from 100% who graduated in the 2014-2020 cohort to 33%. The graduation rates for Black and American Indian/ Alaska Native remain the same from the previous year.

Table 5. Bachelor's Degrees Awarded, Previous AY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-2021										
Male	548	549	1	134	3342	1	415	110	15	5115
Female	570	966	6	163	5078	5	611	146	20	7565
Total	1118	1515	7	297	8420	6	1026	256	35	12680
Category % of Total	9%	12%	0%	2%	66%	0%	8%	2%	0%	100%
AY 2015-2016										
Male	270	403	1	104	2447	2	377	67	36	3707
Female	367	617	5	125	3562	5	513	121	54	5369
Total	637	1020	6	229	6009	7	890	188	90	9076
Category % of Total	7%	11%	0%	3%	66%	0%	10%	2%	1%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

Analysis of Table

FIU awarded 12,680 Bachelor's degrees during the 2020-2021 academic year, an increase from the previous year's 10,960 Bachelor's degrees. This constituted a 7% increase in degrees awarded last academic year. During the 5-year period from the 2015-2016 Academic Year to the 2020-2021 Academic Year, the number of degrees awarded increased by 40%. During this academic year, the percentage remained the same as last's report of 60% of Bachelor's degrees awarded to female graduates and 40% to male students.

During the 2020-2021 Academic Year, the percentage of Bachelor's degrees awarded to various racial and ethnic groups mirrored the rates reported in the 2019-2020 Academic Year, with a 1% increase of Resident Alien (and other eligible non-citizens) graduates and a 1% decrease in White degree recipients.

Table 6. Master's Degrees Awarded, Previous AY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2020-2021										
Male	275	153	1	41	708	1	199	18	8	1404
Female	278	358	2	59	1098	1	285	36	15	2132
Total	553	511	3	100	1806	2	484	54	23	3536
Category % of Total	16%	14%	0%	3%	51%	0%	14%	2%	1%	100%
AY 2015-2016										
Male	290	141	1	52	619	1	188	14	3	1309
Female	282	224	1	47	928	3	266	27	17	1795
Total	572	365	2	99	1547	4	454	41	20	3104
Category % of Total	18%	12%	0%	3%	50%	0%	15%	1%	1%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

Analysis of Table

A total of 3,536 Master's degrees were conferred during AY 2020-2021, representing an increase of 2.5% from AY 2019-2020. Of the total Master's degrees awarded in AY 2020-2021, females received 2,132 or 60.3%, whereas males received 1,404 degrees or 39.7%. Hispanic students were awarded the most significant number of Master's degrees, a continuing trend here at FIU, with 1,806 conferrals representing 51.07% of the total number of Master's degrees. The three largest represented groups were Resident Alien (and other eligible non-citizens) students 15.64%, Black students 14.45%, and White students 13.69%.

Hispanic females represented the most significant percentage of degrees awarded at 31%, followed by Hispanic males at 20%. From AY 2019-2020 to AY 2020-2021, some of the more significant increases were – 39% for Resident Alien (and other eligible non-citizens) males, 21.34% for White males, 8.81% for Black females, and 6.25% for Black males, 5.67% for Hispanic males. There was a 6.47% decrease for Hispanic females.

There were three Master's degrees awarded to American Indian/Alaska Native students. There were four Master's degrees awarded to Native Hawaiian/Other Pacific Islander students, same as last year, but representing an increase from years before that. Representation of groups obtaining Master's degrees mirrors the local demographics, and we would like to continue ensuring this is the case.

Table 7. Doctoral Degrees Awarded, Previous AY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-2021										
Male	57	1	0	2	15	0	18	6	3	102
Female	33	12	0	2	25	0	27	4	1	104
Total	90	13	0	4	40	0	45	10	4	206
Category % of Total	44%	6%	0%	2%	19%	0%	22%	5%	2%	100%
AY 2015-2016										
Male	45	5	0	2	11	0	13	2	0	78
Female	18	4	0	2	24	0	21	3	1	73
Total	63	9	0	4	35	0	34	5	1	151
Category % of Total	42%	6%	0%	3%	23%	0%	23%	3%	1%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Analysis of Table

FIU awarded 206 doctoral degrees in AY 2020-2021, an increase of 12 (6.2%) degrees from last year's 194. The most significant group percentage (43.69%) was awarded in the Resident Alien (and other eligible non-citizens) category, a continuing trend from the previous academic year. White students represented the next largest category with 21.84% of total doctoral degrees. This changed from the last year, where Hispanic students represented the second largest category.

Females represented 50.5% of doctoral degree recipients, and males represented 49.5%. For females, this represents an increase of 17 degrees from last year. From AY 2019-2020 to AY 2020-2021, the number of doctoral degrees awarded to Black students stayed the same and decreased by 10 degrees for Hispanic students. Of the 13 Black students who earned doctorates, 12 were female. No doctoral degrees for Native Hawaiians/Other Pacific Islander and American Indian/Alaska Native categories in the AY 2020-2021.

In previous years, we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs (a 1% increase per year). However, numbers for Black students stayed the same, and Hispanic students decreased compared to last year. We will continue to pursue strategies in our Action Plan section to increase representation.

There was an increase of 12 doctoral degrees awarded this year compared to last year. Last year's completion of degrees could have been impacted by the beginning of the pandemic in 2020 – our efforts to provide additional resources to students assisted with increasing degree completion.

Areas for Improvement & Action Plan- Graduate Education

The University Graduate School (UGS) at FIU primarily manages theses, dissertation guidelines, policies, and some funding and programming for research degrees. As such, these are areas we impact. In previous years we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs, specifically STEM.

Goals

- **Master's Degrees:** UGS will work closely with Enrollment Management and their recruitment team to sponsor events and visitations at regional and state colleges and universities to showcase FIU's graduate programs.
- **Doctoral Degrees:** To increase the proportion of research doctorates awarded to Black students by 1% each year so that by AY 2023-2024, Black students will represent 9% of research doctorates awarded. To increase the proportion of research doctorates awarded to Hispanic students by 1% each year so that by AY 2023-2024, Hispanic students will represent 22% of research doctorates awarded.
 - UGS will continue to pursue our strategies to increase representation. This includes programming, fellowships, tuition waivers, and other contributions to academic programs for direct student funding and recruitment. To achieve the established goals, UGS continues to focus on attracting a diverse pool of highly qualified applicants with the following initiatives and actions:
 - Requiring that part of the UGS recruitment funding allocated to the doctoral programs be targeted to recruit underrepresented minority students.
 - Funding Inclusion Fellowships to encourage promising students from underrepresented minorities or people with disabilities to pursue a Ph.D. Four fellowships were awarded in AY 2020-2021.
 - Specific recruitment at HBCUs for our federally sponsored training grants (NSF CREST, NIGMS T32, NSF FLGLSAMP BD).
 - Engagement with state and national programs to encourage the participation of underrepresented minority students in graduate education:
 - The Ronald E. McNair program is a Federal TRiO program designed to prepare students from low-income, first-generation, and traditionally under-represented groups for doctoral studies.
 - The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM).

- The National Name Exchange (NNE) is a consortium of fifty-five nationally known universities that collect and exchange the names of talented underrepresented ethnic minority undergraduate students to identify a pool of qualified students who could be recruited to the graduate programs.
- The McKnight Fellows, Black, and Hispanic doctoral students receive a \$12k stipend from the Florida Education Fund (FEF) and a \$12,000 enhancement and medical insurance supplement from UGS.
- NSF FLAGEP, an alliance of Florida institutions (FIU, USF, FAMU, FMU, BC), supports women of color in the late stages of their doctoral degrees for retention and progression in academia.
- Through UGS, FIU created a new institutional chapter of the Bouchet Graduate Honor Society (BGHS) based at Yale University. This initiative develops a network of scholars devoted to promoting leadership, diversity, and excellence in doctoral education and the professoriate. Becoming an institutional partner reflects FIU's accomplishments in producing and preparing Ph.D. recipients from underrepresented groups for faculty positions in the academy and will aid in the retention of these students.

DEI Institutional Goals for Graduate Education

With the establishment of the Division of DEI, institutional goals were established that would work towards fostering a culture of belonging and eliminating disparities within the FIU community among underrepresented groups have been identified. One of the campus-wide DEI goals was established to focus on representation to recruit, retain, and develop a diverse community at FIU with tactics and strategies targeting underrepresented graduate students.

The university is researching and identifying barriers that impact the recruitment, retention, and graduation of historically underrepresented minorities – initially, with a focus on graduate students toward increasing the production of doctoral to the professoriate. Toward their retention, the focus has been on these areas:

- advising (academic, financial, and mental health)
- interaction with faculty and administrators
- and curriculum.

Anticipated Outcomes

- Identify barriers that impact recruitment, admissions, and retention of doctoral students.
- Create an action plan to remedy and remove identified barriers to increased enrollment of underrepresented minority graduate and professional student body.
- Report to leadership by Fall 2022 identifying recommendations for restructuring efforts to remove barriers noted effectively.

Tactics

- Create platforms to conduct and engage in student listening sessions in Fall 2021.
- Conduct listening sessions with Graduate Program Directors to understand their roles and challenges in recruiting and supporting graduate students and their retention in Fall 2021.
- Create 'belonging' climate surveys and report findings and recommendations by Fall 2022.
- Conduct qualitative and quantitative analysis of our current recruitment, enrollment, retention practices, and processes by Fall 2022.
- Create a cohort model for underrepresented minority doctoral students by Fall 2023.

Table 8. First Professional Degrees Awarded, Previous AY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-2021										
Male	1	11	0	15	69	1	49	3	1	150
Female	5	32	1	24	110	0	69	3	3	247
Total	6	43	1	39	179	1	118	6	4	397
Category % of Total	2%	11%	0%	10%	45%	0%	30%	2%	1%	100%
AY 2015-2016										
Male	0	11	1	13	51	0	63	3	5	147
Female	1	19	0	23	74	1	59	0	9	186
Total	1	30	1	36	125	1	122	3	14	333
Category % of Total	0%	9%	0%	11%	38%	0%	37%	1%	4%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

First Professional Degrees represents degrees awarded through the College of Law (JD), the Herbert Wertheim College of Medicine (MD), and the Nicole Wertheim College Nursing and Health Sciences (DNP, DPT, DAT). The number of degrees awarded in this category for AY 2020-2021 was 397, an increase of 32 (8.76%) degrees over AY 2019-2020.

There was an increase in total degrees awarded to Resident Alien students between AY 2019-2020 and AY 2020-2021, from two degrees to six. Female students received 62.22% of these degrees, and males received 37.78%. Hispanic students were the largest group (45.08%) of degree recipients. White students represented the second largest group, with 29.72% of degree recipients. Asian students represented 9.82%, and Black students represented 10.83%, an increase for both these categories compared to the previous year. One degree was awarded to the American Indian/Alaska Natives group and the Native Hawaiians/Other Pacific Islander groups.

B. STUDENT SERVICES

1. Academic Advising

FIU students have equal access to utilize academic advising services. The university is particularly committed to providing equitable advising services to undergraduate students. Our advising department employs a diverse staff of over 125 professional academic advisors who can serve as guides and mentors for the university's diverse student population. All undergraduate students have access to an online advising platform (the Panther Success Network) that enables them to connect with an advisor and make advising appointments. Each student is assigned to a professional academic advisor from their academic department who guides their progress toward earning a degree. Graduate students are assigned to and work with faculty members from their respective disciplines. All students also have access to an online degree audit and other advising tools that provide information on degree requirements and track their progress toward completing their degree. Students and the university community can go to advising.fiu.edu to find more information about academic advising services.

Advising Services

During Spring 2020, the university and other institutions faced an unprecedented challenge related to the outbreak of the COVID-19 virus. All courses and services were moved to a remote/virtual format, including all advising appointments. Fortunately, the Panther Success Network advising system was already equipped to handle online/virtual appointments (since they also advise students enrolled in fully online programs), so the transition occurred quickly and relatively seamlessly.

The university resumed normal, in-person operations in the Summer of 2021; however, students benefited from the flexibility of online advising appointments, so students now have the option of choosing in-person or online advising appointments. In survey responses, students have indicated that they appreciate this flexibility.

From January 1, 2021, to December 31, 2021, there were 83,120 unique undergraduate advising appointments across all schools and colleges. This included 71,842 scheduled appointments and 11,278 drop-in appointments. Fall 2020 – Fall 2021 re-enrollment data indicates that students who attended an advising session during the academic year had overall higher retention/graduation rates than those who did not participate in advising. The tables below provide data on retention rates broken down by race and ethnicity.

Table 9. Undergraduate Students Retained from Fall 2020 to Fall 2021 Who Attended Advising Appointment(s) in 2020-2021 AY

Race/Ethnicity	Retained/ Graduated in Fall 2021	Not Enrolled in Fall 2021	Retained/ Graduated in Fall 2021	Not Enrolled in Fall 2021	Total Population
African American	89.88%	10.12%	3,028	341	3,369
American Indian/ Alaskan Native	86.21%	13.79%	25	4	29
Asian or Pacific Islander	91.49%	8.51%	849	79	928
Hispanic	92.40%	7.60%	15,869	1,306	17,175
Non-Resident Alien	94.34%	5.66%	1,383	83	1,466
Not Reported	88.24%	11.76%	105	14	119
White	89.85%	10.15%	1,894	214	2,108
Grand Total	91.90%	8.10%	23,153	2,041	25,194

Table 10. Undergraduate Students Retained from Fall 2020 to Fall 2021 Who Did Not Attend Advising Appointment(s) in 2020-2021 AY

Race/Ethnicity	Retained/ Graduated in Fall 2021	Not Enrolled in Fall 2021	Retained/ Graduated in Fall 2021	Not Enrolled in Fall 2021	Total Population
African American	78.94%	21.06%	1,387	370	1,757
American Indian/ Alaskan Native	71.88%	28.13%	23	9	32
Asian Or Pacific Islander	85.85%	14.15%	455	75	530
Hispanic	84.52%	15.48%	9,093	1,665	10,758
Non-Resident Alien	92.06%	7.94%	1,264	109	1,373
Not Reported	75.00%	25.00%	54	18	72
White	78.70%	21.30%	1,197	324	1,521
Grand Total	83.98%	16.02%	13,473	2,570	16,043

In addition to meetings and communications with current FIU students, the academic advisors also successfully conducted orientation advising sessions for thousands of new first-year students and transfer students who first enrolled at FIU in the Summer, Fall, and Spring of the 2021-2022 academic year. (4,916 freshmen and 9,841 transfer students). FIU students who enrolled for the 2021-2022 Academic year come from various backgrounds: 4% Asian; 14% Black; 65% Hispanic; 12% White.

Incoming students must complete the Virtual Orientation (VO), then register for the in-person orientation session. During the in-person orientation, students are provided information in a general session about academic and student affairs, student financials, student conduct, and academic integrity. Afterward, students are divided into smaller groups based on major after the general sessions. Each group receives an advising presentation specific to their program, followed by individual meetings with an academic advisor to discuss degree requirements and course selection in more detail.

Retention and Graduation Support/Student Success Outreach Initiatives

During the 2020-2021 academic year, the academic advising community actively participated in several outreach campaigns designed to support student success and assist students with making positive progress toward their degrees. These included advising appointment campaigns to the 2020 FTIC students (September-November and February-May) to encourage Spring and Summer/Fall enrollment and advising appointment campaigns to students approaching 90 credit hours to assist in mapping out the final semesters to graduation.

Beginning Summer 2019, the university implemented a cohort tracking project. Each semester, the colleges are provided an updated analysis of their FTIC students, focusing on those students who are approaching or completing their fourth year. Each student's progress was tracked through indicators such as credits earned and in progress, GPA, remaining courses needed and their availability, future enrollment, financial concern, etc. Throughout the year, the advisors were asked to review each student in the 2016 FTIC cohort and indicate whether they were "on track" for four-year graduation. They worked with the students if/when any actions were needed to keep them on track for on-time graduation. Centrally, we supported the advisor's efforts in advocating for the students and removing barriers to their success. This project has led to more targeted outreach and intervention and has ultimately contributed to an increase in four-year graduation. Beginning in Summer 2021, the project shifted focus to the 2018 FTIC cohort. In 2021, the cohort tracking process was expanded to include the Florida AA transfers as part of the review, and advisors indicated whether they were "on track" for two-year graduation.

The Student Success Advocate and two Student Success Specialists continue to assist with supporting the colleges in their student success efforts. The Student Success Advocate identifies targeted populations of students for retention and/or graduation-related outreach. The Student Success Specialists reach out to the students, document any barriers the students are facing, and work closely with the Student Success Advocate to resolve pending barriers to success. Centrally we collaborate with the colleges and advisors on their findings.

Academic Advisor Professional Development

FIU is committed to training and developing our academic advisors so that they can provide the best service to each student they encounter. Every advisor receives initial training from the central advising unit (now housed in the Division of Academic and Student Affairs). The initial onboarding training includes an introduction to academic policies and procedures, the role of an academic advisor, training on how to use the technology tools utilized during advising sessions, as well as an overview of the different schools and colleges at the university. Beyond new advisor onboarding, academic advisors are expected to engage and participate in professional development throughout the year. Some training for academic advisors during the 2020-2021 year included Safe Zone, Green Zone, Who Are Our Students, Disability Resources, and various brown bag lunches (veterans, LGBTQA, gender pronouns, students in recovery, etc.).

Additionally, the College of Arts, Sciences, and Education (the largest college) began a 4-part learning series offered by the Division of DEI for their academic advisors to understand better our diverse student population and their needs. The series is structured as follows: Part I: Level Setting, a Mindset of Diversity, Equity & Inclusion; Part 2: Understanding our biases and the diversity of our FIU students; Part 3: LGBTQIA+ Inclusion & Mental Health Matters; Part 4: Understanding Dis/Abilities & Accessibility. This series will be hosted centrally for all academic advisors during the next academic year.

All academic advisors meet once a semester to discuss internal updates. In the Fall, there is a half-day Advisors' Forum, and in the Spring, a full-day Advisors' Conference. At the conference, there is a keynote speaker in the morning and breakout sessions in the afternoon, led by advisors and other university staff. Advisors from the local state colleges are invited to attend and present at the conference. Due to ongoing issues with the pandemic, the conference was conducted virtually, so advisors from several other state universities were also invited to participate.

A new advisor professional development program, Advisor DRIVE (Directed Reflection, Intention, Vision, and Excellence), is being created and will include workshops, speakers, and a mentorship component with university leaders. This program will be geared toward advisors interested in growing within the field of Academic Advising and Higher Education at FIU.

Self-Assessment: Excellence in Academic Advising

In Spring 2020, an academic advising survey was sent electronically to all active undergraduates. The academic advising surveys were designed to elicit feedback from key student stakeholders. They were directly related to the key performance indicators

within the nine Conditions of Excellence in Academic Advising. The Academic Advising team received 2,151 responses from students. FIU's Office of Analysis and Information Management (AIM) division conducted an in-depth qualitative results analysis of the student survey. Results were shared at the Fall Advisors' Forum, and individual college reports were shared with the advising leads in each college.

Advising Organizational Structure and Personnel

FIU utilizes a decentralized advising system for all undergraduate students that relies on a team of professional academic advisors and receives support and coordination from a centralized team of administrators and technological support. As previously mentioned, graduate students receive their advising and academic support from the faculty mentors and administrative staff of their respective academic departments.

As part of the decentralized advising system, FIU relies on over 125 professional academic advisors who report directly to academic administrators who oversee the advising initiatives for each of the respective academic colleges/schools. Those academic administrators participate in a university-wide policy group called the Council for Undergraduate Academic Advising that meets monthly to discuss academic policies and procedures. They also participate in an ad hoc group of "advising leads" who meet regularly with the central administration to discuss issues and concerns related to academic advising. Through these efforts, the university ensures that students in each academic unit receive comparable advising support and that academic policies are applied equitably across academic units.

2. Admission to Academic Programs

FIU Office of Admissions engages in student recruitment in and out of Florida. The staff use data mining tools from the CollegeBoard and Hobsons to determine which high schools to visit and college fairs to attend. FIU staff goals are based on the university's strategic plan, the Board of Governor's metrics, and the mission of FIU. Out-of-state recruitment is limited to Los Angeles, Houston, Atlanta, Washington DC, and Illinois urban areas. In-state recruitment is focused on South Florida, Hillsborough County, Orange County, Duval County, and larger cities.

Golden Promise

FIU implemented the Golden Promise in 2018, a commitment to entering FTIC with an Expected Family Contribution of \$0. The university will meet 100% of its tuition and fees with grants and scholarship aid. This program helps reduce the loans these students will have to secure (if any). Students with the Golden Promise can stack this award with funds from Raise.Me or Florida Bright Futures, therefore, meeting books and supplies needs as well. Approximately 1/3 of the incoming first-year class receives the Golden Promise.

Outreach and Partnerships

Strive/I'm First

FIU is a partner with Strive for College, and I'm First! Strive connects students having financial needs with free, one-to-one mentoring to help them navigate the college and financial aid application process. Students in college can be matched with a mentor for support to help them graduate and prepare for career opportunities. The Strive program is entirely virtual, with mentors and students connecting through their online platform. FIU incorporates the I'm First resources into First Generation Student Day and is represented in the Partner book of colleges and on the website.

Title I School Recruitment

Title I Schools provide students in economically disadvantaged districts and neighborhoods with the technology, supplies, educational support, and activities that enhance student achievement. Title I school districts has a disproportionately large population of students who receive free or reduced-price lunches. According to the US Department of Education, the Title I program serves more than 26 million students; high school students comprise 19%.

FIU engages in a proactive communication plan that targets students from Title I schools. This plan includes email campaigns concerning scholarship programs such as The Dream.US, Hispanic Scholars Fund, and university initiatives. As an integral part

of this effort, FIU hosts application workshops and FAFSA nights at Title I schools in Florida counties.

Improvement Goal 2021-2022: Develop a faculty engagement program for high school students in 9th grade to ensure that students who are enrolled in Career Academies or other Vo-Tech programs understand their options for careers moving through high school and college.

Virtual Recruitment Initiatives

FIU engages our regional community through application workshops, high school visits, college fairs, and financial aid presentations. These events are free and open to the public. We rely on high schools, districts, and community-based organizations to host these events. We participate in nearly 500 events each year. Table 1 includes a sample of events in which FIU participates.

Figure 2: Sample of virtual events

Event Title	Event Type
Breakthrough Miami Panel	Virtual Panel
TRIO College Fair	Virtual College Fair
Middleton HS Tampa	Virtual HS Visit
Apopka HS Orlando	Virtual HS Visit
HSI/HBCU NACAC Fair	Virtual College Fair (Transfer)
Miami Norland HS Visit	Virtual HS Visit
Alonzo Tracy Mourning HS Visit	Virtual HS Visit
LGBTQA Virtual Information Session	FIU Hosted a student panel

Community-Based Organization Outreach

Breakthrough Miami

Through their unique “students-teaching-students” model, Breakthrough Miami supports 5th through 12th graders who are traditionally underrepresented in university populations. This program currently serves 1,300 students at six community campus locations (Carrollton School of the Sacred Heart, Gulliver Schools, Miami Country Day School, Palmer Trinity, Ransom Everglades, and the University of Miami).

This program admits students via a competitive application and interview process. We identify students who are academically motivated and meet at least two of the following five risk factors associated with failure to enter/complete college:

- Ethnic/racial minorities (96% of our students)
- Family income qualifies for free/reduced lunch (85%)
- First generation in their families to attend college in the U.S. (48%)

- Single-parent household (47%)
- Primary language other than English (50%)

Since 2019, FIU has continued to work with Breakthrough Miami to facilitate College Bootcamp, College Tour, Sessions with College Admissions Officers, and Financial Aid sessions. Through CARTA's Miami Beach Urban Studios, FIU sponsors the art and design summer camp for low-income high school students interested in art, design, and entrepreneurship.

Infinite Scholars

The Infinite Scholars program is a non-profit organization founded by Thomas Ousley, a former teacher in Missouri. Ousley founded the program to ensure that financially disadvantaged students could receive the funding needed to attend college and succeed. FIU is one of 450 partner institutions that support the Infinite Scholars program. More than 80% of participants of this program go on to college.

TRIO Programs

The Federal TRIO Programs (TRIO) identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs that serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects. FIU participates in many of the TRIO program's initiatives, including application workshops, FAFSA programs, and hosting the students on campus for "Panther for a Day" type events. In this timeframe, the FIU Office of Admissions went to PBSC Lake Worth to participate in three days of college planning events.

Upward Bound

The Upward Bound program supports participants as they prepare for standardized tests and complete college applications. Students in the program are from low-income families who are the first in their families to go to college. Upward Bound participation increases the likelihood of participants going to college and enhances their college completion rates by providing additional support and success strategies such as mentorships, counseling, and enrichment activities. The FIU Office of Admissions provides campus tours, information sessions, and college planning workshops via Upward Bound on both the BBC and MMC locations.

Other Efforts

FIU's Office of Admissions is a prominent fixture in community-based organization events. The office hosted free college application, financial aid, and college search workshops for students who are a part of Breakthrough Miami, I Have a Dream, and 5000 Role Models, Inc. They have also actively participated in college fairs in the

community through the Seminole Tribe of Florida, 100 Black Men of Jacksonville, and the Black Brown College Bound Summit.

The office also supports the community by engaging with students at events such as the Honey Shine, Inc. Hats Off Luncheon. Enrollment Management and Services, in partnership with the Office of Admissions, also hosts Miami-Dade County Public Schools Counselors at the FIU MLK Annual Breakfast. The school counselors in attendance feel like it allows them better to understand the faculty, staff, and students. It also helps them to understand FIU's commitment to diversity. School counselors know that FIU doesn't solely use "access" as a mission statement but lives "in access" by providing opportunities to a variety of students regardless of their race or ethnicity.

FIU Office of Admission staff members have presented participation and presentations regarding diversity, equity, and access at the following professional organization national conferences: National Association for College Admission Counseling's Guiding the Way to Inclusion; College Board's A Dream Deferred. The office also participates in the "Black Professionals Summit" graduate program, which assists in educating Black and African American professionals about the benefits of post-baccalaureate education.

3. Counseling and Student Health Services

Student Health and Wellness Services

The Student Health Fee funds several student support departments across two separate divisions. The Division of Academic & Student Affairs – via Student Health & Wellness (SHW) oversees Counseling and Psychological Services (CAPS), Victim Empowerment Program (VEP), and Health Promotion Services (HPS), among others. CAPS, VEP, and HPS provide mental health and health education/promotion services. The Student Clinics, managed by the FIU Health Care Network (HCN), provide students with primary medical care. All registered students who pay the student health fee for the corresponding semester have access to services offered by relevant health fee-funded departments. SHW and HCN help students lead healthier and more fulfilling lives through these collaborative programs and services. Students find information about these programs at shw.fiu.edu.

Note: The university does not have a central electronic medical record system. Therefore, the data presented in this report was pulled from multiple sources – PyraMED for HPS and Student Clinics, Titanium for CAPS, and VEP.

Student Health and Wellness Overview

Student Health and Wellness (SHW), housed within the Division of Academic and Student Affairs, helps students succeed personally and academically. Recognizing each student is an individual with different needs, SHW programs and services emphasize the nine dimensions of wellness, educating students about building their toolbox of skills they can use to enhance their overall wellbeing.

Dimensions of wellness:

1. Cultural
2. Emotional
3. Environmental
4. Financial
5. Intellectual
6. Occupational
7. Physical
8. Social
9. Spiritual

Table 11. Gender of Students by SHW Service AY 2020-2021

	Healthy Living Program		CAPS/VEP	
Gender	Amount	Percent	Amount	Percent
Female	758	71.0%	1,591	71.89%
Male	308	28.9%	611	27.61%
Other	1	0.1%	11	0.5%

Both HLP and CAPS/VEP had similar utilization by gender for academic year 2020-2021, with 71-72% females and 28-29% males accessing services. Less than 1% of students accessing services identified as other.

Table 12. Age of Students by SHW Service AY 2020-2021

Age	Healthy Living Program		CAPS/VEP	
	Amount	Percent	Amount	Percent
Under 18	1	0.09%	1	0.04%
18-25	769	72.1%	1774	67.07%
26-35	240	22.5%	762	28.81%
Over 35	57	5.3%	108	4.08%

Table 13. Ethnicity of Students by SHW Service AY 2020-2021

Ethnicity	Healthy Living Program		CAPS/VEP	
	Amount	Percent	Amount	Percent
American Indian	2	0.19%	1	0.05%
Asian/Pacific Islander	104	9.8%	63	2.85%
Black	146	13.7%	338	15.27%
Hispanic	599	56.1%	1,267	57.25%
Not Reported	3	0.3%	23	1.04%
Other	70	6.6%	283	12.78%
White	143	13.4%	238	10.75%

Note: It is important to note that the university went remote on March 16, 2020, due to the pandemic. All in-person services and programming were converted to the virtual environment (e.g., Zoom, social media) for the remainder of the calendar year. This resulted in a reduction of total student appointments from the prior year.

The following provides a brief overview of key actions taken impacting the student body for FY 2020-2021:

- HPS
 - The Healthy Living Program (HLP) – the main programming/outreach arm of Health Promotion Services (HPS) – stepped outside of normal operations to meet the changing demands of our students throughout the pandemic. On-campus and online services on the nine dimensions of wellness were offered in AY 2020-2021. Students' top direct services were massage therapy, in-office aromatherapy, and dietitian/nutrition education. Outreach activities were primarily online during the Fall term but gradually transitioned to in-person by the end of Spring 2021. HLP complementary alternative therapy services such as

sound therapy, massage therapy, and acupuncture continued to be student favorites.

- As part of a National Institutes of Health (NIH) grant in conjunction with the MARC U*STAR program, HLP health educators developed and implemented the “Prepping Panthers for Healthy Living” workshop series. The series featured 14 workshops throughout the Fall and Spring terms addressing various wellness topics, including stress, resilience, and financial wellness.

- HLP continues to monitor the student experience after the provision of services. Below are relevant questions and recommendations from the HLP survey:

- The provider was welcoming. At HLP, 100% strongly agreed with this statement, up from 95% in 2019-20.

- The provider valued me as a patient. At HLP, 100% strongly agreed with this statement, up from 93% in 2019-20.

- I felt comfortable and safe in the building. 99% agreed with this statement, up from 89.19%

- CAPS

- CAPS quickly adjusted to remote services and continued to add and improve our service options and procedures throughout the year. Despite the adjustment to remote operations, services remained available since the first week the university went remote.

- CAPS also created multiple student forums and support spaces to help students struggling due to the pandemic (including student caregivers) and those struggling to understand and/or cope with the issues surrounding racial tensions and social justice in our society.

- We received requests from multiple departments (e.g., Higher Ed program, school counseling program, VMA, Residential Life, FIU Theater) to provide presentations and forums about racial equity, coping strategies for the unique stressors from COVID, and addressing the unique needs of our student veterans.

- CAPS and the Division of DEI are working in tandem to align policies, procedures, and general workplace culture with racial equity and justice values. This collaboration is yielding an equity and inclusion campus-wide initiative (Brave Spaces) to enhance these values further, with both units engaged in an agreement with Association for university and College Counseling Center Outreach (AUCCCO) consultants. Unfortunately, due to the pandemic, the training and workshops were postponed and took place will take place in Fall 2021.

- VEP
 - VEP clinicians commenced two types of therapeutic psychoeducational groups for victims related to trauma recovery via videoconference during Summer 2020 (10 members), Fall 2020 (17 members), and Spring 2021 (14 members).
 - VEP faced significant personnel changes during the fiscal year 2020-2021

For a more comprehensive list of accomplishments, please refer to the 2020-2021 [Student Health & Wellness Annual Report](#).

Student Clinics Overview

FIU HealthCare Network manages the Student Health Clinic at the Modesto Maidique Campus (MMC) and Biscayne Bay Campus (BBC). The clinic offers the following medical services to all FIU students, supported by the student health fee.

- general medical/primary care
- gynecology
- dermatology
- psychiatry/behavioral health
- lab services
- pharmacy (MMC campus)

Table 14. Gender of Students by Service AY 2020-2021

	BBC Clinical Services		MMC Clinical Services		MMC Student COVID Testing		Sports Medicine	
Gender	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Female	1240	69.6%	3911	62.1%	463	60.1%	70	34.5%
Male	540	30.0%	2387	37.9%	308	40.0%	133	65.5%
Other	1	0.1%	3	0.1%	N/A	N/A	N/A	N/A

Table 15. Age of Students by Service AY 2020-2021

	BBC Clinical Services		MMC Clinical Services		MMC Student COVID Testing		Sports Medicine	
Age	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Under 18	1	0.06%	3	0.05%	0	0.0%	0	0.0%
18-25	1161	65.2%	4456	70.7%	700	90.8%	168	82.8%
26-35	493	27.7%	1549	24.6%	54	7.0%	30	14.8%
Over 35	126	7.1%	291	4.6%	17	2.2%	5	2.5%

Table 16. Ethnicity of Students by Service AY 2020-2021

Ethnicity	BBC Clinical Services		MMC Clinical Services		MMC Student COVID Testing		Sports Medicine	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
American Indian	5	0.17%	3	0.08%	0	0.0%	0	0.0%
Asian/Pacific Islander	494	8.2%	146	7.8%	34	4.4%	15	7.4%
Black	1224	19.4%	346	19.4%	205	26.6%	37	18.2%
Hispanic	2870	43.5%	775	45.6%	324	42.0%	103	50.7%
Not Reported	27	0.5%	8	0.4%	2	0.3%	0	0.0%
Other	386	7.1%	127	6.1%	71	9.2%	17	8.4%
White	1295	21.1%	376	20.6%	135	17.5%	31	15.3%

Note: The university adjusted to online operations on March 16, 2020, due to the pandemic. Due to the clinical setting, walk-ins were no longer allowed, and there was additional time between appointments for sanitation. This resulted in a reduction of total student appointments from the prior year.

The following provides a brief overview of key actions taken impacting the student body for FY 2020-2021:

- Served as a COVID testing site for both students and employees
- After a 5-year financial assessment, closed the Pharmacy
- Due to COVID, walk-in appointments were not permitted for the entire academic year. Before the pandemic, walk-in appointments accounted for 17-19% of all clinic appointments.

Areas of Improvement and Action Plan

For the 2021-2022 year, the following recommendations will be evaluated (parenthetical notes include the current status of each project):

- Evaluate Pharmacy operations (Pharmacy was closed in June 2021)
- Evaluate student health insurance options (Student insurance survey was conducted in Fall 2021. Final report was disseminated in February 2022. Contract with Gallagher Insurance was renewed for the 2022-2023 year.)
- Evaluate student perception of Health Fee services (Survey was conducted in October 2021 and yielded 10,000+ responses. The SHW Marketing team used the results to consolidate accounts and create a strategic plan.)
- Evaluate clinical operations as a management service organization (Hired ACHA consultants in November 2021. Their report recommended that the student clinics reintegrate into Student Affairs. That transition will take effect July 1, 2022.)

4. Club and Intramural Athletics¹

The FIU Intramural Sports program (IM), through the commitment of the Division of Student Affairs Department of Recreation Services, fosters student development in important life skills such as leadership, competitiveness, teamwork, and sportsmanship. In support of the mission of the university and the Division of Student Affairs, Recreation Services promotes active, healthy lifestyles for FIU's vibrant and diverse community through quality participation opportunities, educational experiences, and support services. Through intramurals, students of all backgrounds are encouraged to practice a balanced lifestyle while developing habits that positively impact their physical health and fitness. Students can find more information about the intramural sports program on the [Wellness and Recreation Center webpage](#).

Club and Intramural Athletics Services

Due to the unprecedented challenges brought on by COVID-19, in March, all courses and services were moved to a remote/virtual format to comply with Executive Orders designed to keep the community safe and help reduce the spread of the virus.

From an IM perspective, this change drastically impacted our programming schedule to ensure we could safely offer programming. All programming for Intramurals between March 2020 to October 2020 was virtual, and all Sport Club activities were canceled during this time. In Fall 2020, we received approval to return to modified in-person programming. Spring 2021 was a gradual return to pre-pandemic programming. Despite these barriers, efforts to increase students who identify as female were implemented in both virtual and in-person programming during the 2020-2021 academic year. IM implemented specific marketing to target previous female and co-rec participants to fill open and co-rec leagues.

Due to the unprecedented challenges of COVID-19, all IM sports offerings between Summer 2020 through Fall 2020 were leagues and divisions classified as Open - leagues where the gender composition of teams is not a factor for play. Additionally, IM adjusted our sports offered based on previous feedback from participants in women's leagues so that the days and times that sports were offered were modified to accommodate more women. For future efforts to continue increasing female participation, there will be benchmarking on Intramural Sports and Sport Clubs programs to develop assessment tools that fall within NIRSA industry standards. Finally, more Open leagues will be offered to reduce barriers to female participation.

The decision to offer all sports as "Open" resulted in substantial cuts to single-gender programming. Drastic decreases were experienced in the number of teams, unique participants, total participants, participations, and the number of active Sport Club

¹ Report on Sex Equity only.

athletes. There was a 100% reduction for Female only leagues and an 81.87% reduction for Male only leagues. Co-Recreational programming experienced a smaller decrease, being reduced by 39.20% from 2019-2020 numbers, but their 228 teams represented 94.21% of the entire team data for 2020-2021. The number of female and male unique participants and male and female total participants dropped from 2019-2020 to 2020-2021 by -83.83% and -86.91%, respectively, due to the reduction of programming with challenges posed by COVID-19. Additionally, even with an overall decrease in the number of sports and leagues offered, 2020-2021 offered more Co-Rec and Open offerings than in 2019-2020, providing both male and female participants the ability to participate in both virtual and in-person programs throughout a severely altered year of programming.

Sports Club activity was drastically reduced. This reduction is shown in the lower number of active club sports athletes (171) compared to 2019-2020 (437). Although the clubs did not change, only 11 clubs could obtain approval for practice during the 2020-2021 academic year. However, despite this decrease, 2020-2021 was the first year where the number of Women's Sport Clubs participants was larger than Male Sport Club participants (94 and 77 respectively) – experiencing another year of growth of 5.26%.

Table 17. Intramural Athletics

	2018-2019			2019-2020			2020-2021		
IM Teams		Total	Change		Total	Change		Total	Change
Female	44	18.18%	-8.33%	43	17.77%	-2.27%	0	0.00%	-100.00%
Male	209	86.36%	58.33%	193	79.75%	-7.66%	35	14.66%	-81.87%
Co-Rec	68	28.10%	9.68%	375	154.96%	451.47%	228	94.21%	-39.20%
Total	321		32.64%	611		90.34%	263		-56.96%
Unique IM Participants									
Female	532	29.49%	8.13%	658	30.39%	23.68%	77	22.00%	-88.30%
Male	1,272	70.51%	15.01%	1,507	69.61%	18.47%	273	78.00%	-81.88%
Total	1,804		12.89%	2,165		20.01%	350		-83.83%
IM Participants									
Female	913	29.70%	3.40%	1,183	28.42%	29.57%	156	28.62%	-86.81%
Male	2,161	70.30%	21.88%	2,979	71.58%	37.85%	389	71.38%	-86.94%
Total	3,074		15.74%	4,162		35.39%	545		-86.91%
IM Participations									
Female	2,625	27.06%	8.25%	2,046	25.58%	-22.06%	202	16.72%	-90.13%

Male	7,077	72.94%	30.12%	5,953	74.42%	-15.88%	1,006	83.28%	-83.10%
Total	9,702		23.37%	7,999		-17.55%	1,208		-84.90%
Sport Club Participants	23 Active Clubs			23 Active Clubs			23 Active Clubs		
Female	152	35.27%	32.17%	160	36.61%	5.26%	94	54.97%	-41.25%
Male	279	64.73%	8.98%	277	63.39%	-0.72%	77	45.03%	-72.20%
Total	431		16.17%	437		1.39%	171		-60.87%

Areas of Improvement and Action Plan

To increase overall participation in the program, policies, and procedures that can be perceived as barriers to participation will continue to be assessed. This effort will be accomplished through the IM Sports End of Year Participant Feedback Survey and feedback from staff members. Additionally, 2021-2022 reflected a return to complete programming, which was anticipated to provide increased opportunities for an overall increase in participation and team numbers, as well as unique participants. This will be achieved by targeting and including students returning to campus for the first time since the pandemic.

5. Student Financial Assistance

The Office of Financial Aid administers student financial aid in accordance with federal and state laws, regulations, and guidelines, as well as institutional policies and procedures. The office is audited annually to ensure federal and state aid programs are appropriately managed and funds are timely disbursed to students. The 2020-2021 Federal Student Financial Aid Audit, the most recent audit, reported no findings for FIU.

FIU's Golden Promise program, begun in the 2017-2018 Academic Year, guarantees incoming First Time in College Florida Residents with a 0 EFC that 30 credits of tuition and fees would be covered with a combination of Federal, State, and Institutional Scholarships and Grants, continues. Through the 2020-2021 Academic Year, 4,256 students were in the program. Renewal requires a 2.0 GPA and completion of 30 credits each academic year, inclusive of the Summer Term.

Table 18. 2020-2021 Golden Promise Data

Ethnic Code	Gender		Total
	F	M	
AMIN	0	0	0
ASIAN	80	51	131
BLACK	408	204	612
CNRETH	3	4	7
HISPA	2,055	1,228	3,283
NHISP	0	0	0
PACIF	0	0	0
TWO MORE	40	26	66
WHITE	93	64	157
Total	2,679	1,577	4,256

FIU offers a variety of scholarships for admitted students based on academic merit. These are strictly merit-based (GPA and test score). Students can find information about the scholarships mentioned in this report on the [Scholarships webpage](#). Most of these scholarships require that students apply to be considered. A university faculty and staff committee reviews and scores the applicants to determine winners. Below is a summary of each scholarship award in 2021 with award descriptions (including renewals) and a breakdown of awards by ethnicity.

Presidential Scholarship

This scholarship covers 100% tuition and fees, plus a book stipend. Eligibility requirements are:

- First time in college, incoming first-year students are admitted before the annual deadline (Nov.1),

- Be a citizen of the United States, a U.S. lawful permanent resident, or an international student to receive an F-1 visa to study in the United States,
- 4.0 GPA (weighted), 1320 SAT Score or 30 ACT, and
- Completed application required

Table 19. 2021 Presidential Scholarships by Race/Ethnicity

2021 Presidential Merit Distinct Award Count		Admit Category	
Term Description	Ethnicity	FTIC	Grand Total
Fall Term 2020	Hispanic/Latino	131	131
	Two or More	2	2
	White	35	35
	Asian	13	13
	Black or African American	7	7
	Chose Not to Respond Ethnicity	1	1
	Not Hispanic	1	1
Fall Term 2020 Total		190	190
Spring Term 2021	Hispanic/Latino	125	125
	Two or More	2	2
	White	33	33
	Asian	12	12
	Black or African American	7	7
	Chose Not to Respond Ethnicity	1	1
	Not Hispanic	1	1
Spring Term 2021 Total		181	181
Summer Term 2021	Hispanic/Latino	97	97
	Two or More	1	1
	White	26	26
	Asian	6	6
	Black or African American	6	6
	Not Hispanic	1	1
Summer Term 2021 Total		137	137
Grand Total		200	200

Ambassador Scholarship

This scholarship covers 75% tuition and fees, plus a book stipend. Eligibility requirements are:

- First time in college, incoming first-year students admitted before the annual deadline (Nov.1)
- Be a citizen of the United States, a U.S. lawful permanent resident, or an international student to receive the F-1 visa to study in the United States,
- 4.0 GPA (weighted),
- 1280 SAT Score or 27 ACT, and

- Completed application required

Table 20. Ambassador Scholarships by Race/Ethnicity

2021 Ambassador Distinct Award Count		Admit Category	
Term Description	Ethnicity	FTIC	Grand Total
Fall Term 2020	Asian	9	9
	Black or African American	6	6
	Hispanic/Latino	111	111
	White	23	23
	Two or More	6	6
	Chose Not to Respond Ethnicity	1	1
	Not Hispanic	2	2
Fall Term 2020 Total		158	158
Spring Term 2021	Asian	7	7
	Black or African American	6	6
	Hispanic/Latino	96	96
	White	21	21
	Two or More	6	6
	Chose Not to Respond Ethnicity	1	1
	Not Hispanic	2	2
Spring Term 2021 Total		139	139
Summer Term 2021	Asian	6	6
	Black or African American	4	4
	Hispanic/Latino	70	70
	White	16	16
	Two or More	3	3
	Not Hispanic	1	1
Summer Term 2021 Total		100	100
Grand Total		162	162

Transfer Academic Achievement Scholarship

This scholarship covers 50% tuition and fees, plus a book stipend. Eligibility requirements are:

- Transfer students admitted before the annual deadline (March.1),
- A citizen of the United States, a U.S. lawful permanent resident, or an international student to receive an F-1 visa to study in the United States,
- 3.8 Transfer GPA,
- An AA. Degree, and
- Completed application required

Table 21. Transfer Academic Achievement Scholars By Race/Ethnicity

Term Description	Ethnicity	Transfer	Grand Total
Fall Term 2020	Hispanic/Latino	62	62
	White	9	9
	Asian	6	6
	Black Or African American	6	6
	Not Hispanic	1	1
Fall Term 2020 Total		84	84
Spring Term 2021	Hispanic/Latino	56	56
	White	8	8
	Asian	5	5
	Black Or African American	6	6
Spring Term 2021 Total		75	75
Summer Term 2021	Hispanic/Latino	54	54
	White	3	3
	Asian	4	4
	Black Or African American	4	4
Summer Term 2021 Total		65	65
Grand Total		101	101

Gold and Blue Scholarship

Award amounts vary between \$1,000-\$3,000 a year. Eligibility requirements are:

- Be a citizen of the United States, a U.S. lawful permanent resident, or an international student to receive an F-1 visa to study in the United States,
- Academic Index Level 1 or 2. Gold and Blue scholarships are offered based on academic index level and funding availability.
- Students must be admitted, and
- No scholarship application is required.

Table 22. Gold and Blue Scholarships by Race/Ethnicity

2021 Gold & Blue Distinct Award Count		Admit Category		
Term Description	Ethnicity	FTIC	Transfer	Grand Total
Fall Term 2020	American Indian or Alaska Native	1	0	1
	Asian	147	24	171
	Black or African American	167	83	250
	Hispanic/Latino	2,946	731	3,677
	Native Hawaiian/Other Pacific Islander	1	2	3
	Not Hispanic	3	1	4
	White	283	111	394
	Two or More	62	14	76
	Chose Not to Respond Ethnicity	5	20	25
Fall Term 2020 Total		3,615	986	4,601
Spring Term 2021	American Indian or Alaska Native	1	0	1
	Asian	140	16	156
	Black or African American	146	71	217
	Hispanic/Latino	2,685	580	3,265
	Native Hawaiian/Other Pacific Islander	1	0	1
	Not Hispanic	3	1	4
	White	256	85	341
	Two or More	56	9	65
	Chose Not to Respond Ethnicity	5	18	23
Spring Term 2021 Total		3,293	780	4,073
Summer Term 2021	American Indian or Alaska Native	1	0	1
	Asian	114	10	124
	Black or African American	124	34	158
	Hispanic/Latino	2,307	309	2,616
	Native Hawaiian/Other Pacific Islander	1	1	2
	Not Hispanic	3	1	4
	White	202	46	248
	Two or More	49	7	56
	Choose Not to Respond Ethnicity	8	11	19
Summer Term 2021 Total		2,809	419	3,228
Grand Total		3,814	1,136	4,950

National Merit Scholarship

This scholarship covers 100% tuition and fees, room and board, and a book stipend.

This is the largest scholarship FIU offers. The State of Florida Benaquisto Program funds in-state students, and out-of-state students are funded by FIU.

Eligibility requirements are:

- Incoming first time in college student,
- Be a citizen of the United States or a U.S. lawful permanent resident,
- 4.0 GPA (weighted),

- 1320 SAT Score or 30 ACT,
- Must be named a FINALIST by the National Merit Scholarship Corporation and name FIU as their choice school, and
- Completed application required.

Table 23. National Merit by Race/Ethnicity

2021 National Merit Distinct Award Count		Admit Category	
Term Description	Ethnicity	FTIC	Grand Total
Fall Term 2020	Hispanic/Latino	8	8
	Two or More	1	1
	White	4	4
Fall Term 2020 Total		13	13
Spring Term 2021	Hispanic/Latino	8	8
	Two or More	1	1
	White	4	4
Spring Term 2021 Total		13	13
Summer Term 2021	Hispanic/Latino	6	6
	Two or More	1	1
	White	2	2
Summer Term 2021 Total		9	9
Grand Total		15	15

College Board Recognition Program Scholarship

This scholarship covers 100% tuition and fees plus a book stipend and meal stipend. This program was previously known as the National Hispanic Recognition Program. It was expanded in late 2021 to the College Board Recognition Program with four designations- African American, Hispanic, Rural, and Indigenous. The new program was implemented at FIU in 2021 for the 2022 incoming class. Eligibility requirements are:

- Incoming first-time college students,
- Be a citizen of the United States or a U.S. lawful permanent resident,
- 4.0 GPA (weighted),
- 1320 SAT Score, or 30 ACT
- Must be recognized under one of the College Board Recognition Programs.
- Completed application required.

Table 24. College Board Recognition Program by Race/Ethnicity

2021 College Board Recognition Scholarship Distinct Award Count		Admit Category	
Term Description	Ethnicity	FTIC	Grand Total
Fall Term 2020	Hispanic/Latino	43	43
Fall Term 2020 Total		43	43
Spring Term 2021	Hispanic/Latino	38	38
Spring Term 2021 Total		38	38
Summer Term 2021	Hispanic/Latino	30	30
Summer Term 2021 Total		30	30
Grand Total		43	43

RaiseMe Micro Scholarships

FIU is entering its sixth year as a partner with RaiseMe Micro Scholarships. These awards enable students to earn small amounts of scholarship money throughout their high school career by doing things that prepare them for college. This social enterprise focuses on expanding access to affordable education by demonstrating that finances should not be a barrier to achieving dreams.

More than 1/3 of each FTIC class comes to FIU with some micro-scholarship funding, and FIU added the transfer platform in 2018. Students who participate in Connect4Success can earn up to \$1000 while earning their AA degree at a partner state college. These students are encouraged to stay on track and take the required prerequisites for their major.

Many Admission Coordinators will supplement high school visits and college fairs with Raise.Me workshops to get in front of high school students in the 9th and 10th grades. This will allow the admissions professional to meet early on with students to discuss the benefits of an FIU education and provide important information about access and finances to students who may not have early engagement with college preparatory resources.

Students may earn up to 2,500 a year for four years, based on their individual earnings. Students must apply on Raise.Me site.

Eligibility requirements are:

- Graduating high school senior entering FIU in Early Fall/Fall,
- Be a citizen of the U.S., or a U.S. lawful permanent resident, FL or DC resident,
- 3.2 GPA,
- Apply to FIU by November 1,
- Be admitted to FIU, and
- A completed Raise.Me profile by the annual deadline.
- Follow FIU on Raise.Me.

Table 25. Raise.Me Distinct Award by Race/Ethnicity

2021 Raise.Me Distinct Award Count		Admit Category		
Term Description	Ethnicity	FTIC	Transfer	Grand Total
Fall Term 2020	American Indian or Alaska Native	1	0	1
	Asian	20	1	21
	Black or African American	82	3	85
	Hispanic/Latino	919	8	927
	White	70	2	72
	Two or More	10	1	11
	Chose Not to Respond Ethnicity	2	0	2
Fall Term 2020 Total		1,104	15	1,119
Spring Term 2021	American Indian or Alaska Native	1	0	1
	Asian	18	1	19
	Black or African American	75	3	78
	Hispanic/Latino	807	5	812
	White	60	1	61
	Two or More	10	0	10
	Chose Not to Respond Ethnicity	2	0	2
Spring Term 2021 Total		973	10	983
Summer Term 2021	American Indian or Alaska Native	1	0	1
	Asian	28	1	29
	Black or African American	92	4	96
	Hispanic/Latino	972	5	977
	White	60	0	60
	Two or More	9	0	9
	Chose Not to Respond Ethnicity	3	0	3
Summer Term 2021 Total		1,165	10	1,175
Grand Total		1,528	18	1,546

Areas of Improvement and Action Plan

Across the majority of funding sources, aid distribution by ethnicity and gender is representative of the student population. However, Black or African American students represent only 9.5% of scholarship recipients, when they make up 12.5% of the student body.

Our Gold and Blue levels I and II scholarships comprise the majority of our institutionally funded scholarship awards. To maximize the impact of these awards on our achievement in terms of success and ranking metrics, we distribute these scholarships based on High School GPA, Demonstrated Financial Need, and Standardized Test Score (in most cases, these are SAT scores). The standardized test score has a very large weight in this strategy. Our current data indicate that fewer of

our Black and African American applicants have standardized test scores that meet our “merit” scholarship criteria than other populations.

We are working to rectify the imbalance through our top 10% pathway, via which we will provide FTIC applicants with access to our summer and fall admission terms with minimal consideration of standardized test scores. Although we will require all applicants to submit SAT or ACT scores, we will provide the top 10% of applicants with admissions decisions and qualify them for merit scholarship awards without considering standardized test scores. We believe that this effort will yield noticeable improvements by the end of the 2022-2023 academic year.

The Office of Scholarships and the Division of Equity and Inclusion work collaboratively to address gaps between our goals for supporting underrepresented groups with scholarship funding and our current state. To date, this collaboration yielded FIU’s inaugural Juneteenth Scholarship Pageant. Under El pagnier Hudson’s leadership, we will engage in partnerships to develop funding levels sufficiently to “move the needle” in our efforts to achieve equity and inclusion goals. We will also continue to review scholarship application processes to remove application barriers.

6. **Housing**

The Department of Housing and Residential Life at FIU offers residential students a vibrant and diverse living and learning experience. Students can find more information about Housing and Residential life at housing.fiu.edu. Its diversity statement is as follows:

The diversity of our residential community takes many forms. It includes differences related to race, ethnicity, national origin, gender, socioeconomic status, sexual orientation, religion, age, and ability. We believe that any form of discrimination against any individual or group is a threat to the welfare of the entire community. We are guided by the belief that celebrating diversity enriches and empowers the lives of all people. Therefore, everyone who chooses to live in or visit our residential communities must understand that we will not tolerate any form of bigotry, harassment, intimidation, threat, or abuse, whether verbal or written, physical or psychological, direct or implied. Our residential communities are rich, alive, and dynamic environments that are designed to enable all individuals to develop and grow to their full potential. All members of the community are encouraged to live by these principles so that we can foster a successful learning environment.

The department is dedicated to recruiting, hiring, selecting, promoting, and retaining a competent and diverse team that reflects the FIU and Miami community's cultural and personal diversity.

This report contains information regarding housing assignment information, residents, and an overview of departmental diversity initiatives and programs. The population we served and initiatives implemented were curtailed severely during the 2020-2021 year due to COVID-19.

Housing Assignments Information and Demographics

Room assignments are made without regard to race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group. FIU Housing makes the following provisions with regards to room assignments: students are assigned to spaces by gender unless they have selected gender-inclusive housing.

The department works closely with the Disability Resource Center (DRC) on accommodations for students living in on-campus housing. It also partners with the Fostering Panther Pride program to ensure FIU students classified as homeless or from foster homes have a place to live on-campus while completing their studies.

Table 26. Residential Students Demographics

	Fall 2020		Spring 2021	
Gender	Count	Percent	Count	Percent
Females	945	55.5%	1177	55.2%
Males	706	41.4%	883	41.4%
Non-Binary/Transgender	53	3.1%	73	3.4%
Ethnicity	Count	Percent	Count	Percent
African American	582	34.2%	667	31.3%
Asian	52	3.1%	57	2.7%
Hispanic	635	37.3%	830	38.9%
Native American	0	0	0	0
Not Reported	56	3.3%	96	4.5%
Other	85	5%	118	5.5%
White	294	17.3%	365	17.1%
Age	Count	Percent	Count	Percent
15-17	5	0.3%	5	.2%
18-20	1032	60.6%	1228	57.6%
21-25	635	37.3%	865	40.6%
26-30	21	1.2%	25	1.2%
31-over	11	0.6%	10	0.5%

Table 27. Student population with specific housing requirements

	FALL 2020		SPRING 2021	
PROGRAM	COUNT	PERCENT OF POPULATION	COUNT	PERCENT OF POPULATION
Fostering Panther Pride	67	4%	59	3%
Students Registered with the DRC	125	7%	141	7%

Housing Diversity Initiatives and Highlights

Initiatives in the 2020-2021 year were limited due to COVID-19.

Diversity and Inclusion Committee Events:

- Disability and Disability Employment Awareness- discussed increasing access and opportunity as a part of Disability Awareness Month.

- Social Media Campaign around Social Justice Issue- a social topic was presented on social media each month to engage residents, through polls and hashtags.
- Woke Desk Engagement- to provide our residential population with an opportunity to share their ideas and thoughts about a relevant prompt related to a social justice issue.
- Black History month engagement- an opportunity for residents to understand Black history in the categories of Honoring Black History, Black Excellence, Call to Action and Advocacy, Celebration of Black Culture, and Community and Support.
- Vigil for Atlanta and Victims of Anti-Asian Violence- created awareness around violence toward Asian-Americans and allowed students to show support for the Asian American community.

Residential Curriculum

The Department of Housing and Residential Life recognizes diversity's essential role in fostering a welcoming and inclusive campus. To this end, it intentionally develops communities where all members can integrate key academic, social, and recreational experiences that inform their diverse being.

During the 2020-2021 academic year, FIU Housing and Residential Life continued using a curricular approach across all residential communities. As defined in the learning goals below, diversity and equity were embedded in each goal.

Educational Priority

As a result, of living on-campus students will be leaders serving the local and global communities.

Learning Goals

- Personal Development- Residents will engage in self-discovery by exploring their identities, values, and purpose.
- Community- Residents will understand and appreciate living in a multi-cultural area where they will grow and communicate across differences and work towards respect amongst each other.
- Social Justice- Residents will become aware of themselves by engaging in social discourse to create inclusive communities, advocate for equity, and immerse themselves in other cultures and belief systems.
- Global Responsibility- Residents will participate in a learning environment, reflecting on the challenges in all communities, gaining skills to advocate for others, and engaging globally.

Strategies

Residential Life staff was charged with implementing various strategies to meet learning outcomes associated with the above goals. Student employees engaged in

structured international interactions to engage students around select scaffolded and sequenced topics around diversity as described below:

- Personal Development– individual identities and intersectionality
- Community– community identifies and multi-culturalism
- Social Justice– inclusivity and equity around diversity
- Global Responsibility– advocacy around diversity

Self-Assessment: Housing Assessment of Diversity Initiatives

Housing and Residential Life uses the Skyfactor Resident Satisfaction Survey to assess if students have meaningful, diverse interactions while living on campus. The current score for the category of diverse interactions is a mean score of 5.41 compared to 5.29 the previous year. The goal is to have a mean score of 5.5 or above. This is based on the following three (3) survey questions:

- To what degree has your on-campus housing experience helped you: Interact with residents who are different from you (i.e., race, gender, beliefs).
 - We achieved a mean score of 5.61 compared to 5.42 in the previous year.
- To what degree has your on-campus housing experience helped you: Understand other residents by putting yourself in their place.
 - We achieved a mean score of 5.27 compared to 5.16 in the previous year.
- To what degree has your on-campus housing experience helped you: Benefit from the interactions with residents who are different from you.
 - We achieved a mean score of 5.38 compared to 5.30 in the previous year.

The assessment goal for the 2021-2022 report year is to achieve a 5.5 or above for each of these three questions. We will continue to use this action plan to achieve this:

- Prioritizing inclusivity and equity around diversity in our residential curriculum;
- Creating programs and activities to raise awareness around issues of inclusivity and equity;
- A commitment to talking directly with students from marginalized populations about their experiences on campus and in the dorms and using the information to create more inclusive environments; and
- Addressing behaviors around bias, hate, or intolerance promptly.

Areas of Improvement and Action Plan

- Create opportunities that allow students to understand other residents' lived experiences.
- Create an environment that helps students benefit from interactions with other residents who have different lived experiences.

7. Student Employment

During this measurement period, the Division of Human Resources Career Ready program focused on three areas of emphasis to enhance the student employment experience at FIU: (1) meaningful professional development for student employees, (2) strategies for student employees unable to perform work remotely, and (3) a performance evaluation tool to provide structured feedback that is more meaningful, and job-related.

The following two tables include the number of student employees at all FIU campuses in the 2020-2021 academic year, based on gender and ethnicity. The totals reflect Student Assistant and Federal Work-Study appointments, with duplicates removed to show the number of individuals employed by FIU on campus.

Table 28. Total Number of Student Employees by Gender- All FIU Campuses

Gender	2020	2021
Female	1026	1242
Male	601	834
Unknown	1	0
Total	1628	2076

Table 29. Total Number of Student Employees by Ethnicity Group- All FIU Campuses

Ethnicity Group	2020	2021
American Indian or Alaska Native	2	2
Asian	103	132
Black or African American	316	353
Hispanic/Latino	1036	1340
Pacific Islander	4	2
Unassigned	1	22
White	166	225
Total	1628	2076

Student employment was negatively affected beginning in March 2020 by the onset of the COVID-19 pandemic, which directly impacted student employment in the measurement period of 2020-2021. Consistent with global workforce trends during that timeframe, the number of student employees declined in 2020; however, it did not completely stop. Almost immediately, students performing work that could be accomplished remotely transitioned, which allowed them to remain employed and

productive. Throughout the remaining months of the measurement period, the number of student employees steadily increased.

Professional Development

Student employee professional development as an intentional effort began in 2020-2021 timeframe. A key first step was establishing the infrastructure necessary to deliver and track professional development. With the collaboration of the Division of IT's Instructional Technology and Innovation Department, FIU Develop was launched, bringing an official professional development platform. Additionally, a robust dashboard to track professional development university-wide was introduced in March 2021. The timing of this launch enabled, for the first time, a means to follow professional development programs. As a result, between March and December 2021, the following professional development courses were completed by Student Assistants:

- 3,403 total courses
- 4,386 total professional development hours

Strategy for Student Employees who could not adjust to remote work

Many student jobs were not suitable for remote work. With remote work limitations, the Career Ready program resources were redirected to utilize a new approach to student employee development. In collaboration with the Office of Academic and Career Success, a pilot program was developed and launched to provide micro-credentialing for students on Resilience, Initiative, and Fundamentals of Financial Literacy. These professional development opportunities for student workers provided compensated job training time. This structured approach to using otherwise lost work time helped build career skills for student employees whose work had been suspended.

The Talent Acquisition and Management's Career Ready team collaborated with the Office of Academic and Career Success to launch badges for student workers, which remains a continued benefit of student employment.

Table 30. Number of Student Workers Enrolled in Badge Pilots

Badge Name	Number Enrolled	Number Logged In	Number Active (logged in for 5 hours or more)
Initiative	353	198	111
Fundamentals of Financial Literacy	365	158	55
Resilience	364	54	8
Total	1,082	410	174

Performance Evaluation Process

Finally, the Career Ready program aims to provide student employees with performance feedback, provide structured feedback that is helpful for building job skills, and prepare student employees for future careers, including performance evaluation. The Talent Acquisition and Management team developed the Student Employee Performance Excellence Process (Student PEP) using PantherSoft HR. The tool and process were piloted in previous academic years with favorable responses and interest from both student employees and the supervisors of students. Due to resource constraints, the full implementation of the Student PEP was postponed lessening the impact of a new process during the continuing challenges of adaptation to changes.

Areas of Improvement and Action Plan

During the 2020-2021 time period, the team found an opportunity to adapt manager training for use by students serving in leadership roles. The population of students supervising other students was greater than previously known. This new observation uncovered an opportunity to develop introductory supervision training. The Student PEP will launch by Fall 2023. Student employees with supervisor training could provide a competitive advantage for graduates entering the job market. While the Student PEP instrument was developed and successfully piloted, the full launch remains to be scheduled to provide student employees with performance feedback that is meaningful and job-related. The Student PEP will launch by Summer 2023.

8. Educational and Work Environment

On June 12, 2020, as communities across the nation spoke out against racial injustice and inequality, [the Equity Action Initiative \(EAI\)](#) was commissioned by university leadership. The EAI was a call to action to help improve the climate for and reality of equality, dignity, inclusion, and belonging. The university renewed its commitment to play a key role in social justice and equal opportunity. A core advisory group was tasked to review options and initiatives that could help FIU reform and improve the approach to our work. They worked collaboratively and consulted widely - inside and outside of FIU - on specific initiatives to help reduce and eliminate disparities and inequities in our work environment. This group solicited advice, suggestions, position papers, data analysis, and evidence to include in their recommendations. They examined, considered, and presented initiatives focused on our community, our police, access to higher education, and FIU.

FIU values diversity, equity, and inclusion as integral to its mission as a student-centered public research university firmly focused on learning, research, entrepreneurship, innovation, and creativity so that its graduates are prepared to succeed in a global market. FIU strives to ensure that a diversity of cultures, races and ethnicities, genders, political and religious beliefs, physical and learning differences, sexual orientations, and identities are thriving on our campus and within our community.

Diversity enriches the university community and is a driving force instrumental to institutional success. FIU recognizes its responsibility to foster an open, welcoming, and inclusive environment of belonging. Students, faculty, staff, alums, and our community of all backgrounds should be able to learn and work collaboratively. FIU has a deep commitment to diversity, equity, and inclusion. It is committed to ensuring faculty and staff reflect the diversity of the local community and the student body. FIU commits to engaging in an ongoing and thoughtful dialogue about the changing realities of our increasingly interconnected world. FIU will continually strive to work with its constituencies to address future challenges and opportunities in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect within the classroom, workplace, and all aspects of life. As part of the institutional diversity, equity, and inclusion goals, the following goal has been established with tactics and strategies for making campus-wide improvements to FIU's educational and work environment:

Institutional Learning

Cultivate an inclusive and equitable campus climate, culture, and community (Inclusive Excellence Training).

Tactics

- Create a comprehensive institution-wide learning plan for the FIU community tailored and designed to focus on unconscious bias and cultural competence across the diversity spectrum (race, gender, 'differentiability,' sexual orientation, religion, etc.)
- Incorporate symposia, lectures, book clubs, movie screenings, and focus groups are all designed to increase cultural competency and strengthen a sense of belonging across the enterprise.
- Create DEI micro-badges/Micro-Credentials in support of continued learning and development of DEI competencies.

Actions

- Launched three reading groups per year beginning Spring 2021.
- Released Management Learning Series in Summer 2021.
- Establish 2 Micro-Credentials by Fall 2023.
- Launch DEI Certification Program by Summer 2023.

9. Personnel

Each area reviewed in the student services section included personnel in their review of student services. Through the annual FIU Service and Recognition Awards, distinguished faculty, staff, and administrators are honored and recognized for their outstanding achievements and years of service. The President's Access and Equity Award is presented to individuals who demonstrate a commitment to the spirit of diversity through participation in extracurricular activities and/or formal or informal initiatives at the institutional, community, state, regional, or national level, shown leadership through positive interaction among persons of different cultural backgrounds, and behavior which illustrates a commitment to inclusion of persons within the institution who are members of traditionally underrepresented groups. The 2020 recipient was Dr. Carleen Vincent, Associate Teaching Professor, Senior Instructor and Associate Chair of the Department of Criminal Justice, School of International and Public Affairs.

In addition to this review, as part of the institutional diversity, equity, and inclusion goal, the two following goals have been established university-wide with tactics and strategies for making improvements that will improve student services:

Policy, Practice, Performance Measures

Improve systems, policies, and procedures to facilitate diversity, inclusion, transparency, and accountability.

To achieve institutional learning, we will implement a university-wide system of tracking, assessment, and annual reporting regarding the completion of inclusive excellence training. We will support the establishment as well as measure the effectiveness of affinity groups toward an inclusive campus climate.

Tactics

- Identify and assign DEI Advocates in units across the enterprise by Spring 2023.
- Introduce diversity, equity, and inclusion competency in the performance evaluation process for managers by Fall 2023.
- Incorporate professional development with recommended training noted on [DEI.FIU.EDU](https://dei.fiu.edu) website Fall 2022.
- Review hiring practices and policies to identify barriers to hiring and promoting underrepresented minorities by Fall 2023.
- Review retention policies and practices to identify systems with the potential to disadvantage underrepresented minorities in terminations and attrition, including but not limited to the performance evaluation process by Spring 2023.
- Create and deliver DEI Micro-Credentialing, accessible to faculty, staff, and students by Fall 2023.

Representation

Recruit, Retain, and develop a Diverse Community

Priority: Administrators (Administrator Level 3 and above)

To achieve this, we are researching and identifying barriers that impact the recruitment, promotion, and retention of underrepresented minority administrators toward increasing the acceleration of opportunities among the underrepresented minority leaders in the FIU population.

Toward their retention, we are focusing on the areas of:

- belonging (inclusive of mental health)
- affinity
- and rewards and recognition.

Anticipated Outcomes

- Identify barriers that impact the mobility of qualified underrepresented minority administrators as noted by the FIU affirmative action plan.
- Create action plans to remedy and remove identified barriers to increased acceleration opportunities.
- Create a report identifying recommendations for restructuring efforts to remove barriers noted effectively.

Tactics

- Restore certification of interview pools by Fall 2023.
- Establish search committee participation in completing STRIDE training for administrators by Fall 2023.
- Ensure Diversity Advocates are participants in search committees by Fall 2022.
- Create platforms to engage in listening sessions with underrepresented minority employees by Fall 2022.
- Support the creation of relevant affinity groups in Fall 2021.
- Create 'belonging' climate surveys and report findings and recommendations by Fall 2022.
- Conduct qualitative and quantitative analysis of our current recruitment, promotion, and retention processes by Fall 2023.
- Conduct listening sessions with underrepresented minority employees to understand their roles and challenges in promotional opportunities and their retention in current/existing opportunities by Fall 2024.
- Establish voluntary mentoring programs connecting administrators with mentors from dominant groups and underrepresented minority groups who will advocate for participating underrepresented administrators by Fall 2024.

PART IV. GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS

FIU has a designated Deputy Title IX Coordinator in the Athletics Department who, in collaboration with the University's Title IX Coordinator, arranges for diversity training for all student-athletes and ensures compliance with Title IX and the NCAA standards. Efforts have been made to ensure equitable facilities, equipment, personnel, and opportunities for female and male athletes. A Title IX and diversity, equity, and inclusion committee also assist in ensuring an equitable and diverse athletics program.

FIU's NCAA committee oversees compliance with NCAA standards and reporting requirements. Active member Institutions of the NCAA are required to complete an equity, diversity, and inclusion review once every four years and provide written confirmation of completion to the national office. This allows for a review to occur at least once during a typical student-athlete's four years of eligibility.

FIU further focuses on training the athletic coaching and support staff on the importance of inclusion, diversity, equity, and access to ensure that they are well-suited to meet the needs of our diverse student-athlete population. The tables below details the progress of gender equity in intercollegiate athletics at FIU.

Figure 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement?
1. Sports offerings	FIU sponsors eleven Division I sports for women and six Division I sports for men. Currently, the university sponsor's every women's sport with a championship offered by Conference USA. With the recent conference realignment, women's swimming & diving and men's soccer will now compete in the American Athletic Conference (AAC). The men's indoor track and field program was eliminated in 2020-2021. Equitable.	
2. Participation rates, male, and female, compared with full-time undergraduate enrollment	The enrollment of female undergraduate students from 2019-20 increased (-.29%) from 57.21% to 57.50% in 2020-2021 and female student-athlete participation rate increased at a significantly higher rate from 51.64% to 55.94% (+1.3%) in 2020-2021. A gap difference of 4.56%.	√

3. Availability of facilities, defined as locker room, practice, and competitive facilities	The department continues with the plans on an ongoing basis to improve facilities for our student-athletes in softball. The Ocean Bank Convocation Center provides locker room facilities for women's and men's basketball (identical), women's and men's soccer (identical), volleyball, beach volleyball, and women's track & field. MOBIO Architecture was hired and created a concept design plan for the enhancements to the softball facility. In addition to the softball building (completed in January 2019), an architect has been retained to design an expansion of the softball dugouts and provides direct access from their locker room building. In 2022, padding for the outfield wall was purchased for the softball facility to match the baseball padding. Overall, all programs have the availability of practice and competition facilities.	√
4. Scholarship offerings for athletes	FIU provides the maximum NCAA permissible scholarships for each of our women's sports. Equitable.	
5. Funds allocated for:		
a) the athletic program as a whole	Funds allocated for women's sports are comparable to that of their male counterparts. Both are provided with the necessary resources to compete in Conference USA and nationally. Equitable.	
b) administration	Funds allocated for administrators continue to be comparable and without regard to gender. Equitable.	
c) travel and per diem allowances	Travel allocations are provided equitably. Per diem is allocated as per the Florida Statutes. Our travel policy determines travel mode and method, but generally outside the state, regardless of the sports program, is by the commercial airline (except football due to the number of participants). Travel within the state is usually by bus or, on occasion, by twelve-passenger van, depending on the team size or coach preference. The softball budget increased to cover bus transportation in 2021. The sports programs have funds allocated to ensure safety in travel and an equitable student-athlete experience. Equitable.	
d) recruitment	All programs have successfully recruited regionally, nationally, and internationally. Funds allocated for	

	recruiting are treated equitably among sports programs, and line items in a budget can be adjusted considering differences in class needs that may fluctuate year to year. Equitable.	
e) comparable coaching	The experience and number of coaches available in women's programs are comparable to their male counterparts. Equitable.	
f) publicity and promotion	The marketing and promotion of our sports programs are equitable and accomplished through the website, media relations efforts, weekly stories, and releases. Our video department streams all non-televised home competitions in our team sports of women's and men's soccer, volleyball, women's and men's basketball, softball, and baseball. Video programming Panther Talk features weekly shows including student-athletes across all 17 sports. Added Twitter/Instagram accounts to ensure all sports are equitably represented. Materials for promotion (i.e., posters, schedule cards) are equitable among sports. Equitable.	
g) other support costs	Student-Athlete development programming opportunities are provided for all sports programs fairly. All sports programs are assigned an operations coordinator to assist with the program, including travel, team meals, recruiting logistics, etc. Equitable.	
6. Provision of equipment and supplies	Each sport is provided the equipment and supplies necessary to compete equitably. The budget is determined by roster size, condition of current equipment, and replacement needs. Adjustments are made to increase if possible and accordingly. Experience surveys indicate that student-athletes from all sports, regardless of gender, would want more practice and training gear. We will continue efforts to enhance opportunities through our Adidas partnership (contract expiring in 2022-2023). Equitable.	
7. Scheduling of games and practice times	Regular practice schedules are secured each term to ensure continuity and student-athlete class schedule. Teams that share facilities alternate or agree on a practice schedule annually. Women's and men's basketball and volleyball are the sports that share a facility. In the fall, volleyball takes priority, and	

	<p>basketball programs prefer practice times in the winter/spring. All games are scheduled in an equitable manner between the coaching staff. Equitable.</p>	
8. Opportunities to receive tutoring	<p>An academic coordinator is assigned to each of the FIU athletic teams. A full-time SAAC staff member oversees a staff of approx. 54 tutors. These tutors are available to our student-athletes for entry-level and upper division courses required for undergraduate majors. All student-athletes have equitable access to schedule tutoring through their academic coordinator. Equitable.</p>	
9. Compensation of coaches and tutors	<p>Coaches are compensated equitably when compared to their Conference USA counterparts. Differences in pay between male and female coaches are driven by market value in that particular sport. All tutors, independent of assignments to students, teams, or gender, are paid equivalently and are selected to work with our student-athlete population after a rigorous selection process. During the interview, all potential tutors are reviewed by the SAAC Tutor Coordinator, who must meet the qualifications for their specific content area. Equitable.</p>	
10. Medical and training services	<p>We partner with Baptist Health South Florida and provide 'second-to-none' quality physicians and surgeons for all our student-athletes' medical needs. Each sport is assigned a Certified Athletic Trainer (ATC), and women's and men's teams have equal access to the training room facilities and ATCs. All student-athletes have equal access to treatment, referrals, rehabilitation, and any medical care needed. Equitable.</p>	
11. Housing and dining facilities and services	<p>Each student-athlete either lives in on-campus housing, lives at home, or receives an identical stipend for off-campus housing based on their scholarship. The students receive housing options on an equivalent basis. Students in on-campus housing receive equal meal plans based on scholarship level, and those living off-campus receive an equivalent meal stipend based on their scholarship. Equitable.</p>	

Figure 2. Sex Equity in Athletics- Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Participation rates, male and female, compared with full-time undergraduate enrollment	Although the percentage of female participation rates is lower than female undergraduate enrollment (female undergraduate enrollment increases as a national trend), the enrollment of female undergraduate students increased from 57.21% to 57.50%, and female student-athlete participation rate increased at a higher rate from 51.64% to 52.94% in 2020-2021. This is a significant female athletics participation increase of 1.3% and a gap difference of 4.56%.	FIU has discontinued the men's indoor track program effective spring 2020, improving participation.
Significant differences exist between the baseball and softball facilities. For example, the baseball facility has an impressive façade, and the softball facility does not. The softball facility lacks sufficient dugouts, concessions, video board, suites, and an indoor batting cage. Additionally, the batting cage, windscreens, and fencing need repairs.	<p>All softball windscreens were replaced, and outfield padding was purchased to provide optimal conditions for practice, completed in July 2021 and December 2021.</p> <p>Architect to create a concept design plan and provide pricing estimate to expand the dugouts, create a façade and entrance, build a concession stand and box office, add a video board, and create indoor batting space and suite to enhance the softball facility. Completed October 2021</p> <p>Hire an architect to design construction documents for the expansion of the home and visiting team dugouts for softball. Architect secured and in the design process. July 2022</p> <p>Secure architect to design construction documents for a new façade/entrance and concession/ticket area, to enhance the entrance and amenities to the softball facility.</p>	June 30, 2023-2024

	Purchase and install a videoboard display at the softball facility.	
	Design and build an additional batting cage space (indoor) and suite for the softball program.	

Table 1. Student Athletes by Gender, 2020-2021

	Male	Female	Total
Number	232	261	493
Percent of Total	47%	53%	100%

Figure 3. Areas for Improvement and Achievement Report AY 2020-2021

Areas of Improvement Pertaining to Gender Equity in Athletics (2020-2021)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (2020-2021)
The female undergraduate enrollment rate continues to trend on the increase nationally, even withstanding the athletics participation difference remains in the allowable 3-5% difference at 4.56%. In 2020 the second consecutive year, the student-athlete male participation rate decreased while the female participation rates increased. This is a significant result achieved with our efforts to reduce the gap in male vs. female participation rates (roster capping for men and encouraging females to walk on). These efforts will continue. The athletics department plans to address the significant differences between the baseball and softball facilities. The athletics department recognizes that this has been an area of improvement for more than three	Our women's programs continue to thrive, led by our swimming and diving program, which won its seventh consecutive Conference USA Championship in 2021. In the dominant performance of the swimming and diving teams, they swept all superlatives for the conference, including swimmer of the meet, swimmer of the year, diver of the meet, diver of the year, coach of the year, and diving coach of the year. The FIU Swimming and Diving extended the streak for being the first program in Conference USA history to win seven consecutive postseason championships in any sport. The year was cut short due to COVID.

<p>academic years. The new athletics department's leadership has prioritized the need to address the significant differences between the baseball and softball facilities by 2025. In 2021-2022, windscreens and padding for the outfield wall were purchased for softball as planned. MOBIO Architecture hired and created a concept design plan for the enhancements to the softball facility.</p>	
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PART V. EMPLOYMENT REPRESENTATION

Areas of Highlights

Between July 2020 and June 2021, FIU received many accolades and rankings. FIU moved 25 spots to No. 18 among public universities. FIU is ranked No. 12 for social mobility and No. 35 for public service by Washington Monthly Magazine College Rankings, and No. 3 among U.S. public universities that are 50 years old or younger by Times Higher Education (TH). FIU also achieved honor roll distinction by the Great Colleges to Work For® program, having been recognized by the program since 2011. In its partnership with The Chronicle, ModernThink served as the survey, research, and analysis engine for Great Colleges for eleven years before assuming full responsibility for the program in 2020. They have surveyed over 1,000 colleges and universities through the Great Colleges program and have accumulated an unparalleled database of higher education benchmarking statistics and best practices. FIU is one of six large public four-year institutions and two public Florida universities that achieved honor roll designation, recognizing distinguished institutions for creating exceptional work environments.

In 2020, FIU achieved honor recognition in eleven out of twelve of the following categories:

1. Collaborative Governance
2. Compensation & Benefits
3. Confidence in Senior Leadership
4. Diversity
5. Facilities, Workspace & Security
6. Job Satisfaction
7. Professional/Career Development Programs
8. Respect and Appreciation
9. Supervisor/Department Chair Relationship
10. Work/Life Balance
11. Teaching Environment

FIU is committed to ensuring that each member of the university community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex (including gender, gender expression, gender identity, and sexual orientation), pregnancy, religion, age, disability, national origin, marital status, and veteran status. With this commitment, FIU offered training such as Title IX and Sexual Harassment, Title VII, and the Mindset of Diversity, Equity, and Inclusion at FIU.

FIU's Office to Advance Women, Equity, and Diversity (AWED) is dedicated to the university's mission of inclusive excellence. AWED develops and manages all faculty

programs to promote equity, diversity, and inclusion, including workshops to improve faculty hiring and promotion processes, faculty mentoring and interdisciplinary networking, and procedures to track progress towards inclusive excellence. The programs were developed using a combination of FIU funds and funding provided by a National Science Foundation ADVANCE PAID grant (\$600,000; 2011-2016) and an NSF ADVANCE Institutional Transformation grant (\$3.2M; 2016-present).

AWED offers several STRIDE (Strategies and Tactics for Recruitment to Increase Diversity and Excellence) workshops concerning best practices for faculty hiring and tenure and promotion decisions. The STRIDE committee is made up of faculty members from areas such as the College of Law, the Department of Physics, and the Department of Psychology, who coordinate the STRIDE workshops each year. Faculty members facilitate all workshops. AWED offers the following STRIDE workshops:

- STRIDE HIRING/FACULTY RECRUITMENT WORKSHOP: Designed to provide background information and concrete advice about practices that make searches more successful (in producing diverse candidate pools and hiring candidates). Attendance is required once every three years for faculty serving on search committees.
- STRIDE DIVERSITY ADVOCATE WORKSHOP: One member of each search committee is recommended by AWED to attend this advanced recruitment workshop.
- STRIDE HIRING LEADERS WORKSHOP (Deans and above): This is required for all upper-administration search committee members.
- STRIDE TENURE AND PROMOTION (T&P) Workshop for all college tenure and promotion committee members, Department Chairs, and Deans. This new requirement began in Fall 2020 and is part of the Tenure and Promotion guidelines. Attendance is required once every five years. New committee members, department chairs, and deans should attend in their first year of appointment.
- RESPONSE TO IMPACT OF COVID-19 PANDEMIC: The STRIDE T&P workshop was updated for 2020-2021 to include the pandemic-specific Memorandum of Understanding (MOU) for AY 2019-2020 and AY 2020-2021 that was negotiated between the FIU administration and the United Faculty of Florida chapter for FIU (UFF-FIU) as noted here. These MOU policies will have a continuing and lasting impact on faculty, so AWED will continue to educate and remind evaluators and administrators of them in the STRIDE for T&P workshop for the foreseeable future. The MOU addressed:
 - Temporary tenure clock pause: Pre-tenure faculty could ask for a temporary pause of the tenure clock during Fall 2020 to work with their chairs to determine whether the probable impact of the pandemic on their scholarship warranted a formal request for a tenure-clock extension (already provided for in FIU policies) by the end of Fall 2020. The MOU

stipulated that 'no negative action shall be taken' for faculty requesting the temporary pause. If no formal stop of the clock was requested, the tenure clock continued as usual with no time lost; if the faculty requested a formal stop, then the typical FIU stop-the-clock policy applied.

- Teaching: Faculty evaluations shall not be negatively impacted by changes due to the pandemic.
- Modified course modalities such as remote and hybrid teaching "mandated by the university shall not negatively impact supervisory reviews or annual evaluations but may be used to positive effect."
- Student course evaluations shall not negatively impact annual evaluations but may be used for a positive effect.
- Scholarship: Faculty with research assignments shall not be negatively impacted in their annual evaluations for AY 2019-2020 and 2020-2021 by lack of research productivity due to the COVID-19 pandemic.
- Service/Engagement: Department Chairs/Directors shall allow wider distribution of service/engagement responsibilities during AY 2020-2021 to avoid excessively burdening any individual faculty members.

Measure achievement of remedying underutilization of women and minorities

In accordance with the university's Affirmation Action plan year 2020, the following table describes the previous Affirmative Action plan's seven (7) goals achievement and the 2020-2021 goals for FIU, as well as the good-faith efforts the university made in those job groups where goals were established. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45. They do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

FIU is committed to achieving and sustaining faculty equity and diversity as an essential element of FIU's academic excellence. Our strategic plan for inclusive excellence for faculty includes goals to continue FIU's momentum towards further diversifying the faculty in science, technology, engineering, and math (STEM), including increasing the number of women and underrepresented minorities in other fields where they are underrepresented. This mission reflects FIU's commitment to amplifying the demographic diversity of its student population as a resource for increasing the diversity of scientists, scholars, and the workforce locally and nationally.

FIU's Division of Human Resources, in collaboration with the Division of DEI, strives to ensure that we attract, select, retain, and develop a diverse and talented workforce who will contribute to the university's mission and vision. In conformance with applicable law and university policy, FIU is an affirmative action/equal opportunity employer.

The university undertakes affirmative action for underrepresented minorities and women, persons with disabilities, and Vietnam-era veterans and disabled veterans. Affirmative actions include training programs, outreach efforts, and other positive steps to ensure equal employment opportunities. The university can strengthen recruiting, retaining, and developing diverse faculty and staff initiatives.

As placement opportunities became available, job openings were posted internally. Externally, we offered educational assistance programs, encouraged employee referrals, ensured equal access to advancement opportunities from other job groups, and listed positions with diversity recruitment sources and state job services, such as Career Source South Florida, DiversityJobs.com, Diverse: Issues in Higher Education, IMdiversity, and Women's Job List. Through these efforts, the university was able to make progress towards the achievement of three goals of four noted in the summary of 2020 Affirmative Action goal achievement below.

Figure 1. Summary of 2020 Goal Achievement

Job Group Code- Name	Female	Minority
150- Faculty Leadership- Managerial	Not Achieved	
220- Professor Tenured	Not Achieved	
230- Associate Professor Tenured	Achieved	Achieved
300- Athletics-Support Services	Not Achieved	
500- Computer-Telecommunication Technicians	Achieved	
730- Service Workers	Achieved	

Report race and sex representation

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	11	25	1	121	66	1	312	0	0	174	363	537
Number, Fall 2020	9	27	0	120	63	1	309	0	0	171	358	529
1YR Percentage Change	22.22%	-7.41%	N/A	0.83%	4.76%	0.00%	0.97%	N/A	N/A	1.75%	1.40%	1.51%
Number, Fall 2016	12	24	2	106	66	0	284	0	0	151	343	494
5YR Percentage Change	-8.33%	4.17%	-50.00%	14.15%	0.00%	N/A	9.86%	N/A	N/A	15.23%	5.83%	8.70%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/ OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	35	19	1	28	29	0	89	3	0	90	114	204
Number, Fall 2020	35	11	2	30	26	0	98	1	0	88	115	203
1YR Percentage Change	0.00%	72.73%	-50.00%	-6.67%	11.54%	N/A	-9.18%	200.00%	N/A	2.27%	-0.87%	0.49%
Number, Fall 2016	40	8	1	37	18	0	120	0	0	95	129	224
5YR Percentage Change	-12.50%	137.50%	0.00%	-24.32%	61.11%	N/A	-25.83%	N/A	N/A	-5.26%	-11.63%	-8.93%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service, only faculty.

IPEDS Human Resource aligned with the 2010 Standard Occupational Category (SOC) System.

Analysis of Tables

Table 1 of Part V shows that between 2020 and 2021, the total number of tenured faculty remained relatively flat, with a net increase of 1.5% (8, 529 to 537). This is 8.7% higher than in Fall 2016 as captured in the table. However, a fraction of all faculty (tenured, tenure-track, and non-tenure track) has remained at 38% since 2020 and decreased by 1% since 2016. The number of tenured faculty is a measure of faculty retention, which depends on professional development opportunities and a supportive departmental and institutional climate. The number of newly tenured faculty each year depends on the number of faculty with successful applications and the number of tenure-track faculty hired six years prior. An increase in the number of tenured faculty means that the number of newly tenured faculty is greater than that of tenured faculty leaving the institution. A decrease means the opposite: the number of newly tenured faculty is less than those leaving the institution.

The number of tenured female faculty increased slightly from 171 to 174 (3, 1.75%), which was similar to the percentage increase (1.4%) in the number of male faculty from 358 to 363 (5). Our records indicate that nine women successfully applied for tenure the previous year (effective date of Fall 2021 for the rank change) suggests a loss of 6 previously tenured women. Similarly, there were 14 men tenured in AY 2020-2021 and an additional three hired with tenure, which means that 12 tenured men left FIU before Fall 2021.

Breakdown by race/ethnicity shows a decrease in Black tenured faculty from 27 to 25 (-8%) and an increase in White faculty from 309 to 312 (less than 1%) since 2020. Two Black tenured faculty left FIU, which led to no Black faculty tenured during the AY 2020-2021. The number of Hispanic faculty rose from 63 to 66 (5%), and there was a gain of 1 American Indian (AI)/Alaskan Native (AN) from 0 to 1. In the same period, tenured Asian faculty rose to 121, but as two were tenured the previous year, one left the institution. There was a 5-year increase of 43 tenured faculty (9%) at FIU, from 494 in 2016 to 537 in 2021, an average increase of 1.8% (8.6) faculty/year. This is comparable to the net increase of 1.5% (8) faculty from 2020 to 2021. Tenured female faculty slightly increased (2%) in the five years, rising from 30.5% to 32.4% of all tenured faculty. Twenty-three of the 43-person increase since 2016 in tenured faculty were female (53%), and 20 (47%) were male. These numbers show that the change in gender diversity over the past five years has been minimal.

The most significant number increase in race/ethnicity was in White faculty (from 284 to 312; a change of 28, or 10%), with the following most significant number being Asian, up 15 (14%). The number of Hispanic faculty over the past five years remained flat at 66 faculty. Over the five years, the number of NH/OPI increased from 0 to 1. The number of tenured Black faculty has just been fluctuating slightly, from 24 in 2016 to 27 in 2020, down to 25 in 2020. Comparing the sum of the underrepresented groups (those other

than White and Asian in academia), we find that they comprise 17% of all tenured faculty vs. 81% for White and Asian (we have excluded the NRA category here). These percentages are the same as the previous year and down approximately 1% from five years ago for both groups. This shows that there has been no significant change in the racial/ethnic diversity of the tenured faculty in the past five years. These data show little change in either gender or ethnic diversity of FIU's tenured faculty since 2016.

Increases in the number of tenure-track (TT) faculty are due to hiring new TT faculty at a rate higher than the losses from this category. Losses are either due to faculty leaving the institution or being successfully tenured. The previous section provides more information on tenure applicants' status and outcomes. Table 2 of Part V shows a less than 1% increase in the total number of TT faculty from 2020 to 2021. The total number increased to 204, which is 14% of all FIU faculty. As 20 faculty were successfully tenured starting in Fall 2021 (so they left this cohort), 21 new tenure-track faculty were hired. However, this is still 20 (-9%) below the number from five years ago (224).

In analyzing gender, there was an increase of 2% (from 88 to 90) of female TT faculty and a decrease in male TT faculty from 115 to 114 (< 1%) since 2019. Although, as noted above, there has been a significant decrease in TT faculty over the five years since 2016, this consists of only five women (5%) vs. 15 (12%) men. This means that the gender disparity has decreased slightly in the past five years, with women in 2020 making up 44% of TT faculty vs. 42% in 2016.

When analyzing race/ethnicity, the data show significant increases in the number of TT faculty from underrepresented groups on both the one and five-year timescales. The most significant increase over the year was in Black TT faculty, with an increase of 8 (from 11 to 19). This increase of 8 faculty represents a 73% change in the number of Black TT faculty progressing through the tenure timescale. The subsequent largest number increase since 2019 is in Hispanic faculty with the addition of 3 (12%) up to 29. There was an increase from one to three faculty with Two or More racial/ethnic identities, but a loss of one from the AI/AN category from 2 down to 1. The number of both Asian and White TT faculty decreased from 2019 to 2020, with losses of 2 (7%) and 9 (9%), respectively.

The changes over the five years since 2016 show roughly the same trends, with increases in Black (11, 138%) and Hispanic (11, 61%) TT faculty and decreases in White (-31, -25%) and Asian (-9, -24%) faculty. All underrepresented groups (except Asian and White, and NRA (not reflected due to lack of information) show dramatic increases in overall representation in both the one and five-year periods: from 12% (27) of all TT faculty in 2016 to 19% (39) in 2020 and then 24% (49) in 2021. In 2016, the majority faculty made up 70% of all TT faculty; by 2021, this had changed to 57%. This is in sharp contrast to the make-up of our tenured faculty, which is 81% majority as of Fall 2021.

Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	NRA	B	AI/AN	A	H	NH/ OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	47	60	4	46	214	0	297	6	0	361	313	674
Number, Fall 2020	49	55	4	42	202	0	305	9	0	355	311	666
1YR Percentage Change	-4.08%	9.09%	0.00%	9.52%	5.94%	N/A	-2.62%	-33.33%	N/A	1.69%	0.64%	1.20%
Number, Fall 2016	37	45	1	34	150	0	285	4	0	291	265	556
5YR Percentage Change	27.03%	33.33%	300.00%	35.29%	42.67%	N/A	4.21%	50.00%	N/A	24.05%	18.11%	21.22%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Table 4. Category Representation – Executive/Administrative/Managerial

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	4	121	2	42	527	0	288	8	0	616	376	992
Number, Fall 2020	6	120	2	41	509	0	293	8	0	607	372	979
1YR Percentage Change	-33.33%	0.83%	0.00%	2.44%	3.54%	N/A	-1.71%	0.00%	N/A	1.48%	1.08%	1.33%
Number, Fall 2016	4	112	1	35	450	0	320	5	0	554	373	927
5YR Percentage Change	0.00%	8.04%	100.00%	20.00%	17.11%	N/A	-10.00%	60.00%	N/A	11.19%	0.80%	7.01%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Analysis of Tables

Faculty not on tenure track instructional or faculty employed at a non-tenure-granting university.

Unlike TT faculty, non-tenure-track (NTT) faculty remain in the same category throughout their careers, so changes in the numbers reflect hires and departures. Table 3 of Part V indicates a slight increase of 1.2% (8 faculty) in the total number of NTT faculty from 666 to 674 between 2020 and 2021. However, there was a much more significant increase in the five-year numbers, up from 556, or 21%. There has been an effort to improve student success by hiring more full-time teaching-focused faculty, which could be responsible for this significant increase. The effort has paid off, with increases in FIU's four and 6-year graduation rates indicating students are proceeding through their required curricula more quickly due to increased mastery of the material and pass rates.

In the gender category, in both the one- and five-year period, there was a more significant increase in the number and percentage of women compared to men: 1.7% (6) for women vs. 0.6% (2) for men from 2020, and 24% (70) vs. 18% (48) since 2016. Historically, women have occupied a more significant percentage of NTT positions nationally, which happens at FIU also, with little change in the overall distribution in 5 years: women were 54% of NTT faculty in 2016 and 54% in 2021.

Looking at individual demographic groups over the one-year reporting period, the most significant numerical increase in a racial/ethnic category is for Hispanic faculty at 12 (6%). The subsequent most significant gain was in Black faculty at five from 55 to 60, a 9% increase higher than the yearly average over the five years. The only other category with an increase was Asians with 4 (10%). The AI/AN category remained at 4, and NH/OPI remained at 0. White faculty declined by 8 (-3%), and the Two or More category by 3 (-33%) from 9 to 6.

Over the past five years, the most significant numerical increase is in the number of Hispanic NTT faculty with 64, a 43% increase. This is followed by Black faculty at 15 (33%), and Asian and White at 12 each (35% and 4% respectively). For those reporting Two or More races, the change is from 4 to 6, a 50% increase; for AI/AN, the number increased from 1 to 4, a change of 300%. Note that although the percentage changes are significant, this is because of the small overall numbers in these underrepresented categories.

Looking at the changes in aggregated race/ethnicity over the five years, faculty from majority groups in academia (Asian and White) now comprise about half (51%) of all NTT faculty, with White faculty being the largest group at 297 (44%). However, it is

encouraging to see a 6% increase in the total numbers of faculty from all underrepresented groups, from 36% of all NTT faculty to 42%.

Executive/Administrative/Managerial

There has been a recent increase from 607 to 616 (1.48%) in females represented at the Executive/ Administrative/Managerial levels at FIU. In Fall 2021, women represented 62% of Executive/ Administrative/Managerial employees, up 1% from the 61% figure of the previous year. The number of men also increased from 372 to 376 (1%).

The most highly represented racial/ethnic group remains Hispanic, representing 53% of all executive/administrative/managerial positions. All racial and ethnic groups remained flat or experienced a percentage increase compared to Fall 2020; the only exceptions to this trend were in the White racial group, which saw a slight decrease of 2% (-5), and the NRA group with a decrease of 2 (33%) from 6 to 4.

These increases can be attributed to the university providing various career development opportunities to support movement into the executive/administrative/managerial levels, including the President's Leadership Program (PLP), the Educational Leadership Enhancement Program (ELEP), and the Leadership Education Advancement Program (LEAP). Employees also have access to LinkedIn Learning which provides FIU faculty, staff, and students access to an online video library that features business, software, technology, and creative skills from which employees can develop new skills or upskill existing talents. One of those in-house resources includes the FIU's Chair Advisory Council, which is composed of all department chairs at FIU and promotes institutional awareness and shared mission and purpose while giving them a platform to discuss issues and ideas related to departmental governance and management. In collaboration with the Office of the General Counsel, our Office of Faculty Leadership and Success has also initiated a series of Chair Tools of the Trade workshops, which address different aspects of the chair's responsibilities. These workshops often employ engaging case study scenarios which guide chairs on how to appropriately mitigate conflict and promote compliance with university policies and procedures. The Office of Faculty Leadership and Success also initiate its inaugural Chair Leadership Development Program in the academic year of 2020-2021.

Areas for Improvement and Action Plan- Employment

As part of the institutional diversity, equity, and inclusion goal, the following goal has been established with tactics and strategies toward improving our affirmative action goals.

Priority: Underrepresented Minority Faculty

To achieve this, FIU is researching and identifying barriers that impact the recruitment and retention of underrepresented minority faculty as well as other historically underrepresented minorities – initially, with a focus on increasing these faculty among our population. Toward their retention, the focus will be on the areas of 1) belonging (inclusive of mental health), 2) affinity, 3) and rewards and recognition.

Anticipated Outcomes

- Identifying barriers that impact recruitment and retention of underrepresented minority faculty: ongoing to identify new barriers as they arise.
- Create action plans to remedy and remove identified barriers to increased retention of underrepresented minority faculty: annually, to be revised if/when new barriers are identified.
- Create a report identifying recommendations and remedies of efforts to effectively restructure and remove barriers noted: annually.

Tactics

- Train faculty search committees to increase the effectiveness of recruiting and provide information and resources for fair and equitable evaluation of applicants.
- Establish affinity groups for underrepresented minorities to build affinity within their areas of interest.
 - Timeline
 - Black Faculty Association by established by Fall 2021
 - Hispanic Faculty Association established by Fall 2022
 - LGBTQ+ Faculty (Out Panthers Professional Engaged Network) affinity group established by Fall 2022
 - Black Staff Association established by Fall 2022.
- Create platforms to engage in listening sessions with underrepresented minority faculty.
- Create ‘belonging’ climate surveys and report findings and recommendations.
 - Timeline
 - Administer in 2021-2022
 - Complete analysis and release results 2022-2023

- Conduct qualitative and quantitative analysis of our current recruitment, retention, and promotion processes.
 - Timeline
 - Ongoing: annually to assess effectiveness of programs

Existing Programs

For faculty improvements, additional institutional context is provided here to understand better the strategies used in developing faculty recruitment, hiring, and professional development programs. These initiatives were initially developed to address issues identified in an internal climate survey conducted in 2010 and the COACHE Faculty Satisfaction Survey in 2011. The COACHE survey, administered by the Harvard Graduate School of Education, assesses faculty satisfaction on 25 measures, including appreciation, departmental collegiality, mentoring, work resources, leadership, governance, teaching, and benefits. It compares the responses of FIU faculty to those of faculty at five peer institutions selected by the participating institution and to a 110-member cohort of other participating institutions. An “area of strength” is one in which the institution scores first or second among the selected peer institutions and in the top 30% of the cohort institutions. An “area of concern” is where the institution scores fifth or sixth among the selected peer group and ranks in the bottom 30% of the cohort.

The 2011 COACHE survey indicated a lack of mentoring as one of the faculty’s primary concerns. In response, Dr. Suzanna Rose, as part of the ADVANCE PAID grant, established the Faculty Mentor Program to serve the colleges housing the sciences, engineering, and social and behavioral sciences. Subsequently, the 2014 COACHE survey identified faculty mentoring as an area of strength. This program has since been extended to all faculty in all colleges. The NSF- funded PAID project continued to have a positive impact. By 2015, women represented 18% of tenure-track STEM positions, an increase of 7% over five years. The FIU PAID activities were institutionalized in 2016 with the establishment of the Office to Advance Women, Equity and Diversity (AWED) and the appointment of Dr. Suzanna Rose as Assoc. Provost as part of the Office of the Provost, with substantial funding being provided by Academic Affairs to fund this unit.

Since 2017, AWED program offerings constitute the major institutional interventions at FIU concerning faculty professional development. Improvements were noted in previous areas of concern, such as faculty mentoring, research support, and hiring, according to the 2017 COACHE faculty satisfaction survey, but also indicated two areas of concern: tenure policies and tenure clarity. AWED added multiple workshops focusing on tenure and promotion strategies beginning in 2018. Additional interventions concerning tenure policies began in 2019 with the establishment of the Office for Faculty Leadership and Success (OFLS), which also is within the Provost’s Office. The 2020 COACHE survey, administered in February 2020, just before the

pandemic shutdown, indicated that lack of clarity about tenure procedures and criteria was no longer a faculty concern.

Figure 2. FIU COACHE Faculty Satisfaction Survey Results: 2017 and 2020

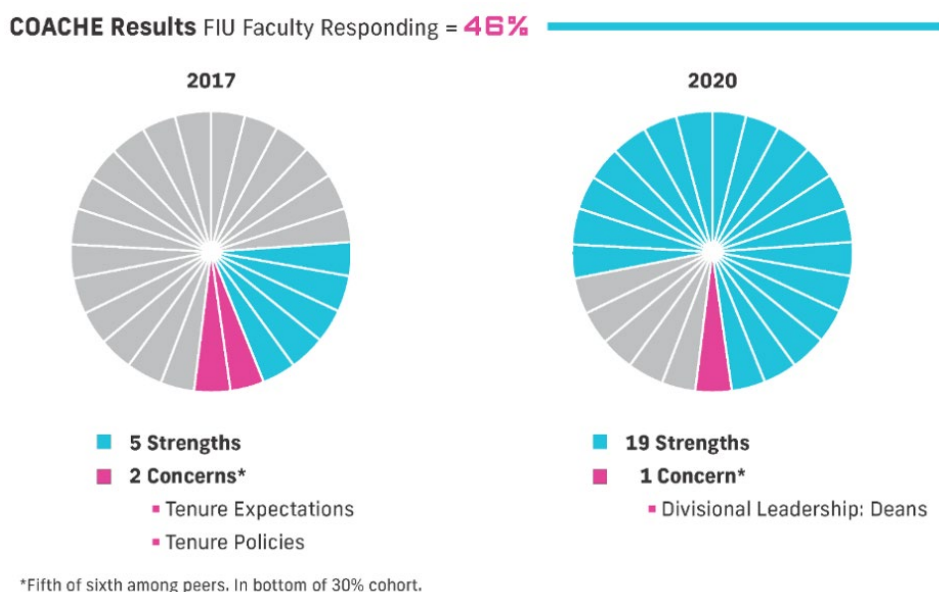


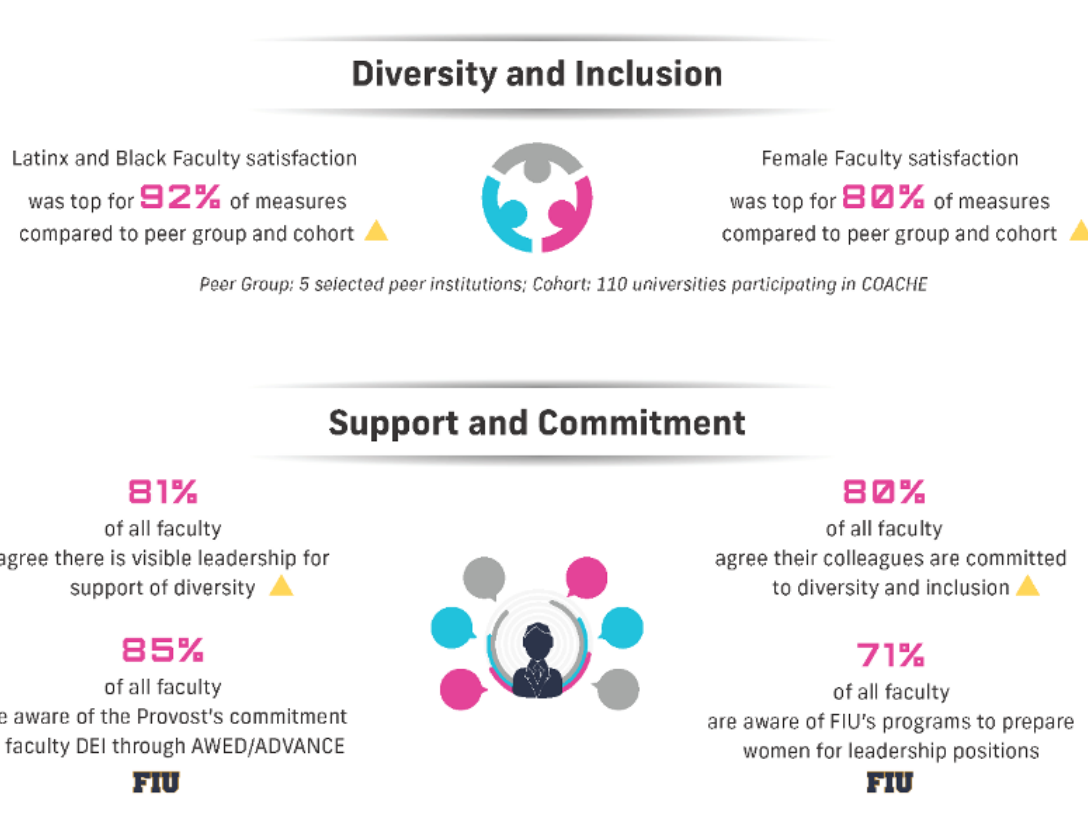
Figure 3. Areas of Strength and Concern, FIU COACHE Survey, 2017 vs. 2020.

2016-2017 Areas of Strength	2019-2020 Areas of Strength
<ul style="list-style-type: none"> • Collaboration • Leadership: Senior • Mentoring • Nature of Work: Service • Personal and Family Policies 	<ul style="list-style-type: none"> • Appreciation and Recognition • Collaboration • Departmental Collegiality • Departmental Engagement • Facilities and Work Resources • Governance: Adaptability • Governance: Productivity • Governance: Shared Sense of Purpose • Governance: Trust • Governance: Understanding the Issue at Hand • Health and Retirement Benefits • Interdisciplinary Work • Leadership: Departmental • Leadership: Faculty • Leadership: Senior • Mentoring

	<ul style="list-style-type: none"> • Nature of Work: Service • Nature of Work: Teaching • Personal and Family Policies
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2016-2017 Areas of Concern	2019-2020 Areas of Concern
<ul style="list-style-type: none"> • Tenure Expectations: Clarity • Tenure Policies 	<ul style="list-style-type: none"> • Divisional Leadership

Figure 4. 2020 FIU COACHE Faculty Satisfaction Survey Results: D&I



How metrics were leveraged

Institutional data concerning the percentage of women in each department targeted by the ADVANCE grant (STEM, SBS) were used annually to assess progress. There was little change in the number of women in STEM from 2016-2020. This caused a reassessment of the STRIDE hiring workshops and ultimately led to the development of new initiatives such as the Diversity Advocate training, STRIDE for T&P committees, Bystander Leadership, and STRIDE for Leaders.

FIU ADVANCE's initiatives are intended to create a faculty-based social system that acts proactively to enhance a culture of inclusion for all faculty at FIU as well as to advance women and underrepresented minority faculty, particularly within STEM and Social and Behavioral Sciences (SBS). Based on the success of the first NSF PAID grant, it was determined that faculty participation in and endorsement of inclusive excellence programs were the keys to making change at FIU. Therefore, the plan is to continue this largely grassroots approach by engaging faculty university-wide in AWED programming. New programs, such as the Bystander Leadership program, were also developed to meet the needs of faculty who indicated they needed more skills to implement best practices.

The reporting year, AY 2020-2021, was Year 5 of this 5-year NSF grant. The Bystander Leadership program was suspended for Spring 2020 due to the pandemic, and all training workshops were moved to live virtual settings via Zoom. This continued for AY 2020-2021.

Faculty Recruitment and Hiring Programs

To increase the number of women and underrepresented minority faculty at FIU, the STRIDE for Hiring training is required of all faculty within three years of serving on a hiring committee. The pilot program was launched in 2011 for the STEM fields and then expanded to the entire university. Additional training for one member of selected Faculty search committees designated as a Diversity Advocate was implemented starting in 2018 and was expanded to all TT searches in 2019-2020. These are further discussed below.

STRIDE for Hiring Workshops

The STRIDE training was developed using evidence-based practices developed at the University of Michigan and educates faculty about best practices to increase diversity in the faculty and address the issue of gender and race bias in hiring. These two-hour workshops, which are updated each academic year, cover issues such as implicit bias that can adversely affect the evaluation of applications from underrepresented minorities and women candidates. They also provide methods and practices such as the use of diversity statements and evaluation rubrics to help committees equitably assess and interview faculty candidates.

Impact: An additional 413 faculty attended a STRIDE workshop during the reporting year. STRIDE workshops continued to be extremely well received by attendees, with 87% of participants rating them as effective in helping them understand the benefits of having a diverse faculty, the role of stereotypes in career advancement, and in finding solutions for these issues. The number of faculty searches was greatly reduced in 2020-2021 due to uncertainties brought about by the pandemic, with a total increase in the number of all faculty of 17, from 1398 to 1415. Only nine new tenured/tenure-track

faculty were hired in 2020-2021 (with most to start work in 2021-2022), but as reported elsewhere, there has been an overall increase in the number of women and underrepresented faculty over the past five years.

Diversity Advocate Workshops

One member of each faculty hiring committee attends additional training on effective recruiting and evaluation practices for diverse candidates, such as effective job ad writing and how to develop diverse pools, and acts as the point person on the search to ensure effective and equitable search practices are used.

Impact: An additional 102 faculty attended a DA workshop during 2020-2021; bringing the total number of faculty to 154. Approximately half of those who attended did so out of personal interest as they were not serving as DA for a search at the time. Interviews with faculty who served as DAs indicate they felt they were able to intervene to help committees follow best search practices effectively.

STRIDE for Hiring Leaders Workshop

This is like the STRIDE for Hiring Faculty workshop but is tailored for hires into leadership positions and is required for all upper-administration search committee members.

Diversity Mentor Professorships (DMP)

The DMP program is a special initiative to recruit excellent research scientists with a history and commitment to the mentorship of women students and students from domestic underrepresented minority populations. Four faculty lines were committed to the DMP program in support of FIU ADVANCE, two in the Sciences and two in Engineering.

Impact: In the Summer of 2020, eight faculty lines for any area were promised by the Provost's Office specifically to increase the number of Black faculty by attracting them to apply for Diversity Mentor Professorships – these positions use evidence of ability to mentor diverse students and women as one hiring criterion. Several have accepted positions at FIU, including a White woman in STEM/Math, a Black woman in Electrical and Computer Engineering, a Black man in Biology, a Black man in Hospitality, a Black woman and man in Education, and a White woman in Engineering Education.

Faculty Recruitment and Hiring Programs Outcomes

These programs have resulted in positive outcomes previously that provide evidence for their effectiveness since implementation and have continued to play a role in the reporting period. In 2011, women constituted 11% of tenure-track faculty in STEM and 38% of social and behavioral science faculty (SBS); the fields in which the pilot program was initially deployed. By 2021, tenured and tenure-track women represented 20% of

the STEM faculty and 40% of the SBS faculty, and 35% of the faculty overall. STEM women of color also increased from 1.5% to 2.7%.

FIU also was able to meet its goal to increase the representation of women and underrepresented minority faculty overall: From 2016 to 2021, all (tenured, tenure-track, and non-tenure-track) Hispanic faculty increased from 18% (N=236) to 22% (N=309) as a percentage of total faculty. From 2020 to 2021, there was a 1% increase (18). Over five years (2016-2021), women faculty went from 42%(N=539) to 44% (N=625). Although there was an additional 11 women in 2021 compared to 2020, their total percentage of total faculty remained the same at 44%. FIU's Black faculty representation increased from 6% in 2016 to 7% in 2020 and remained at 7% of all faculty for 2021. Tenured and tenure-track faculty Black faculty also increased from 1% to 6% between 2020 and 2021. This continues to be an area for improvement.

Faculty Professional Development and Retention Programs

Programs to retain faculty can be broken down into three major areas as shown below. AWED has developed and administers programs to address each of these three areas.

1. Professional development opportunities

These opportunities enhance faculty success in the areas of research (for TT faculty), teaching, and service. This means ensuring that all faculty have equal access to resources and opportunities such as appropriate mentoring, high-value service assignments, and training in effective teaching. Programs that address this area include:

Faculty Mentor Program

The FIU Faculty Mentor Program (FMP) is in its tenth successful year. The program is now offered to all faculty ranks, including tenure-line, research, clinical, and instructors. FMP includes one-on-one mentoring, mentor training, networking events, and structured skills-training presentations related to enhancing faculty productivity. Faculty are paired with faculty from different but related departments to provide a broad range of experience and opportunities for professional collaborations. The program directly addresses skills and networking essential to faculty success, thus enhancing retention. Mentoring is particularly essential for women and underrepresented minority faculty, who are often outside informal informational collegial networks in academia.

Impact: Overall, the FMP has offered deep learning and mentoring opportunities to more than 600 unique participants. For 2020-2021, there were 93 mentee-mentor pairs (N=186 faculty). In the 2017 Harvard COACHE survey, mentoring was one of FIU's areas of strength, meaning FIU scored in the top 30% of the cohort (112 partners) and scored first or second among a selected group of five comparison institutions. Since the

program began in 2011-2012, faculty satisfaction with mentoring at FIU has increased substantially and has exceeded that of peer cohorts on the last three Harvard COACHE surveys (2014, 2017, 2020).

Chairs' Leadership Workshops

In conjunction with the Office for Faculty Leadership and Success (OFLS), this program offers leadership training that many faculty members might never formally receive as they become chairs of departments. This helps not only the faculty participating in the program but those in their departments who benefit from having leaders trained in faculty development and success.

2. Ensuring appropriate and equitable annual tenure and promotion evaluations

Faculty cannot be retained if they are not provided fair and accurate annual evaluations, and equitable tenure and promotion evaluations. An area of focus is on how service is assigned, evaluated, and rewarded as women and underrepresented minorities are often overlooked for high prestige committees and are also sought after as mentors by female and underrepresented minority students. This type of mentoring is often informal, invisible to others, and unrewarded. The following programs were instituted to address these concerns:

STRIDE Tenure and Promotion (T&P) Workshops

These workshops were developed to recruit, retain, and promote more women and minority faculty at FIU. This training was partially implemented in 2018-2019 and is now (2020-2021) required for all college T&P committee members, Department Chairs, and Deans every five years. New committee members, department chairs, and deans should attend in their first year of appointment. Topics covered include implicit bias, stereotype threat, bias in student evaluations of teaching, types and amounts of service, and the cumulative effects on career progression of women and underrepresented minority faculty. Best practices in evaluating Faculty tenure and promotion application files are presented, including the use of rubrics tailored to ensure that a faculty member's annual assignment is considered. Chairs are asked to pay special attention to service assignments and recognition for female and underrepresented minority faculty for the annual evaluations.

Impact: A total of 113 faculty attended a STRIDE for T&P workshop in 2020-2021. This included 10 Deans, 46 department chairs, and 57 college-level T&P committee members. As tenure and promotion depend on several years' worth of faculty work and evaluations, the results of this program may not yet be evident, but it is encouraging to note that all applicants for tenure at FIU in the reporting year were successful.

Policy development in collaboration with policy leaders

AWED regularly reviews FIU's policies and procedures to ensure the intended inclusive excellence. As part of this initiative, the university T&P Manual was updated with the work beginning in 2019 to ensure best practices for equitable evaluation are followed by all units. This includes faculty efforts related to values of diversity, equity, and inclusion, so these are recognized in the tenure and promotion process as valid and valuable academic contributions. During the reporting year, all departments were required to develop clear guidelines for tenure and promotion as part of their department policies. The new university T&P manual took effect in Fall 2021.

Salary Equity program

AWED contributes (limited) funding to colleges as a cost-share arrangement to correct salary inequities based on gender, race, and/or compression.

Impact: Sixteen (27) salary adjustments were made in 2020-2021, including adjustments for underrepresented minority faculty. A total of 99 salary adjustments have been made.

3. Providing a supportive and inclusive working environment

This is especially important at the departmental level but applies across the university.

College and Departmental DEI Plans

These plans are guided by two key goals: to increase the representation of faculty from historically underrepresented groups such as women in STEM and African American and Hispanic American faculty in all fields, and to enhance the institutional climate to attract and retain women and underrepresented groups at the faculty and doctoral student level. Certain aspects of FIU ADVANCE were required to be in departmental plans, including participation in the Bystander Leadership Program, STRIDE hiring workshops, and the Diversity Advocate Program. Departments also may choose from among 60 DEI actions and metrics provided by AWED. The actions and metrics include areas such as hiring, retention, and departmental climate. Examples are "the number of guest seminar speakers from underrepresented groups or talks related to DEI issues." Each year, departments choose which goals to pursue and are provided with a report form to fill out at the end of the academic year. These completed reports are submitted to AWED, and feedback on each outcome is provided either by AWED or the appropriate College Equity Advisor (see below).

Impact: Currently, six colleges and more than fifty departments have set DEI goals and track progress annually. Each year, we have been more successful in having a greater number of departments complete and submit their annual reports, with 90% of departments in the six colleges submitting reports during the reporting year.

Equity Advisor Program

Deans of six colleges have agreed to provide one-course release annually or summer supplemental funding for an equity advisor jointly selected by the Dean and AWED that participates in STRIDE, Bystander, and other AWED training programs. Embedded within their respective colleges, Equity Advisors (EAs) are a resource for helping departments develop, implement, and track progress on their diversity plans and work with AWED and college leadership concerning policies and procedures related to diversity and equity efforts.

Microclimate Project

The Microclimate Project is designed as both an ADVANCE program and a research project to explore the complexity of how multi-ethnic cultural climates within FIU STEM departments affect the recruitment and advancement of women in STEM, particularly Hispanic-American and African American women faculty. The term “microclimate” refers to local social climates within a department that may differ from the larger organizational climate. The university is specifically interested in the intersection of nationality and gender/race norms and behaviors. Analysis of this project is still ongoing.

Bystander Leadership Program

The Bystander Leadership program is the signature program of FIU ADVANCE implemented to address departmental and institutional climate. It was designed as an experiential, interactive, behavioral skills training program for faculty. It was developed, pilot-tested, and conducted as both a research project (years 2-3) and as an embodied learning program for STEM and SBS Faculty (years 2-5). This program is intended to move faculty participants from “insight” to “action” to address observed or anticipated instances of gender and race bias and discrimination among faculty. The program raises awareness about the interplay between power, privilege, and bias often experienced by women and minorities. It also provides practice in using a toolkit of intervention responses and actions in response to situations of bias. The program is intended to develop a social system at FIU that supports and institutionalizes positive change among faculty in three key areas: (1) demonstrating greater appreciation for diversity and a reduction in prejudicial attitudes; (2) greater knowledge of and confidence in using prosocial intervention skills and strategies; and (3) increasing diversity-affirming behaviors.

Impact: Due to the pandemic, the Bystander Leadership Program was suspended between March 2020 and August 2021, so no workshops were held during the reporting year. As of March 2020, 343 faculty (160 women and 182 men) and 11 guests from other universities participated in one of 17 workshops offered since 2017. Preliminary results comparing a pre-test with the results from a three-month follow-up survey indicated that the Bystander group showed significant changes compared to the control group in

terms of self-reported items, including awareness of subtle gender/ethnicity bias in one's environment, awareness of gender/ethnicity bias in one's discipline; confidence in being able to enact gender/ethnic equity interventions; and confidence in engaging in such actions regularly. Extensive comments in response to open-ended questions included in the three-month follow-up survey also showed a positive effect: "I think ALL faculty would benefit from this kind of training program to help them understand various biases." "More than one person [in my department] has participated in the bystander training program which I believe has led to a very responsibly written diversity plan." Analysis of the data is continuing, and we expect to be able to report results by Summer 2022.

AWED Theater

This is an FIU-branded theater unit under the direction of Creative Director Jeffrey Steiger, who also has written original scripts for AWED Theater and the Bystander program as part of his commitment to FIU ADVANCE. These scenarios showcase how subtle biases manifest in typical academic situations such as tenure and promotion meetings. Other universities and professional associations may schedule the productions.

Process and metrics to measure outcomes

To document FIU ADVANCE program achievements, multiple metrics and processes are in place: (1) before the project began, a baseline of the demographics of FIU's faculty was established as a data toolkit that has been monitored and updated annually with special attention to women of color. (2) During the project, the number of events, workshops, and activities and their attendance has been documented. Most of the events have been promptly evaluated by participant feedback surveys. (3) Since 2011, FIU has participated in the Harvard COACHE faculty satisfaction survey conducted once every three years. The COACHE survey has been used to guide and assess the impact of institutional interventions toward inclusive excellence. Results from the 2020 survey were presented in last year's report but showed a decrease in the areas of concern addressed by AWED's programs (mentoring, tenure and promotion, and overall faculty satisfaction of women and underrepresented minority faculty).

PART VI. AREAS OF IMPROVEMENT/ACHIEVEMENT

Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (Identified Last Year)

The FIU FTIC enrollment data reflects that approximately 61% of students were female, and 39% were male for the 2020-2021 academic year. There was an increase from Fall 2020 to Fall 2021 by 5%. 88% of full-time FTICs enrolled at FIU were underrepresented minorities in Fall 2021. This percentage slightly improved over the previous Fall 2020 metric, where 87% of full-time FTICs enrolled at FIU were underrepresented minorities. Students from Hispanic backgrounds made up the most significant percentage increase in this metric. The retention rate remained the same as the Fall 2020 cohort. Across the various racial and ethnic groups, the retention rate increased by at least 1% or stayed the same except for the White category, which decreased by 1%. The retention rates for female students increased by 2% and decreased by 2% for male students. FIU has a 67% graduation rate for all full-time FTICs. This cohort's graduation rate remains consistent with the previous year. Female and male students in this group experienced a 1% increase in the graduation rate compared to the last year's report. As compared to the 2014-2020 cohort, there were increases in the percentage of graduates for Asian (75%, up from 74%), Hispanic (70%, up from 69%), and White (59%, up from 58%) students.

For Fall 2021, there were 7,069 Florida State College System transfers. This marks an approximate 9% decrease from last year's 7,742 enrollment number but a 5% increase from the Fall 2016 enrollment number of 6,731. One-year retention rates for full-time FTIC first-year students averaged 91% for Fall 2020. FIU has experienced an increase in the number of Bachelor's, Master's, Doctorate, and professional degrees awarded during the 2020-2021 Academic Year. The number of doctoral degrees awarded to Black students increased by 2% from the previous year, but that category remains underrepresented.

To ensure continual student engagement during the pandemic, our student services areas created flexibility and creative ways to provide services to our students. The Panther Success Network advising system was equipped to handle online/virtual appointments (since they also advise students enrolled in fully online programs), so the transition occurred quickly and relatively seamlessly. The university resumed normal, in-person operations in the Summer of 2021; however, students benefited from the flexibility of online advising appointments, so students now have the option of choosing in-person or remote advising appointments. In survey responses, students have indicated that they appreciate this flexibility.

The Healthy Living Program (HLP) – the main programming/outreach arm of Health Promotion Services (HPS) – stepped outside of normal operations to meet the changing demands of our students throughout the pandemic. Both on-campus and remote

services on the nine dimensions of wellness were offered in AY 2020-2021. Our Counseling and Psychological Services (CAPS) quickly adjusted to remote services and continued to add and improve our service options and procedures throughout the year. Despite adjusting to remote operations, services remained available since the first week the university went remote. CAPS also created multiple student forums and support spaces to help students struggling due to the pandemic (including student caregivers) and those struggling to understand and/or cope with the issues surrounding racial tensions and social justice in our society. All programming for Intramurals between March 2020 to October 2020 was virtual, and all Sport Club activities were canceled during this time. In Fall 2020, we received approval to return to modified in-person programming. Spring 2021 was a gradual return to pre-pandemic programming. Despite these barriers, efforts to increase students who identify as female were implemented in both virtual and in-person programming during the 2020-2021 academic year. IM implemented specific marketing to target previous female and co-rec participants to fill open and co-rec leagues.

Consistent with global workforce trends during that timeframe, the number of student employees declined in 2020; however, it did not completely stop. Almost immediately, students performing work that could be accomplished remotely remained employed productively. Throughout the remaining months of the measurement period, the number of student employees steadily increased. Many student jobs were not suitable for remote work. With remote work limitations, the Career Ready program resources were redirected to utilize a new approach to student employee development. In collaboration with the Office of Academic and Career Success, a pilot program was developed and launched to provide micro-credentialing for students on Resilience, Initiative, and Fundamentals of Financial Literacy. These professional development opportunities for student workers provided compensated job training time. This structured approach to using otherwise lost work time helped build career skills for student employees whose work had been suspended.

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)

During the academic period of 2020-2021, the pandemic impacted our students, faculty, and staff. Even with the impact of the pandemic, FIU made progress with improving diversity, equity, and inclusion across the measured areas. There are a few areas that have been identified for improvement. In reviewing FTIC enrollment, although the total number of FTIC students enrolled at FIU has decreased from 4,159 in Fall 2016 to 2,872 in the Fall of 2021, there was an increase from Fall 2020 to Fall 2021 by 5%. This area is still an area identified for improvement.

Another area of improvement is the number of transfers from the Florida State College System. The number of transfers decreased by 9% from last year's 7,742 enrollment. In

reviewing the awarded degrees from AY 2019-2020 to AY 2020-2021, the number of doctoral degrees awarded to Black students stayed the same and decreased by 10 degrees for Hispanic students. No doctoral degrees were awarded for Native Hawaiians/Other Pacific Islander and American Indian/Alaska Native categories in the AY 2020-2021. In previous years we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs (1% increase per year). However, numbers for Black students stayed the same, and Hispanic students decreased compared to last year.

For student services, an area of improvement within the Club and Intramural Athletics is to increase overall participation in the program, policies, and procedures that can be perceived as barriers to participation. This effort will be accomplished through the IM Sports End of Year Participant Feedback Survey and feedback from staff members. Additionally, 2021-2022 will be a return to full programming, which will provide increased opportunities for an overall increase in participation and team numbers, as well as unique participants, which will be achieved by targeting and including students who will be returning to campus for the first time in 2021-2022.

In Student Financial Assistance, across the majority of funding sources, aid distribution by ethnicity and gender is representative of the student population, but Black or African American students represent only 9.5% of scholarship recipients when they make up 12.5% of the student body. The Gold and Blue levels I and II scholarships comprise most of our institutionally funded scholarship awards. The standardized test score has a very large weight in this strategy. Our current data indicate that fewer of our Black and African American applicants have standardized test scores that meet our “merit” scholarship criteria than other populations.

In Housing, we will continue 1) creating an environment that helps students understand other residents by putting themselves in their place and 2) creating an environment that helps students benefit from the interactions with residents who are different from themselves.

In student employment, there is an opportunity to adapt manager training for use by students serving in leadership roles. The population of students supervising other students was greater than previously known. This new observation uncovered an opportunity to develop introductory supervision training. Student employees with supervisor training could provide a competitive advantage for graduates entering the job market.

Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)

The women's programs continue to thrive, led by our swimming and diving program, which won its seventh consecutive Conference USA Championship in 2021. In the dominant performance by the swimming and diving team, they swept all the superlatives for the conference, including swimmer of the meet, swimmer of the year, diver of the meet, diver of the year, coach of the year, and diving coach of the year. The FIU Swimming and Diving extended the streak of being the first program in Conference USA history to win seven consecutive postseason championships in any sport. The year was cut short due to COVID.

Areas for Approval Pertaining to Gender Equity in Athletics (This Year)

The female undergraduate enrollment rate continues to trend on the increase nationally, even withstanding the athletics participation difference remains in the allowable 3-5% difference at 4.56%. In 2020 the second consecutive year, the student-athlete male participation rate decreased while the female participation rates increased. This is a significant result achieved with our efforts to reduce the gap in male vs. female participation rates (roster capping for men and encouraging females to walk on). These efforts will continue. The plans continue to address the disparities between the softball and baseball facilities. The athletics department recognizes that this has been an area of improvement for more than three academic years. The new athletics department's leadership has prioritized the need to address the significant differences between the baseball and softball facilities by 2024. In 2021, the windscreens and padding for the outfield wall were purchased for softball. MOBIO Architecture hired and created a concept design plan for the enhancements to the softball facility.

Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)

In accordance with the university's Affirmation Action plan, the following table describes the previous Affirmative Action plan's seven (7) goals achievement and the 2020-2021 goals for FIU, as well as the good-faith efforts the university made in those job groups where goals were established. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45 and do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status

Areas for Approval Pertaining to Employment

For employment representation, the Fall 2021 number of female tenured, tenure-track, and non-tenure-earning or faculty in the non-tenure category increased compared to the

previous Fall. There was a decrease in the number of Black tenured faculty. The university has an Affirmative Action plan with numerical placement goals that have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45, and we are making good-faith efforts to meet the obligations contained in the plan. For the 2021 Affirmative Action plan, there are four (4) placement goals for female faculty for faculty leadership, tenured faculty, professor non-tenure, and lecturer/adjunct faculty job groups. There is a placement goal for Black faculty non-tenured. There are nine (9) placement goals for the administrative job groups in the athletic-support services, scientific & research professional, student services, other professional, senior-level clerical, mid-level clerical, administrative support, computer-telecommunication, technician/paraprofessional, skilled craft workers, and custodial worker job groups.

Figure 1. 2021 Goals

Job Group Code Name	Female	Minority
210- Faculty Leadership	Yes	
220- Professor Tenured	Yes	
250- Professor Non-Tenured	Yes	Black
285- Lecturer/Adjunct Faculty	Yes	Two or More Races
300- Athletics/Support Services	Yes	
350- Scientific & Research Professional		Black
360- Student Services		Two or More Races
390- Other Professional	Yes	Black
400- Senior Level Clerical		Black
410- Mid-Level Clerical		Black
420- Admin Support	Yes	
500- Computer/Telecommunication		Black
510- Technician/Paraprofessional		Asian
600- Skilled Craft Workers		Black
720- Custodial Workers		Black

As part of the institutional diversity, equity, and inclusion goal, the following goals have been established with tactics and strategies for improving our affirmative action goals.

Developing additional strategies for faculty recruitment, hiring, and professional development programs is required for faculty areas of improvement. These initiatives were initially designed to address issues identified in an internal climate survey

conducted in 2010 and the COACHE Faculty Satisfaction Survey in 2011. The Harvard Graduate School of Education administered the COACHE survey to assess faculty satisfaction on 25 measures, including appreciation, departmental collegiality, mentoring, work resources, leadership, governance, teaching, and benefits. It compares the responses of FIU faculty to those of faculty at five peer institutions selected by the participating institution and to a 110-member cohort of other participating institutions. An “area of strength” is when the institution scores first or second among the selected peer institutions and in the top 30% of the cohort institutions. An “area of concern” is where the institution scores fifth or sixth among the selected peer group and the bottom 30% of the cohort.

The 2011 COACHE survey indicated a lack of mentoring as one of the faculty’s primary concerns. In response, Dr. Suzanna Rose, as part of the ADVANCE PAID grant, established the Faculty Mentor Program to serve the colleges housing the sciences, engineering, and social and behavioral sciences. Subsequently, the 2014 COACHE survey identified faculty mentoring as an area of strength. This program has since been extended to all faculty in all colleges. The NSF-funded PAID project continued to have a positive impact. By 2015, women represented 18% of tenure-track STEM positions, an increase of 7% over five years. The FIU PAID activities were institutionalized in 2016 with the establishment of the Office to Advance Women, Equity and Diversity (AWED) and the appointment of Dr. Suzanna Rose as Associate Provost as part of the Office of the Provost, with substantial funding being provided by Academic Affairs to fund this unit.

PART VII. Protected-class Representation in the Tenure Process

A. REPRESENTATION OF WOMEN AND PROTECTED CLASS MINORITIES

For the 2020-2021 AY, 22 tenure-track faculty applied for tenure, as shown in Part VII, Table 1. Twenty-two (100%) were successfully tenured. Five faculty who were eligible to apply for tenure did not: one resigned, one requested successfully to be moved to a non-tenure position, two had one or more leaves of absence so deferred to the following year, and one was granted a tenure-clock extension under FIU's COVID-19 policy.

Table 1. Protected-Class Representation in the Tenure Process, 2020-2021

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
Males					
American Indian or Alaskan Native				1	
Asian	5			1	5
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific Islander					
Two or More Races	2				2
White	5			2	5
Other, Not Reported					
Total Male (Include Other, Not Reported)	12	0	0	4	12
Females					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific Islander					
Two or More Races					
White	9			1	9
Other, Not Reported					
Total Female (Include Other, Not Reported)	10	0	0	1	10
GRAND TOTAL	22	0	0	5	22

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

DEFERRED: Faculty who were eligible to apply for tenure but deferred prior to applying for review.

NOMINATED: Faculty for whom tenure is being recommended by the university.

1. Disparities related to race

As all applicants for tenure who applied were successful in the reporting year, there are no racial disparities in the success rate. However, by far the largest racial group to apply were White faculty, at 64% of the total (14 of 22), although they were only 48% (98/203) of the tenure-track pool in 2020 and 58% of the tenured faculty. 27% (6) of the applicants were Asian and 9% (2) identified as “two or more.” These are slightly higher percentages than represented in the tenured faculty (23% for Asians, 0% for “two or more”). There were no Hispanic or Black/ African-American applicants. Only one of the deferred candidates is from an underrepresented group. Because of the small numbers of non-White or Asian faculty relative to any other racial/ethnic group, nothing can be concluded from these data regarding the presence of bias or barriers. There are likely large fluctuations in the percentage of successful underrepresented minority applicants as the outcome of one application (of only a few/year) will have an outsize effect.

2. Disparities related to gender

As with race, there were no disparities in success rates due to gender since all applicants in the reporting year were successful. Unlike the previous year, however, there were fewer female applicants (10) than male (12), and unlike the male applicants, where there was an equal number (5) of Asian and White faculty, 90% (9) of the female applicants were White. The university’s recent implementation of bias training for chairs, deans, and college tenure and promotion committees to assist in improving the disparate tenure outcomes for different genders and races may now be showing some success as all applicants, regardless of race or gender, were successful in their tenure applications this year.

B. UNIVERSITY GUIDELINES FOR EQUITABLE ASSIGNMENTS FOR INSTRUCTIONAL FACULTY

The text below is from the Florida International University Board of Trustees and The United Faculty of Florida-FIU Collective Bargaining Agreement 2018-2021, pp. 57-58:

(4) Equitable Opportunity. *Each employee shall be given assignments that provide equitable opportunities in relation to other employees in the same department/unit, to meet the required criteria for tenure, promotion, successive fixed multi-year appointments, and merit salary increases.*

1. (A) *For the purpose of applying this principle to promotion, assignments shall be considered over the entire period since the original appointment or since the last promotion, not solely over the period of a single annual assignment. The period under consideration at this university shall not be less than four years.*
2. (B) *For the purpose of applying this principle to tenure, assignments shall be considered over the entire period of tenure-earning service and not solely over the period of a single annual assignment.*
3. (C) *If it is determined that an employee was not provided an equitable opportunity for tenure, as described in this section, the employee may be awarded an additional period of employment requiring the university to provide the equitable opportunity as described herein. In ensuing assignments, the Provost or designee must enforce the decision regarding equitable opportunity.*

PART VIII. Promotion and Tenure Committee Composition

The data include the composition of the college-level Tenure and Promotion (T&P) committees for all colleges that award tenure. There is no university-level T&P committee. All but one of those, the College of Medicine, had tenure applicants in 2020-2021. The demographics of the tenured faculty in each department that had tenure applicants are also reported, as these are the faculty that vote on tenure decisions. There are no department-level T&P committees. Additionally, the School of Hospitality Management and Tourism and the College of Law have no departments. For Law, all tenured faculty serve on the college-level committee.

To ensure equitable evaluation of all faculty, FIU's Office to Advance Women, Equity, and Diversity (AWED) initiated required STRIDE workshops for all college-level T&P committee members. The description of the program is provided in Part V and repeated here:

STRIDE Tenure and Promotion (T&P) Workshops: These workshops were developed to recruit, retain, and promote more women and minority faculty at FIU. This training was partially implemented in 2018-2019 and, beginning in 2020-2021, is now required for all College T&P committee members, Department Chairs, and Deans every five years. New committee members, department chairs, and deans should attend in their first year of appointment. Topics covered include implicit bias, stereotype threat, bias in student evaluations of teaching, types and amounts of service, and the cumulative effects on career progression of women and underrepresented minority faculty. Best practices in evaluating Faculty tenure and promotion application files are presented, including using rubrics tailored to ensure that a faculty member's annual assignment is considered. Chairs are asked to pay special attention to service assignments and recognition for female and underrepresented minority faculty for the annual evaluations. These workshops were updated to include the MOU bargained with UFF to mitigate the effect of the pandemic on the evaluation of faculty scholarship, teaching, and service.

College-level committees: Of the 82 faculty who served on college-level committees in AY 2020-2021, 59% were male and 41% were female. Men were slightly underrepresented on the committees compared to their percentage of tenured/tenure-track faculty (68% in Fall 2020-Spring 2021 when the committees were meeting).

Table 1: Promotion and Tenure Committee Composition, AY 2020-2021

Type of Committee	Black or African American		American Indian/ Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																	0	0
College of Communication, Architecture, & the Arts					1				3					4			4	4
Architecture									3				5	2			8	2
Music									2				8	1			10	1
College of Engineering and Computing					2								3	1			5	1
Civil & Environmental Engineering					7	2			1				2	1			10	3
Mechanical & Materials Engineering	1				5	1							5	1			11	2
College of Nursing & Health Sciences													2	3			2	3
Nursing Undergraduate														3			0	3
Occupational Therapy														1			0	1
College of Public Health & Social Work		1			2				2	1			1	1			5	3
Epidemiology					1								1	1			2	1
School of Social Work									2								2	0

College of Arts, Sciences, and Education					1				1				2	3			4	3
Biology					2	1			5	1			14	5			21	7
Earth & Environment	1				5	2			1	1			12	2			19	5
Math & Statistical Sciences	3				11	4			1				10	2			25	6
Psychology		1			1				2	1			10	13			13	15
Teaching & Learning					1	1				2			3	7			4	10
College of Business					4	1			1					1			5	2
Department of Global Leadership Management					2				2	1			1				5	1
Info Systems and Business Analytics		1			4	3							4	3			8	7
College of Medicine						2				1			2				2	3
School of Hospitality and Tourism Management					1								1	4			2	4
School of International and Public Affairs						1				1			5	2			5	4
Economics					2				1				5	2			8	2
Public Policy and Administration					3				1				4	3			8	3
College of Law (all tenured faculty vote)	2	1				1			3	2			9	3			14	7

Correction to last year's report: In last year's report, 12 White men were mistakenly included as members of the College of Business T&P committee. This skewed the demographic results making it look as though there was an over-abundance of (White) men on T&P committees at the college level, and we noted that this was an area that needed improvement. With this year's correct data, as noted above, this apparent over-representation was corrected.

For race/ethnicity, White is the group most represented compared to all tenured faculty on the college committees, with 62% of the committee being White vs. 58% of the tenured faculty university-wide. The next two most represented groups are Asian (20%) and Hispanic (18%). The percentage of Asian faculty on the committees is similar to their portion of all tenured university faculty at 23%, but Hispanics are overrepresented as they comprise only 12% of all tenured faculty. The representation of Black faculty on the committees is equal to their representation among university-wide tenured faculty at 5%.

Overall, the composition of the college-level T&P committees is approximately similar to that of the university's tenured faculty, but White faculty are overrepresented compared to FIU's tenure-track faculty. Care must be taken moving forward to ensure equitable support and evaluation of junior faculty through the tenure process to beware of unintentional biases or barriers that could impede their progress. In an equitable system, the demographics of these senior-level committees should eventually change to match that of the current junior faculty across the university.

The supportive programming FIU's Office to Advance Women, Equity, and Diversity have put in place, such as the Faculty Mentoring Program and the STRIDE workshops, is aimed at achieving this goal, but this is a long-term effort. We continue to monitor both the faculty demographic data and faculty satisfaction through instruments such as the COACHE survey. An example of the success of this approach is the updating of all departmental, college, and university T&P guidelines that were implemented in 2019 because of a previous COACHE survey that revealed faculty confusion and dissatisfaction with the T&P process. The 2020 COACHE survey showed that these changes had a positive effect, as T&P was no longer an 'area of concern.'

Department Committees: As noted above, these data consist of all tenured Faculty in departments that had tenure candidates in 2020-2021 – these are the faculty eligible to vote on T&P applications. As these are a subset of all tenured faculty, the percentages by gender are similar (within 2-3%), and most racial categories are as well. They deviate, however, from the demographics of the entire faculty body (including non-tenure track faculty), which have a higher percentage of women (44%) and underrepresented minorities – White faculty made up only 51% of all FIU faculty in the 2020-2021 year when tenure decisions for Fall 2021 were being made.

It should be pointed out that a large number of FIU's faculty have participated in one or more of AWED's faculty workshops about best practices in equitable faculty evaluations, so many of the tenured faculty who vote on tenure for their colleagues are likely to be aware of and use these practices.

PART IX. BUDGET PLAN

FIU is committed to allocating funds to recruit and retain a diverse workforce and student population. In July 2020, the university established the Division of DEI as the Equity Action Initiative (EAI) recommended. The university leadership commissioned the EAI to identify issues of systemic racism, bias, and inequity at FIU and provide actionable steps to eradicate them. That work evolved into the Division of DEI. This division is supported by a budget and works with every unit within the university to identify and improve diversity, equity, inclusion, and belonging.

Within the Division of Academic and Student Affairs, the Office of Social Justice and Inclusion was established to work with students to empower social change; advocate for diversity and inclusion; educate for justice and equity, and act with empathy and impact. This division offers programs and resources such as Pride Center, the Women's Center, Male Mentoring Initiative, Fundamentals of Social Justice micro-credential, Inclusive Language Guide, and scholarships.

The Office to Advance Women, Equity and Diversity (AWED) aims to achieve and sustain faculty equity and diversity as an essential element of FIU's academic excellence. FIU's Diversity Mentor Professor Program is a unique initiative to recruit multiple excellent STEM faculty to FIU. The latter has a history of and commitment to the mentorship of women and underrepresented minority students in STEM, particularly Hispanic and Black or African American students. Diversity Mentor Professors participate in FIU's NSF-funded ADVANCE Institutional Transformation Projects focusing on increasing faculty diversity and inclusion, mentoring, advocacy, and leadership activities. Two faculty members were designated Diversity Mentor Professors as part of this program during Fall 2018.

In July 2020, the Division of DEI was created with a \$1.4 million E&G budget allocation to ensure the institutional diversity, equity, and inclusion goals are intentionally set campus-wide and met. The \$1.4M budget breakdown is as follows \$1,057,502 for salaries, \$61,259 for temporary employees, and for \$300,337 expenses (\$280,150 carry forward and \$20,187 E&G). This budget helps to accomplish the equity components within our university-wide diversity, equity, and inclusion goals. Individual department budget plans include specific strategies and a budget allocation that support diversity and inclusion among faculty, staff, and students.

PART IX. ADMINISTRATORS' EVALUATIONS

A. PRESIDENT'S EVALUATION

The university President's performance is evaluated annually consistent with the provisions of his employment contract and Florida Board of Governors Regulation 1.001(5) (f). The process of assessing the President's progress toward equity and diversity goals begins with the President's self-evaluation of his annual goals submitted to the Board of Trustees (BOT) Chair. The BOT Governance Committee provided President Rosenberg with a written assessment of its evaluation. The committee presented its written assessment and recommended performance rating for the BOT Full Board for approval. Dean C. Colson, Chair of the BOT, led the President's Management Review discussion during AY 2020-2021. June 16, 2021, a specific diversity, equity, and inclusion goal of *"Significant events or milestones towards fostering a culture of belonging and eliminating disparities within the FIU community among underrepresented groups"* was added to the President's performance evaluation for the 2021-2022 reporting period.

The [minutes from the Governance adoption](#) can be found on the Board of Trustees webpage, as well as the [minutes from the June 2021 FIU BOT Meeting](#) that reflect President Rosenberg's "Superior" performance rating.

B. TOP ADMINISTRATORS' EVALUATIONS

FIU is privileged to have leaders within our community doing an amazing job embracing and actualizing diversity, equity, and inclusion initiatives. In part, it is because of leadership support and stated expectations by our most senior leadership. In keeping with the university's commitment to drive change and elevate cultural consciousness toward achieving organization goals set within the (DEI Strategy, a guidepost for accountability among our FIU executive level administrators was set through the Executives' DEI Accountability Plan. The goal is to lead by example as an extension of the transformative work that the FIU community is being asked to engage in.

Components of the Executives' DEI Accountability Plan include:

- Complete a review of the [DEI Launch](#) (institutional mission and guiding values)
- View TED Talk by Paloma Medina – [Let's Stop Talking About Diversity](#) (increase cultural competence)
- Identify a DEI Advocate for Division (institutional investment in continual learning)
- Read "Race Talk and the Conspiracy of Silence" by Derald Wing Sue (develop leadership expertise and make an institutional investment in continual learning)
- Annually review hires, promotions, terminations, retention, and reward strategies as well as demographic make-up (evaluation and assessment)
 - a. Assess racial and gender gaps identified (evaluation and assessment)
 - b. Establish an improvement plan for diversity, equity, inclusion, and belonging
- Create DEI initiative within Division/Unit/Office based on the outcome of analysis to address findings (Building trust and respect across stakeholder groups)

2021 EQUITY REPORT CONTRIBUTORS

Special thanks to the following individuals for their contributions to the 2021 Equity Report:

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Dr. Susan Webster, Assistant Dean, University Graduate School and Assistant Vice President, Research and Economic Development

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: Textbook and Instructional Materials Affordability Annual Report

Proposed Committee Action:

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

Background Information:

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

Pursuant to Florida Board of Governors Regulation 8.003(3), Textbook and Instructional Materials Affordability, each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor.

Supporting Documentation: Textbook and Instructional Materials Affordability Annual Report

Facilitator/Presenter: Heather Russell

Textbook and Instructional Materials Affordability Annual Report

Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.
Do not edit the content of the template. Expand the response space as needed.
2. Statutory due date is September 30, 2022.
3. If there are questions, contact Lynn Nelson, Director of Student Affairs - lynn.nelson@flbog.edu
4. Include the university contact name and email for the staff who completed the report below:
University Contact Name and Email: Gitta Montoto (gmontoto@fiu.edu) and Paden Goldsmith (pgoldsmi@fiu.edu)

**Textbook and Instructional Materials Affordability Annual Report
Fall 2021 and Spring 2022**

University Submitting Report:
Florida International University

Date Approved by the University Board of Trustees:

22-Sep-22

Signature of Chair, University Board of Trustees:

Signature of Vice President for Academic Affairs:

Signature of President:

Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses ($n=$). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		Total Number of Courses ($n=$)	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
ENC 1102	Writing and Rhetoric II	165	Department Committee	
MAC 1105	College Algebra	42	Department Committee	
SLS 1501	First Year Exper	147	Combination of the Above	
ENC 1101	Writing and Rhetoric I	118	Department Committee	
AMH 2020	Amer Hist Since 1877	60	Combination of the Above	
SPC 2608	Public Speaking	66	Department Committee	
ECO 2013	Principles Macroeco	35	Individual Faculty	
BSC 2010L	Gen Biology Lab I	90	Department Committee	
BSC 2010	General Biology I	13	Department Committee	
CHM 1045	Gen Chemistry I	16	Individual Faculty	
MAC 1147	PreCal Alg and Trig	42	Department Committee	
CHM 1045L	Gen Chem Lab I	102	Individual Faculty	
ECO 2023	Principles Microeco	30	Individual Faculty	
PSY 2012	Intro To Psychology	17	Department Committee	
PHY 2048L	General Phys Lab I	53	Department Committee	
STA 2023	Stat Bus & Eco	36	Department Committee	
MUL 1010	Music Lit/Appreciation	27	Department Committee	

Courses with No Cost for Textbooks/Instructional Materials

Report all institution's course title(s) and number of section(s) ($n=$) that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc.

Fall 2021	
Total Number of Course Sections Offered	$n = 7603$
Course Title(s) with No Cost to the Student for Course Materials	Number of Section(s)
SLS 1501 First Year Exper	100
EDG 7980 Ed.D. Dissertation	38
BSC 6913 Student Research Lab	29
PSY 7980 Ph.D. Dissertation	28
PSY 5918 Supervised Research	28
GEB 3003 Career Management	28
BSC 7980 Ph.D. Dissertation	28
IDH 3034 Honors Seminar V	27
PSY 4940 Research Internship	24
CHM 7910 Dissertation Researc	23
CIS 7910 Graduate Research	22
EEL 7980 Ph.D. Dissertation	22
EVR 1001L Intro Environment Sci Lab	22
CHM 7980 PH.D. Dissertation	22
PCB 3063L Genetics Lab	20
CGN 7980 Ph.D. Dissertation	19
BSC 3941 Biological Science Intern	19
CIS 7980 Ph.D. Dissertation	18
CHM 4910 Under Res Chem	17
NUR 4355L Childrearing NUR CI	16
NUR 4455L Childbearing NUR CI	16
EEL 6905 Individual Work	16
SLS 1510 Strategies for Success	15
PHC 7980 Dissertation	15
HIS 7980 PH.D. Dissertation	15
EEL 6931 Special Topics	15
PHY 6939 Graduate Research	14
MAN 7980 Ph.D. Dissertation	14
BSC 4931 Senior Seminar	14
SDS 4340 Career Development	12
PHY 7981 PH.D. Dissertation	12
INR 7980 PH. D. Dissertation	12
FSS 3230 Intro Comm Food Serv	12
NGR 7940 DNP Project I	11
GLY 1010L Physical Geology Lab	11
SPA 6930 Master's Project	10
MCB 2000L Intro Microbio Lab	10
HUN 2000L Fnd Nutr Sci Lab	10
EML 4930 Special Topics/Proj	10
EVR 6970 Supervised Research	10
CHM 1020L Chem & Society Lab	10
BME 7980 Ph.D. Dissertation	10
PCB 4023L Cell Biology Lab	9
PCB 3043L Ecology Lab	9
PSY 4931 Senior Seminar	9
MAC 1105 College Algebra	9
EML 7979 Ph.D. Dissertation	9
ENC 3213 Prof and Tech Writing	9
EVR 7980 Ph.D. Dissertation	9
CCJ 7980 Ph.D. Dissertation	9
ZOO 3731L Human Anatomy Demo	8
SPN 7980 Ph.D. Dissertation	8
PAD 7980 PH.D. Dissertation	8
NGR 7942 DNP Project III	8
MUN 3463 Chamber Music	8
NGR 7943 DNP Project Completion	8
NUR 3535L Psychosocial Nur CI	8

MUL 1010 Music Lit/Appreciation	8
MCB 3020L General Micro Lab	8
GLY 7980 Ph.D. Dissertation	8
EML 6908 Ind Studies	8
EEL 4921 Senior Design II	8
CGN 6910 Supervised Research	8
CHS 3501L Surv For Sci Lab	8
BME 6910 Supervised Research	8
POS 7980 PH.D. Dissertation	7
PHT 6970 DPT Project	7
NUR 3066 Hlth Assess and Promo Nsg	7
NUR 4945 Senior Practicum	7
ISM 6307 Mgmt of IS Function	7
MAN 6157 Wellness Mgmt	7
MAN 6297 Labor & Conflict Mgt	7
IDS 4890 IDS Capstone	7
EML 4911 UG Research Exp	7
ARC 5329 Arch Design 5	7
AMH 2020 Amer Hist Since 1877	7
CHM 4304L Biol Chem I Lab	7
ARC 1131 Design Graphics 1	7
ARC 6910 Graduate Seminar	7
BSC 2010L Gen Biology Lab I	7
PHT 5805 Clinical Intern I	6
SOW 7980 Ph.D. Dissertation	6
REE 6306 Corporate Real Estate	6
PHT 6817 Clinical Intern II	6
SPC 2608 Public Speaking	6
PHI 2010 Intro to Philosophy	6
MMC 3932 Intense Pods	6
NGR 6601L Adv Fam Nsg Prac I	6
MUS 4910 Research	6
HFT 3930 Intensive Pod in Hosp. In.	6
GLY 6910 Supervised Research	6
HFT 4294 Sr. Sem. Hosp. Mgmt.	6
IDH 4905 Honors Independ Stud	6
EDF 1005 Intro To Education	6
EEL 3712L Logic Design I Lab	6
DIE 7980 Ph.D. Dissertation	6
CLP 6943 Adv Clinical Prac	6
EDE 4943 Student Teaching	6
EEL 7910 Advanced Research	6
CHM 1033L Survey Chem Lab	6
ARC 5343 Arch Design 8	6
ART 2300 Beginning Drawing	6
ANG 7980 Ph.D. Dissertation	6
PSY 4941 Psychology Internship	5
SOW 7916 Supervised Research	5
SMT 3931 LA Seminar	5
MAT 5907 Independent Study	5
MUN 1100L FIU Marching Band	5
MAR 6205 Omnichannel MKTG DIS STM	5
MUN 4714 Jazz Combo Class	5
MAR 6805 Mkg Mgt In Glob Env	5
GEO 5906 Directed Ind Studies	5
LEI 3723L Rec Therapy Fac Techs Lab	5
MAR 3023 Introduction to Marketing	5
INR 5906 Independent Study	5
MAN 6057 Manage Innovation	5
INR 6967 Comps Prep	5
MAN 6317 Critical Thinking	5
ISM 7980 Ph.D. Dissertation	5
MAR 4354 Marketing Yourself	5
ESC 1000L Intro to Earth Science Lab	5
EDF 6608 Soc Phil Hist Found	5
EML 6910 Supervised Research	5
EAB 6941 Prac Appl Behavior	5

ENC 3249 Prof Tech Writing Comp	5
EGN 1002 Engineering Orient	5
DIE 6906 Readings Dietet/Nutr	5
EIN 6940 ISE Internship	5
BME 4050L BME Lab I	5
ART 2330 Begin Figure Drawing	5
CHM 3120L Intr Analyt Chm Lab	5
BSC 6926 Workshop Biology	5
ATR 7806 DAT Capstone Project	5
BSC 6971 Master's Thesis	5
BSC 4915 Honors Research	5
ARC 6356 Architectural Design 10	5
CHM 3410L Phys Chm Lab I	5
CHM 4911 Undergrad Res 2	5
BSC 2011L Gen Biology Lab II	5
ASN 5932 Special Topics	5
CGN 6905 Dir Ind Study	5
ACG 6175 Fin Rptg And Anal	5
QMB 6357 Business Statistical Anal	4
SLS 1402 Discover Your Major	4
RLG 6971 Thesis	4
PHC 6914L Curr. Top. EHS Lab	4
TPA 2290L Tech Theatre Lab I	4
PCB 2099L Fnd. Human Phys. Lab	4
REE 6327 Global RE Capital Markets	4
PHT 6547 Case Mgmt Pt	4
RTV 3531 Multimedia Prod	4
POS 5909 Independent Study	4
SOW 6914 Independent Research	4
PSY 4914 Honors Research Proj	4
TPA 2292L Tech Theatre Lab III	4
PSY 5908 Directed Ind Study	4
SCE 4944 Student Teaching	4
MUS 3905 Directed Study	4
MUN 5465 Chamber Music	4
NGR 6503 Adv Pmh Nsg Prac I	4
NGR 7980 Dissertation I	4
MAR 4941 Marketing Internship	4
MAR 6944 Marketing Internship	4
MUS 5906 Master's Recital	4
NGR 6437L Anesth Nsg Clin Res VII	4
MUS 5910 Research	4
NGR 6431L Anesth Nsg Clin Res I	4
NGR 6434L Anesth Nsg Clin Res IV	4
HFT 1070 Pathway I	4
HIS 5908 Independent Studies	4
HMG 6257 Industry Resrch Analysis	4
ISM 6128 Business Process Design	4
FOS 3021L Fund. Food Lab	4
LEI 4941 Internship II Lei	4
LAW 7954 Negotiation Comp	4
HMG 6280 Global Issues Hosp & Tour	4
LAW 6936 Seminars	4
IDS 3336 Artistic Expression	4
ESI 5010 Forecasting and Dmdn Mgt	4
EDH 6905 Dir Stud Higher Ed	4
EGN 1110 Engineering Drawing	4
ECO 7980 Ph.D. Dissertation	4
EIN 5226 Tqm For Engineers	4
COM 4958 Campaigns	4
EEE 3303 Electronics I & Lab	4
EEL 3110 Circuit Analysis and Lab	4
EDG 6943 Supvd Fld Exp	4
EVR 6971 Master's Thesis	4
AST 1002L Descriptive Astronomy Lab	4
CHM 6940 Supervised Teaching	4
BSC 3466L Make Your Mutant	4

ARC 1301 Design Studio 1	4
ART 5910 Research	4
ARC 5361 Integr Compreh Design	4
BME 6905 Ind Studies	4
ARC 5554L Structures 2 Lab	4
CCJ 7960 Comprehensive Exam	4
ARC 5744L Des Hist XIX to XXI Lab	4
ART 1201 2d Design	4
BCN 5626 Const Cost Ana & Con	4
SPC 3602 Adv Public Speaking	3
TPA 3296 Adv Tech Proj I	3
SYP 3456 Societies in World	3
PET 4946 Sport and Fitness Internship	3
SCE 4310 Teach Elem Science	3
PHY 4905 Independent Study	3
SPN 4520 Latin Am Culture	3
PHC 6907 Ind Study Pub Hlth	3
PHI 4910 Independent Research	3
PSY 5939 Spec Topics In Psy	3
TPP 2100 Intro To Acting	3
PUR 6956 Prof. Project	3
WST 5935 WST Special Topics	3
RED 4325 Subj Area Reading	3
SPN 3444 Span Bus Lat Am	3
PHC 6930 Integrative Sem Pub Hlth	3
STA 4905 Independent Study	3
REE 6435 Real Estate Law	3
THE 4916 Research	3
REL 3308 Studies In World Rel	3
TPA 2291L Tech Theatre Lab II	3
RLG 5911 Indep Research	3
TPA 4912 Portfolio I	3
RLG 5937 Special Topics	3
VIC 3400 Vis Design Global Media	3
PHC 6945 Practicum in Pub Health	3
WST 4940 Women Studies Intern	3
MUM 3942 Internship Experience	3
OTH 5846 Level II Fieldwork II	3
NUR 4636 Community Nursing	3
NGR 6201 Adv Ad Geron Nsg Pr I	3
OTH 6972 MS Project Dev	3
MUN 5716 Jazz Combo Class	3
MVV 3331 Prin Applied Voice	3
MAR 6722 E-Marketing	3
MUN 1460 Chamber Music	3
MUN 2711 Jazz Combo Class	3
MVW 3970L Junior Rec Woodwind	3
MMC 4936 Special Topics	3
MUS 5905 Directed Study	3
HFT 4474 Mgmt Acct Hosp Ind	3
LAW 7946 Advanced Externship Placement	3
GEO 7980 Ph.D. Dissertation	3
HMG 5936 Intensive Pod in Hsp. In.	3
MAN 3100 Happiness at Work	3
HMG 6697 Hsptly Law Seminar	3
INR 7910 Pre-Diss Research	3
IDH 3999 HONORS Internship	3
LAH 5905 Rdgs In L.A. Hist	3
HFT 1000 Intro to Hosp and Tour	3
LEI 4940 Internship I	3
HFT 2220 Human Resources for Hosp	3
FSS 4234 Adv Food Prod	3
HFT 2401 Accounting for Hosp	3
HFT 2441 Hospitality Info Tech	3
FOL 5906 Independent Study	3
ECO 2013 Principles Macroeco	3
EVR 5935 Special Topics	3

EDA 7980 Ed.D. Dissertation	3
COM 4940 Internship in Comm Arts	3
EGS 2030 Ethics/Legal Aspects	3
EDH 7980 Ph.D. Dissertation	3
ECO 7925 Adv Workshop	3
COP 4555 Prin Of Prog Lang	3
ENV 3001L Envir Lab I	3
EEL 3135 Signals And Systems	3
DIE 6915 Supervised Research	3
EEL 4213L Energy Convrng Lab	3
EML 3301L Instrumentation Lab	3
CWR 3201L Fluid Mechanics Lab	3
ECO 4903 Undergrad Seminar	3
FIN 7980 Ph.D. Dissertation	3
EML 6971 Masters Thesis	3
EEL 4920 Senior Design I	3
ENC 3465 Legal Writing	3
EEL 4930 Sp Top Elec Eng	3
COM 1004 Intro to Comm Arts	3
EEL 5500 Dig Comm Sys I	3
EEL 5820 Image Processing	3
EGN 7918 Graduate Research	3
CHM 3400L Fund.Phys.Chm.Lab	3
ART 2750 Beginning Ceramics	3
ART 4910 Research	3
ARH 4970 Art History Thesis	3
CGS 1920 Intro to Computing	3
ACG 7980 Ph.D. Dissertation	3
CHM 4130L Instr Analysis Lab	3
CHM 6970 Thesis Research	3
BSC 4205 Topics Organism Diversity	3
BCN 5906 Special Topics	3
CGN 6939 Graduate Seminar	3
BCN 6775 Dec & Risk In Const	3
ANG 5905 Directed Ind Study	3
ARC 2303 Design Studio 3	3
CHM 3610L Inorganic Chemistry Lab	3
BME 6907 BME MS Project	3
CHM 4930 Senior Seminar	3
BSC 2921 QBIC Journal Club I	3
ARC 7980 Doctoral Project	3
ART 1203 3d Design	3
BCN 5774 Topics In Int Const	3
STA 3951 Stat Presentations	2
PHC 6003 Chronic Dis Epi	2
TCN 5640 Telecom Ent Plan St	2
PSY 4900 Independent Reading	2
SPS 6941 Practicum	2
PHC 6155 Health Policy Analysis	2
SYD 3804 Sociology Of Gender	2
PHC 7917 Env Pre Doc Res	2
QMB 7910 Quant Res Methods	2
PSY 4916 Indep Research	2
WST 3011 Campus Sexual Assault	2
SCE 4311 Adv Elem Science Methods	2
SPW 3820 Peninsular Span Lit	2
ZOO 3205 Invert Zoology	2
SUR 2101 Surveying	2
PGY 4823 Adv Digital Photo I	2
SYG 2000 Intro Sociology	2
SLS 3990 Spec Top: Arts, Sci, & Ed	2
PGY 4611 Digital Photo and Social Media	2
SMT 2044 STEP 1&2 Lesson Math and Sci	2
PHT 5244 Therapeutic Exercise	2
SMT 2661 STEP 1 Teach Math and Sci	2
TSL 5361 Tesol Sec Teachers	2
PGY 4412 Advanced Photography	2

SPS 6678 Sup Fld Exp Sch Psy	2
WST 3015 Intro Global Gender	2
SPW 3130 Span Am Lit	2
PCB 4467 Marine Reserves	2
SPW 4930 Special Topics	2
PGY 3410 Int. Photography	2
PUR 4940 BOLD Agency	2
PGY 3822 Int Digital Photography	2
SYA 7980 Ph.D. Dissertation	2
SPA 5035 Disorders Hg and Aud	2
SYD 4237 Immigr And Refugees	2
SPA 5502 Clin Prac Int	2
PHT 6163L Neuro Dx & Mgt I Lab	2
SPA 6505 Adv Clin Prac	2
TCN 6880 Telecom Pub Pol Dev	2
SPA 6971 Master's Thesis	2
THE 4950 Theatre Internship	2
PGY 2800 Beg Digital Photography	2
POS 2041 American Government	2
SPN 1131 Spanish II	2
REE 3043 Real Estate Prin	2
PHC 4250 Crisis Leadership	2
POS 7910 Pre-Dis Research	2
PHY 3802L Intermed Phys Lab	2
PGY 2401 Beginning Photography	2
SPN 4930 Special Topics Ling	2
PSB 3002 Intro Bio Psy	2
SPS 6192 Psy Ed As II	2
SOW 3620 Soc Wk & Diversity	2
PHT 5505 P.T. Wellness	2
PET 4940 Practicum in Kinesiology	2
SOP 4731 Global Psychology	2
MVK 2321 Prin App Piano	2
MAT 4905 Independent Study	2
NUR 3029L Foundations Nsg Pract Lab	2
MVV 1311 Prin Applied Voice	2
OCB 3043L Mar Bio Oceanog Lab	2
MMC 4941 JOU + Media Internship	2
MHS 6910 Dir Stud Coun Sch Ps	2
MVV 4441 Major Applied Voice	2
MMC 4905 Independent Study	2
MMC 5932 Special Topics	2
MAR 4674 Marketing Analytics	2
MVW 4442 Major Applied Oboe	2
OCE 3014L Oceanography Lab	2
MVW 4971L Senior Rec Woodwind	2
PAD 3800 Managing Global Cities	2
MUH 2370 Hist The Beatles	2
MMC 3003 Journalism + Media Orient	2
NGR 6201 Adv Adult Geron Nsg I	2
MAR 7980 Ph.D. Dissertation	2
NGR 6301 Adv Cld Hlth Nsg Pr	2
PAD 5934 Contemp Issues Pad	2
MAR 6506 Buyer Psyc. & Behavior	2
MMC 4940 Media Practicum	2
MAT 5970 Master's Research	2
OCB 1930 Marine Biology at FIU	2
MAT 7980 Dissertation Research	2
OCB 6927 Workshop Sci Diving	2
MAR 6880 Social Media Marketing	2
MVK 1311 Prin App Piano	2
MAR 4804 Marketing Strategy	2
PAD 3003 Intro Public Policy Serv	2
MET 7980 Ph.D. Dissertation	2
MVS 1411 Major Applied Violin	2
MHS 6800 Adv Prac Counsel & C	2
PAD 6946 Pad Internship	2

HMG 6630 Evt Safety & Sec Plan	2
HSA 3412 Cultural Competency in HSC	2
HFT 3741 Planning Meetings	2
GEB 7910 Adv Quan Research Mthds	2
MAN 6726 Strategic Management	2
IDS 3315 Gaining Global Perspectives	2
LAW 6947 SIP	2
GEB 7912 Experi and Survey Design	2
HMG 6946 Graduate Internship	2
HMG 6446 Hosp & Tech Tech Innov	2
HFT 4853 Foodservice Trends	2
IND 5454L Adv CDs Lab	2
GLY 1101L History Of Life Lab	2
IND 5485 Adv CDs	2
LAW 6905 Independent Study	2
IND 6257 Grad 3	2
LAW 6958 Board of Advocates	2
IND 6259 Grad 5	2
LEI 3703 Intro to Rec Therapy	2
IND 6616 Theory I	2
GEB 7918 Philosophy Appl Research	2
INR 2001 Intro To Intl Rels	2
GEB 7911 Qual Res Methods	2
INR 3045 Refugees & Migrants	2
MAN 6657 Contextual Intel in IB	2
FOL 3930 Special Topics	2
MAN 7916 Doc Res In Bus Admin	2
INR 4905 Independent Study	2
LAE 4942 Student Teaching	2
INR 4943 Intern Inr Affairs	2
LAS 6905 Lac Dir Rsch	2
HMG 6475 Demand Management	2
HFT 3735 Dest & Cultures	2
HMG 6476 Feas Study Hosp Indu	2
LAW 6949 Civil Externship Placement	2
INR 6975 Thesis	2
HMG 5901 Independent Study	2
HMG 6596 Mkt & Sales Hosp & Tour	2
LBS 5488 Org Conflict & Dispute Res	2
HFT 3072 PATHWAY II	2
HFT 3866 Wine 101	2
ISM 4420 Business Analytics	2
HFT 3894 Global Food and Culture	2
HMG 6607 Hosp Real Estate Develop	2
MAC 1907 Pre-Calculus Stretch	2
ISM 6208 Data Warehousing	2
HFT 4240 Mng Service Org	2
HFT 3453 Operations Control	2
GRA 3817 Graphic Design II	2
ISM 6489 E-Busin & Blockchain Apps	2
MAN 6636 Glob Geopol & Pol Econ	2
HFT 3503 Hosptly Mktg Mgmt	2
MAN 6686 Masters Seminar Int'l Bus	2
LAA 5653 LSCP ARCH Grad Design 1	2
MAN 6974 Master's Project	2
LAA 6363 LSCP ARCH Grad Design 5	2
HFT 4945 Adv Intern Hsptly	2
LAA 6910 Graduate Seminar	2
LAA 6936 Special Topics	2
HFT 3263 Dining Services Mgmt	2
INR 3081 Contem Intl Probs	2
ENG 2012 Approaches To Lit	2
CIS 3900 Independent Study	2
COM 3940 Internship Experience	2
EEL 6681 Fuzzy System Design	2
EDA 6943 Admin Internship	2
DIE 3310 Dietet Communtiy Hlth	2

EEL 5285 Renewable Energy Utilization	2
CIS 5208 Soc Econ Pol Asp Cyber	2
EVR 4211L Water Resources Lab	2
EEL 6971 Thesis	2
CNT 6148 Adv IoT/Sensor Data Analy	2
DIE 6907 Indiv Study Diet/Nut	2
ENC 3371 Rhetorical Theory/Practice	2
EEL 3370 C++ Prog Emb Sys	2
ENG 4949 Co-Op Ed In Eng	2
EGM 3520L Materials Testing	2
ENV 4930 Special Topics Env	2
CIS 6930 Advanced Special Topics	2
COM 3230 Crisis Comm	2
DIG 3110 Web Production	2
EEL 5718 Comp-Comm Ntwk Eng	2
EDF 6906 Dir Stud Intl Devel	2
EEE 5427 Adv Nanofab	2
COP 4813 Web Applicatn Prog	2
ENC 1930 Essay Writing	2
DIG 4293 Multimedia Production 2	2
DIE 3244L Med Nutr Ther Lab	2
EIN 6908 Independent Study	2
EEL 2880 C Prog Emb Sys	2
EAB 5990 Special Topics in BA	2
ENG 4906 Independent Study	2
EMA 3702L Mech & Mat Sci Lab	2
ENG 5907 Independent Study	2
EML 3126L Transp Pheno Lab	2
ENV 4005L ENV Lab II	2
EDP 4274 Soc Emotional Devp	2
CNT 6154 Adv IoT Applied ML	2
EML 4804 Intro Mechatronics	2
EVR 1001 Intro Environmental Scien	2
CLP 6945 Psy Clin Practicum	2
EVR 3010 Energy Flow	2
EEC 4943 Student Teaching	2
EVR 4941 Undergrad Intern Env Stud	2
EML 4949 Co-Op Wk Experience	2
COM 4462 Conflict Management	2
CYP 3003 Intro Commun Psy	2
EEL 4410 Fields & Waves	2
FES 1950 Intro Portfolio Dev	2
EEL 4709 Computer Design	2
FLE 5908 Dir Stud For Lang	2
EEL 4746L Microcomputers I Lab	2
EEL 3657 Control Systems I	2
ADE 6906 Dir Stud Ade/Hrd	2
BME 6970 Master's Thesis	2
AMH 5905 Rdgs In Amer Hist	2
ADE 7980 Ed.D. Dissertation	2
BSC 4450L Computational biology lab	2
ART 2400 Begin Printmaking	2
CEG 4011L Geotechnical Test La	2
ART 2500 Beginning Painting	2
ANG 7964 Doctoral Exam Preparation	2
ART 2602 Digital Imaging	2
BSC 3924 QBIC Gene Journal Club	2
ART 2608 Digital Media	2
BSC 4925 QBIC Cell Bio Journal Club	2
ARC 5340 Arch Design 7	2
CCJ 4940 Internship in CJ	2
ART 3402 Interm Printmaking	2
ARC 6184 ADV Studies in tech	2
ART 3820 Research & Development	2
ARC 6906 Independent Study	2
ART 4403 Advanced Printmaking	2
CHM 6910 Grad Research	2

ADV 4323 Branding and Social Media	2
ARC 5935 Special Topics	2
ART 5580 Painting	2
AGG 4941 Agriculture Internship	2
ART 5938 Art Pedagogy	2
BSC 4473 Scientific Diving	2
BCH 3033L Gen.Biochemistry	2
BSC 5935 Topics In Biology	2
BCN 3730 Construction Safety	2
CCJ 3941 Apprenticeship	2
BCN 4910 Senior Project	2
CCJ 6915 Supervised Research	2
ARC 5554 Structures 2	2
CGN 5930 Sp Top In Civil Eng	2
BCN 5738 Const Safety Mgmt	2
CGN 6971 Thesis	2
BME 1008 Intro to Biomed Eng	2
CGS 4854 Websiteconmgmt	2
AFA 6920 AADS Graduate Colloq	2
CHM 3949 Chem/Biochem Internship	2
BME 5336 Cell/Tissue Eng I	2
ANT 2000 Intro Anthropology	2
BME 5410 Biomed Phys Eng I	2
CHM 6935 Graduate Seminar	2
ARC 5744 Des Hist XIX to XXI	2
BME 4912 Undergrad Research in BME	2
SYG 4060 Soc Of Sexuality	1
SPT 4940 Judicial T/I Intern	1
TTE 5215 Fund Of Traffic Eng	1
REE 6906 Indep Study In Real	1
SWS 4303 Soil Microbiology	1
REL 2011 Intro to Religion	1
TPA 3226 Lighting Design I	1
REL 3095 Religion and Fantasy	1
ZOO 3713 Comp Vert Anat	1
REL 3127 Church And State	1
SSE 3853 Soc Sci Sub Area Know	1
PET 5052 Motor Learning	1
SYA 7967 Prep Doctoral Exam	1
REL 3316 Healing in Asian Rels	1
PCB 4717 Topics in Physiol/Biochem	1
REL 4030 Methods Study Relig	1
TPP 4311 Directing II	1
PHT 6905 Independent Study	1
RED 5911 Dir Study Read Ed	1
PGY 2110 Beginning Color Photo	1
PSB 6035 Computational Cog. Neuro	1
RLG 6930 Pedagogy Workshop	1
PHI 3601 Ethics	1
PHY 1033 Physics Pathways	1
PCB 4462 IntroLandscapeEcol_GIS	1
RTV 3511 Video Studio Prod	1
SYA 4011 Social Theory	1
PHY 2048 Physics W/Calculus I	1
SYD 7903 Directed Readings	1
RTV 4101 Writing for Video Production	1
TCN 4940 Senior Project	1
RTV 4320 Elec News Gathering	1
PHI 4945 Philosophy Internship	1
RTV 4324 Broadcast News Magazine	1
RCS 6080 Med. Aspects Dis.	1
RTV 4350 Newscast Production	1
TSL 5142 Curr Dev Esl	1
RTV 6468 Studio Pdctn Pract	1
PHC 6148 Strategic Planning HCOs	1
PHY 3106 Modern Physics	1
PGY 5425 Photography	1

PHC 7385 Emer Iss Neurotox	1
PSB 4240 Neuropsychology	1
PHY 4821L Adv Phys Lab	1
SPT 4804 Prac Legal Interp	1
SCM 6946 SCM Internship	1
PHI 2103 Critical Thinking	1
PCB 4932 Topics in Ecology	1
SPW 5934 Sp Topics Lang/Lit	1
PHC 7466 Pol Advoc Health Disp	1
SSE 4942 Student Teaching	1
PCB 5405 Biochemical Ecology	1
STA 6971 Thesis Research	1
PCB 5418 Adv Marine Reserves	1
SYA 3400 Intro Quant Soc Research	1
SLS 3407 Major and Career Exploration	1
SYA 6356 GIS and Soc Research	1
PHY 5940 Phy Grad Teach Wks	1
PSY 5246 Mult Var Analysis Ps	1
PHY 6935 Grad Research Sem	1
SYG 3002 Basic Ideas Of Soc	1
PHY 6936 Advanced Topics	1
PSY 5938 CurrTopicsNeurosci	1
SMT 2662 STEP 2 Lesson Math and Sci	1
PHI 4911 Research Paper	1
SMT 3100 Know and Learn Math and Sci	1
PHI 4938 Topics: Phi of Religion	1
PET 4929 Senior Seminar Pe	1
PHM 4123 Philo & Feminism	1
SMT 4301 Class Interact Math and Sci	1
PHC 6099 R Computing Health Scien	1
SMT 4664 Prob Based Instr Math-Sci	1
RCS 6801 Advanced Practicum	1
SMT 4944 Advanced LA Intern 2	1
TRA 4214 Logistics Strat	1
SMT 4946 Learning Assist Intern 1	1
RCS 6821 Supervised Field Exp	1
PCB 2061 Intro Genetics	1
TTE 6257 Traf Control Sys Ds	1
SOP 5058 Prosem Soc Psy	1
WOH 2001 World Civilization	1
SOW 3100 Dyn Hum Bh/Soc Envm	1
WST 3641 Intro to LGBTQ+ Studies	1
PCB 4233 Immunology	1
XDP 7000 PH.D. Student Exch.UM	1
SOW 4511 Practicum I	1
PHC 6500 Fnd Public Hld Prac	1
SOW 4512 Practicum II	1
SPS 6805 Prof Iss Sch Psy	1
SOW 4522 Field Seminar I	1
SPT 3812 Found Interpreting	1
SOW 4523 Field Seminar II	1
SPT 4805 Transl Com Media	1
SOW 4905 Individual Study	1
SPT 4941 Prof T/I Intern	1
SOW 5532 Field Practicum I	1
PHI 2600 Intro Ethics	1
SOW 5629 Sow Prac-Diversity	1
SPW 5475 19Th C Lat Amer Lit	1
SOW 5905 Individual Study	1
SPW 7910 Pre-Dis Research	1
SOW 5921 Self-Awareness	1
SSE 4384 Spec Tch Lab Soc Stu	1
SOW 6114 Addiction Treatment	1
PSY 4930 Adv Special Topics Psy	1
SOW 6533 Field Practicum II	1
STA 6930 Special Topics	1
SOW 6534 Field Practicum III	1

PHI 3681 Ethics, Big Data & AI	1
PHZ 3308 Applied Nuclear Physics	1
SWS 4303L Soil Microbiology Lab	1
SOW 7216 Soc Welf Pol	1
SYA 3949 Internship	1
PHZ 4710 Intro To Biophysics	1
SYA 4352 GIS and Social Research	1
PHZ 6255 Molecular Biophys	1
SYA 6452 Topics GIS and Soc Rsch	1
SPA 5009 Norm Comm Dev	1
PHI 4371 Truth and Deception	1
SPA 5012 Intro CSD	1
PGY 5530 Color Photography	1
POR 3930 Special Topics Lang	1
PCB 4674 Evolution	1
SPA 5051 Clin Obs and Procedures	1
SYG 3325 Deviance in Society	1
SPA 5102 Adv Human AP Comm	1
SYP 3000 Indiv In Society	1
SPA 5113 Adv Appl Phonetics	1
TCN 4212 Telenet Analys Des	1
SPA 5150 Acoustics Sph and Hg	1
TCN 5030 Comp Comm Net Techs	1
SPA 5262 Ling for Speech-Lang Path	1
TCN 6270 Mble & Wrlss Netwks	1
PHC 7583 Policy Hlth Promo	1
PUR 1951 PRAAC Orientation	1
SPA 5935L Pre-Clin Seminar	1
THE 4971 Senior Projects	1
POS 4941 Legis Internship	1
QMB 4680 Bus Stats & Analysis II	1
PET 3020 Foundations of Move Sci	1
TPA 2332 Costume Technology	1
SPA 6938 Topics Spch Path	1
TPA 3293L Teh Theatre Lab IV	1
POS 4944 Judicial Internship	1
TPA 4297 Adv Tech Proj II	1
SPC 2511 Fund of Argument and Debate	1
TPP 1110 Acting I	1
PGY 4155 Color Photography IV	1
TPP 4195L Ud Production/Perf	1
PHC 6382 Neuropharm	1
TPP 4920 Adv Actor's Wkshp I	1
PHC 6430 Public Health Economics	1
TRA 4945 Logistics Internship	1
SPN 2233 Intermed Read Span	1
TSL 5245 Dev Esl Lang/Litrcy	1
SPN 3301 Adv Spn Non-Herit Spks	1
TSL 6908 Field Component	1
SPN 3343 Adv Spn Herit Spks	1
TTE 5315 Highway Safety Anal	1
SPN 3422 Adv Grammar-Comp I	1
URS 7926 Super Readings	1
SPN 3440 Spn Business Comp	1
VIC 4001 News Visualization	1
PHC 7982 PH Pre Dissertation Res	1
WOH 5935 World Hist Topics	1
SPN 3933 Span Leg Personnel	1
RED 7642 Crit Issues in Literacy	1
POT 3013 Anct & Medv Pol Thry	1
WST 4272 Hist Women Middle East	1
PPE 3003 Thry Of Personality	1
PGY 3153 Intermediate Color Photo	1
SPN 5908 Independent Study	1
PHC 7198 Adv Qual in PH	1
PET 3325 Kinetic Anatomy	1
PHC 7384 Adv-Neurotox	1

SPS 6190 Acad Assess & Inter	1
PAD 7960 Comp Exam In Pa	1
MVS 1414 Major App Dble Bass	1
MUE 2040 Intro to Music Ed	1
MVW 1311 Principal App Flute	1
MUM 4301 Business Of Music	1
PAD 6726 App Res Acct Pub	1
MUM 4724 Concert Touring	1
MVS 4541 Orch Audition Rep	1
MUM 4814 Leadership in the Arts	1
MSL 3201L Leader/Prob Solv Lab	1
MUM 4940 Music Internship	1
MHS 6450 Substance Abuse	1
MUM 5795 Music Prod Lab I	1
MVP 3970L Junior Rec Percussio	1
MUM 5809 Music Prod Seminar	1
MVS 3331 Prin Applied Violin	1
MUM 5946 Perform Arts Intern	1
MVV 2321 Prin Applied Voice	1
MHS 6820 Sup Field Exp Couns	1
MVW 3432 Major Applied Oboe	1
MUN 1140L Symphonic Wind Ens	1
NGR 6601 Adv Fam Hlth Nsg I	1
MUN 1210 Orchestra	1
MUG 6309 App Orch Conducting	1
MUN 1310 Concert Choir	1
PAD 4934 Integrative Sem Public Po	1
MUN 1430 Univ Brass Choir	1
MVK 4971L Senior Rec Keyboard	1
MAR 4712 Health and Fitness Marketing	1
MVS 1213 Secondary App Cello	1
MUN 1471 Collegium Musicum	1
MVS 2421 Major Applied Violin	1
MUN 1710 Studio Jazz	1
MVS 3433 Major Applied Cello	1
MUN 1790 Latin Jazz Ensemble	1
MVS 5456 Major Applied Guitar	1
MUN 2480 Guitar Ensemble	1
MVV 4341 Prin Applied Voice	1
MUN 2490 New Music Ensemble	1
MVW 2323 Prin App Clarinet	1
MAT 6946 Applied Experience	1
MSL 3201 Leader/Prob Solving	1
MUN 2720 Jazz Vocal Ensemble	1
MSL 4900 Independent Study	1
MUN 3024 Laptop Ensemble	1
MUC 6305L Elec Mus Lab I	1
MUN 3313 Concert Choir	1
MUE 6910 Directed Research	1
MUN 3383L Univ. Singers	1
MGF 1991 Finite Math Stretch	1
MUN 3433L Univ Brass Choir	1
PAD 3034 Policy Dev & Impl	1
MMC 3303 Global Media and Society	1
PAD 6306 Policy Analysis	1
MUN 3474 Collegium Musicum	1
MVK 3331 Prin App Piano	1
MUN 3713 Studio Jazz	1
MVK 5451 Major Applied Piano	1
MUN 3793 Latin Jazz Ensemble	1
MVP 5451 Major App Percussion	1
MUN 4143L Symphonic Wind Ens	1
MMC 6950 Mass Com Pro Prjt	1
MUN 4213 Orchestra	1
MVS 2321 Prin Applied Violin	1
MUN 4483 Guitar Ensemble	1
MVS 2424 Major App Dble Bass	1

MUN 4493 New Music Ensemble	1
MVS 3431 Major Applied Violin	1
MAR 7507 Sem In Consumer Beha	1
MVS 4341 Prin Applied Violin	1
MUN 4723 Jazz Vocal Ensemble	1
MVS 5453 Major Applied Cello	1
MUN 5105L FIU Marching Band	1
MMC 6951 Pro Project II	1
MUN 5145L Symphonic Wind Ens	1
MVV 3431 Major Applied Voice	1
MUN 5215 Orchestra	1
MVV 4971L Senior Rec Voice	1
MUN 5315 Concert Choir	1
MVW 1315 Prin Appl Saxophone	1
MUN 5385L Univ. Singers	1
MVW 3331 Principal App Flute	1
MMC 4200 Law And Ethics	1
MSL 2101L Indiv Leadership Lab	1
MUN 5477 Collegium Musicum	1
NGR 5064 Diag & Therap In Anp	1
MUN 5485 Guitar Ensemble	1
NGR 6301 Adv Chld Hlth Nsg I	1
MUN 5496 New Music Ensemble	1
MUC 2301 Intro to Electronic Music	1
MUN 5715 Studio Jazz	1
MUC 4241 Composition Sem V	1
MAR 4860 Customer Relationship Mgmt	1
NSE 3991 Natl Student Exch-A	1
MUN 5725 Jazz Vocal Ensemble	1
MUE 4940 Stud Tch In Mus Ed	1
MUN 5795 Latin Jazz Ensemble	1
NUR 4686L Integ Nsg Care II	1
MUO 4502 Opera Workshop	1
OCB 4104 Marine Field Ecology	1
MUS 1010 Recital Attendance	1
OTH 5360 Global Soc Justice Hlth	1
MUS 1342 Music Tech Fundamentals	1
MUL 5645 Choral Literature	1
MUS 3040 Recital Attendance	1
PAD 4712 It & E-Gov For Publc	1
MAR 7981 Dissertation Preparation	1
PAD 5416 Soc Eq Pers Mgmt	1
MUS 4905 Directed Study	1
PAD 6701 Quant Applications	1
MET 5707 Oper Meteorology Research I	1
MVK 3135 Cls Jazz Pno I	1
MUS 5345 Midi Technology	1
MVK 4441 Major Applied Piano	1
MUS 5512 Sound Reinforcement	1
MVK 5251 Sec Applied Piano	1
MAR 4907 Indepent Study In Mk	1
MVP 2321 Prin App Percussion	1
MMC 5409 SHERCom	1
MVP 4341 Prin App Percussion	1
MGF 1990 Social Choice Stretch	1
MVS 1212 Secondary App Viola	1
MUT 2641 Jazz Improvisation I	1
MVS 1311 Principle Appl Violi	1
MUT 3611 Form And Analysis	1
MVS 1412 Major Applied Viola	1
MUT 5646 Adv Jazz Tech I	1
MVS 1416 Major Applied Guitar	1
MVB 1311 Prin Applied Trumpet	1
MVS 2326 Principal App Guitar	1
MVB 1313 Prin Appl Trombone	1
MVS 2422 Major Applied Viola	1
MVB 1314 Prin App Bariton Ho	1

MVS 2426 Major Applied Guitar	1
MVB 2321 Prin Applied Trumpet	1
MVS 3336 Principal App Guitar	1
MVB 2323 Prin Appl Trombone	1
MVS 3432 Major Applied Viola	1
MVB 2325 Prin Applied Tuba	1
MVS 3970 Junior Rec String	1
MVB 2425 Maj Applied Tuba	1
MVS 4443 Major Applied Cello	1
MVB 3331 Prin Applied Trumpet	1
MVS 5452 Major Applied Viola	1
MVB 3332 Prin Appl French Hor	1
MVS 5454 Major App Dble Bass	1
PAD 6907 Independent Study In	1
MVS 5545 Orch Audition Rep	1
MMC 6108 Theories Mass Comm Writing	1
MVV 1411 Major Applied Voice	1
MVB 4441 Major Appl Trumpet	1
MSL 1001 Found Officership and Leadersh	1
MVB 4444 Maj Appl Bariton Hor	1
MVV 3970L Junior Rec Voice	1
MVB 5455 Maj Applied Tuba	1
MSL 1001L Found Officer Lab	1
MVJ 1011 Principle Applied Jazz Voice	1
MVV 5351 Prin Applied Voice	1
MVJ 1310 Prin App Jazz Piano	1
MVW 1313 Prin App Clarinet	1
MVJ 1311 Prin Jazz Drums	1
MVW 2321 Principal App Flute	1
MVJ 1313 Prin App Jazz Guitar	1
MVW 2423 Major Appl Clarinet	1
MVJ 1412 Major Applied Jazz Voice	1
MVW 3335 Prin Appl Saxophone	1
MVJ 1413 Maj App Jazz Guitar	1
MSL 2101 Indiv Leadership	1
MVJ 2220 Sec Jazz Piano	1
MVW 4445 Major Appl Saxophone	1
MVJ 2228 Sec Jazz Trombone	1
MVW 5451 Major Applied Flute	1
MVJ 2321 Principle Applied Jazz Voice	1
NGR 5905 Indep Study In Nsg	1
MVJ 2324 Prin App Jazz Bass	1
MSL 4301 Leader/Management	1
MVJ 2327 Prin App Jazz Trump	1
MSL 4301L Leader/Manage Lab	1
MVJ 2422 Major Applied Jazz Voice	1
MUC 2222 Composition Sem. II	1
MVJ 2424 Maj App Jazz Bass	1
MUC 3231 Composition Sem III	1
MVJ 2426 Maj Applied Jazz Sax	1
MUC 3400 Elec Music Lab III	1
MVJ 3331 Principle Applied Jazz Voice	1
MUC 4932 Composition Forum	1
MVJ 3333 Prin App Jazz Guitar	1
MUC 6405L Elec Mus Lab III	1
MVJ 3334 Prin App Jazz Bass	1
NSE 3992 Natl Student Exch-B	1
MVJ 3432 Major Applied Jazz Voice	1
MUE 2470L Percussion Tech	1
MVJ 3433 Maj App Jazz Guitar	1
MUE 6785 Res In Music Ed	1
MVJ 3435 Maj App Jazz Drms	1
MUE 6938 Seminar In Music Ed	1
MVJ 3437 Maj App Jazz Trumpet	1
MUG 5205 Grad Choral Cond	1
MVJ 4340 Prin App Jazz Piano	1
MUH 2022 History of Rock Music	1

MVJ 4442 Major Applied Jazz Voice	1
OCB 4303 Biol Marine Mammals	1
MVJ 4444 Maj App Jazz Bass	1
MUH 3912 Mus Research Bib	1
MVJ 4445 Maj App Jazz Drms	1
OTH 5845 Level II Fieldwork I	1
MVJ 5150 Jazz Piano Tech	1
OTH 6706 Leadership & Mgmt OT	1
MVJ 5450 Maj App Jazz Pno	1
MUM 3601 Audio Techniques I	1
MVJ 5451 Major Applied Jazz Voice	1
MUM 3743 Artist Management	1
MVJ 5453 Maj App Jazz Guitar	1
PAD 4905 Indep Sty In Pub Adm	1
MVJ 5455 Maj App Jazz Drms	1
PAD 4940 Internship	1
MVK 1213 Sec Applied Organ	1
MUM 3744 Career Development for Artists	1
MMC 6736 SOCMEDCOM	1
PAD 6434 Lead And Decision	1
MVK 2221 Sec Applied Piano	1
PAD 6718 Smart Governance	1
MMC 6900 Independent Study	1
MAR 6915 Indep Study In Mar	1
MVK 2421 Major Applied Piano	1
MVB 3335 Prin Applied Tuba	1
MVB 4341 Prin Applied Trumpet	1
LAW 7951 Trial Advocacy Competition	1
FSS 3242 Internatnl Cuisine	1
MAN 4054 Mngng Innovation	1
HSA 6905 Dir Study Health Admin	1
LAW 6824 Intl Legal Research	1
HSC 7935 Doctoral Seminar HSR	1
LEI 5907 Dir Stud Rec Man	1
GEB 7915 Adv Qual Research Mthds	1
MAN 6943 Grad Int'l Bus Internship	1
HUN 4701 Nutrigenomics	1
LAW 6350 Law & Procedure: US & Florida	1
HUN 7523 Community Nutrition	1
LAW 6950 Law Review: Board of Editors	1
IDC 1000 CS for Everyone	1
LBS 5215 Women in Workplace	1
IDC 2002 AI for All	1
GEB 7365 Intl Bus Theory and Pract	1
IDC 3603 Intro to Cyber Ops	1
MAN 6357 Prof Dev Seminar II	1
IDC 3604 Cyber Threat Intel I	1
MAP 4104 Top In Math Model	1
IDC 5007 AI Concepts	1
HIM 6858 HIA Practicum	1
IDC 6940 Capstone-DS	1
LAW 6780 Legal Analysis	1
FRE 4850 Struct Mod French	1
LAW 6945 Criminal Externship Placement	1
GEO 3001 Geograph Global Change	1
LAW 7285 Profesion Jur Comp	1
GEO 4373 Local Cultur/Globl Natur	1
LAW 7959 Mediation Comp	1
IDS 1273 First Yr Sem Sustain	1
GLY 5518 Advanced Stratigraphy	1
HFT 3066 The Art and Science Winemakng	1
LIT 4434 Environmental Lit	1
IDS 3333 Diversity of Meaning	1
MAE 4310 Teach Elem Math	1
GEO 5557 Globalization	1
HMG 6466 Hosp/Tour Rev Mgt	1
IDS 4232 Sustainability in Action	1

MAN 6679 Masters Proj In Ib	1
HFT 3202 Fund Mgmt In Hspty	1
MAN 7275 Org Behav Mgmt	1
IDS 4949 Internship in LS/IDS	1
MAP 6991 Stochastic Numerical PDE	1
IND 3306 Digital Media	1
LAH 6932 Rsch Lat Amer Hist I	1
IND 5235 Form Studio 1	1
LAW 6038 Financial Technology Law	1
GEA 3704 People Envir EAsia	1
LAW 6723 Community Lawyering	1
IND 5477 Comp Apps II	1
LAW 6797 Legal Skills & Values III	1
HFT 3370 Entertainment Transaction	1
HIS 4400 Urban Society	1
IND 5937 Special Topics	1
LAW 6948 Business Tech Clinic	1
IND 5941 Internship	1
LAW 6957 Law Review: Staff	1
IND 5948 Grad Internship	1
LAW 7944 Adv Leg Clinic	1
GEO 7964 Doctoral Exam Preparation	1
LAW 7955 WAMR	1
FSS 3073 Intl Bak, Conf & Des	1
LBS 4210 Women And Work	1
HFT 3701 Sus Tourism Pract	1
LEI 3542 Prk Rec & Spt Mgt	1
IND 6639 Research Methods	1
GLY 5888 Coastal Hazards Mitigation	1
IND 6970 Masters Project	1
LIN 6910 Res Proj for Pub I	1
HFT 3713 Internl:Travl+Touris	1
MAA 4211 Advanced Calculus	1
GIS 2000 Cartogr, Mapng in Geograp	1
MAC 2241L Calc 1 Lab Biology	1
INR 3061 Conflict Security	1
HMG 6464 Segment and Price Opt	1
GIS 3048 Applications Of Gis	1
MAN 4949 Mgt Internship II	1
INR 3703 Inter Pol Econ	1
FOL 5800 Foreign Lang Teach Method	1
INR 4075 Int Prot Hum Right	1
FSS 3233 Instl Fd Serv Prod	1
HFT 3753 Conv & Trd Shw Mgmt	1
MAN 6695 Indepen. Study In Ib	1
HFT 3754 Intro to Events Mgt.	1
MAN 7155 Fund Of Beh Rsrch	1
GIS 5935 Topics in GIS	1
HMG 6972 Hosp and Tour Thesis	1
HFT 3871 Intro Food and Wine Pairing	1
MAP 6631 Intro Quant RAM	1
GEB 4940 Business Internship	1
HOS 3012L Horticulture Science Lab	1
GEB 6941 Grad Bus Internship	1
HIM 6125 HIA Capstone	1
HFT 3941 Intern Hsptly Mgmt	1
LAS 5907 Independent Study	1
IPM 4020 Integrated Pest Manage	1
LAS 6942 Lac Internship	1
ISC 1056 First Year Sem Earth Env	1
LAW 6106 Death Penalty Clinic	1
ISC 4935 Senior Seminar in E&E	1
LAW 6372 Adv Appellate Advocacy	1
ISC 4940 Research Internship E&E	1
LAW 6730 Admiralty Law	1
ISC 5151 Earth/Env Grad Seminar	1
LAW 6783 Adv Legal Analysis	1

ISC 6152 Earth/Env Adv Grad Sem	1
LAW 6809 Transnational Represent.	1
ISC 6155 Teaching in E & E	1
HIS 3051 Jun Sem: Approaches Hist	1
ISE 4990 Intl Student Exch	1
LAW 6943 Immigration Clinic	1
ISE 4991 Study Abroad IHE	1
HIS 4908 Independent Studies	1
ISM 3949 Info Systems Internship I	1
HIS 4935 Senior Seminar	1
ISM 4151 Manage Digital Svc Innov	1
LAW 6956 Law Review: Senior Members	1
ISM 4402 Bus Intel Reporting	1
HIS 4941 History Internship	1
GLY 3039 Environ Geology	1
LAW 7303 Florida Civil Practice	1
ISM 4949 Info Systems Internship II	1
GLY 4881 Coastal Hazards	1
HFT 4292 Entrepreneur in H & T	1
HIS 6942 Public Hist Intern	1
GLY 4400L Stru Geol Lab	1
LAW 7956 Afr. L.J.	1
HFT 4413 Hosp Analytics & Rev Mgt	1
LBS 4150 Contmp Labor Issues	1
HFT 4464 Fin Anal Hosp Indust	1
LBS 4483 Organizational Conflict	1
ISM 6930 Spec Top In Mis	1
GLY 4947 Internship in Geoscience	1
ISM 6942 MIS Internship	1
GLY 5108 Paleoenvironments	1
ISM 7906 Ind Study for Doc Stu	1
HMG 6001 Event Feasibility	1
ISM 7935 Res Info Systems	1
LEI 5595 Seminar	1
GLY 4511 Stratigraphy	1
LIN 6905 Independent Study	1
ISS 3222 Spec Top Foreign Policy	1
LIN 6937 Linguistics Seminar	1
ISS 3653 F. Global Cyber Policy	1
LIT 6970 Master's Thesis	1
ISS 4651 Topics in Cyber Policy	1
GLY 6061 Geoscience Systems	1
ISS 5654 Foun Cybersec Tech Polic	1
MAC 1990 College Algebra Stretch	1
ISS 6128 Global Health Security	1
MAC 2990 Calculus 2 Stretch	1
ISS 6317 Soc Res Quant Methods I	1
MAE 4312 Adv Elem Math Methods	1
ISS 6690 Prof. Seminar	1
MAN 3949 Mgt Internship I	1
ITA 2240 Interm Ita Conver	1
MAN 4947 Int'l Bus Internship II	1
ITA 3392 Italian Cinema 1945-70	1
MAN 4970 IBH Project Seminar	1
JOU 4341 Sr Multimedia Prjt	1
GLY 6971 Thesis	1
JOU 6185 Reporting Social Ethnic	1
HMG 6586 Research & Stat Mthd	1
JOU 6931 Sem Spcl Topics	1
GRA 2111 Graphic Design I	1
JPN 3000 Japanese Calligraphy	1
MAN 6675 Special Topics Ib	1
JPN 3242 Interm Japanese Conver	1
GRA 4189 Thesis I/Portfolio	1
LAA 5331 Site Analysis Des	1
GRA 4818 Graphic Design III	1
LAA 5374 Comp Prac Lscp 2	1

HMG 6863 World Wine & Food	1
HFT 4757 Advanced Events Mgt	1
MAN 7207 Theories Of Org	1
LAA 5940 LSCP Arch Intern	1
GRA 4940 Internship	1
HFT 4802 Catering Mgmt	1
MAN 7981 Dissertation Prep	1
LAA 6656 LSCP ARCH Grad Design 4	1
MAP 4634 Quant Risk Manag	1
LAA 6905 Independent Study	1
MAP 6990 Fourier Analysis	1
HFT 4809 Mgmt Fdserv Indust	1
HOS 3012 Intro Horticulture Scienc	1
GLY 4511L Stratigraphy Lab	1
MAR 4503 Consumer Behavior	1
GLY 4660 Paleoecology	1
LAH 4483 Cuba Since 1959	1
ENC 3334 Intro Writing Studies	1
CHS 5110 Topics in Radiochemistry	1
EUH 4033 Nazism & Holocaust	1
CIS 1940 Internship-Teaching CS	1
DIE 6576 Project Diet Nutr	1
CNT 6150 Adv Sensor/IoT Deep Learn	1
CNT 4149 Sensor/IoT Deep Learning	1
CHS 4430 Intro Chemical Toxicology	1
ECS 3200 Economics Of Asia	1
CIS 3930 Special Topics	1
CHS 5435 Pharma/Toxicology Drugs	1
EDF 6481 Ed Research Method	1
DIE 6937 Graduate Seminar	1
COM 3135 Managerial Communication	1
ENC 4380 Feminist Rhetorics	1
CIS 3950 Capstone I	1
ENV 4960 Environmental Eng Seminar	1
EDG 4903 Independ Study Education	1
EVR 4411 Hum Org & Ecosy Mgt	1
EDG 5707 Cr Cult Stud Ed	1
FIN 6446 Competitive Strat	1
COM 3601 Environmental Communication	1
DEP 3305 Psy Of Adolescence	1
EDG 7923 Doc Semin Curr Stud	1
EML 4551 Ethics Dsn Proj Org	1
CIS 4431 IT Automation	1
EML 5606 Adv Ref & A/C Syst	1
EDH 6045 College Stud Dev	1
ENC 2304 Writing Transfer Students	1
EDH 6061 History of Higher Ed	1
ENC 3492 Interdisciplinary Writing	1
CIS 4911 Senior Project	1
ENG 4114 Film Adapt of Lit	1
EDH 7964 Doctoral Candidacy Exam	1
ENV 3081 Career Orientation and Pro M	1
COM 4930 Spec Topics in Comm Arts	1
ECO 3949 Co-Op Ed In Eco	1
EDH 7983 Dissertation Proposal Sem	1
EVR 3011 Evr Sci-Pollution	1
CIS 4951 Capstone II	1
EVR 6950 Graduate Seminar	1
EEC 3204 Issues In Eec	1
FIN 3560 SMIF I	1
EEC 3400 Fam Lit Young Child	1
FIN 7812 Sem In Options	1
EEC 3403 Sp Needs Ch & Fam	1
DAA 1100 Modern Dance Tech I	1
EEC 4211 Int Math and SCE EEC	1
EMA 5507 Analytical Tech	1
CHS 4533 Forens Biochem Appl	1

CJE 6695 Cybercrime	1
EEC 5906 Dir Stud Child Ed	1
EML 4905 Senior Design Proj	1
EEC 6705 Typ Atyp Ch Dev 0-5	1
EML 5505 Smart Mach Des Dev	1
COM 6915 Indep. Study	1
CLP 6432 Foundation Practicum I	1
EEE 4421 Intro to Nanofab	1
DIE 6947 Adv Diet Prac II	1
EEE 4717 IoT-Sec-Intro	1
DIG 3146 Social Media	1
COM 6945 Grad Internship	1
DIG 3253 Podcasting & Social Media	1
EEE 6767 Adv Embed Program for IoT	1
ENC 4331 Community Writing Course	1
COP 1000 Intro to Computer Programming	1
ENC 5703 Rhetorical Traditions	1
COP 3337 Programming II	1
DIG 4552 Advanced Multimedia Production	1
COP 3949 Coop Edu Computing	1
ENT 4113 Entrepreneur: New Bus Develop	1
COP 4005 Win Programming - It	1
ENV 4891 ENV Senior Design	1
EEL 3514 Comm Systems	1
ENV 5905 Dir Ind Study	1
CHS 4100 Radio Chemistry	1
EUH 2030 West Civ: Mod/Eur	1
COP 4534 Algorithm Techniques	1
ECO 4932 Topics In Theory	1
EEL 4015 Elec Des In Bldg I	1
ECO 7717 App International Econ	1
CIS 5931 Special Topics	1
EVR 5907 Independent Study	1
COP 4610 Operating Syst Princ	1
ECS 3021 Women Econ Devel	1
EEL 4461 Antennas	1
ECS 7015 Develp Economic Theo	1
EEL 4583 Basics RF Systems	1
FIN 4651 Lat Am Fin Mkt & Ins	1
CHS 4591 Forensic Sci Intern	1
FIN 6936 Special Topics	1
EEL 4730 Programming Embedded Systms	1
EDA 6192 Leadership In Ed	1
EEL 4740 Embedded System	1
CYP 6526 Psy Method Prog Eval	1
COP 4949 Coop Edu Computing	1
EIN 6971 Master's Thesis	1
EEL 4802 Intro to Digi Forensics	1
EMA 5295 Princ Of Composites	1
COP 5614 Operating Systems	1
EME 2040 Intro Ed Tech	1
COP 5949 Coop Computer Sci	1
EML 3222 Systems Dynamics	1
COT 4431 Applied Parallel Comp.	1
EML 4535 Mechanical Cad	1
EEL 4933 Eng Entrepreneurship	1
DIE 3434L Nutr Ed Lab	1
EEL 4949 Co-Op Work Exp	1
DIE 4963 Comp Dietetic Exam	1
EEL 4990 Appl EM&Safety Analysis	1
CLP 4314 Psych Health & Ill	1
COT 5432 Applied Parallel Comp.	1
EML 5530 Inter. Cad/Cae	1
EEL 5482 Fields & Waves Eng.	1
CLP 5007 Psych Clinical Science I	1
COT 6405 Analysis Of Algorith	1
EML 6935 Graduate Seminar	1

CPO 3103 Politics Of W Europe	1
EML 7939 Ph.D. Seminar	1
EEL 5741 Adv Microproc Sys	1
CHS 5536 Forensic DNA CHM	1
CPO 4034 Pol Devlpmt Underdev	1
CHS 5538 Chem Analysis Drugs	1
EEL 5935 Adv Spec Topics	1
ENC 3311 Adv Writing & Res	1
EEL 5941 Grad ECE Internship	1
ENC 3354 Writing as Social Action	1
EEL 6020 Num Anal Elect Dev	1
CLP 6948 Clinical Internship	1
EEL 6167 Vlsi Design	1
ENC 3501 TEACH WRITING SECONDARY	1
EEL 6439 RF Systems	1
ENC 4373 Alternat Writing and Rhetorics	1
CPO 4057 Political Vio & Revo	1
ENC 4930 Special Topics Comp	1
CRW 3010 Forms and Practices	1
DIG 4394 Motion Graphics	1
CRW 4110 Writing Fiction	1
ENG 4121 History Of Film	1
CRW 4930 Special Topics Crw	1
CNT 3143 IoT Analytics & Cloud	1
CRW 5130 Adv Fiction Wkshop	1
ENL 4321 Shakespeare:Comedies	1
CRW 5934 Special Topics Crw	1
CNT 4151 IoT/Sensor Data Visual	1
EEX 4067 Inst Practices in ESE II	1
ECO 2023 Principles Microeco	1
EEX 4861 Student Teaching	1
ECO 3303 Devel Econ Thought	1
EEX 6765 Inst Tech Spec Ed	1
ENV 5104 Indoor Air Quality	1
EEX 6848 Sem Spec Ed:Issu/Tre	1
ENV 6971 Thesis	1
EEX 6906 Dir Stud Spec Ed	1
ECO 4504 Intro Public Finance	1
CRW 5935 Special Topics Crw	1
EUH 3282 Eur.Hist.Since 1945	1
CRW 5940 Adv Ind Study Crw	1
CNT 4153 Applied Machine Learning	1
CRW 6971 Creative Thesis	1
ECO 6076 Teaching Economics	1
EGN 3910 Human-centered Design	1
EVR 4026 Biotic Resources	1
EGN 3999 CENGR Internship	1
EVR 4272 Agroecology	1
EGN 4012 Intro to Nanoprocess	1
CNT 4165 Network Protocols for IoT	1
EGN 4943 ID Capstone Des Proj I	1
CNT 4504 Advanced Network Management	1
EGN 5013 Nanoscale Fab and Synth	1
ECS 3013 Intro To Econ Develo	1
EGN 6935 Seminar on STEM Edu Res	1
EVR 7322 Meth Sust Res Mgmt	1
EGN 6939 Advanced Special Topics	1
EVS 6194 Appl Soil Biol	1
EGN 6957 Prof Dev in Eng and Comp	1
FES 3951 Prior Learning Assessment	1
CRW 6972 Creative Thesis Cont	1
FIN 4303 Financial Mkts & Ins	1
EGN 7980 Dissertation Res	1
FIN 4744 Financial Crime	1
EGS 1002 ENGIN. ENRICH. LAB	1
FIN 6456 Quan Meth Fin Analys	1
EGS 1006 Intro To Engineering	1

FIN 6943 Fin Internship	1
CIS 6970 Thesis	1
EDA 6061 Intro Educ Leadrshp	1
EGS 2053 Foundations of IDE	1
EDA 6930 Seminar Ed Ldrshp	1
EGS 6008 Found of Eng and Comp Edu	1
CCJ 6706 Data Analysis	1
ART 3332 Intermediate Figure Drawing	1
ADV 6305 Media Planning	1
ART 4711 Advanced Sculpture	1
BSC 5931 Thesis Prop Seminar	1
ART 4768 Advanced Ceramics	1
ARC 5205 Adv Des Theories	1
ART 2021 3D Animation	1
CHM 6340 Organic Geochem	1
ART 4940 Art Internship	1
BSC 4914 Student Research Lab	1
ART 4952 Thesis I	1
BSC 7982 Disser Defense Sem	1
ART 4953 Thesis II	1
CES 5325 Design Hwy Bridges	1
ART 5135 Graduate Fibers	1
CHI 3440 Business Chinese	1
ART 5395 Grad Cassical Drawing	1
CHM 4307L Bio Chem Lab II	1
ART 5408 Printmaking	1
BSC 3848 Science Literacy	1
ART 2025 2D Animation	1
BSC 4422L Biotechnology Lab at FIU	1
ART 5584 Grad Figure Painting	1
AMH 2010 Am.History:1607-1850	1
ART 5677 Video Art	1
ACG 6696 Current Issues Audit	1
ART 5740 Sculpture	1
CCJ 4072 GIS and Crime Mapping	1
ART 5790 Ceramics	1
CDA 3104 Intro. to Computer Design	1
ART 5853 Vis. Art Marketing	1
CGN 4980 Civil Engr Seminar	1
ADE 7920 Ad Ed/Hrd Colloquim	1
CGS 2060 Intro To Micro Comp	1
ADV 6503 Advanced Creativity	1
ADV 4800 Bold Practicum 2	1
ART 5939 Grad Art Sem I	1
CHM 4220 Adv Org Chem	1
ART 5940 Advanced Art Internship	1
CHM 5250 Org Synthesis	1
ASH 4404 History of China	1
ARH 3511 Intro African Arts	1
ASN 3200 Asia Through Films	1
BSC 3915 Student Research Lab	1
ASN 3202 Japanese Anime and Manga	1
BSC 4304 Past Environments	1
ASN 3210 K-Pop and J-Pop Culture	1
ARH 5940 Internship Exper	1
ASN 3329 Women Asian Society	1
ART 3560 Figure Painting	1
ASN 5213 Asian Studies Colloquium	1
BSC 5406 Forensic Biology	1
ASN 5431 Studies Women East Asia	1
BSC 5945 Teaching Biology	1
AFA 2004 Black Pop Cult Global Dim	1
AMH 2042 Mod Amer Civ	1
ARC 5396 Case Studies In Arch	1
CCE 4031 Proj Plan Civ Engr	1
ATR 5217 Eval and Diagnosis I	1
CCJ 6025 Criminological Theory	1

ATR 5305 Ther Interventions I	1
ARC 5945 Architecture Internship	1
ATR 5815L Clinical Education I	1
CEN 4083 Cloud Computing	1
ACG 6657 Eviron Acc & Aud	1
CGN 4802 C E Sr Design Proj	1
AFA 4370 Global Hip Hop	1
AMH 4570 African-Amer Hist	1
ARC 5483 Integr Building Systems	1
ART 4312 Advanced Drawing	1
ATR 7631 DAT Applied Scholarship II	1
CGS 3559 Using The Internet	1
AFA 4372 Hip Hop Race Gen Sex	1
AMH 6932 Rsch Amer History I	1
ADV 6805 Creative Strategy	1
ANG 5915 Directed Field Resea	1
BCH 6108 Biochem Techniques	1
ART 4505 Advanced Painting	1
BCH 7930 Biochem Graduate Seminar	1
CHM 4300 Bio-Organic Chem	1
BCN 2253 Bldg Construction Drawing	1
ART 4615 Advanced Animation	1
ARH 4910 Research	1
CHM 5540 Group Theory	1
BCN 3949 Industry Internship	1
ART 4649 Intermed Digital Art Lab	1
BCN 4255 Bldg Information Modeling	1
ARH 4512 Africa Diaspora Art	1
BCN 4612 Cost Estimating II	1
BSC 3910 Biology Research Methods	1
BCN 4724 Scheduling II	1
ART 3314 Classical Drawing	1
ARH 4941 Internship	1
ARC 5941 Internship Experience	1
ARC 4058 Fund of Digital Design	1
BSC 4363 Carib Biodiversity	1
ARH 5532 Beliefs Made Visible	1
BSC 4443 Func Genomics Prot	1
BCN 5755 Const Fin Mgmt	1
ART 3504 Intermediate Painting	1
CHM 6971 Thesis	1
AGR 6255 Ecological Agriculture	1
ANT 3302 Sex, Gender, & Culture	1
BSC 4927 QBIC Science Cafe	1
BCN 5905 Independent Studies	1
BSC 5302 Past Ecosystems	1
ARC 1461 Mat And Meth Design	1
BSC 5446 Adv Func Genom Prot	1
BCN 5949 Grad CM Internship	1
ART 3565 Begin Fiber Based Art	1
ARC 5612 Envir Systems in Arch 1	1
BSC 6457 Intro Bio Research	1
BCN 6910 Supervised Research	1
ART 3617 Intermediate Ex Video	1
ART 2622 Intro Video Art	1
ACG 7896 Acc Res Meth Cap Mkt	1
BME 3721 BME Data Eval Prin	1
CAP 5769 Practical Data Science	1
BME 4011 Clinical Rotations	1
ART 3638 Video Installation	1
ART 2648 Intro Digital Art Lab	1
ART 3647 Internet Art	1
BME 4311 Molec Eng	1
CCJ 6079 Geospatial Crime Analysis	1
BME 4422 Neural Computation	1
ART 3666 Story Development	1
BME 4503 Medical Inst Design	1

AMH 3317 America & Movies	1	
BME 4562 Intro BME Optics	1	
ART 3710 Intermediate Sculpture	1	
BME 4800 Des Biomed Devices	1	
CEN 5079 Secure Application Prog	1	
BME 4908 Senior Design Proj	1	
CGN 2161 Career Orientation in Civil En	1	
ARH 4534 Buddhist Art of Asia	1	
CGN 4949 Co-Op Work Exp	1	
BME 4930 Undergrad Seminar	1	
ART 3760 Intermediate Ceramics	1	
ART 2701 Beginning Sculpture	1	
AMH 4573 Afro-Amer History II	1	
ARH 5913 Research	1	
ART 3822 Creative Practice	1	
BME 5560 BME Optics	1	
ARC 6204 Architecture Philosophy	1	
ARC 5711 Des Hist Ant to Ma	1	
CGS 3095 Technology in the Global Arena	1	
ART 3008 Intro Arts Marketing	1	
ART 4333 Advanced Figure Drawing	1	
AFR 1101 Heritage and Values I	1	
CHM 1020 Chemistry & Society	1	
BME 6936 Biomed Eng Seminar	1	
AML 4612 Lit of Harlem Renaissance	1	
ART 3023 Intermediate Animation	1	
ARH 4710 Hist Of Photography	1	
BME 7938 Doctoral BME Sem	1	
CHM 3411L Phys Chem Lab II	1	
AFR 2130 Team & Leadership Fund I	1	
CHM 3910 Chemistry Research Method	1	
BOT 3154L Local Flora Lab	1	
ARC 2701 Des Hist Ant To Ma	1	
BOT 3663 Tropical Botany	1	
CHM 4230L Org Struc Detn	1	
BOT 4404 Phycology	1	
ART 4566 Intmd. Fiber Based Art	1	
BOT 4404L Phycology Lab	1	
ADE 6946 Teaching Practicum	1	
BOT 4503 Plant Physiology	1	
ARE 6746 Sem Art Edu:Cmtmp Is	1	
BOT 6926 Ws: Plt Nutr Anal	1	
CHM 5306 Spec Top Biol Chem	1	
AFR 3220 Leadership Studies I	1	
CHM 6088 Env Chem Trace Elements	1	
AFR 4201 Security, Res & Com Prep I	1	
ART 4636 Advanced Video Art	1	
BSC 2023 Human Biology	1	
CHM 6936 Chem Colloquium	1	
BSC 2077 Biology career planning	1	
CHM 6949 Indust Internship	1	
ARC 1171 Intro Cmptr Design 1	1	
ART 4650 Adv Digital Art Lab	1	
ART 3310 Intermediate Drawing	1	
BCN 5784 Const Info Sys	1	
ATR 5845L Clinical Ed IV	1	
CHS 3511 Forensic Evidence	1	
ATR 6557 Navigating Academia in AT	1	
ATR 7630 DAT Applied Scholarship I	1	
TOTAL		3462

Spring 2022	
Total Number of Course Sections Offered	<i>n</i> = 7414
Course Title(s) with No Cost to the Student for Course Materials	
SLS 1501 First Year Exper	47

EDG 7980 Ed.D. Dissertation	42
BSC 2010L Gen Biology Lab I	33
BSC 6913 Student Research Lab	32
IDH 3035 Honors Seminar VI	31
SLS 1510 Strategies for Success	28
BSC 7980 Ph.D. Dissertation	28
PSY 7980 Ph.D. Dissertation	27
CHM 7910 Dissertation Research	25
PSY 4940 Research Internship	24
NUR 3226L Nurs of Adults I Cl	24
BSC 4931 Senior Seminar	23
CHM 4910 Under Res Chem	22
PSY 5918 Supervised Research	21
GEB 3003 Career Management	21
CIS 7910 Graduate Research	21
CHM 7980 PH.D. Dissertation	21
BSC 3941 Biological Science Intern	21
EEL 7980 Ph.D. Dissertation	20
EVR 1001L Intro Environment Sci Lab	19
CGN 7980 Ph.D. Dissertation	19
EEL 6905 Individual Work	18
PCB 3063L Genetics Lab	17
EEL 6931 Special Topics	17
CIS 7980 Ph.D. Dissertation	17
PHC 7980 Dissertation	16
NUR 3535L Psychosocial Nur Cl	16
IDH 1002 Honors Seminar II	15
MAN 7980 Ph.D. Dissertation	14
HIS 7980 PH.D. Dissertation	14
EEL 4921 Senior Design II	14
PHY 7981 PH.D. Dissertation	12
PHY 6939 Graduate Research	12
SDS 4340 Career Development	12
PCB 3702L Interm Human Phy Lab	12
NGR 7941 DNP Project II	12
EML 7979 Ph.D. Dissertation	12
PSY 4931 Senior Seminar	11
NUR 4945 Senior Practicum	11
MUL 1010 Music Lit/Appreciation	11
INR 7980 PH. D. Dissertation	11
HUN 2000L Fnd Nutr Sci Lab	11
ENC 3213 Prof and Tech Writing	11
GLY 1010L Physical Geology Lab	11
SPA 6930 Master's Project	10
EVR 6970 Supervised Research	10
EVR 7980 Ph.D. Dissertation	10
FSS 3230 Intro Comm Food Serv	10
CHM 1020L Chem & Society Lab	10
BME 7980 Ph.D. Dissertation	10
PCB 4023L Cell Biology Lab	9
PCB 3043L Ecology Lab	9
PAD 7980 PH.D. Dissertation	9
MCB 2000L Intro Microbio Lab	9
ENC 1930 Essay Writing	9
AMH 2020 Amer Hist Since 1877	9
BSC 5935 Topics In Biology	9
THE 4971 Senior Projects	8
ZOO 3731L Human Anatomy Demo	8
SOW 6914 Independent Research	8
INR 6967 Comps Prep	8
MCB 3020L General Micro Lab	8
ISM 6136 Business Analytics Application	8
IDS 4890 IDS Capstone	8
GLY 7980 Ph.D. Dissertation	8
EML 6910 Supervised Research	8
HFT 3930 Intensive Pod in Hosp. In.	8
EEL 7910 Advanced Research	8

EDG 6943 Supvd Fld Exp	8
ARC 5362 Arch Design 9: Sust Prac	8
BME 6910 Supervised Research	8
CCJ 7980 Ph.D. Dissertation	8
PHT 6905 Independent Study	7
SPN 7980 Ph.D. Dissertation	7
POS 7980 PH.D. Dissertation	7
MUS 5906 Master's Recital	7
NGR 7940 DNP Project I	7
MAT 5907 Independent Study	7
EML 6908 Ind Studies	7
IDH 4905 Honors Independ Stud	7
HFT 4294 Sr. Sem. Hosp. Mgmt.	7
HMG 5936 Intensive Pod in Hsp. In.	7
ENG 4906 Independent Study	7
DIE 7980 Ph.D. Dissertation	7
ARC 5935 Special Topics	7
BSC 2011L Gen Biology Lab II	7
ARC 6970 Masters Project	7
ARC 1302 Design Studio 2	7
ARC 5335 Arch Design 6	7
PHT 6325 Adv Clin Ped P.T.	6
REE 6306 Corporate Real Estate	6
PSY 5939 Spec Topics In Psy	6
PHT 6970 DPT Project	6
SOW 7916 Supervised Research	6
PHT 6827 Clinical Intern III	6
MUN 3463 Chamber Music	6
MUN 1460 Chamber Music	6
ISM 6021 Mgmt Information Systems	6
MAR 6944 Marketing Internship	6
LEI 4940 Internship I	6
MMC 3932 Intense Pods	6
EML 4930 Special Topics/Proj	6
GLY 6910 Supervised Research	6
EIN 6908 Independent Study	6
EIN 5226 Tqm For Engineers	6
EEL 3110 Circuit Analysis and Lab	6
CGN 6910 Supervised Research	6
ANG 7980 Ph.D. Dissertation	6
ASN 5932 Special Topics	6
PSY 4941 Psychology Internship	5
SOW 7980 Ph.D. Dissertation	5
PHI 2010 Intro to Philosophy	5
STA 3951 Stat Presentations	5
PSY 4914 Honors Research Proj	5
SMT 3931 LA Seminar	5
MUN 5465 Chamber Music	5
NGR 6504 Adv Pmh Nsg Prac II	5
MVS 3970 Junior Rec String	5
MUN 2711 Jazz Combo Class	5
MUN 4714 Jazz Combo Class	5
LAW 7952 Appellate Advocacy Competition	5
MAR 6805 Mkg Mgt In Glob Env	5
LAW 7954 Negotiation Comp	5
MAR 4354 Marketing Yourself	5
LAW 6936 Seminars	5
HFT 4464 Fin Anal Hosp Indust	5
ENC 3249 Prof Tech Writing Comp	5
EML 4911 UG Research Exp	5
EEC 4943 Student Teaching	5
EDF 2085 Tching Diverse Pop	5
DIE 6906 Readings Dietet/Nutr	5
CHM 3120L Intr Analyt Chm Lab	5
CHM 1033L Survey Chem Lab	5
EAB 6941 Prac Appl Behavior	5
CLP 6943 Adv Clinical Prac	5

CHS 3501L Surv For Sci Lab	5
CHM 4911 Undergrad Res 2	5
ECO 7980 Ph.D. Dissertation	5
EDE 4943 Student Teaching	5
ART 2500 Beginning Painting	5
BME 6905 Ind Studies	5
BME 4051L BME Lab II	5
ADV 4323 Branding and Social Media	5
ACG 6175 Fin Rptg And Anal	5
RLG 6971 Thesis	4
TPA 2291L Tech Theatre Lab II	4
RTV 3531 Multimedia Prod	4
PHT 6547 Case Mgmt Pt	4
SPC 3602 Adv Public Speaking	4
RED 4325 Subj Area Reading	4
TPA 2292L Tech Theatre Lab III	4
NGR 6602L Adv Fam Nsg Prac II	4
PHC 6914L Curr. Top. EHS Lab	4
NGR 6435L Anesth Nsg Clin Res V	4
NGR 7943 DNP Project Completion	4
MUN 5716 Jazz Combo Class	4
NGR 7980 Dissertation I	4
NUR 3066 Hlth Assess and Promo Nsg	4
NGR 6432L Anesth Nsg Clin Res II	4
MUH 2370 Hist The Beatles	4
MAE 4310 Teach Elem Math	4
MAN 6974 Master's Project	4
LEI 3723L Rec Therapy Fac Techs Lab	4
LAW 7946 Advanced Externship Placement	4
ISM 7980 Ph.D. Dissertation	4
LAW 6905 Independent Study	4
MHS 6910 Dir Stud Coun Sch Ps	4
MAR 4941 Marketing Internship	4
MAR 3023 Introduction to Marketing	4
LEI 4941 Internship II Lei	4
MAN 6635 Global Strategy	4
EGN 1002 Engineering Orient	4
ESI 5010 Forecasting and Dmdn Mgt	4
FSS 4234 Adv Food Prod	4
ENV 3001L Envir Lab I	4
FOL 3930 Special Topics	4
EDH 6905 Dir Stud Higher Ed	4
CHM 3411L Phys Chem Lab II	4
CGS 1920 Intro to Computing	4
EDP 4274 Soc Emotional Devp	4
CHM 4930 Senior Seminar	4
EAB 5917 Supervised Research in BA	4
DIE 6907 Indiv Study Diet/Nut	4
COM 4958 Campaigns	4
DIE 4435L Nutr Counseling Lab	4
ARC 7980 Doctoral Project	4
ART 1203 3d Design	4
CCJ 7960 Comprehensive Exam	4
ARC 5555L Structures 3 Lab	4
BSC 6926 Workshop Biology	4
ART 4910 Research	4
SPN 3422 Adv Grammar-Comp I	3
TPA 2290L Tech Theatre Lab I	3
THE 3940 Internship Experience	3
WST 4940 Women Studies Intern	3
SPN 3401 Adv Spn Conver	3
PUR 6956 Prof. Project	3
POS 2041 American Government	3
SPA 6505 Adv Clin Prac	3
THE 4916 Research	3
SCE 4310 Teach Elem Science	3
WOH 5935 World Hist Topics	3

SPN 3301 Adv Spn Non-Herit Spks	3
PHY 4905 Independent Study	3
URS 7926 Super Readings	3
PCB 4932 Topics in Ecology	3
MUS 5910 Research	3
MVV 1311 Prin Applied Voice	3
OTH 5921L Integrative Seminar I	3
PHC 6945 Practicum in Pub Health	3
NUR 4636 Community Nursing	3
PET 4946 Sport and Fitness Internship	3
MUS 4910 Research	3
NGR 6202 Adv Ad Geron Nsg Pr II	3
OTH 5843 Psychosocial Practice II	3
MVS 3431 Major Applied Violin	3
MAN 3100 Happiness at Work	3
MMC 5932 Special Topics	3
MAR 4804 Marketing Strategy	3
MAR 6675 Marketing Analytics	3
MAR 6506 Buyer Psyc. & Behavior	3
MAN 6678 Global Start-up	3
LAW 7944 Adv Leg Clinic	3
MAR 6880 Social Media Marketing	3
ISC 4940 Research Internship E&E	3
INR 4905 Independent Study	3
MMC 6950 Mass Com Pro Prjt	3
MAR 7980 Ph.D. Dissertation	3
LAW 7930 Special Topics	3
MAN 6657 Contextual Intel in IB	3
MAC 1147 PreCal Alg and Trig	3
EMA 3702L Mech & Mat Sci Lab	3
HMG 6280 Global Issues Hosp & Tour	3
HFT 4853 Foodservice Trends	3
FES 1950 Intro Portfolio Dev	3
IDS 3315 Gaining Global Perspectives	3
FIN 7980 Ph.D. Dissertation	3
EML 3301L Instrumentation Lab	3
EGS 5620 Enterprise Sys Conf	3
EGN 7918 Graduate Research	3
FOS 4041L Food Science Lab	3
IDH 3999 HONORS Internship	3
EIN 6940 ISE Internship	3
EVR 6971 Master's Thesis	3
ENC 3354 Writing as Social Action	3
HFT 4323 Hosp Facil Environ System	3
ENC 3465 Legal Writing	3
HFT 4474 Mgmt Acct Hosp Ind	3
ENC 4930 Special Topics Comp	3
HIS 5908 Independent Studies	3
HFT 2441 Hospitality Info Tech	3
EML 6971 Masters Thesis	3
HFT 3072 PATHWAY II	3
HMG 6946 Graduate Internship	3
HFT 3263 Dining Services Mgmt	3
EVR 4941 Undergrad Intern Env Stud	3
HFT 3453 Operations Control	3
IDS 3336 Artistic Expression	3
HFT 3503 Hospitly Mktg Mgmt	3
ENG 2012 Approaches To Lit	3
GEO 3001 Geograph Global Change	3
EEL 4920 Senior Design I	3
COM 1004 Intro to Comm Arts	3
EEL 5935 Adv Spec Topics	3
COM 3940 Internship Experience	3
EDH 7980 Ph.D. Dissertation	3
COM 4940 Internship in Comm Arts	3
EEL 4930 Sp Top Elec Eng	3
COP 4555 Prin Of Prog Lang	3

EEL 6971 Thesis	3
CWR 3201L Fluid Mechanics Lab	3
EDG 7226 Advanced Research Teach	3
CYP 3003 Intro Commun Psy	3
EEL 3712L Logic Design I Lab	3
CGN 6939 Graduate Seminar	3
CHM 3949 Chem/Biochem Internship	3
CGN 6905 Dir Ind Study	3
EEL 5171 Adv. Sys. Theory	3
ECO 7925 Adv Workshop	3
CHM 4130L Instr Analysis Lab	3
CHM 6940 Supervised Teaching	3
EEX 4861 Student Teaching	3
CHM 6971 Thesis	3
CHM 3400L Fund.Phys.Chm.Lab	3
ATR 7806 DAT Capstone Project	3
BSC 2922 QBIC Journal Club II	3
BCN 5738 Const Safety Mgmt	3
ARC 2304 Design Studio 4	3
BSC 4914 Student Research Lab	3
ARC 4586L Structures 1 Lab	3
BCN 5626 Const Cost Ana & Con	3
ACG 7980 Ph.D. Dissertation	3
BOT 1010L Intro Botany Lab	3
ART 2300 Beginning Drawing	3
BSC 4205 Topics Organism Diversity	3
CCJ 6915 Supervised Research	3
CEG 4011L Geotechnical Test La	3
ART 3820 Research & Development	3
PPE 3003 Thry Of Personality	2
STA 4905 Independent Study	2
TPP 3113 Acting IV	2
SMT 2661 STEP 1 Teach Math and Sci	2
SYA 7980 Ph.D. Dissertation	2
VIC 3400 Vis Design Global Media	2
SCE 4944 Student Teaching	2
PHY 2049L General Phys Lab II	2
SPS 6678 Sup Fld Exp Sch Psy	2
PHI 2600 Intro Ethics	2
SYA 6356 GIS and Soc Research	2
PUR 1951 PRAAC Orientation	2
SYG 4060 Soc Of Sexuality	2
PHC 7917 Env Pre Doc Res	2
PHT 5181L Musculo Dx li Lab	2
SPA 5035 Disorders Hg and Aud	2
TPA 4297 Adv Tech Proj II	2
PUR 4940 BOLD Agency	2
PHT 6381L Cardiopulmonary Lab	2
TPP 4195L Ud Production/Perf	2
POS 5909 Independent Study	2
PHT 6725 Extremity Eval/Rehab	2
SUR 2101 Surveying	2
SPC 2608 Public Speaking	2
SYA 7967 Prep Doctoral Exam	2
PHT 6164L Neuro Dx & Mgt li L	2
SYD 4237 Immigr And Refugees	2
SPN 2330 Adv Spanish Reading	2
TCN 5155 Wrls Comm Mmdia App	2
PSY 4930 Adv Special Topics Psy	2
PSY 5908 Directed Ind Study	2
REE 3043 Real Estate Prin	2
SCE 4311 Adv Elem Science Methods	2
PHY 3802L Intermed Phys Lab	2
SLS 1402 Discover Your Major	2
SPN 3440 Spn Business Comp	2
TPP 2100 Intro To Acting	2
SPN 3733 Intro Span Linguistics	2

SLS 3407 Major and Career Exploration	2
SPN 4905 Independent Study	2
PHI 4945 Philosophy Internship	2
SPA 6971 Master's Thesis	2
WST 3015 Intro Global Gender	2
SOW 3620 Soc Wk & Diversity	2
PHT 5205L Clin Skills Lab	2
ZOO 4743 Neuroscience	2
PHT 5524 Dimensions Sem II	2
PGY 2110 Beginning Color Photo	2
PHC 6311 Env Hlth Risk Assess	2
PGY 4155 Color Photography IV	2
MVS 1411 Major Applied Violin	2
PAD 4934 Integrative Sem Public Po	2
MVV 2321 Prin Applied Voice	2
PGY 3153 Intermediate Color Photo	2
MVV 3331 Prin Applied Voice	2
PHC 4250 Crisis Leadership	2
MVV 3970L Junior Rec Voice	2
PHC 6907 Ind Study Pub Hlth	2
NGR 6002 Adv. Health Assessment	2
PET 4940 Practicum in Kinesiology	2
NGR 6202 Adv Ad Geron Nsg II	2
PGY 2401 Beginning Photography	2
NGR 6302 Ad Cld Hlth NsgPr II	2
PGY 3410 Int. Photography	2
NGR 6504 Adv Psy-M Hlt Nsg II	2
PGY 4412 Advanced Photography	2
NSP 3801 Interprofessional Course	2
PHC 6104 PH Management and Leadershp	2
OCB 3043L Mar Bio Oceanog Lab	2
PHC 6312 Hlth Impact Pollution	2
PAD 3003 Intro Public Policy Serv	2
PHC 6930 Integrative Sem Pub Hlth	2
PAD 3800 Managing Global Cities	2
MVV 4441 Major Applied Voice	2
MMC 4200 Law And Ethics	2
MAR 6205 Omnichannel MKTG DIS STM	2
MAN 7916 Doc Res In Bus Admin	2
JPN 5907 Independent Study	2
MAT 7908 Independent Study	2
LAA 6656 LSCP ARCH Grad Design 4	2
MUE 4940 Stud Tch In Mus Ed	2
LAA 6970 Masters Project	2
MAR 4860 Customer Relationship Mgmt	2
LAE 4942 Student Teaching	2
MAR 6936 Special Topics Mktg	2
LAS 6905 Lac Dir Rsch	2
MHS 6820 Sup Field Exp Couns	2
LAW 5781 Legal Reasoning	2
MMC 4940 Media Practicum	2
LAW 6350 Law & Procedure: US & Florida	2
MAN 7207 Theories Of Org	2
LAW 6823 Law Prac Tech	2
MAR 4674 Marketing Analytics	2
INR 4943 Intern Inr Affairs	2
MAR 6075 Curr Iss Mktg I	2
LAW 6958 Board of Advocates	2
MAR 6446 Negotiations	2
LAW 7951 Trial Advocacy Competition	2
MAT 4905 Independent Study	2
LIN 6905 Independent Study	2
MAT 7980 Dissertation Research	2
LIT 6970 Master's Thesis	2
MMC 3003 Journalism + Media Orient	2
MAE 4942 Student Teaching	2
MMC 4905 Independent Study	2

MAN 6245 Org Behavior	2
ISS 6926 Capstone	2
ISM 4420 Business Analytics	2
MUM 4940 Music Internship	2
ISM 6128 Business Process Design	2
INR 6975 Thesis	2
ENC 4331 Community Writing Course	2
HIS 4935 Senior Seminar	2
EGN 1110 Engineering Drawing	2
ENG 4949 Co-Op Ed In Eng	2
HMG 6476 Feas Study Hosp Indu	2
ENT 4113 Entrepreneur: New Bus Develop	2
EML 3126L Transp Pheno Lab	2
ESC 1000L Intro to Earth Science Lab	2
HFT 4802 Catering Mgmt	2
EVR 1001 Intro Environmental Scien	2
HMG 6257 Industry Resrch Analysis	2
FES 6847 Humanitarian Assis/Coord	2
HMG 6486 Investment Anal Hosp	2
FES 6848 Disaster Health Readiness	2
IDH 4007 Honors Seminar Vii	2
FES 6858 Crisis Communications	2
IND 5937 Special Topics	2
FIN 6537 Fin Fut & Fixed Inc	2
ENC 3334 Intro Writing Studies	2
FOL 3905 Independent Study	2
HFT 4945 Adv Intern Hsptly	2
FOL 5906 Independent Study	2
ENC 3371 Rhetorical Theory/Practice	2
FSS 3073 Intl Bak, Conf & Des	2
HMG 6446 Hosp & Tech Tech Innov	2
GEO 7980 Ph.D. Dissertation	2
HMG 6478 Restaurant Develop.	2
GIS 3048 Applications Of Gis	2
HMG 6697 Hsptly Law Seminar	2
HFT 1070 Pathway I	2
HSA 3412 Cultural Competency in HSC	2
HFT 2220 Human Resources for Hosp	2
IDS 3333 Diversity of Meaning	2
HFT 2401 Accounting for Hosp	2
IND 5645L Structures 1 Lab	2
HFT 3741 Planning Meetings	2
IND 6258 Grad 4	2
HFT 3866 Wine 101	2
IND 6970 Masters Project	2
CHM 6910 Grad Research	2
DIE 6576 Project Diet Nutr	2
EAB 5937 Special Topics in BA	2
ECO 4903 Undergrad Seminar	2
EEL 4747L Microcomputers II Lab	2
CRW 5940 Adv Ind Study Crw	2
CHM 4307L Bio Chem Lab II	2
COM 4930 Spec Topics in Comm Arts	2
CIS 6930 Advanced Special Topics	2
EDA 6930 Seminar Ed Ldrshp	2
EEL 4241 Power Electronics	2
COM 3230 Crisis Comm	2
COM 4462 Conflict Management	2
CGN 4980 Civil Engr Seminar	2
DIG 4293 Multimedia Production 2	2
EDF 6906 Dir Stud Intl Devel	2
CLP 6949 Adv Clinical Intern	2
DIE 4246 Clinical Nutrition	2
CHM 6936 Chem Colloquium	2
DIE 4246L Cli Nutrition Lab	2
EEL 3135 Signals And Systems	2
CGS 3095 Technology in the Global Arena	2

EEL 4213L Energy Convrgr Lab	2
EDH 6047 College Stdnt Life	2
EEL 4709 Computer Design	2
EDH 6055 Acc Choice Higher Ed	2
CGS 4285 Appl Networking	2
CIS 3900 Independent Study	2
DIE 6915 Supervised Research	2
EGM 6422 Adv Comp Analysis	2
EEL 5426 RF Circuit Design	2
CIS 5208 Soc Econ Pol Asp Cyber	2
DIG 4552 Advanced Multimedia Production	2
EEC 3400 Fam Lit Young Child	2
CHM 6935 Graduate Seminar	2
EEC 4250 Cur Instr Early Chld	2
CNT 6150 Adv Sensor/IoT Deep Learn	2
CIS 5900 Independent Study	2
EGM 3520L Materials Testing	2
EEE 3303 Electronics I & Lab	2
EEE 5718 Adv-Security of IoT-CPS	2
DIE 4435 Nutr Counseling	2
BSC 3923 QBIC Ecology Journal Club	2
ARC 5467 Mat Meth of Const	2
CCE 4031 Proj Plan Civ Engr	2
ARH 4970 Art History Thesis	2
ARC 5555 Structures 3	2
ART 1201 2d Design	2
ARC 6906 Independent Study	2
ANT 3451 Ant Race/Ethnicity	2
BCN 3730 Construction Safety	2
ART 2330 Begin Figure Drawing	2
BCN 6675 Dec & Risk In Const	2
ART 2400 Begin Printmaking	2
ADE 6906 Dir Stud Ade/Hrd	2
ART 2602 Digital Imaging	2
BSC 4422L Biotechnology Lab at FIU	2
ART 2608 Digital Media	2
AGG 4941 Agriculture Internship	2
ART 2622 Intro Video Art	2
CCJ 4940 Internship in CJ	2
ART 2750 Beginning Ceramics	2
ANG 7964 Doctoral Exam Preparation	2
ART 3310 Intermediate Drawing	2
BCN 5755 Const Fin Mgmt	2
ART 3402 Interm Printmaking	2
BME 6907 BME MS Project	2
ART 3617 Intermediate Ex Video	2
AFA 6920 AADS Graduate Colloq	2
ACG 7906 Independent Study	2
BSC 3466L Make Your Mutant	2
CCJ 6946 Internship Program	2
ARC 5621 Envir Systems in Arch 2	2
ART 4403 Advanced Printmaking	2
BSC 4450L Computational biology lab	2
ART 4636 Advanced Video Art	2
BSC 4926 QBIC Evol Journal Club	2
CGN 4802 C E Sr Design Proj	2
BSC 6971 Master's Thesis	2
AMH 6933 Rsch Amer Hist II	2
CCJ 4072 GIS and Crime Mapping	2
ANG 5905 Directed Ind Study	2
ADE 7980 Ed.D. Dissertation	2
BCH 3033L Gen.Biochemistry	2
ART 4312 Advanced Drawing	2
CEN 3721 Intro Human-Comp Interaction	2
RTV 4101 Writing for Video Production	1
REL 3308 Studies In World Rel	1
STA 3111 Statistics I	1

PHI 4370 Topics:Epistemology	1
TCN 6450 Wireless Info Sys	1
PSB 4240 Neuropsychology	1
RTV 4324 Int Broadcast Newsroom	1
PHI 4543 Metaphysics & Sci Fiction	1
SWS 5305 Adv Soil Resources	1
PHI 4911 Research Paper	1
SYP 3520 Crime & Society	1
PSB 4241 Clinical Neuroscience	1
RLG 6935 Sem Sacred Texts	1
SLS 3993 Spec Top in Ar, Sc, & Ed	1
TSL 3080 Esol Prin/Prac I	1
SMT 2044 STEP 1&2 Lesson Math and Sci	1
RTV 6468 Studio Pdctn Pract	1
PSY 4900 Independent Reading	1
REL 3094 Religion & Sci. Fiction	1
SMT 2662 STEP 2 Lesson Math and Sci	1
SYA 4905 Dir Indiv Study	1
SMT 3100 Know and Learn Math and Sci	1
SYD 7903 Directed Readings	1
PHY 4906 Independent Study	1
TCN 5060 Telecomm Soft & Meth	1
SMT 4301 Class Interact Math and Sci	1
THE 4950 Theatre Internship	1
SMT 4664 Prob Based Instr Math-Sci	1
TPA 3296 Adv Tech Proj I	1
SMT 4944 Advanced LA Intern 2	1
TPP 3730 Dialects	1
SMT 4946 Learning Assist Intern 1	1
TSL 5938 Prin Of Esol Testing	1
SOP 3004 Intro Social Psy	1
WOH 3266 British Empire	1
SOP 4731 Global Psychology	1
XDP 7000 PH.D. Student Exch.UM	1
SOP 5058 Prosem Soc Psy	1
STA 3123 Stat for Behav Scien II	1
PSY 4916 Indep Research	1
STA 6971 Thesis Research	1
SOW 4511 Practicum I	1
SYA 3949 Internship	1
SOW 4512 Practicum II	1
SYA 6317 Soc Res Quant Methods II	1
SOW 4522 Field Seminar I	1
SYD 3804 Sociology Of Gender	1
SOW 4523 Field Seminar II	1
SYG 3002 Basic Ideas Of Soc	1
SOW 4905 Individual Study	1
TCN 4212 Telenet Analys Des	1
SOW 5532 Field Practicum I	1
TCN 5271 Adv. IoT Comm. & Netw	1
SOW 5629 Sow Prac-Diversity	1
RLG 5388 Latinas' Religious Exp	1
SOW 6533 Field Practicum II	1
TPA 2248 Stage Makeup	1
SOW 6534 Field Practicum III	1
TPA 2332 Costume Technology	1
SOW 6711 Addiction Prev	1
TPA 4298 Adv Tech Proj III	1
PHY 5930 Seminar In Physics	1
TPP 3265 Intro Acting/Directing TV/Film	1
ZOO 5895 Zoo Conservation Bio	1
RTV 4320 Elec News Gathering	1
PHC 7981 Research Concepts	1
TSL 5253 Love and Language	1
PHY 5936 Spec Topic Resarch	1
TTE 5273 Intel Transp System	1
SPA 5009 Norm Comm Dev	1

VIC 4001 News Visualization	1
SPA 5012 Intro CSD	1
WOH 6933 Rsch World Hist II	1
PHY 6524 Statistical Physics	1
WST 4334 Queer Cinema	1
ZOO 4513L Animal Behavior Lab	1
ZOO 4462 Herpetology	1
SPA 5102 Adv Human AP Comm	1
STA 3112 Statistics II	1
SPA 5113 Adv Appl Phonetics	1
STA 3930 Special Topics	1
SPA 5150 Acoustics Sph and Hg	1
REL 3111 Religion In Film	1
SPA 5262 Ling for Speech-Lang Path	1
REL 3118 Sacred Dance Sacred Ritual	1
SPA 5403 Lng Lrn Sch-Age Chl	1
SYA 3400 Intro Quant Soc Research	1
SPA 5500 Basic Clin Prac	1
SYA 4011 Social Theory	1
PHY 6935 Grad Research Sem	1
SYA 5909 Direct Individ Study	1
PHI 2103 Critical Thinking	1
REL 3127 Church And State	1
SPA 6938 Topics Spch Path	1
REL 3316 Healing in Asian Rels	1
PSY 5938 CurrTopicsNeurosci	1
REL 4146 Fem Theology/Ethics	1
SPC 2511 Fund of Argument and Debate	1
SYG 2000 Intro Sociology	1
PHC 7932 Health Disp Train Dev Sem	1
REL 4910 Independent Research	1
PHY 2048L General Phys Lab I	1
TCN 2720 Intro to IoT	1
SPC 3711 Gender and Commun	1
TCN 4940 Senior Project	1
SPN 2240 Interm Conversation	1
RLG 5233 Hebrew Exegesis II	1
PHZ 3361 Radiation Detection	1
TCN 6275 Mobile Computing	1
PHZ 5340 Particl Interact and Detect	1
TCN 6820 Ind Dev Of Telecom	1
SPN 3343 Adv Spn Herit Spks	1
RLG 5911 Indep Research	1
PUR 6477 Strategic Facilitation	1
RLG 5937 Special Topics	1
PHT 5960 Comprehensive Exam I	1
RLG 6930 Pedagogy Workshop	1
RCS 6821 Supervised Field Exp	1
POS 6976 Research Seminar	1
SPN 3444 Span Bus Lat Am	1
TPA 3045 Costume Design I	1
POS 4941 Legis Internship	1
RTV 3511 Video Studio Prod	1
SPN 4500 Spanish Culture	1
POS 7910 Pre-Dis Research	1
SPN 4520 Latin Am Culture	1
TPP 3165 Th Voc & Mvt IV	1
RED 5339 Subj-Related Rdg	1
TPP 3310 Directing I	1
POS 4944 Judicial Internship	1
TPP 4117 Acting VI	1
SPS 6193 Psy Ed As III	1
TRA 4214 Logistics Strat	1
PHY 3106 Modern Physics	1
TSL 5142 Curr Dev Esl	1
SPS 6941 Practicum	1
TSL 5361 Tesol Sec Teachers	1

SPT 3812 Found Interpreting	1
TSL 6908 Field Component	1
SPT 4803 Prac Legal Transl	1
URS 7380 Contemp Mang Issue	1
SPT 4807 Prac Business Tran	1
RTV 4350 News Show Production	1
SPT 4832 Medical Interpret	1
VIC 6005 WEBDESDATA	1
SPW 3130 Span Am Lit	1
RTV 6309 Vis Story and Prod	1
SPW 3820 Peninsular Span Lit	1
WST 3011 Campus Sexual Assault	1
SPW 3930 Special Topics	1
WST 3641 Intro to LGBTQ+ Studies	1
SPW 5934 Sp Topics Lang/Lit	1
PHT 6970 DPT I	1
SPW 6825 Lit Theory/Critic	1
POT 3302 Political Ideologies	1
SPW 7910 Pre-Dis Research	1
PHT 6164 Neuro Dx & Mgt II	1
SSE 4942 Student Teaching	1
SPA 5051 Clin Obs and Procedures	1
PHC 7732 Res Eth & Sci Int	1
SOW 7238 Macro Theor Res	1
MUN 1710 Studio Jazz	1
MUN 1430 Univ Brass Choir	1
MUN 5485 Guitar Ensemble	1
MVB 4444 Maj Appl Bariton Hor	1
MUN 1210 Orchestra	1
MVB 4445 Maj Applied Tuba	1
PAD 7703 Empirical Methods	1
MVB 4971L Senior Rec Brass	1
PHC 5415 Ph Minority/Urban	1
MVB 5455 Maj Applied Tuba	1
NGR 6463 Pharm Chem Anes Nsg II	1
MVJ 1011 Principle Applied Jazz Voice	1
MUN 4483 Guitar Ensemble	1
MVJ 1310 Prin App Jazz Piano	1
PAD 5427 Coll Barg Pub Sector	1
MVJ 1311 Prin Jazz Drums	1
PCB 4467 Marine Reserves	1
MVJ 1313 Prin App Jazz Guitar	1
MVB 3331 Prin Applied Trumpet	1
MVJ 1314 Prin App Jazz Bass	1
PHC 6500 Fnd Public Hld Prac	1
MVJ 1413 Maj App Jazz Guitar	1
MUS 4905 Directed Study	1
MVJ 1414 Maj App Jazz Bass	1
MUN 3313 Concert Choir	1
MVJ 1417 Maj App Jazz Trumpet	1
MUS 5345 Midi Technology	1
MVJ 2321 Principle Applied Jazz Voice	1
OCB 4070 Coastal Conservation	1
MVJ 2324 Prin App Jazz Bass	1
PAD 4223 Pub Sec Budgtng	1
MVJ 2423 Maj App Jazz Guitar	1
PAD 6718 Smart Governance	1
MVJ 2424 Maj App Jazz Bass	1
MUN 5215 Orchestra	1
MVJ 3330 Prin App Jazz Piano	1
PCB 5615 Mol & Organismal Evo	1
MVJ 3331 Principle Applied Jazz Voice	1
PGY 2800 Beg Digital Photography	1
MVJ 3333 Prin App Jazz Guitar	1
PGY 5425 Photography	1
MVJ 3432 Major Applied Jazz Voice	1
MVB 3433 Major Appl Trombone	1

MVJ 3434 Maj App Jazz Bass	1
MUN 5715 Studio Jazz	1
MVJ 3436 Maj Applied Jazz Sax	1
MVB 4345 Prin Applied Tuba	1
MVJ 3437 Maj App Jazz Trumpet	1
MUN 2720 Jazz Vocal Ensemble	1
MVJ 3970 Junior Recital-Jazz	1
MUN 1120L Symphony Band	1
MVJ 4240 Sec Jazz Piano	1
MUN 3383L Univ. Singers	1
MVJ 4442 Major Applied Jazz Voice	1
NSE 3991 Natl Student Exch-A	1
MVJ 4443 Maj App Jazz Guitar	1
MUN 4143L Symphonic Wind Ens	1
MVJ 4444 Maj App Jazz Bass	1
MUS 5905 Directed Study	1
MVJ 4445 Maj App Jazz Drms	1
OTH 5846 Level II Fieldwork II	1
MVJ 4971 Senior Rec Jazz	1
MUN 1790 Latin Jazz Ensemble	1
MVJ 5150 Jazz Piano Tech	1
PAD 4905 Indep Sty In Pub Adm	1
MVJ 5250 Sec Jazz Piano	1
PAD 6056 Practice Pub Mgmt	1
MVJ 5254 Secondary Jazz Bass	1
PAD 6907 Independent Study In	1
MVJ 5450 Maj App Jazz Pno	1
PCB 2061 Intro Genetics	1
MVJ 5451 Major Applied Jazz Voice	1
MUN 5385L Univ. Singers	1
MVJ 5453 Maj App Jazz Guitar	1
MUN 1380L University Singers	1
MVJ 5455 Maj App Jazz Drms	1
PET 4929 Senior Seminar Pe	1
MVK 1311 Prin App Piano	1
MUT 5647 Adv Jazz Tech II	1
MVK 2180L Keyboard Harmony	1
MVB 1314 Prin App Bariton Ho	1
MVK 2321 Prin App Piano	1
PGY 4611 Digital Photo and Social Media	1
MVK 2421 Major Applied Piano	1
MVB 3333 Prin Appl Trombone	1
MVK 3136 Cls Jazz Pno II	1
PHC 6155 Health Policy Analysis	1
MVK 4441 Major Applied Piano	1
PHC 6383 Neurobehav Tech	1
MVK 4971L Senior Rec Keyboard	1
PHC 6730 Neurotox Res Meth	1
MVK 5351 Prin App Piano	1
PHC 6921 EHS seminar	1
MVK 5453 Major Applied Organ	1
PHC 7162 Grant Writing	1
MVP 1411 Major App Percussion	1
MUN 1140L Symphonic Wind Ens	1
MVP 2321 Prin App Percussion	1
NGR 6425 Adv Prin Anes Nsg I	1
MVP 3331 Prin App Percussion	1
MUN 3024 Laptop Ensemble	1
MVP 3970L Junior Rec Percussio	1
MUN 3123L Symphony Band	1
MVP 4341 Prin App Percussion	1
NGR 6602 Adv Fam Hlth Nsg II	1
MVP 5451 Major App Percussion	1
NGR 6910 Research Project	1
MVS 1311 Principle Appl Violi	1
MUN 3433L Univ Brass Choir	1
MVS 1316 Principal App Guitar	1

MUN 3713 Studio Jazz	1
MUN 5795 Latin Jazz Ensemble	1
NSE 3992 Natl Student Exch-B	1
MVS 1412 Major Applied Viola	1
MUN 3793 Latin Jazz Ensemble	1
MVS 1414 Major App Dble Bass	1
MUN 4213 Orchestra	1
MVS 2221 Secondary App Violin	1
MUN 4486 Jazz Guitar Ens	1
MVS 2326 Principal App Guitar	1
OCB 4005 Oceanog at Sea II	1
MVS 2421 Major Applied Violin	1
MUN 1310 Concert Choir	1
MVS 2422 Major Applied Viola	1
MUN 4723 Jazz Vocal Ensemble	1
MVS 2426 Major Applied Guitar	1
PAD 3034 Policy Dev & Impl	1
MVS 3331 Prin Applied Violin	1
PAD 4046 Values Ethics Morali	1
MVS 3333 Prin Applied Cello	1
PAD 4723 App Res Meth	1
MVS 3336 Principal App Guitar	1
MUT 2642 Jazz Improv II	1
MUM 5946 Perform Arts Intern	1
PAD 5805 Econ Dev Urb Revit	1
MVS 3432 Major Applied Viola	1
PAD 6434 Lead And Decision	1
MVS 3434 Major App Dble Bass	1
PAD 6726 App Res Acct Pub	1
MUN 2480 Guitar Ensemble	1
PAD 6946 Pad Internship	1
MVS 4443 Major Applied Cello	1
MUN 5125L Symphony Band	1
MVS 4541 Orch Audition Rep	1
MUN 5145L Symphonic Wind Ens	1
MVS 4971 Senior Rec Strings	1
MUN 5315 Concert Choir	1
MVS 5452 Major Applied Viola	1
PCB 4233 Immunology	1
MVS 5453 Major Applied Cello	1
PCB 4561 Epigenetics	1
MUN 2482 Jazz Guitar Ens	1
PCB 5443 Adv Ecol:Com Ecosys	1
MVV 1411 Major Applied Voice	1
PET 3325 Kinetic Anatomy	1
MVV 2221 Secondary App Voice	1
MUT 5629 Analytical Techs	1
MUO 4502 Opera Workshop	1
PET 5906 Direct Ind Study Kinesio	1
MUS 1010 Recital Attendance	1
MVB 1311 Prin Applied Trumpet	1
MVV 3431 Major Applied Voice	1
MVB 1313 Prin Appl Trombone	1
MUS 1342 Music Tech Fundamentals	1
PGY 3822 Int Digital Photography	1
MVV 4341 Prin Applied Voice	1
MVB 3332 Prin Appl French Hor	1
PHC 7587 Theory Health Promo	1
PGY 4823 Adv Digital Photo I	1
PHC 7731 Adv Neurotox Res Meth	1
PGY 5530 Color Photography	1
MVW 1313 Prin App Clarinet	1
PHC 4376 Disaster by Design	1
MVW 1315 Prin Appl Saxophone	1
MVB 3334 Prin App Bariton Ho	1
MVW 2321 Principal App Flute	1
MVB 3335 Prin Applied Tuba	1

MVW 2323 Prin App Clarinet	1
PHC 6329 Biomarkers	1
MVW 2325 Prin Appl Saxophone	1
PHC 6443 Eth Issu Pub Heal	1
MVW 3331 Principal App Flute	1
PHC 6538 Gene & Env Int	1
MVW 3333 Prin App Clarinet	1
MVB 3970L Junior Rec Brass	1
MVW 3335 Prin Appl Saxophone	1
PHC 6920 Spec Topics EHS	1
MVW 3970L Junior Rec Woodwind	1
MVB 4341 Prin Applied Trumpet	1
MVW 4971L Senior Rec Woodwind	1
PHC 7011 Advanced Epidemiology	1
MVW 5451 Major Applied Flute	1
PHC 7381 Neuroscience	1
MUS 3040 Recital Attendance	1
MUS 3905 Directed Study	1
MUN 5725 Jazz Vocal Ensemble	1
MVV 4971L Senior Rec Voice	1
MMC 5440 Research Seminar	1
LAS 6934 Lac Research Sem	1
MUH 3220 History of Musical Theatre	1
LAW 6550 Antitrust	1
MET 5708 Oper Meteorology Research II	1
LAW 6723 Community Lawyering	1
MUC 3302 Elec Music Lab II	1
LAW 6798 ALR	1
MUM 4814 Leadership in the Arts	1
LAA 5940 LSCP Arch Intern	1
MAT 5970 Master's Research	1
LAW 6824 Intl Legal Research	1
ISS 6655 ISS Cybersec and Tech Pol	1
LAA 6215 Prof Prac Lscp Arch	1
MSL 2102 Leadership/Teamwork	1
ISC 1056 First Year Sem Earth Env	1
MUE 5907 Directed Std Mus Ed	1
LAW 6943 Immigration Clinic	1
MUL 5406 Keyboard Lit II	1
LAW 6945 Criminal Externship Placement	1
ISS 3222 Spec Top Foreign Policy	1
LAW 6947 SIP	1
MAT 4510 Problem Solving Seminar	1
LAW 6948 Business Tech Clinic	1
ISS 6132 Intelligence Community	1
LAW 6950 Law Review: Board of Editors	1
LAA 5381 Comp Practice LSCP ARCH 3	1
LAW 6956 Law Review: Senior Members	1
LAA 5425 LSCP Documentation	1
LAW 6957 Law Review: Staff	1
MMC 6900 Independent Study	1
JPN 3500 Jpn Culture/Society	1
MUC 1101 Basic Music Comp	1
LAW 6984 Judicial Externship Placement	1
MUC 6306L Elec Mus Lab II	1
LAW 7303 Florida Civil Practice	1
MUH 2018 Evolution of Jazz	1
LAW 7844 SPORTS-ENT-LAW	1
MUL 4400 Keyboard Lit I	1
ISC 4935 Senior Sem Earth & Enviro	1
MUM 4301 Business Of Music	1
LAW 7942 Prosecution Inn. Project	1
LAW 6507 Natl Sec Law and the Constitut	1
INR 5906 Independent Study	1
ISS 3653 F. Global Cyber Policy	1
ISC 5151 Earth/Env Grad Seminar	1
MAR 7399 Advert & Persuasion	1

LAA 6905 Independent Study	1
MAT 4934 Senior Math Seminar	1
ISC 6152 Earth/Env Adv Grad Sem	1
LAS 6970 Thesis	1
ISC 6153 Envrionments Changing	1
MET 3502L Synoptic Meteor Lab	1
LAW 7955 WAMR	1
MET 7980 Ph.D. Dissertation	1
LAW 7956 Afr. L.J.	1
LAW 6105 Death Penalty Law	1
LAW 7959 Mediation Comp	1
LAW 6265 International Litigation	1
LBS 4150 Contmp Labor Issues	1
MMC 4944 SFMN Bureau Experience	1
LBS 4210 Women And Work	1
MMC 5946 JOU + Media Internship 2	1
LBS 4483 Organizational Conflict	1
MMC 6951 Pro Project II	1
LBS 4993 Technology and Work	1
MSL 4302 Officership and Leadership	1
LBS 5215 Women in Workplace	1
MUC 3231 Composition Sem III	1
LBS 5488 Org Conflict & Dispute Res	1
MUC 4932 Composition Forum	1
LBS 5993 Tech in the Workplace	1
MUE 3411 Choral Methods	1
LEI 3703 Intro to Rec Therapy	1
MUG 5205 Grad Choral Cond	1
ISE 4990 Intl Student Exch	1
JOU 2100 Intro Reporting & Writing	1
LEI 4724 Facilitation Techniques in RT	1
MUH 6937 Special Topics	1
ISE 4991 Study Abroad IHE	1
MUL 4500 Symphonic Lit	1
ISM 3949 Info Systems Internship I	1
MUM 3602 Audio Techniques II	1
LEI 5907 Dir Stud Rec Man	1
MUM 4802 Music Admin History	1
LIN 5574 Languages Of World	1
MUM 5705 Adv Bus Of Music	1
LAA 6936 Special Topics	1
INR 7910 Pre-Diss Research	1
LIT 3930 Special Topics	1
ISS 3613 Issues in Global Policy	1
LIT 5934 Special Topics	1
MAR 6915 Indep Study In Mar	1
JPN 3243 Adv Japanese Composition	1
ISS 3999 SIPA Internship	1
MAA 4212 Adv Calculus II	1
ISS 5135 Nat'l Security Essentials	1
MUM 5808 Grant Writing Arts	1
LAS 6942 Lac Internship	1
INR 4411 Intl Humanit Law	1
ISS 5309 Visual Methods	1
MAC 2242L Cal 2 Lab Biology	1
MAT 6946 Applied Experience	1
ISM 4151 Manage Digital Srvs Innov	1
LAW 5400 Property	1
MAE 4312 Adv Elem Math Methods	1
ISS 6219 Intl Law and Global Security	1
LAE 4367 Navigating Theory & Pract	1
MET 4521 Advanced Forecasting	1
MAN 3072 U.S. Culture in Business	1
MET 6971 Thesis	1
ISM 4402 Bus Intel Reporting	1
MHS 6450 Substance Abuse	1
MAN 3949 Mgt Internship I	1

ISS 6305 Res Meth and Design	1
MAN 4946 Int'L Bus Internship	1
MMC 3303 Global Media and Society	1
JRM 6083 Con & Comm Lending	1
LAW 6106 Death Penalty Clinic	1
LAH 4932 Topics In Lat Am His	1
MMC 4936 Special Topics	1
ISM 4949 Info Systems Internship II	1
MMC 4941 JOU + Media Internship	1
INR 4603 Theories Intn'L Rel	1
MMC 5409 SHERCom	1
MAN 6891 Leadership Dev I	1
LAW 6425 Construction Law	1
LAH 5935 Topics In L.A. Hist	1
MMC 6402 Theories Mass Com	1
LAH 6933 Rsch Lat Amer Hist II	1
ITA 2441 Italian for Business	1
MAN 7275 Org Behav Mgmt	1
MSL 1002 Basic Leadership	1
MAN 7616 Mnc Global Strategy	1
MSL 3202 Leadership/Ethics	1
MAN 7718 Analysis Of Corp Pol	1
MSL 4400 Us Military History	1
MAN 7910 Adv Mgmt Res Mthds	1
MUC 2221 Composition Sem. I	1
LAS 3330 Intro to the Caribbean	1
MUC 3232 Composition Sem IV	1
JOU 6118 Investigative Journalism	1
MUC 4404L Advanced Music Tech	1
MAP 4315 Nonlinear Dynamics Appl	1
MUC 5406 Elec Music IV	1
MAP 4401 Adv Diff Equations	1
MUE 2440 String Techniques	1
MAP 5318 Dynamical Systems and Chaos	1
LAW 6430 Wills and Trusts	1
MAP 6632 PDE in Risk Mgt	1
MUG 4202 Choral Conducting	1
MAP 6993 Probability & Stochastic	1
MUG 6309 App Orch Conducting	1
MAP 7993 Seminar Applied Math	1
MUH 2022 History of Rock Music	1
ISM 6205 Database Management	1
MUH 3212 Music Hist II	1
MAR 4232 Cur Iss/Retail Mkg	1
MUH 4680 Music History Seminar	1
ISM 6942 MIS Internship	1
JOU 4341 Int Journalism Newsroom	1
MAR 4403 Sales Management	1
MUL 4401 Keyboard Lit II	1
LAS 5907 Independent Study	1
MUL 5405 Keyboard Lit I	1
MAR 4712 Health and Fitness Marketing	1
MUL 5505 Symphonic Lit	1
ISM 7936 Systems and Software Eng	1
MUM 3742L Music Production	1
LAS 5931 Special Topics in LACS	1
MUM 4302 Business Of Mus II	1
MAR 4907L Ind Stdy Mkg Rsch	1
MUM 4803 Grant Writing Arts	1
ISM 7937 Sem Research On Ict	1
LAW 6470 Natural Resources Law	1
LAS 5933 Grad Seminar Las	1
MUM 5726 Live Music Oper II	1
LAS 6003 Survey Latin America	1
JRM 6091 Intro to Reg Compliance	1
MAC 2241L Calc 1 Lab Biology	1
EGS 1006 Intro To Engineering	1

HIS 4281 Biography as History	1
HFT 3894 Global Food and Culture	1
EML 4905 Senior Design Proj	1
EVR 4356 Coastal Marine Enviro Pol	1
FES 3951 Prior Learning Assessment	1
IND 5509 Personal Brand	1
FES 4994 Disaster Mnmgt Ind Study	1
HFT 4504 Hosp/Tour Internet	1
ENG 5058 Form And Theory	1
ENC 3378 Writing Across Borders	1
ENG 5907 Independent Study	1
EVR 4594 So Fla Ecosystems	1
ENG 6935 Spec Top In Pedagogy	1
ENC 4375 Rhetoric of Food	1
FIN 4651 Lat Am Fin Mkt & Ins	1
EVR 7056 GIS in Water Resc	1
FIN 4744 Financial Crime	1
EME 2040 Intro Ed Tech	1
FIN 6406 Corporate Finance	1
EME 6408 Computers Teach Tool	1
FIN 6525 Portfolio Mgt	1
ENC 3363 Writing about Environment	1
ENG 6942 Coll Comp Practicum	1
EVR 4112 Climate Change Policy	1
FIN 6943 Fin Internship	1
EVR 4592 Soils & Ecosystems	1
FIN 7606 Int'L Corp Finance	1
HUN 7524 Nutr Sci Comm Hlth	1
FIN 7811 Sem Fin Mkts & Inst	1
ENC 4356 Writing Exile Experience	1
FIN 7818 Found Of Fin Models	1
EVR 6377 Nat Res Conserv and Policy	1
EGS 6057 Equity in STEM Education	1
IND 5939 Design Thinking	1
FLE 4314 Meth FI Elem Sch	1
HFT 3870 Wine & Vineyard Ops	1
FLE 5908 Dir Stud For Lang	1
ESI 6316 Appl Of Or In Mfg	1
EIN 6179 Advanced TQM	1
EME 6405 Computers In Clrm	1
EGS 3060 ENGR Prof. Development	1
HFT 4757 Advanced Events Mgt	1
EML 4551 Ethics Dsn Proj Org	1
HIS 3051 Jun Sem: Approaches Hist	1
EML 4949 Co-Op Wk Experience	1
HIS 4941 History Internship	1
FRE 4390 Francophone Cinema	1
EVR 3010 Energy Flow	1
FRW 3101 Francophone Lit and Culture	1
EVR 3011 Evr Sci-Pollution	1
FRW 3905 Independent Study	1
EVR 4323L Restoration Ecology Lab	1
ENV 4513 Chem Env Eng	1
HMG 6586 Research & Stat Mthd	1
EML 5505 Smart Mach Des Dev	1
EVR 4592L Soils & Ecosyst Lab	1
FSS 3233 Instl Fd Serv Prod	1
EGN 7980 Dissertation Res	1
FSS 3242 Internatnl Cuisine	1
IDC 3605 Cyber Threat Intel II	1
EML 5709 Int. Fluid Mech.	1
ENC 4355 Writing About Film	1
EGN 5439 Design of Tall Bldg	1
IDS 3212 Science and Global Life	1
INR 3246 Intl Rel/Caribbean	1
ENC 4385 MaterialCulturalW&R	1
EGS 2053 Foundations of IDE	1

IHS 6948 FIU BHWET	1
GEO 4905 Independent Study	1
EGN 3999 CENGR Internship	1
GEO 5906 Directed Ind Studies	1
IND 5993 Marine vessel design	1
GEO 7964 Doctoral Exam Preparation	1
EML 4804 Intro Mechatronics	1
ENV 4891 ENV Senior Design	1
HFT 3871 Intro Food and Wine Pairing	1
GIS 2000 Cartogr, Mapng in Geograp	1
HFT 3900 Independent Study	1
ENV 4960 Environmental Eng Seminar	1
HFT 3941 Intern Hsptly Mgmt	1
GIS 4303 Geospatial measurements	1
EGN 3910 Human-centered Design	1
GIS 5190 Adv. Geospatial Measure.	1
ESI 6455 Adv Eng Proj Mgmt	1
EGN 6939 Advanced Special Topics	1
HFT 4509 Tour Dest Mkt	1
GLY 3039 Environ Geology	1
EUH 4286 Topic-European His	1
GLY 3782 Geology Excursion	1
ENG 5009 Lit Crit & Schol	1
GLY 5828 Chem Hydrogeology	1
HIS 4091 History Through Things	1
EML 5825 Sensors/App Mach Int	1
EGN 3945 Coop Ed in Eng	1
GLY 6971 Thesis	1
HIS 5084 History Memory Public	1
EML 6805 Adv Dgn Of Robots	1
HIS 6942 Public Hist Intern	1
GRA 2106 Typography	1
HMG 5901 Independent Study	1
GRA 2111 Graphic Design I	1
HMG 6200 Mega Event Mgt	1
GRA 2151 Illustration	1
EML 2032 Programming for ME	1
GRA 3817 Graphic Design II	1
EVR 4274 Sustainable Agricul	1
GRA 4189 Thesis I/Portfolio	1
HMG 6479 Strategic Revenue Mgt	1
GRA 4818 Graphic Design III	1
HMG 6500 Event Mkt and Sponsor	1
GRA 4940 Internship	1
HMG 6596 Mkt & Sales Hosp & Tour	1
IND 6906 Independent Study	1
HMG 6863 World Wine & Food	1
INR 3045 Refugees & Migrants	1
HMG 6972 Hosp and Tour Thesis	1
INR 3227 INR South Asia	1
HSA 6930 Pro Seminar Hlth Mgt	1
ENV 5519 Chem Env Eng	1
HUN 4701 Nutrigenomics	1
HFT 1102 Fnd & Path Gbl Sust Tour	1
IDC 1000 CS for Everyone	1
ENV 5930 Special Topics	1
IDC 6940 Capstone-DS	1
ENV 6971 Thesis	1
EGS 2030 Ethics/Legal Aspects	1
EIN 6971 Master's Thesis	1
EML 4823 Sensor/Signal Proc	1
HFT 3033 Sustainability Team Mgmt	1
IDS 1273 First Yr Sem Sustain	1
EIN 5436 Logistics Reg Compliance	1
IDS 3212L Science and Global Life Lab	1
EML 6935 Graduate Seminar	1
EVR 5935 Special Topics	1

HFT 3393 Entertainment Tour Mgt.	1
IDS 3917 VIP Program - B	1
EMA 5200 Nanomech and Nanotrib	1
IDS 4949 Internship in LS/IDS	1
EML 7939 Ph.D. Seminar	1
IND 2238 INT Design 4	1
HFT 3705 Gbl Trav & Tour Dev	1
IND 5645 Structures 1	1
HFT 3713 Internl:Travl+Touris	1
EML 4840 Robot Design	1
HFT 3735 Dest & Cultures	1
IND 5948 Grad Internship	1
ENG 4132 Studies In The Film	1
IND 5994 Exhibition Design	1
HFT 3753 Conv & Trd Shw Mgmt	1
EGN 4944 ID Capstone Des Proj II	1
HFT 3754 Intro to Events Mgt.	1
HAI 3500 Haiti: Cult/Lang	1
INR 3061 Conflict Security	1
HBR 3101 Biblical Hebrew II	1
EML 3222 Systems Dynamics	1
HFT 1000 Intro to Hosp and Tour	1
GEO 4391 Marine Geography	1
EEL 4740 Embedded System	1
CLP 6472 Assessment and Treatment II	1
CGS 3559 Using The Internet	1
COP 4813 Web Applicatn Prog	1
EEE 6765 Adv Embed Sys & IoT	1
COP 4814 Compon Software Dev	1
EEL 6894 Real Time Comp and App	1
COP 5614 Operating Systems	1
CHM 1020 Chemistry & Society	1
COP 5949 Coop Computer Sci	1
CLP 6948 Clinical Internship	1
COT 5443 Opt. Com. Thr. & Appl.	1
CNT 6144 Adv IoT Analytics & Cloud	1
CPO 2002 Intro Comp Pol	1
COM 3714 Fnd. of Comm.	1
CPO 3010 Comparative Polit	1
EEX 6535 Sem Sp Ed Sup Lead	1
CPO 3103 Politics Of W Europe	1
CHI 3400 Interm Chi Conv	1
CPO 4034 Pol Devlpmt Underdev	1
CLP 4146 Psychopathology	1
CPO 4057 Political Vio & Revo	1
CHM 1033 Survey Of Chemistry	1
CPO 4737 Transition and Human Rights	1
CHM 5450 Advanced Polymer Chem	1
CPO 5934 Topics In Comp Pols	1
EEL 3370 C++ Prog Emb Sys	1
CRW 5130 Adv Fiction Wkshop	1
EEL 4611 Control Systems II	1
CRW 5935 Special Topics Crw	1
CHM 6905 Ind Study Chemistry	1
CHM 3610L Inorganic Chemistry Lab	1
EEL 5941 Grad ECE Internship	1
CRW 6971 Creative Thesis	1
EEL 6993 Intro Electronic Warfare	1
CRW 6972 Creative Thesis Cont	1
EEX 7795 Adv Is Cld Stud Exc	1
CGN 5930 Sp Top In Civil Eng	1
EDG 5417 Fun of Learning	1
CWR 5635 Optimization Water Res.	1
EDG 7667 Adv Topics Curr Stud	1
CHS 3501 Survey Forensic Sci	1
CGN 4949 Co-Op Work Exp	1
CYP 6526 Psy Method Prog Eval	1

EDH 6943 Practicum HEA	1
DAA 1100 Modern Dance Tech I	1
EEC 3204 Issues In Eec	1
DAA 2520 Tap Dance Techniques	1
EEC 5906 Dir Stud Child Ed	1
DAA 2610 Dance Composition I	1
EEE 4304 Electronics II and Lab	1
DAN 4905 Independent Study	1
EEE 6399 Electronic Prop Mat	1
CGS 4854 Websiteconmgmt	1
CNT 3162 Wireless Comm. for IoT	1
CHS 4503 Forensic Science	1
EEL 4015 Elec Des In Bldg I	1
CGN 4930 Spec Topics Civ Eng	1
EEL 4421 Intro RF Circuit Design	1
CHS 4591 Forensic Sci Intern	1
CHM 5812 Learning Theories: 3DL	1
DIE 4963 Comp Dietetic Exam	1
EEL 4802 Intro to Digi Forensics	1
DIE 6368L Adv Tech Diet Prctse	1
EEL 4933 Eng Entrepreneurship	1
CHS 4710 Intro. to 3-D Learning	1
EEL 5501 Dig Comm Sys II	1
CHS 5535L Forensic Analy Lab	1
EEL 6726 Advanced VLSI Design	1
CHS 5539 Forensic Toxicology	1
CHM 3410L Phys Chm Lab I	1
CHS 5542 Forensic Chemistry	1
COM 6945 Grad Internship	1
DIE 6935 Spec Topics In Diet	1
EEX 6796 CLD Exceptional	1
DIE 6937 Graduate Seminar	1
EGM 5351 Finite Elment Method	1
DIE 6946 Adv Diet Prac I	1
EDG 4903 Independ Study Education	1
CHS 6111 Advanced Radiochemistry	1
EDG 5910 Independ Resrch Education	1
DIG 3110 Web Production	1
CIS 6970 Thesis	1
DIG 3146 Social Media	1
EDG 7692 Pol Of Curriculum	1
DIG 3181 Interactive Visualization	1
EDH 6041 Found Acad Advising	1
DIG 3253 Podcasting & Social Media	1
EDH 6051 Leadership In He	1
CHS 6946 Grad Forens Intern	1
CLP 6432 Foundation Practicum I	1
DIG 4394 Motion Graphics	1
EDH 7937 Spec Res Topics High Ed	1
CIS 1940 Internship-Teaching CS	1
CLP 6473 Assessment and Treatment III	1
EAB 5797 Single-Case Methods	1
CLP 6530 Dissem and Implement Research	1
CHM 4220 Adv Org Chem	1
CLP 6947 Foundations Practicum II	1
CIS 3930 Special Topics	1
EEC 6261 Ed Prog For Young Ch	1
EAB 6780 Ethic Code Behavior	1
EEE 3396 Solid State Devices	1
CIS 3950 Capstone I	1
EEE 4754 Intro Mobile Forensics	1
EAS 4105 Intro Flight Mech	1
EEE 6397 Semi Cond. Dev Theor	1
EAS 5124 Aerodynamics and Flight Mechan	1
EEE 6429 Adv Quantum Computers	1
ECO 4465 Quantitative Economics	1
EEL 2880 C Prog Emb Sys	1

ECO 4504 Intro Public Finance	1
CNT 4147 IoT/Sensor Data Analytics	1
CIS 4431 IT Automation	1
CNT 4165 Network Protocols for IoT	1
ECO 7115 Micro Theory I	1
CNT 4504 Advanced Network Management	1
ECO 7206 Macro Theory I	1
EEL 4410 Fields & Waves	1
ECO 7426 Econometrics III	1
EEL 4515 Adv Comm Systems	1
ECO 7705 International Trade	1
EEL 4658 Indus Control Systems	1
ECO 7716 International Money	1
EEL 4730 Programming Embedded Systms	1
CIS 4911 Senior Project	1
CHM 6802 Research Ethics	1
CIS 4951 Capstone II	1
COM 3120 Organizational Comm	1
ECP 3451 Law And Economics	1
COM 3601 Environmental Communication	1
ECS 3021 Women Econ Devel	1
EEL 4949 Co-Op Work Exp	1
EDA 6222 Sch Personnel Admin	1
CGS 2060 Intro To Micro Comp	1
EDA 6503 Instruc Leadership	1
CGS 2518 Computr Data Analys	1
EDA 6905 Dir Stud Ed Ldrship	1
EEL 6219 Electric Power Qual	1
CHM 4230L Org Struc Detn	1
EEL 6812 Adv In Neural Nets	1
EDA 6943 Admin Internship	1
CGN 6971 Thesis	1
EDA 7103 Theories Ed Admin	1
CHM 6970 Thesis Research	1
EDA 7905 Dir Stud Ed Ad/Supv	1
COM 6915 Indep. Study	1
EDA 7980 Ed.D. Dissertation	1
COP 1000 Intro to Computer Programming	1
CIS 5370 Principles of Cybersec	1
EEX 6756 Families w Disabilities	1
EDF 1005 Intro To Education	1
EEX 6863 Sup Field Exp Spe Ed	1
CHM 4300 Bio-Organic Chem	1
COP 3949 Coop Edu Computing	1
EDF 6481 Ed Research Method	1
COP 4005 Win Programming - It	1
CIS 5931 Special Topics	1
EDF 7412 SEM Ed Res	1
ARC 7982 Doctoral Defense	1
BCN 6795 Automation in Const	1
CCJ 6025 Criminological Theory	1
ACG 6455 Acg Info Sys Tech I	1
BME 5505 Med Imag Instr	1
ART 2021 3D Animation	1
BSC 5945 Teaching Biology	1
ART 2025 2D Animation	1
BCN 4910 Senior Project	1
ARC 1132 Design Graphics 2	1
BME 4800 Des Biomed Devices	1
AML 3042 AM Lit 1492-Present	1
AFA 4372 Hip Hop Race Gen Sex	1
AML 4245 Modernism In Am Lit	1
ARH 3511 Intro African Arts	1
ADV 4800 Bold Practicum 2	1
CAP 4104 HCI for CS	1
ARC 4586 Structures 1	1
ANT 4852 Visual Methods Research	1

AMH 4570 African-Amer Hist	1
AMH 3317 America & Movies	1
ARC 5076 Form Stud 2	1
BME 4230 Biomech Card Systems	1
ART 2648 Intro Digital Art Lab	1
BME 4940 Undergraduate Internship	1
ART 2701 Beginning Sculpture	1
ANT 3497 Intro Qual Research Meth	1
ARC 5176 Comp Prac In Des II	1
AFH 2000 African Civ	1
ART 3023 Intermediate Animation	1
ARE 6140 Curr Instruction Art	1
ANG 6083 Theory in Anthropology	1
BSC 4934 Topics In Biology	1
ART 3332 Intermediate Figure Drawing	1
ARH 4713 Hist Photo Since 45	1
ARC 5343 Arch Design 8	1
CCJ 3941 Apprenticeship	1
ART 3504 Intermediate Painting	1
ARH 5881 Advanced Art and Politics	1
ART 3560 Figure Painting	1
BCN 4724 Scheduling II	1
ART 3565 Begin Fiber Based Art	1
BCN 5706 Interdis Aspect Hou	1
ART 3569 Portrait Painting	1
ARC 6949 ARE Preparation	1
ADE 6476 Computer Based Trng	1
BME 4011 Clinical Rotations	1
ART 3666 Story Development	1
BME 4503 Medical Inst Design	1
ART 3710 Intermediate Sculpture	1
BME 4912 Undergrad Research in BME	1
ART 3760 Intermediate Ceramics	1
BME 5233 Cardio Biomech	1
AMH 4671 Race, Gender, Science	1
BME 6717 Analy & Sim of PHys Proc	1
ART 3822 Creative Practice	1
BME 6936 Biomed Eng Seminar	1
ACG 7889 Pos Thry Resch In Ac	1
ADV 4300 Media Planning	1
ART 4333 Advanced Figure Drawing	1
BSC 2077 Biology career planning	1
ANT 3212 World Ethnographies	1
BSC 3848 Science Literacy	1
ART 4505 Advanced Painting	1
ARH 2051 Art Hist. Survey II	1
ART 4560 Figure Painting	1
ARH 4430 Art And Politics	1
ART 4566 Intmd. Fiber Based Art	1
AFR 3230 Leading and Comm II	1
ART 4615 Advanced Animation	1
ARH 4520 African Arts	1
ARC 5582 Structures 1	1
AGR 4240 Mod Crop Pro	1
ART 4649 Intermed Digital Art Lab	1
ARH 4941 Internship	1
ART 4650 Adv Digital Art Lab	1
ANT 4332 Latin America	1
ART 4711 Advanced Sculpture	1
CCJ 6741 Advanced Data Analysis	1
ART 4768 Advanced Ceramics	1
AGR 6251 Sustainable Farming Syst	1
CEN 4083 Cloud Computing	1
BCN 4612 Cost Estimating II	1
CEN 5079 Software Security	1
BCN 4905 Independent Study	1
ARC 5582L Structures 1 Lab	1

ARC 6229 Theories of the Digital	1
ADV 6305 Media Planning	1
ARC 6761 Miami Urban Studies	1
ART 5408 Printmaking	1
BCN 5949 Grad CM Internship	1
ART 5580 Painting	1
BCN 6788 Ai In Constr Mgmt	1
ART 5584 Grad Figure Painting	1
BME 1008 Intro to Biomed Eng	1
ART 5588 Grad. Portrait Painting	1
ADV 6805 Creative Strategy	1
ART 5740 Sculpture	1
BME 4260 Eng Hemodynamics	1
ART 5790 Ceramics	1
BME 4531 Medical Imaging	1
ART 5907 Directed Study	1
BME 4908 Senior Design Proj	1
ART 5910 Research	1
BME 4930 Undergrad Seminar	1
ART 6939 Grad Art Sem II	1
BME 4949 BME CO-OP	1
ART 6971 Prosp & Exhib Prep	1
BME 5411 Biomed Phys Eng II	1
ANT 3302 Sex, Gender, & Culture	1
BME 6563 Optical Spect	1
ACG 7157 Thry & Rsrch In Actg	1
AFA 2004 Black Pop Cult Global Dim	1
ASN 3200 Asia Through Films	1
AFA 4370 Global Hip Hop	1
ASN 3202 Japanese Anime and Manga	1
BME 7938 Doctoral BME Sem	1
ASN 3210 K-Pop and J-Pop Culture	1
BOT 1010 Introductory Botany	1
ASN 3410 Intro East Asia	1
ARC 7981 Adv Research Methods	1
ASN 4810 E Asian Texts Translation	1
BSC 2023 Human Biology	1
ASN 5910 Ind Research	1
BSC 2085L Anatomy & Phys I Lab	1
ADV 6503 Advanced Creativity	1
ARE 4940 Student Tchg In Art	1
ASN 6912 Master's Essay in AS	1
BSC 3915 Student Research Lab	1
AST 1002 Descriptive Astronomy	1
AFR 1121 Heritage and Values II	1
AST 3722L Observ Astron Lab	1
ARH 3350 Baroque Art	1
ATR 5218 Eval and Diagnosis II	1
ARH 4312 Later Italian Ren	1
ATR 5316 Ther Interventions II	1
AFR 2131 Team & Leadership Fund II	1
ATR 5825L Clinical Ed II	1
BSC 5927 WS: R For Biologists	1
ATR 6546 Business in AT	1
BSC 5936 Glaser Seminar	1
ATR 6557 Navigating Academia in AT	1
AFR 4210 Security, Res & Com Prep II	1
ATR 6855L Clinical Ed V	1
BSC 6936 Topics In Biology	1
ATR 6935 Contemp Issues in AT	1
BSC 7961 Disser Proposal Sem	1
ATR 7631 DAT Applied Scholarship II	1
BSC 7982 Disser Defense Sem	1
ARC 5733 Des Hist Ren to XIX	1
CAP 4612 Intro to Machine Learning	1
ADE 6946 Teaching Practicum	1
CCJ 2010 Criminology	1

BCH 3034 Cellular chemistry	1
CCJ 4054 Ethics Criminal Justice	1
BCH 6831 Intro Biochem Res	1
ARH 5362 Baroque Art	1
BCH 7930 Biochem Graduate Seminar	1
CCJ 6675 Research on Human Rights	1
BCN 2253 Bldg Construction Drawing	1
ARH 5716 Hist Photo Since 45	1
ARC 5945 Architecture Internship	1
AGR 5241 Adv Mod Crop Pro	1
BCN 3753 Fin Mgmt Const Org	1
CDA 3104 Intro. to Computer Design	1
BCN 3949 Industry Internship	1
BCN 4255 Bldg Information Modeling	1
ASH 4453 Hist Travel Japan	1
ASN 3016 China Then and Now	1
CGN 2161 Career Orientation in Civil En	1
ART 4952 Thesis I	1
CGN 4911 UG Research Experience	1
ART 4953 Thesis II	1
ART 5390 Drawing	1
TOTAL	3523

Board Action Plan - Low Cost Course Materials

Report all institution's course title(s) and the number of section(s) that required or recommended textbook(s)/instructional materials for \$20 or less per credit hour (e.g., \$60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials.

Fall 2021	
Total Number of Course Sections Offered	n = 7603
Course Title(s) that Required or Recommended Course Materials for Less than \$20 per Cr	Number of Section(s)
ENC 1101 Writing and Rhetoric I	77
ENC 1102 Writing and Rhetoric II	73
IDH 3034 Honors Seminar V	33
IDH 1001 Honors Seminar I	24
SPC 2608 Public Speaking	23
PSY 3024 Psych Career Development	22
COM 3112 Writing for Business	19
LIT 1000 Intro to Literature	18
STA 2023 Stat Bus & Eco	17
PSY 3211 Psych Methods/Analysis I	15
ISM 3011 Info System Mgt	15
AMH 2020 Amer Hist Since 1877	13
SPN 1130 Spanish I	12
COM 3404 Nonverbal Communication	11
MAR 6805 Mkg Mgt In Glob Env	10
PEM 2101 Found Of Fitness	9
THE 2000 Theatre Appreciation	9
PCB 3702L Interm Human Phy Lab	9
PHI 2600 Intro Ethics	9
AST 1002L Descriptive Astronomy Lab	9
TSL 3080 Esol Prin/Prac I	8
CHM 1045L Gen Chem Lab I	8
ANT 3241 Myth-Ritual-Mysticis	8
CCJ 2020 Criminal Justice	8
SYG 2000 Intro Sociology	7
PSY 3215 Psych Methods/Analysis II	7
RED 3313 Lang & Lit Dev	7
MAN 6347 Perf and Talent Mgmt	7
ENC 3213 Prof and Tech Writing	7
EEX 3070 Teach Exc Incl Set	7
ECO 2013 Principles Macroeco	7
EDG 3321 Instructional Decisions	7
SPN 1131 Spanish II	6
PSY 2012 Intro To Psychology	6
PUR 4101 Digital Editing and Design	6
HFT 3603 Hospitality Law	6
MAN 6245 Org Behavior	6
ENC 3249 Prof Tech Writing Comp	6
HFT 4413 Hosp Analytics & Rev Mgt	6
LAW 5792 Legal Skills & Values I	6
HUM 1020 Intro to Humanities	6
MAC 1147 PreCal Alg and Trig	6
EVR 3013L Ecol S Fla Lab	6
HFT 4323 Hosp Facil Environ System	6
DEP 2000 Human Growth Dev	6
BUL 4310 Legal Environ Bus	6
CCJ 4014 Criminological Theory	6
ASN 3410 Intro East Asia	6
COM 3461 Intercultural Comm	6
SCM 6016 Supply Chain MGMT	5
PHI 2010 Intro to Philosophy	5
SOP 3015 Soc & Per Dev	5
PSY 4931 Senior Seminar	5
MAN 4442 IB Negotiations	5

MAN 3025 Organization & Mgmt	5
FIN 6406 Corporate Finance	5
MAN 6446 Negotiations	5
MAR 4354 Marketing Yourself	5
IDS 3309 How We Know What We Know	5
MAR 4400 Personal Selling	5
COP 1000 Intro to Computer Programming	5
EEC 3403 Sp Needs Ch & Fam	5
EDF 3251 Classrm Management	5
AST 2003L Solar Sys Astr Lab	5
COM 3714 Fnd. of Comm.	5
BSC 2010 General Biology I	5
EAB 5991 Supervised Research in BA	5
ACG 6026 Actg For Managers	5
CCJ 4497 Senior Capstone CJ	5
CHM 2210 Organc Chem I	5
SOP 3004 Intro Social Psy	4
SPN 2340 Interm Sp Herit Spks	4
PCB 3703L Hum Phys Lab I	4
WOH 2001 World Civilization	4
ISM 6328 Info Security Mgt	4
MAN 4633 MNC Strategy	4
LAW 5072 Bus Law for Engineers	4
GEB 6507 Finance for HR Prof	4
MAN 6636 Glob Geopol & Pol Econ	4
HFT 1000 Intro to Hosp and Tour	4
ISM 6404 Bus Data Vis & Report	4
HFT 3453 Operations Control	4
LEI 3400 Conditions in RT	4
HUM 3306 History Of Ideas	4
ENG 2012 Approaches To Lit	4
ISM 6021 Mgmt Information Systems	4
MAR 4144 Export Marketing	4
ISM 6316 Proj Mgmt Info Sys	4
INR 3403 International Law	4
ECO 2023 Principles Microeco	4
CRW 3010 Forms and Practices	4
EDF 5481 Foundations Ed Res	4
CGS 3095 Technology in the Global Arena	4
ANT 3212 World Ethnographies	4
COM 4310 Research Meth Comm	4
CEN 4010 Software Eng I	4
CHM 1045 Gen Chemistry I	4
CJE 3001 Professional Development	4
ARE 3313 Teach Elem Art	4
EEE 5543 Random Signal Princ	4
REE 6715 RE Development	3
PUR 6206 Ethics	3
PHC 6410 Hlth Beh & Pub Hlth	3
POT 2002 Intro To Pol Theory	3
PAD 6056 Practice Pub Mgmt	3
NUR 3029 Foundations Nsg Pract	3
SDS 6800 Adv Prac Counsel & C	3
PHC 6000 Epi I: Intro PH Epi	3
POS 2041 American Government	3
SYA 3300 Research Methods	3
MAR 6646 Marketing Research	3
MUL 1010 Music Lit/Appreciation	3
NUR 4667 Nsg in Gbl Hlth Care Sys	3
PUR 4100 Writing For PR	3
RED 4150 Teach Begin Read	3
JPN 3500 Jpn Culture/Society	3
INR 3102 Amer Foreign Policy	3
LIN 4680 Mod English Grammar	3
EVR 1017 Climate Ch Glob Env & Soc	3

MAR 4233 Social Media	3
EVR 3013 Ecology Of S. Fla	3
LBS 3001 Intro Labor Studies	3
FIN 6456 Quan Meth Fin Analys	3
MAN 4771 Executive Skills Dev	3
FOL 5906 Independent Study	3
INR 4013 Dev Inr Thought	3
HFT 2220 Human Resources for Hosp	3
JPN 1130 Japanese I	3
HFT 4474 Mgmt Acct Hosp Ind	3
LAH 2020 Latin American Civ	3
HMG 6296 Strat Mgmt Hosp/Tour	3
LEI 4711 Assessment, Doc and Eval in RT	3
HSA 6197 Hlth Info Systems	3
MAC 2311 Calculus I	3
ENC 1930 Essay Writing	3
MAN 6167 Ldrshp Global Env	3
INP 3004 Intro. Ind/Org Psy	3
MAN 6608 Internat'L Business	3
BSC 4931 Senior Seminar	3
COP 3530 Data Structures	3
EDH 6045 College Stud Dev	3
CGS 2100 Comp Appls Business	3
EDF 4604 Cult & Soc Found Ed	3
EAB 5990 Special Topics in BA	3
ARC 1301 Design Studio 1	3
EEE 4510 Intro To Dsp	3
EDH 6633 Intro High Ed Admin	3
BUL 6810 Bus/Leg Environment	3
AMH 2010 Am.History:1607-1850	3
BSC 2011 General Biology II	3
ACG 4651 Auditing	3
COP 4338 Systems Programming	3
SOW 5342 Sw Prac Indiv & Fam	2
SYG 6932 Disaster Topics	2
SSE 4312 Teach Elem Soc Stud	2
POS 4784 PS Analytic Writing	2
PCB 5423 Adv Ecol:Popul/Comm	2
PCO 6206 Advanced Counseling	2
NGR 7891 Adv Practice Finance	2
POT 3302 Political Ideologies	2
PHT 6009 Differential Diag	2
PPE 3003 Thry Of Personality	2
TPP 2161 Theatre Voice Mov II	2
MMC 4200 Law And Ethics	2
SOP 3932 Psych of Drugs & Drug Use	2
MAR 4804 Marketing Strategy	2
SPC 3210 Communication Thry	2
MAS 5145 Applied Linear Alg	2
SPN 2233 Intermed Read Span	2
MMC 6213 Ethics and Social Respons	2
PHT 5523 Dimensions Sem I	2
PET 3310 Kinesiology	2
SYD 3804 Sociology Of Gender	2
MAR 6826 Customer REL MGMT	2
NUR 4355 Childrearing NURS	2
NGR 6172 APN Pharmacotherapeutics	2
PHT 6625 Ad Pt Clin Res Meth	2
PUR 6117 Strategic Storytelling	2
NGR 7733 Organizational Dynamics	2
PHC 6355 Environ. Health. Safe.	2
SOP 4842 Legal Psychology	2
QMB 6357 Business Statistical Anal	2
MAR 6446 Negotiations	2
QMB 6616 Process & Oper Analysis	2

SPC 3425 Small Group Comm	2
NGR 6503 Adv Pmh Nsg Prac I	2
MHS 6428 Cross Cult Couns	2
TSL 4324 ESOL Content Areas	2
PHT 5174 Analysis Of Move	2
PHC 6374 Env Disasters and Hlth	2
SSE 5381 Global Perspectives	2
REE 6435 Real Estate Law	2
STA 2122 Stat for Behav Scien I	2
PCB 3063 Genetics	2
SYA 4010 Class Trad Soc Thry	2
REL 3308 Studies In World Rel	2
NUR 3666 Ev Bsd Nsg and Res Gbl Hlth	2
REL 3492 Earth Ethics	2
TCN 5271 Adv. IoT Comm. & Netw	2
NGR 6503 Adv Psy-Men Hlt Nsg	2
TPP 2112 Acting III	2
SCM 6206 Logistics STM & Analyt.	2
TRA 4203 Princ Logistics	2
SCM 6216 Logistics Strategy	2
TSL 4081 Esol Issues II	2
PHC 6442 Glob. Environ. Pub. Healt	2
MET 5105 Climate Process and Impact	2
REE 6045 Real Estate Markets	2
PSY 5939 Spec Topics In Psy	2
JPN 1131 Japanese II	2
HSA 5226 Mgt Of Ltc Systems	2
ENT 4113 Entrepreneur: New Bus Develop	2
HSA 6185 Mgmt Org Theory HC	2
HSA 6156 Econ and Dec Anal HS	2
FIN 6487 Fin Risk Management	2
LAA 6655 LSCP ARCH Grad Design 3	2
HSA 6426 Hlth Law Legal Asp	2
HMG 6586 Research & Stat Mthd	2
HSA 6759 Qual Asses	2
MAN 4600 International Mgmt	2
HSA 6977 Masters Research Pro	2
ISS 6387 Writing Presentation	2
HSC 3661 Comm Theory H Pro	2
HFT 4464 Fin Anal Hosp Indust	2
FIN 6489 Adv Fin Risk Mgmt	2
LAS 3002 Intro Lat Am and Carib Stdy	2
EML 3036 Simultn Software ME	2
LEI 3542 Prk Rec & Spt Mgt	2
IND 6255 IND Grad 1	2
HSA 5125 Intro to Hlth Policy Mgt	2
EXP 4204 Sensation & Percep	2
MAE 4310 Teach Elem Math	2
ENC 3311 Adv Writing & Res	2
MAN 6095 Mgmt HCO 21st Century	2
INR 2001 Intro To Intl Rels	2
ISS 6216 Foundations Globalization	2
INR 3030 Diplomacy	2
HFT 3866 Wine 101	2
INR 3081 Contem Intl Probs	2
JPN 2200 Interm Japanese I	2
GEO 3510 Earth Resources	2
KOR 1113 Korean I	2
MAN 6336 Reward Sys Mgmt	2
FIN 6246 Financial Mkts & Ins	2
MAN 6626 Int'L Hrm	2
LAS 4931 Special Topics in LACS	2
MAN 6657 Contextual Intel in IB	2
EXP 3523 Memory&Mem Improvmt	2
INR 3703 Inter Pol Econ	2

LEI 4590 Sem In Park & Rec Mg	2
FES 6857 Vulnerb Analy Hazard Mitig	2
LEI 4712 Eval and EBP in RT	2
ESI 6455 Adv Eng Proj Mgmt	2
ENC 3371 Rhetorical Theory/Practice	2
MAR 4203 Marketing Channels	2
MAD 3512 Theory Algorithms	2
HFT 2441 Hospitality Info Tech	2
MAN 3072 U.S. Culture in Business	2
INR 4603 Theories Intn'L Rel	2
HSA 5655 Eth Dec Hlth Admin	2
ISM 6106 Systems Analysis	2
MAN 6097 Managerial Health Econ	2
ISM 6205 Database Management	2
HSA 6176 Fin Reimb Hlth Sys	2
ISS 4364 Structure Analytic Method	2
INR 3243 Intl Rel Lat America	2
ESI 5522 Sim Models Engr Sys	2
INR 3274 Intl Rel Mid East	2
MAR 4025 Mar Sml Bus Enterpr	2
INR 3502 Intl Organizations	2
INR 4075 Int Prot Hum Right	2
EDA 6928 Wkshp: School Improv	2
CAP 4770 Intro Data Mining	2
EDH 6061 History of Higher Ed	2
CLP 4146 Psychopathology	2
ARC 5249 Intro Des Theories	2
CLP 5166 Adv Abnormal Psy	2
BUL 6605 Healthcare Fraud	2
EEX 6912 Adv Thy Rsch Sp Ed	2
EDP 3273 Child Devp	2
BCN 5792 TQM and Plng in Cnst	2
EEL 5278 SG Cyber and IEDs	2
ADV 3200 Creative Concepts	2
ARA 1130 Arabic I	2
CCJ 3666 Victimology	2
CHI 1130 Chinese I	2
AMH 2042 Mod Amer Civ	2
EDG 6250 Curr Dev And Impr	2
CCJ 4054 Ethics Criminal Justice	2
EDH 7666 Doctoral Seminar	2
COP 3337 Programming II	2
EEC 4005 Early Child Ed Prog	2
CCJ 4361 Death Penalty	2
EEL 4063 Intro to Bus. Decisions	2
BME 2740 BME Simulation	2
EEL 6787 Network Security	2
COP 4655 Mobile Application Development	2
EEX 4601 Beh Classrm Man I	2
COP 4703 Info Retrieval	2
ASH 3223 Middle East 1800-pres	2
COP 4710 Database Management	2
EDF 1005 Intro To Education	2
COP 4814 Compon Software Dev	2
BCN 2280 Const Surveying	2
CPO 2002 Intro Comp Pol	2
BCN 5618 Fund Const Est	2
CPO 3010 Comparative Polit	2
CHM 2211 Organic Chem II	2
CPO 3304 Pol Latin America	2
CHM 3120L Intr Analyt Chm Lab	2
CPO 3403 Pol. Of Middle East	2
EDP 3004 Educational Psychol	2
CEN 3721 Intro Human-Comp Interaction	2
CHS 3501 Survey Forensic Sci	2

CRW 3111 Narrative Technique	2
EEC 4211 Int Math and SCE EEC	2
CRW 3311 Poetic Techniques	2
CJE 3444 Security & Crime Science	2
DAA 1200 Ballet I	2
EEL 4410 Fields & Waves	2
ADV 4201 Advertising and Society	2
EEL 5813 Neural Networks	2
DIE 4365 Diet Mgmt Nutr Progm	2
EEL 6825 Pattern Recognition	2
EAB 4795 Senior Seminar in ABA	2
EEX 3764 Inst Astv Tech Sped	2
ADV 4323 Branding and Social Media	2
CLP 2001 Personal Adjustment	2
AFA 5855 Research Methods AADS	2
CLP 6948 Clinical Internship	2
SOW 7916 Supervised Research	1
TPP 4600 Playwriting I	1
MUE 2346 Vocal Techniques	1
PHC 6412 HP in Diverse Communities	1
MUT 2116 Music Theory III	1
PHC 6441 Epi of HD	1
SPW 3130 Span Am Lit	1
MUT 4353 Jazz Arranging	1
PHC 3101 Intro to PH	1
PHC 6530 Prin Mat Ch Health	1
WST 3120 Global Women's Writing	1
PHC 6703 Epi Methods Exp Design	1
SOW 5344 Th And Prac-Com/Org	1
PHC 6706 Rsch Methods in PH	1
SPC 4445 Comm for Effec Leadership	1
PHC 7015 Adv Res Meth Exper Design	1
MTG 6990 Riemannian symplectic	1
PHC 7588 History and Foundation of PH	1
SYP 3456 Societies in World	1
PHH 3100 Ancient Philosophy	1
PHC 4189 Ensuring Success/Failure	1
PHH 3401 16 & 17 Century Phil	1
TTE 5215 Fund Of Traffic Eng	1
MVS 1116 Guitar Skills	1
WST 5618 Gender and Genocide	1
PHI 2100 Intro To Logic	1
SOW 3801 Self-Aware Modif Ser	1
NGR 5131 Cul & Adv Nsg Prac	1
SOW 6125 Hum Bhr/Soc Env II	1
PHI 3500 Metaphysics	1
PAD 6605 Admin Law & Procedur	1
PHI 3640 Environ Ethics	1
PCB 3374 Tropical Ecology	1
PHI 3800 Aesthetics	1
SSE 4118 Soc Stud & Found in EEC	1
PHM 3400 Philosophy Of Law	1
STA 3193 Stat for Biology I	1
PHM 4020 Love & Sexuality	1
SYG 2010 Social Problems	1
PHM 5935 Adv Topics in Soc Pol Phi	1
TCN 2720 Intro to IoT	1
PHP 4510 Marxism	1
TPA 2220 Stage Lighting	1
NGR 6123 Knowledge Develop	1
TPP 3310 Directing I	1
MAR 6838 Brand Management	1
PHC 6146 Hlth Prom Pro Plan Int Des	1
NGR 6421 Prin Anes I	1
WOH 4430 Piracy in Spanish World	1

NGR 6491 Adv Anes Seminar	1
WST 4617 Gender & Genocide	1
PHY 4221 Intro Classical Mechanics	1
ZOO 4484 Primate Biology	1
PHY 4323 Interim Electromag I	1
SOP 4745 Women and Leadership	1
PHY 4604 Quantum Mechanics I	1
SOW 5241 Adv Child Welfare	1
PHY 5115 Math Physics I	1
SOW 5641 Understnd Proc Aging	1
PHY 5346 Adv E&M Theo I	1
SOW 7406 Hist Sys Soc Wk Res	1
POR 3202 Acc Portuguese I	1
SPA 5805 Rsch Meth Com Disord	1
POR 3233 Acc Port II	1
SPC 3230 Rhetorical Communication	1
MET 5412 Remote Sensing	1
PCB 3043 Ecology	1
POS 3064 Federalism & Gov RI	1
SPS 7407 Beh Interv Schools	1
POS 3424 Legislative Process	1
SPW 5806 Meth Lit Research	1
POS 3443 Political Parties	1
SSE 4352 Ped & Content of Elem SS	1
POS 3604 Consti Law:Limits	1
PCB 4663 Gen Human Genetics	1
POS 3652 Law and Legal Profession	1
STA 6746 Multivariate Stat	1
POS 4072 Women In Politics	1
MUE 4480 Marching Band Tech	1
POS 4188 Miami Politics	1
MUL 3600 Art Song Lit	1
MHS 5340 Ed Vocation Couns	1
SYP 3530 Youth, Crime, and Society	1
POS 5706 Methodology	1
PET 4510 Evaluation In Kinesiology	1
NGR 6538 Psychopharm ANP	1
TPA 2010 Intro to Design	1
POT 3013 Anct & Medv Pol Thry	1
TPA 3930 Spec Topics in Theatre	1
POT 3064 Contempory Pol Theory	1
TPP 2653 Playscript Analysis	1
POT 3204 Amer Polit Thought	1
TPP 4114 Acting V	1
MHS 6020 Found Mental Hlth	1
PHC 6055 Data Mgmt Analysis	1
POT 3304 Feminist Pol Theory	1
TSL 5371 Spec Methods Tesol	1
POT 4311 Probs of Democracy	1
URP 5426 Emerg Mgmt And Plan	1
POW 4390 Brazilian Cinema	1
WST 3106 Intro to Global Diversity	1
NGR 7853 Translational Research	1
WST 4115 Gender Violence & Law	1
PPE 3502 Psy Of Consciousness	1
WST 5116 Gender Violence & Law	1
PPE 4514 Psy/Dreams & Dreamin	1
ZOO 3753 Histology	1
PSB 3002 Intro Bio Psy	1
ZOO 4744 Neurobiology	1
PSB 3007 Intro Behav Neurosci	1
MET 4301 Dynamic Meteorolo I	1
PSB 4250 Animal Cognition	1
PAD 6306 Policy Analysis	1
MAR 4643 Dec Mkg and Negotns	1

SOW 4654 Child Welfare	1
NGR 7892L Health Policy	1
PAD 6436 Profession & Ethics	1
MHS 6511 Grp Counseling	1
SOW 5404 Sow Resrch Mthd I	1
NUR 3119 Nsg Concepts and Issues	1
SOW 5710 Issues In Addiction	1
NUR 3535 Psychosocial Nurs	1
SOW 6435 Evidence-Based Practice	1
PSY 5605 History & Systems	1
SOW 7492 Theor Dev Res Mthd	1
MAR 4620 Marketing Research II	1
SPA 5402 Lng Lrn Pre Sch Chl	1
MHS 6800 Adv Prac Counsel & C	1
SPA 6322 Aural Rehab	1
NUR 3805 Pro Nursing: Social	1
PAD 7277 PA and American Econ	1
NUR 3821 Nursing Leadership	1
PAD 7705 Applied Quant Analysis I	1
MMC 3123 Writing Fundamentals	1
PAF 7002 Found Pol Analy	1
PUR 6625 Digital Media Mgmt.	1
MMC 4944 SFMN Bureau Experience	1
MMC 3303 Global Media and Society	1
SPS 6199 Fam School & Coll	1
OCE 3014 Oceanography	1
SPT 3800 Found Transl Skills	1
OTH 5002 Occup and Health	1
SPW 3392 Cuban Culture Cinema	1
OTH 5202 Occup Dev Inf Adol	1
SSE 3346 SS Content Pedagogy	1
RED 6247 Org & Suprv Read Prg	1
MET 4410 Remote Sensing	1
RED 6314 Literacy Theo/Instr	1
SSE 4380 Global Perspectives	1
RED 6540 Reading Assessment	1
PCB 4234 BioCancer	1
REE 4103 Appraisal/Real Est	1
STA 3111 Statistics I	1
REE 4433 Legal Environ Re	1
STA 6244 Data Analysis I	1
REE 4956 Intl Real Estate	1
PCB 4674 Evolution	1
OTH 5224 Conditions Occup Perform	1
SYA 6018 Sociocult Theories A	1
OTH 5524 Occup Interven Pediatric	1
MET 4532 Hurricanes	1
PAD 3034 Policy Dev & Impl	1
SYG 3002 Basic Ideas Of Soc	1
REL 2011 Intro to Religion	1
SYP 3000 Indiv In Society	1
REL 3020 Meditation/Spiritual	1
SYP 3520 Crime & Society	1
REL 3106 Religion in Latin America	1
TAX 5875 Seminar In Taxation	1
REL 3145 Women And Religion	1
TCN 5030 Comp Comm Net Techs	1
REL 3250 Jesus & Christians	1
TCN 6430 Net Mgmt & Cntrl St	1
PAD 3431 Explore Leadership	1
THE 4314 Classical Drama Lit	1
REL 3325 Religs Of Mythology	1
TPA 2210 Stagecraft I	1
REL 3340 Survey of Buddhism	1
TPA 2248 Stage Makeup	1

REL 3375 Caribbean Religions	1
TPP 2100 Intro To Acting	1
REL 3490 Da Vinci Code	1
MUM 5725 Live Music Oper I	1
PAD 4046 Values Ethics Morali	1
TPP 3164 The Voice Mnt III	1
REL 3603 Judaism after Holocaust	1
TPP 3530 Stage Combat I	1
RLG 5232 Hebrew Exegesis I	1
TPP 4224 Acting VII	1
RLG 5244 Bible II	1
TPP 4601 Playwriting II	1
RLG 5384 Rasta, Voodoo, Sant	1
PHC 6102 Intro to PH Policy	1
RLG 5618 Modern Judaism	1
MUS 5205 Grad Rev Diction I	1
RLG 6013 Mod Analysis Relign	1
TSL 5806 Bil. in Lang. Ed.	1
RTV 3007 Intro To Television	1
TTE 6257 Traf Control Sys Ds	1
RUS 1130 Russian I	1
MUS 5711 Music Bibliography	1
SCE 5314 Teach Learn in El Sci Ed	1
WOH 6932 Rsch World Hist I	1
SCE 6933 Sem In Science Edu	1
WST 3114 Sex Trafficking Solutions	1
PAD 4414 Pers Skills For Adm	1
WST 3644 Intro Transgender Studies	1
PAD 4432 Admin Ldrshp & Bhvr	1
WST 4504 Feminist Theory	1
PAD 4723 App Res Meth	1
WST 4930 WST Special Topics	1
SDS 6411 Couns Child Adoles	1
WST 5507 Feminist Theory	1
PAD 5256 Econ Thinking in Policy	1
ZOO 3303 Vertebrate Zoology	1
SMT 6055 Res Teach Change in STEM	1
ZOO 4234 Gen Parasitology	1
SOP 2772 Psy Of Sexual Behvr	1
ZOO 4733 Survey Regional Anat	1
PAD 5435 Gender Equity and Leader	1
ZOO 5785 Advanced Neurobiology	1
PAD 6053 Pol Soc Econ Pub Adm	1
SOP 3742 Psy Of Women	1
LBS 5155 Workplace Diversity	1
JRM 6300 Intro to American Law	1
ENC 4212 Professional Editing	1
HMG 5547 Train Team Bldg	1
LAS 5933 Grad Seminar Las	1
HMG 6200 Mega Event Mgt	1
LIT 4188 Regional Lit In Eng	1
EUH 4521 Victorian Britain	1
HFT 4509 Tour Dest Mkt	1
HMG 6429 Asset Management	1
LAE 6305 Early Child Lang Art	1
HMG 6466 Hosp/Tour Rev Mgt	1
LAW 6754 Professional Ethics & Leg Prof	1
FES 3859 All-Hazards Preparation	1
LEI 5510 Prg Adm Parks & Rec	1
HMG 6816 Prod, Mgmt & Merch Craft Beers	1
MAC 2281 Calc I for Engineering	1
FES 6846 Comp Disaster Managmt Syst	1
ENC 4260 Adv Professional Writing	1
EUH 5905 Rdgs In Eur Hist	1
HIS 4935 Senior Seminar	1

FIN 3005 Intro to Business Finance	1
KOR 2220 Intermediate Korean I	1
FIN 3403 Financial Management	1
LAH 4471 Colonial Carib	1
FIN 3414 Intermed Fin Mgmt	1
LAW 6264 Immigration Law	1
FIN 4345 Credit Anal & Ln Eva	1
LBS 3468 Intro to Mediation	1
HSA 6186 Ldshp Org Beh HC	1
HFT 3073 Social Respon in Hosp Ind	1
FIN 4604 Intl Fin Mgmt	1
LIN 6805 Semantics	1
FIN 4634 Intl Banking	1
LIT 5934 Special Topics	1
EVR 1001 Intro Environmental Scien	1
MAD 3401 Numerical Analysis	1
EML 4603 A/C Design	1
MAN 4120 Mgng Virtual Teams	1
FIN 6446 Competitive Strat	1
MAN 4673 Trade Policy and Bus	1
EML 2032 Programming for ME	1
ENG 4132 Studies In The Film	1
ENL 4273 Modern Brit Lit	1
MAP 5316 Ordinary Diff Eq	1
EUH 2021 West Civ: Med/Mod	1
JRM 6710 Legal Analysis and Writing	1
IDH 2003 Honors Seminar III	1
HAI 3213 Accelerated Haitian	1
FIN 6465 Fin Plan Stmt Analy	1
LAE 6935 Sem In English Edu	1
EML 3126 Transp Phenon	1
EVR 4352 U.S. Env Policy	1
IDS 3333 Diversity of Meaning	1
ENC 3354 Writing as Social Action	1
IDS 4174 Math/Philosophy in Arts	1
LAW 6471 Environmental Law	1
IND 2237 INT Design 3	1
LAW 7200 US Law I	1
IND 2420 INT Mat and Methods	1
LBS 4154 Workers & Diversity	1
IND 5325 Color Theory and App	1
ENV 4024 Bioremediation Eng	1
IND 5615 Bldg Sys	1
HFT 3314 Hsptly Prop Mgmt	1
EUH 3511 Tudor and Stuart England	1
EML 4721 Comp Thermo Fluid	1
EML 3450 Energy Systems	1
LIT 3671 Global Issues Literature	1
FIN 7527 Sem In Investments	1
LIT 4536 Working Class Women Lit	1
MAR 4404 B2B Sales and Marketing	1
MAA 4402 Complex Variables	1
EMA 5104 Adv Mech Prop Mat	1
MAC 2312 Calculus II	1
FIN 7810 Financial Theory III	1
HFT 3865 Wines of New World	1
FLE 4375 Spec Tch Lab Mod Lan	1
MAN 4065 Business Ethics	1
EVR 3723 Nat Res Valuation Econ	1
MAN 4322 Human Res Info Sys	1
FRE 2200 Intermediate French	1
MAN 4613 Int'L Risk Assessmen	1
INR 3134 Wri Intel and Nat Sec	1
EXP 3304 Motivation & Emotion	1
INR 3223 Japan And Us	1

HFT 4545 Mngg High-Funct Teams	1
FRE 3504 Language & Culture	1
HIM 5065 Intro Hlt & Hlt Info	1
FRW 4751 Franc-Caribbean Lit	1
MAN 6893 Leadership Dev III	1
INR 3303 Foreign Policy	1
HIS 5084 History Memory Public	1
ENG 5009 Lit Crit & Schol	1
JRM 6700 Torts and Criminal Wrongs	1
FSS 4106 Purchasing/Menu Plan	1
HAI 3204 Intro Creole Translation	1
GEA 3500 People Envir of Eur	1
LAA 5423 Lscp Construction	1
GEA 3635 People Envir Mdl East	1
LAE 4335 Spec Teach Lab Eng	1
INR 4031 Media Intl Rel	1
LAE 6319 Integrat Lang Arts	1
GEA 4930 Topics In Geography	1
HBR 3100 Biblical Hebrew I	1
GEA 6409 Violence & Healing	1
ENG 6937 Teaching Composition	1
GEB 4110 Writing the Business Plan	1
LAS 5931 Special Topics in LACS	1
INR 4232 Intrntnl Reltn China	1
EVR 5044 Adv GIS Env Data	1
INR 4273 IR of Iran and Persian Gulf	1
LAW 6263 Int'l Human Rit Law	1
INR 4335 Strat Stds/Natl Sec	1
LAW 6330 Evidence	1
ENG 5058 Form And Theory	1
LAW 6570 Intel Property	1
INR 4707 Political Economy China	1
LAW 6936 Seminars	1
INR 4931 Topics In Intr Rel	1
HFT 3065 Art/Sci Fine Spirits	1
INR 5409 Int'L Law I	1
LBS 3482 Methods of Conflict Resolution	1
INR 5609 Contemp Dynam INR	1
LBS 4654 Compar & Intl Labor	1
INR 5615 Research Design Inr	1
LBS 5465 Mediation Techniques	1
INR 6338 Strategic Studies	1
LEI 3402 Prg Dev In Rec & Spt	1
INR 6604 Intl Rels Theory I	1
HFT 3263 Dining Services Mgmt	1
INR 6706 Pol Econ Of Int Rel	1
ENL 4210 Medieval Eng Lit	1
ISC 5150 Res in Earth and Env Sci	1
LEI 6725 Adm Aspects T.R.	1
ENC 3334 Intro Writing Studies	1
LIN 5206 Phonetics	1
ISM 3153 Bus Process Analysis	1
HFT 3811 Bev Mkt & Distribution	1
ISM 4113 Systems Analy & Des	1
LIT 3703 Studies in Metaphor	1
ISM 4211 Data Sys Phy Desn	1
LIT 4224 Exile and Literature	1
ISM 4314 Project Management	1
LIT 5487 Texts And Culture	1
ISM 4402 Bus Intel Reporting	1
MAA 3200 Intro To Adv Math	1
ISM 4452 Blockchain for Business	1
ENC 3416 Writing and New Media	1
ENL 4303 Major British Writer	1
HFT 3862L Great Wines of Europe	1

GEO 3421 Cultural Geography	1
MAD 1100 Math It	1
GEO 3471 Political Geography	1
HFT 3864 Brewing Science	1
ENL 4324 Global Shakespeares	1
MAE 6318 Elementary Math	1
ENL 4503 Periods In Eng Lit	1
EVR 5409 Adv Conservation Biology	1
ENL 5220 Major Brit Lit Fig	1
MAN 4102 Managing Diversity	1
ISS 3130 Fundamentals Ntl Security	1
MAN 4164 Leadership	1
EVR 4321 Sustainable Res Dev	1
MAN 4410 Union-Mgmt Rel	1
ISS 5135 Nat'l Security Essentials	1
EML 6223 Adv Mech Vib Anal	1
GER 1130 German I	1
ENV 5027 Bioremediation	1
ISS 6266 Democracy Human Rights	1
EML 1533 Intro to CAD for ME	1
ISS 6346 Theory and Inquiry	1
EUH 4384 Premodern Mediterranean	1
GER 1131 German II	1
ENC 5752 Women's Rhetorics	1
JOU 3003 Intro To Journalism	1
ESC 1000 Intro to Earth Science	1
JOU 3117 News Reporting and Writing	1
HFT 4875 All About Wine Business	1
JOU 3300 Adv News Writing	1
HIM 6628 Health Data Visualization	1
GIS 4119 Geodatabases and Geotools	1
MAN 6726 Strategic Management	1
GIS 5050 Environmental GIS	1
MAP 2302 Differential Equat	1
GLY 1101 The History Of Life	1
HIS 5067 Pub Hist Theory Practice	1
JPN 2201 Interm Japanese II	1
HAI 2320 Haitian Creole Read/Comp	1
MAR 4231 Retail Marketing	1
INR 4076 INR of Drug Trafficking	1
ESI 6470 Stochastic Opt	1
INR 4082 Islam In Int'l Rels	1
INP 5095 Prosem Industrl Psy	1
MAR 4415 Adv Professional Selling	1
INP 6090 Applied Psychology	1
INP 6611 Organizational Stress	1
ECO 6204 Fund Macro Theory	1
ANT 4485 Psychedelics and Culture	1
ANT 2000 Intro Anthropology	1
CCJ 6676 Transnational Crime	1
DIG 4800 Digital Theories	1
CCJ 6705 Research Methods	1
AML 5305 Major Amer Lit Fig	1
ARA 1131 Arabic II	1
EEC 4250 Cur Instr Early Chld	1
ADE 6186 Evaluation Ae/Hrd	1
CCJ 6485 CJ Policy Analysis	1
CEN 4021 Software Eng II	1
EAS 4200 Intr Design Anal Aer Str	1
CES 3580 Hurricane Engineering	1
EDA 6242 School Finance	1
CES 6706 Adv Reinf Conc Dsn	1
EDF 6850 Comp Int'l Pract & Apps	1
CGN 2420 Computer Tools for Eng	1
CAP 5602 Intro To Ai	1

CGS 1540 Intro to Database for All	1
EEL 4062 Bus Plan Develop	1
ARC 5075 Formative Studio	1
EEX 4240 SPED Literacy Practicum	1
AFA 6245 African Diaspora Ltn Amer	1
AMH 4930 Topics In Us History	1
CGS 3767 Computer Os	1
BME 4332 Cell Tissue Eng	1
CGS 4285 Appl Networking	1
AMH 5905 Rdgs In Amer Hist	1
AFH 2000 African Civ	1
ECS 3013 Intro To Econ Develo	1
CHI 1131 Chinese II	1
EDE 6205 Cur Des Child Ed	1
CHI 2200 Interm Chinese	1
BSC 6950 Writing for Biology	1
CHM 1020 Chemistry & Society	1
EDG 5414 Inst. Strat & Class Mgmt	1
ARE 4316 Sp. Teach. Lab: Art K-5	1
CAP 4612 Intro to Machine Learning	1
ARH 3811 Methodology	1
CAP 5768 Intro to Data Science	1
ARH 4310 Early Italian Ren	1
EEE 4752 Intro Network Forensics	1
ARH 4470 Contemporary Art	1
EEL 4804 Intro Malware Reverse Eng	1
ARH 4552 Arts China and Japan	1
AFA 5005 AAD Studies Theory	1
CHM 3410 Phys Chem I	1
EEX 5608 Behav Classrm Manage	1
CHM 3411 Phys Chem II	1
DEP 4182 Social Development	1
CHM 4611 Adv Inorganic Chemis	1
DIE 7566 Res Concept Develop	1
CHM 5150 Grad Analytical Met	1
BME 3403 Eng An Bio Sys I	1
CHM 5165 Chemometrics	1
EAB 6717 ABA and ASD	1
CHM 5425 Grad Physical Chem	1
EAS 6212 Aeroelasticity	1
ARH 4724 History of Graphic Design	1
ECO 4932 Topics In Theory	1
CIS 4365 Enterprise Security	1
ECP 3302 Intro To Envir Econ	1
CIS 5370 Principles of Cybersec	1
ECT 3004 Found Voc Ed	1
CIS 5372 Fund of Computer Security	1
AML 4621 Maj African Am Wrtrs	1
CJC 4510 Race and Punishment	1
BSC 4422 Biotechnology	1
ARH 5482 Contemporary Art	1
BSC 5406 Forensic Biology	1
ARH 5805 Crit Study Vis Art	1
EDF 6475 Qual Found E Res	1
CJE 4717 Crime Science Capstone	1
EDF 7476 Adv Qual Res	1
CJE 6025 Comparative Policing	1
EDG 6286 Cur Eval & Improvmnt	1
CJJ 2001 Juvenile Justice	1
EDH 6066 Contmp Iss Highr Ed	1
CJL 4064 Justice&Constitution	1
EDH 7209 Interp Inquiry High Ed	1
CJL 4412 Criminal Law	1
EDP 4275 Assess and Eval Child	1
ACG 5627 Systems Auditing	1

CAP 5771 Princip Data Mining	1
CLP 4134 Child Psychopatholog	1
EEE 3396 Solid State Devices	1
ASH 3440 History of Japan	1
EEL 2880 C Prog Emb Sys	1
CLP 4444 Personality Disorder	1
EEL 4241 Power Electronics	1
ASH 3631 Pacific War in Asia	1
CCJ 4032 Crime And The Media	1
CLP 6449 Career Development	1
ANT 6469 Grad Medical Anthro	1
CLP 6471 Assessment and Treatment I	1
EEX 3113 Speech, Lang and Literacy	1
EGM 3520 Eng Mecha Of Materia	1
EEX 5075 Teach Exc Incl Set	1
EGM 4350 Fea In Mech Engr	1
CCJ 6362 Death Penalty	1
EGS 6055 Found of Eng and Comp Edu T&L	1
DEP 4014 Psych Of Parenting	1
ACG 3301 Managerial Accounting	1
DEP 5796 Dev Research Methods	1
CNT 4182 Mobile and IoT Security	1
DIE 4506 Seminar Dietet/Nutr	1
ASL 1010 ASL I	1
DIG 3001 Introduction to Digital Media	1
COM 3230 Crisis Comm	1
DSC 4012 Terrorism and Homeland Secu	1
ASN 3016 China Then and Now	1
BME 3632 BME Transport	1
ASN 3125 Spirituality of Japan	1
EAB 6707 Learning and Development	1
COM 3471 Social Media Impact Comm	1
EAB 6780 Ethic Code Behavior	1
ASN 3143 Corporate Culture China	1
EAS 4213 Intro to Aeroelasticity	1
ASN 3154 Trad. and Mod. Korea	1
BOT 3154 Local Flora	1
ASN 3403 Zen and Tea Ceremony	1
ECO 4701 World Economy	1
COP 2210 Programming I	1
ECO 6112 Fund Micro Theory	1
COP 2270 Sec C Prog for Engineers	1
ECO 7116 Micro Theory II	1
ADV 4101 Copy and Design Concepts	1
ECP 3555 Women&Economy	1
ASN 4111 Japan & New East	1
ECS 4011 Development Econ I	1
COP 3835 Designing Web Pages	1
EDA 6061 Intro Educ Leadrshp	1
COP 4226 Adv Windows Prog	1
EDA 6503 Instruc Leadership	1
ASN 5130 Zen and the Arts	1
EDA 7069 Educational Policy	1
COP 4604 Advanced Unix Prog	1
EDE 6930 Sem Elem Ed	1
COP 4610 Operating Syst Princ	1
EDF 2085 Tching Diverse Pop	1
AST 1002 Descriptive Astronomy	1
EDF 3521 Education In History	1
AMH 2041 Origins Amer Civ	1
EDF 5255 Classrm Management	1
ACG 6686 Fraud Examination	1
EDF 6211 Edu Psy: Appl Found	1
ATR 5517 Admin Professionalism	1
EDF 6487 Act Rsch Ed	1

COT 3510 Appl Lnr Strc for Comp	1	
EDF 6852 Edu Dev Issues	1	
COT 3541 Logic For Comp Sci	1	
AML 5505 Periods Amer Lit	1	
COT 4521 Intro to Comput Geometry	1	
ANG 6339 Latin Amer Seminar	1	
COT 5407 Intro to Algorithms	1	
EDG 7222 Curr: Theo And Resh	1	
COT 5428 Formal Foundations Cyber	1	
BUL 6890 Spl Top In Law	1	
COT 5520 Computational Geometry	1	
EDH 6401 Counseling for Higher Ed	1	
COT 6405 Analysis Of Algorith	1	
EDH 6943 Practicum HEA	1	
ATR 6507 AT Entrepreneurship	1	
ANT 3034 Anthro Theory	1	
ATR 6621 Research and EBP in AT II	1	
CAP 5610 Machine Learning	1	
CPO 3055 Authoritarians and Democrats	1	
EDP 5053 Edu Psy: Princ & App	1	
CPO 3204 African Politics	1	
EEC 3613 Assessing Young Children	1	
BCH 3033 Gen. Biochemistry	1	
CCJ 2010 Criminology	1	
BCN 1272 Plans Interpret	1	
EEC 6277 Think and Learn 21st Cent	1	
CPO 4057 Political Vio & Revo	1	
ADE 5386 Ind Lrng and AE	1	
CPO 4725 Comparative Genocide	1	
CCJ 3628 Homicide	1	
CPO 4741 Compar Pol Economy	1	
EEL 3135 Signals And Systems	1	
CPO 6307 Sem So Am Politics	1	
ADV 4411 Multicultural Mar Comm	1	
AMH 3341 U.S. Food History	1	
ANT 3497 Intro Qual Research Meth	1	
BCN 3720 Scheduling I	1	
EEL 4806 Ethical Hacking	1	
BCN 5585 Sustainable Const	1	
EEL 5741 Adv Microproc Sys	1	
CRW 4110 Writing Fiction	1	
EEL 6254 Pwr Sys Reliability	1	
CRW 4211 Creative Non-Fiction	1	
EEL 6805 Adv Malware Reverse Eng	1	
CRW 5331 Adv Poetry Wkshop	1	
CCJ 4633 Guns and Violence	1	
CTS 1120 Fund of Cybersec	1	
CCJ 4662 Race and Crime	1	
CTS 4348 Unix Sys Admin	1	
CCJ 4694 Human Trafficking	1	
CTS 4408 Database Admin	1	
EEX 5095 Autism: Nature/Need	1	
CTS 4743 EnterpriseIT Troubleshoot	1	
EEX 6617 Prcpls App Behav Ana II	1	
CWR 5125 Groundwater Hydrolog	1	
EGM 3311 Analysis Eng Syst	1	
AMH 4130 American Revolution	1	
AMH 4170 Civil War/Recon	1	
EGM 5315 Int Anal Mech Syst	1	
CNT 3142 Microcontrollers for IoT	1	
EIN 6345 Inventory Control	1	
CNT 3162 Wireless Comm. for IoT	1	
CNT 4155 IoT Python Prog	1	
TOTAL		1986

Spring 2022	
Total Number of Course Sections Offered	<i>n</i> = 7414
Course Title(s) that Required or Recommended Course Materials for Less than \$20 per Cr	Number of Section(s)
ENC 1102 Writing and Rhetoric II	92
ENC 1101 Writing and Rhetoric I	41
IDH 3035 Honors Seminar VI	24
PSY 3024 Psych Career Development	21
PSY 3215 Psych Methods/Analysis II	21
AMH 2020 Amer Hist Since 1877	20
STA 2023 Stat Bus & Eco	19
SPC 2608 Public Speaking	18
COM 3112 Writing for Business	17
SPN 1131 Spanish II	15
MAC 1147 PreCal Alg and Trig	14
AST 1002L Descriptive Astronomy Lab	14
ISM 3011 Info System Mgt	11
PSY 3211 Psych Methods/Analysis I	9
SPN 1130 Spanish I	9
THE 2000 Theatre Appreciation	9
ENT 1000 Intro to Entrepreneurship	9
IDH 1002 Honors Seminar II	9
COM 3461 Intercultural Comm	9
ECO 2013 Principles Macroeco	9
MAN 6245 Org Behavior	8
TSL 3080 Esol Prin/Prac I	8
ISM 6404 Bus Data Vis & Report	8
ANT 3241 Myth-Ritual-Mysticis	8
STA 2122 Stat for Behav Scien I	7
MAN 6626 Int'L Hrm	7
SYG 2000 Intro Sociology	7
LAW 5793 Legal Skills & Values II	7
HFT 3603 Hospitality Law	7
LIT 1000 Intro to Literature	7
EVR 3013L Ecol S Fla Lab	7
ACG 6026 Actg For Managers	7
PUR 4101 Digital Editing and Design	6
PHI 2100 Intro To Logic	6
MAN 6677 Emerging Markets	6
PCB 3063 Genetics	6
MAR 6446 Negotiations	6
MAN 4633 MNC Strategy	6
HUM 1020 Intro to Humanities	6
IDS 3309 How We Know What We Know	6
FIN 6406 Corporate Finance	6
CHM 1046L Gen Chem Lab II	6
EDF 2085 Tching Diverse Pop	6
EIN 5359 Ind Fin Decisions	6
ARC 1132 Design Graphics 2	6
CHM 1045L Gen Chem Lab I	6
CCJ 2020 Criminal Justice	6
AST 2003L Solar Sys Astr Lab	6
EDG 3321 Instructional Decisions	6
BUL 4310 Legal Environ Bus	6
CCJ 4497 Senior Capstone CJ	6
SOP 3004 Intro Social Psy	5
POS 2041 American Government	5
PEM 2101 Found Of Fitness	5
MAR 4400 Personal Selling	5
MGF 1106 Finite Math	5
RED 3313 Lang & Lit Dev	5
STA 3111 Statistics I	5
HFT 1000 Intro to Hosp and Tour	5
LAH 2020 Latin American Civ	5

HFT 4413 Hosp Analytics & Rev Mgt	5
IDH 4007 Honors Seminar Vii	5
EEX 3070 Teach Exc Incl Set	5
COM 3714 Fnd. of Comm.	5
EGN 3613 Engineering Economy	5
CCJ 4014 Criminological Theory	5
CHM 4304L Biol Chem I Lab	5
MAR 6805 Mkg Mgt In Glob Env	4
MAN 6726 Strategic Management	4
QMB 6357 Business Statistical Anal	4
SOP 3015 Soc & Per Dev	4
PHI 2010 Intro to Philosophy	4
PUR 6005 Strat Comm Theory	4
SPC 4445 Comm for Effec Leadership	4
MAN 6336 Reward Sys Mgmt	4
PUR 4100 Writing For PR	4
MAN 4442 IB Negotiations	4
PHI 2600 Intro Ethics	4
ENG 2012 Approaches To Lit	4
ISM 6106 Systems Analysis	4
INR 3403 International Law	4
EVR 1017 Climate Ch Glob Env & Soc	4
JPN 1130 Japanese I	4
FIN 6246 Financial Mkts & Ins	4
INR 3081 Contem Intl Probs	4
FIN 6326 Commercial Banking	4
ISM 6021 Mgmt Information Systems	4
FIN 6456 Quan Meth Fin Analys	4
ISM 6338 Info System Strategy & Govern	4
ENC 3249 Prof Tech Writing Comp	4
LEI 3400 Conditions in RT	4
HMG 6296 Strat Mgmt Hosp/Tour	4
HUM 3306 History Of Ideas	4
EDF 4604 Cult & Soc Found Ed	4
EDH 6404 Legal Issues HED Admin	4
CHM 2211 Organic Chem II	4
COP 4710 Database Management	4
CJE 3001 Professional Development	4
CRW 3010 Forms and Practices	4
ARE 3313 Teach Elem Art	4
MAR 4233 Social Media	3
MAR 6838 Brand Management	3
REE 6147 RE Market Analysis	3
MAN 4771 Executive Skills Dev	3
SYP 3456 Societies in World	3
WOH 2001 World Civilization	3
MAN 6167 Ldrshp Global Env	3
MAN 6097 Managerial Health Econ	3
SOP 3742 Psy Of Women	3
POT 2002 Intro To Pol Theory	3
SYA 3300 Research Methods	3
MAR 3023 Introduction to Marketing	3
PSY 5939 Spec Topics In Psy	3
MAN 6098 Man Healthcare Finance	3
ENT 4113 Entrepreneur: New Bus Develop	3
LAW 5072 Bus Law for Engineers	3
HSA 6717 Adv Hlth Mgt Res Sem	3
HFT 2220 Human Resources for Hosp	3
LEI 3542 Prk Rec & Spt Mgt	3
INR 3102 Amer Foreign Policy	3
HSA 6149 Str Pln & Mkt Hs	3
EVR 3013 Ecology Of S. Fla	3
JPN 3500 Jpn Culture/Society	3
INR 3703 Inter Pol Econ	3
MAN 4065 Business Ethics	3

INR 4603 Theories Intn'L Rel	3
FIN 6465 Fin Plan Stmt Analy	3
HFT 4323 Hosp Facil Environ System	3
INP 3004 Intro. Ind/Org Psy	3
CEN 4010 Software Eng I	3
BCN 5716 Produc In Const	3
EDP 3273 Child Devp	3
EAB 4795 Senior Seminar in ABA	3
DEP 2000 Human Growth Dev	3
ACG 4651 Auditing	3
CGS 3095 Technology in the Global Arena	3
ECO 2023 Principles Microeco	3
EEC 4005 Early Child Ed Prog	3
CCJ 3666 Victimology	3
CRW 3111 Narrative Technique	3
EDF 3251 Classrm Management	3
COP 2210 Programming I	3
COP 3530 Data Structures	3
MAN 4613 Int'L Risk Assessmen	2
MAN 6095 Mgmt HCO 21st Century	2
SSE 4312 Teach Elem Soc Stud	2
WST 3641 Intro to LGBTQ+ Studies	2
MAR 6735 Digital Marketing Strat	2
MAN 6678 Global Start-up	2
SPC 3425 Small Group Comm	2
MAN 6416 Corporate Negotiat	2
MAN 6636 Glob Geopol & Pol Econ	2
POS 4784 PS Analytic Writing	2
PAD 4223 Pub Sec Budgtng	2
OTH 6772 Evid based Prac	2
SOP 3932 Psych of Drugs & Drug Use	2
POT 3013 Anct & Medv Pol Thry	2
SPC 3230 Rhetorical Communication	2
POT 3302 Political Ideologies	2
MAN 4720 Strategic Management	2
PSY 2012 Intro To Psychology	2
NGR 6172 APN Pharmacotherapeutics	2
PHC 3101 Intro to PH	2
SYD 3804 Sociology Of Gender	2
MAR 4025 Mar Sml Bus Enterpr	2
NGR 7892L Health Policy	2
MAR 4144 Export Marketing	2
MAR 6646 Marketing Research	2
PHC 6055 Data Mgmt Analysis	2
PHC 6750 Develop & Eval H.P.	2
MAR 4231 Retail Marketing	2
SOW 5404 Sow Resrch Mthd I	2
PHC 6091 Biostatistics 2	2
SPC 3210 Communication Thry	2
MAR 4354 Marketing Yourself	2
SPC 3271 Rhetoric and Public Address	2
PUR 6508 Social Media Metrics	2
MAN 6635 Global Strategy	2
PUR 6607 Global Strategic Communic	2
MHS 5400 Couns Skills & Tech	2
NUR 3535 Psychosocial Nurs	2
NGR 5131 Cul & Adv Nsg Prac	2
PHC 6410 Hlth Beh & Pub Hlth	2
NGR 7769 Patient Safety and QI	2
REE 6045 Real Estate Markets	2
SYA 4010 Class Trad Soc Thry	2
PHC 6441 Epi of HD	2
NGR 7891 Adv Practice Finance	2
REE 6435 Real Estate Law	2
TCN 4211 Telecom Networks	2

REL 3308 Studies In World Rel	2
TRA 5245 Trans Logistic	2
SCM 6016 Supply Chain MGMT	2
SDS 6820 Sup Fld Exp Coun Ed	2
WST 3120 Global Women's Writing	2
PHT 5303 Princ Pathophysiol in PT	2
ZOO 3731 Human Anatomy	2
PHT 6353 Diagnostics in PT	2
POS 3283 Judicial Process	2
MAE 6318 Elementary Math	2
LAA 6654 LSCP ARCH Grad Design 2	2
ISM 6326 Info Security & Compliance	2
FES 3804 Disaster Response	2
LEI 3800 Liability And Law	2
FES 6826 Disaster Prepare Plan Meth	2
INR 4931 Topics In Intr Rel	2
FIN 4604 Intl Fin Mgmt	2
JPN 1131 Japanese II	2
FIN 6487 Fin Risk Management	2
LBS 3001 Intro Labor Studies	2
GEB 6507 Finance for HR Prof	2
LIN 4680 Mod English Grammar	2
GEB 7366 Fin Issues Global Environ	2
INR 4013 Dev Inr Thought	2
HFT 3453 Operations Control	2
ISM 4314 Project Management	2
HFT 3866 Wine 101	2
ISM 6328 Info Security Mgt	2
ENC 3311 Adv Writing & Res	2
KOR 1113 Korean I	2
HLP 3722 Teach Elem Hlth/Pe	2
LAS 3002 Intro Lat Am and Carib Stdy	2
HMG 6429 Asset Management	2
LEI 3402 Prg Dev In Rec & Spt	2
HMG 6500 Event Mkt and Sponsor	2
LEI 4711 Assessment, Doc and Eval in RT	2
HSA 4110 Hlthcr Org Beh and Res Mgt	2
ENL 5220 Major Brit Lit Fig	2
HSA 4113 Gbl Issues and Trnds Hlthcr	2
INR 3243 Intl Rel Lat America	2
HSA 4150 Gbl Hlthcr Sys Policy	2
INR 4075 Int Prot Hum Right	2
HSA 4192 Hlthcare Qual Mgmt	2
ISM 4211 Data Sys Phy Desn	2
HSA 4431 Values/Ethics & Conf	2
ISM 6205 Database Management	2
HSA 5125 Intro to Hlth Policy Mgt	2
ISM 6327 Protecting Digital Asset	2
HSA 6175 Fin Mgt Hlth Sys	2
ISS 6640 Global Financial Crimes	2
HSA 6176 Fin Reimb Hlth Sys	2
JPN 5907 Independent Study	2
HSA 6185 Mgmt Org Theory HC	2
LAA 5235 Theory Of Land. Arch	2
HSA 6186 Ldshp Org Beh HC	2
LAE 4405 Children's Lit	2
HSA 6187 Mgt HR Hlth Prof	2
LAW 5300 Civil Procedure	2
HSA 6205 Hosp & Hlth Fac Org	2
LBS 5465 Mediation Techniques	2
HSA 6426 Hlth Law Legal Asp	2
EXP 3523 Memory&Mem Improvmt	2
HSA 6759 Qual Asses	2
LEI 4705 Program Planning in Rec Therap	2
ENC 3371 Rhetorical Theory/Practice	2

LEI 4712 Eval and EBP in RT	2
HUN 3191 World Nutrition	2
MAC 1114 Trigonometry	2
IND 5438 Grad Lighting	2
MAD 3512 Theory Algorithms	2
IND 6256 IND Grad 2	2
EXP 4204 Sensation & Percep	2
INR 2001 Intro To Intl Rels	2
INR 3274 Intl Rel Mid East	2
CYP 6536 Prin Meth Psy Consul	2
EEL 4806 Ethical Hacking	2
EEC 3315 Play and Soc Competence	2
ASN 3410 Intro East Asia	2
EML 1533 Intro to CAD for ME	2
ADV 4201 Advertising and Society	2
EDF 1005 Intro To Education	2
BCN 2280 Const Surveying	2
EEL 3120 Intro to Linear Systems	2
BSC 2011 General Biology II	2
ART 5853 Vis. Art Marketing	2
BUL 6810 Bus/Leg Environment	2
CRW 5934 Special Topics Crw	2
CAP 4770 Intro Data Mining	2
ARH 2051 Art Hist. Survey II	2
CAP 5771 Princip Data Mining	2
EDF 5481 Foundations Ed Res	2
CEN 4072 Fund SW Testing	2
EEC 4211 Int Math and SCE EEC	2
CES 4711 Intr Prestress Conc	2
EEL 3657 Control Systems I	2
CGN 5320 Gis Civil & Env Eng	2
EEL 6821 Computer Vision	2
CHM 1045 Gen Chemistry I	2
CPO 3403 Pol. Of Middle East	2
CHM 2210 Organc Chem I	2
CRW 4110 Writing Fiction	2
CJE 3444 Security & Crime Science	2
CYP 5534 Group:Change Agents	2
CJL 4064 Justice&Constitution	2
DIE 4564 Dietetics Research	2
CLP 6943 Adv Clinical Prac	2
EDA 6242 School Finance	2
ANT 2000 Intro Anthropology	2
EDF 3521 Education In History	2
COM 3404 Nonverbal Communication	2
EDP 4275 Assess and Eval Child	2
ACG 6176 Business Valuation	2
EEC 3403 Sp Needs Ch & Fam	2
COP 2250 Java Programming	2
EEE 5543 Random Signal Princ	2
COP 4338 Systems Programming	2
EEL 3514 Comm Systems	2
COP 4655 Mobile Application Development	2
EEL 4063 Intro to Bus. Decisions	2
COT 3100 Discrete Structures	2
EEL 5718 Comp-Comm Ntwk Eng	2
CPO 3010 Comparative Polit	2
ART 3008 Intro Arts Marketing	2
CPO 3055 Authoritarians and Democrats	2
EIN 5436 Logistics Reg Compliance	2
CPO 3304 Pol Latin America	2
EML 3036 Simultn Software ME	2
SOW 4658 Child Abuse Interv	1
TPP 2160 Theatre Voice Mov I	1
SSE 4383 Persp in Soc Sc Ed	1

MAN 4663 Bus in Caribbean	1
RLG 5364 Sufism: Islamic Mysticism	1
PET 3310 Kinesiology	1
SPA 6410 Aphasia	1
PET 3640 Adapted Phys Activities	1
PAD 6053 Pol Soc Econ Pub Adm	1
PET 4050 Motor Learn And Dev	1
PCB 4663 Gen Human Genetics	1
PET 4401 Admin of Fitness Oper	1
SMT 6105 Know and Learn in STEM Ed	1
PET 4510 Evaluation In Kinesiology	1
SOW 5710 Issues In Addiction	1
PET 6597 Research in Kinesiology	1
SPC 5066 Pres Skills for Archtcts	1
MAN 4673 Trade Policy and Bus	1
STA 6247 Data Analysis II	1
MAN 4602 Intl Business	1
THE 4111 Theatre History II	1
PHC 6080 SAS Comp Health Science	1
TSL 4324 ESOL Content Areas	1
MAS 3105 Linear Algebra	1
PCB 4676 Human Evolution	1
PHC 6118 Pop Health Man I	1
NGR 5810 Res Meth In Nsg	1
MAT 3501 Numb, Funct and Modeling	1
NUR 3119 Nsg Concepts and Issues	1
PHC 6412 HP in Diverse Communities	1
SOW 5344 Th And Prac-Com/Org	1
MET 3103 Planetary Climate Change	1
SPA 5107 Neuro Bases Com	1
PHC 6537 MCH Case Studies	1
NUR 4667 Nsg in Gbl Hlth Care Sys	1
PHC 6602 Theo Foun Heal Pro	1
SPT 3800 Found Transl Skills	1
MET 3502 Synoptic Meteorology	1
STA 3164 Stat Methods II	1
PHC 6762 International Ph	1
SYA 4011 Social Theory	1
PHC 7017 Adv Epi Health Disparity	1
SYP 4454 Global & Society	1
PHC 7083 Adv Bayesian Inference	1
TPA 2220 Stage Lighting	1
PHC 7300 Biol. Bas. Environ. Dis.	1
TRA 4721 Global Logistics	1
PHC 7719 Multivariate Methods	1
WOH 5935 World Hist Topics	1
PHH 3420 Early Mdrn Philosophy	1
PCB 4674 Evolution	1
PHH 4151 Hellenistic & Roman Phil	1
REL 4937 Special Topics	1
MET 4302 Dynamic Meteorol II	1
SCE 4194 Pers in Sci and Math Ed	1
MET 4420 Physical Meteorology	1
SDS 6411 Couns Child Adoles	1
MET 4750 Earth System Modeling	1
MAR 4404 B2B Sales and Marketing	1
PHI 3454 Phil of Biology	1
SOP 4745 Women and Leadership	1
PHI 3700 Phil Of Religion	1
SOW 5240 Adv Child Abuse Interv	1
PHI 4034 Philosophy of Sport	1
MAR 4613 Marketing Research I	1
PHI 4321 Topics Phil.Mind	1
SOW 6425 Assess and Interven	1
PHI 4633 Biomedical Ethics	1

SPA 6322 Aural Rehab	1
PHI 4884 Philosophy of Film	1
NUR 3666 Ev Bsd Nsg and Res Gbl Hlth	1
PHM 3200 Social/Political Phi	1
OCC 5050 Chemical Oceanography	1
PHM 4020 Love & Sexuality	1
OTH 5414 Anal Adap Hum Mot	1
PHM 4362 Global Justice	1
OTH 5438 Adult Neurorehab OT	1
PHP 4786 Existentialism	1
PAD 3431 Explore Leadership	1
PHT 5205 Clinical Skills	1
STA 4322 Intr To Math Stat II	1
MET 5105 Climate Process and Impact	1
MAP 4215 Stoch Differential Equations	1
MET 5365 Earth System Model Res	1
SYD 4630 Latin & Carib Soc	1
PHT 6381 Cardiopulmonary	1
SYP 3000 Indiv In Society	1
PHY 2049 Physics W/Calc II	1
PAD 6417 Hum Res Pol & Man	1
PHY 3107 Adv Modern Physics	1
TPA 2010 Intro to Design	1
PHY 4324 Interm Electromag II	1
TPA 3077 Scene Painting	1
PHY 5347 Adv E&M Theo II	1
TRA 4012 Princ Transport	1
PHY 6646 Adv Quant Mech II	1
PCB 3043 Ecology	1
PHZ 3113 Meth Theoric Physics	1
MAP 5407 Meth Appl Analysis	1
POR 3202 Acc Portuguese I	1
WST 3114 Sex Trafficking Solutions	1
POR 4480 20th Cent Braz Novel	1
WST 4274 Gender and Migration	1
MAN 6606 Fund of IB	1
ZOO 4484 Primate Biology	1
POS 3258 Pol on Film	1
REL 4370 African Religions	1
MHF 4302 Math Logic	1
RLG 5038 Advanced Fieldwork	1
POS 3424 Legislative Process	1
RLG 5937 Special Topics	1
POS 3652 Law and Legal Profession	1
SCE 7145 Curr Dev Science Ed	1
POS 4070 Race and Politics in US	1
SDS 5460 Cri Co Inter	1
POS 4074 Latino Politics	1
MAN 7206 ORGANIZATIONAL ANALYSIS	1
POS 4182 Florida Politics	1
MAP 3253 Scientific Computation	1
POS 4233 Public Opinion	1
MAR 4415 Adv Professional Selling	1
POS 4463 Interest Group Pol	1
SOP 4731 Global Psychology	1
MAN 4662 Business in Europe	1
SOP 5058 Prosem Soc Psy	1
POS 5785 POS Writing Prof	1
SOW 5116 Trauma Theory and Interv	1
POS 6918 Sem Research Mthds	1
SOW 5342 Sw Prac Indiv & Fam	1
MHS 6020 Found Mental Hlth	1
SOW 5379L Interviewing Skills Lab	1
MHS 6511 Grp Counseling	1
SOW 5605 Medical Social Work	1

POT 3054 Mod Pol Theory	1
SOW 6125 Hum Bhr/Soc Env II	1
MHS 6630 Prog Eval Couns Educ	1
SOW 6435 Evidence-Based Practice	1
POT 4930 Topics: Pol Theory	1
SPA 6005 As & Trmt Bilng Chld	1
POT 6208 Sem Us Pol Thought	1
SPA 6406 Dual Lang Acqui Dis	1
PPE 3502 Psy Of Consciousness	1
SPC 2300 Fund of Interpersonal Com	1
PRT 3800 Port Translation I	1
NUR 3805 Pro Nursing: Social	1
MMC 3123 Writing Fundamentals	1
OCB 3264 Coral Reef Biology	1
MMC 3303 Global Media and Society	1
OTH 4418 Imp Neuro on Perf	1
MMC 4200 Law And Ethics	1
OTH 5203 Occup Dev Adlt	1
MMC 4936 Special Topics	1
SPN 2341 Interim Spn II Herit Spks	1
PSY 4931 Senior Seminar	1
SPW 3130 Span Am Lit	1
PSY 5930 Qualitative Methods Psych	1
SSE 4352 Ped & Content of Elem SS	1
MMC 5306 Global Communications	1
MAR 4620 Marketing Research II	1
MTG 4302 Topology	1
PAD 4046 Values Ethics Morali	1
MUE 3332 Sec Instr Methods	1
STA 3194 Stat for Biology II	1
MUE 3395 Music in Spec Ed	1
STA 6246 Linear Models	1
PUR 6115 Media Skills	1
STA 6636 Large Data Analysis	1
MUE 6190 Curric and Policy Design	1
PAD 4414 Pers Skills For Adm	1
MUE 6815 Ac & Psy Foun Of Mus	1
PAD 4432 Admin Ldrshp & Bhvr	1
PUR 6625 Digital Media Mgmt.	1
SYD 5708 Adv Race, Gender, Sexuality	1
PUR 6935 Advanced Comm Seminar	1
SYG 3325 Deviance in Society	1
MUL 1010 Music Lit/Appreciation	1
PAD 6399 Homeland Security SLG	1
MUM 5725 Live Music Oper I	1
SYP 5447 Develop Post Devel	1
RED 4100 Emergent Literacy	1
PAD 6816 Rgnl St Govt Admin	1
RED 4110 Teach Lit in School	1
THE 4370 Mod Dramatic Lit	1
RED 6314 Literacy Theo/Instr	1
TPA 2210 Stagecraft I	1
RED 6747 Research In Reading	1
TPA 3060 Scenic Design I	1
RED 7912 Doc Dir Study Read	1
TPP 2111 Acting II	1
REE 4433 Legal Environ Re	1
TPP 4265 Acting VIII	1
REE 4956 Intl Real Estate	1
TRA 4203 Princ Logistics	1
MUS 4650 Exp Mus and Arts	1
PAF 7002 Found Pol Analy	1
MUT 2117 Music Theory IV	1
TSL 4081 Esol Issues II	1
MVS 1116 Guitar Skills	1

VIC 5205 Trends Graph/Design	1
REL 3027 Meditation & Mystic	1
WOH 2022 World History since 1500	1
REL 3132 Witchcraft	1
WST 3015 Intro Global Gender	1
REL 3145 Women And Religion	1
PCB 4414 Behavioral Ecology	1
REL 3194 The Holocaust	1
WST 4115 Gender Violence & Law	1
MAR 4333 Promotion Strategy	1
WST 5116 Gender Violence & Law	1
REL 3325 Religs Of Mythology	1
ZOO 3753 Histology	1
REL 3492 Earth Ethics	1
ZOO 4733 Survey Regional Anat	1
REL 4030 Methods Study Relig	1
REL 4363 Islamic Mysticism	1
HAI 3321 Haitian Read/Comp II	1
MAA 4211 Advanced Calculus	1
LBS 5486 Conflict Dynamics	1
HIS 3051 Jun Sem: Approaches Hist	1
ISS 6307 Research Tools Global Stud	1
HIS 4935 Senior Seminar	1
ENL 4303 Major British Writer	1
ENV 5666 Water Quality Managm	1
LEI 6725 Adm Aspects T.R.	1
HMG 5547 Train Team Bldg	1
ENG 5048 Literary Theory	1
EUH 3411 Ancient Rome	1
JPN 2201 Interm Japanese II	1
ENY 4060 Entomology	1
LAE 5415 Childrens Literature	1
HMG 6466 Hosp/Tour Rev Mgt	1
EUH 2011 West Civ: Early Eur	1
EML 5152 Int Heat Transfer	1
HFT 3865 Northern Hemis. Wines	1
HMG 6586 Research & Stat Mthd	1
ENL 4503 Periods In Eng Lit	1
HMG 6596 Mkt & Sales Hosp & Tour	1
MAE 4394 Perspective Math/Sci Ed	1
HMG 6816 Prod, Mgmt & Merch Craft Beers	1
ISS 6216 Foundations Globalization	1
HMG 6879 Comp Wines Bev Mgrs	1
JOU 3003 Intro To Journalism	1
HSA 3180 Ldrshp and Mgt Hlth Pro	1
JRM 6010 Contracts & Business Law	1
ENY 4060L Entomology Lab	1
LAA 5541 South Florida Lscp	1
ESE 6215 Sec Sch Curr	1
LAS 4294 Contemp Lat Am and Carib	1
EXP 5667 Cog Neuroscience	1
LAW 6798 ALR	1
HSA 4190 Tech In Health	1
LBS 4484 Apply Conflict Res Techniques	1
FOL 5906 Independent Study	1
LEI 3703 Intro to Rec Therapy	1
HSA 4421 Legal Aspects of Hlthcr	1
LEI 4724 Facilitation Techniques in RT	1
FOW 5934 Spec Topics Lan/Lit	1
LIN 5211 Applied Phonetics	1
FRE 2200 Intermediate French	1
LIT 4351 Major Afri Writers	1
HSA 5226 Mgt Of Ltc Systems	1
HFT 4545 Mngg High-Funct Teams	1
HSA 5655 Eth Dec Hlth Admin	1

MAN 4064 Crisis Management	1
EUH 4025 Saints/Relics/Mirac	1
ISS 3222 Spec Top Foreign Policy	1
FRE 2241 Interm Fr Convers	1
ISS 6266 Democracy Human Rights	1
FRE 3420 Rev Gram/Writing I	1
ISS 6387 Writing Presentation	1
FRE 3780 French Phonetics	1
HAI 1130 Haitian Creole I	1
FSS 4106 Purchasing/Menu Plan	1
EVR 4415 Pop & Environment	1
GEA 3400 People Envir Lat Am	1
JRM 6581 Education Regulation	1
HSA 6197 Hlth Info Systems	1
ENC 3213 Prof and Tech Writing	1
GEA 3500 People Envir of Eur	1
LAE 3360 Manging Sec L A Clsrm	1
GEA 3635 People Envir Mdl East	1
LAH 3132 Formation Latin Amer	1
EUH 4033 Nazism & Holocaust	1
LAW 5100 Criminal Law	1
FIL 2000 Film Appreciation	1
LAW 6313 Negotiation	1
HSC 3549 Clin Phys Hlth Prof	1
LAW 7510 Civil Rights	1
HSC 4553 Fundamentals Of Path	1
LBS 3482 Methods of Conflict Resolution	1
FIL 3838 Holocaust Cinema	1
LBS 5155 Workplace Diversity	1
EUH 4142 Renaissance Reformation	1
HFT 3791 Social Event Planning	1
HUN 2201 Princpls Nutrition	1
HFT 3864 Brewing Science	1
GEB 7876 Mkt and Behav Theory	1
EUH 2021 West Civ: Med/Mod	1
HUN 4241 Advanced Nutrition	1
LEI 5605 Physoc Bas Pr Plan	1
HUN 5123 Ethnic Food Habits	1
LIN 4430 Gen Moph & Syntax	1
IDC 2020 Intro to Cryptocurrencies	1
LIN 6510 Syntax I	1
ENC 3416 Writing and New Media	1
LIT 4253 Literature of Exile	1
IDH 2004 Honors Seminar IV	1
LIT 5487 Texts And Culture	1
ENC 3491 The Processes of Writing	1
HFT 4464 Fin Anal Hosp Indust	1
EML 4721 Comp Thermo Fluid	1
MAD 3301 Graph Theory	1
IDS 3183 Hlth w/o Bdrs	1
MAN 3025 Organization & Mgmt	1
EUH 4521 Victorian Britain	1
HIM 6865 Health Database Systems	1
IDS 4232 Sustainability in Action	1
ISS 3130 Fundamentals Ntl Security	1
IND 5325 Color Theory and App	1
ISS 4930 Topics in Globalization	1
GEB 7981 DBA Dissertation Prep	1
ISS 6219 Intl Law and Global Security	1
IND 5628 Sustain Pract I Arch	1
ISS 6306 Proposal Writing	1
GEO 4354 Global Food System	1
ISS 6327 Global Sec Risk and Private	1
MAN 4301 Human Res Mgmt	1
GLY 5827 Hydrogeology	1

MAN 4322 Human Res Info Sys	1
EVR 4410 GLOBAL WATER ENVIRON	1
EML 5993 AMLME	1
JPN 2200 Interm Japanese I	1
INP 6235 App Psy Training	1
JPN 3400 Adv Japanese I	1
GEO 4477 Crit Geopolitics	1
HAI 3205 Creole Transl/Interpret	1
INR 3030 Diplomacy	1
JRM 6070 Regulation Health Ins	1
EUH 5905 Rdgs In Eur Hist	1
JST 3505 Intro Jewish Cultures	1
EVR 1001 Intro Environmental Scien	1
KOR 1132 Korean II	1
INR 3134 Wri Intel and Nat Sec	1
LAA 5422 Lscp Development	1
INR 3214 Intl Rels Of Europe	1
HFT 1020 Global Bev Intro	1
INR 3223 Japan And Us	1
ESI 6455 Adv Eng Proj Mgmt	1
INR 3224 Inr Of East Asia	1
ENG 5971 Thesis/Diss Wksp	1
GEO 5479 Adv Political Ecology	1
HFT 3314 Hsptly Prop Mgmt	1
INR 3252 Intl Rel No Africa	1
EVR 5332 Water in Env and Dev	1
MAN 4102 Managing Diversity	1
FIN 4502 Securities Analysis	1
MAN 4164 Leadership	1
LAW 6310 ADR	1
ENT 4704 Intl Entrepreneurship	1
LAW 6583 Education Law	1
INR 3502 Intl Organizations	1
LAW 6949 Civil Externship Placement	1
ENV 5517 Des Wstwater Trea	1
LAW 7804 US Law II	1
GER 1131 German II	1
LBS 3468 Intro to Mediation	1
GER 2243 German Oral Comm Skills	1
LBS 4154 Workers & Diversity	1
INR 4082 Islam In Int'L Rels	1
LBS 4654 Compar & Intl Labor	1
INR 4210 INR Scandinavia & Arctic	1
HFT 3701 Sus Tourism Pract	1
INR 4232 Intrntnl Reltn China	1
EXP 3304 Motivation & Emotion	1
INR 4335 Strat Stds/Natl Sec	1
HFT 3811 Bev Mkt & Distribution	1
INR 4412 International Law of Sea	1
LEI 3723L Rec Therapy Fac Techs Lab	1
EML 4993 AI-ME	1
LEI 4590 Sem In Park & Rec Mg	1
INR 4707 Political Economy China	1
FES 3833 Evt. Disaster Mgt.	1
GER 3503 German Lang Through Film	1
LEI 4720 Trends, Issues, and Mgt in RT	1
INR 5017 Approaches Area Studies	1
LEI 4931 Special Topics	1
INR 5255 African Development	1
LEI 5716 Progam Planning in Rec Therapy	1
INR 5507 Int'L Organizat I	1
LIN 4214 Applied Phonetics	1
INR 6266 Russian For Policy	1
FIN 4634 Intl Banking	1
INR 6936 Sem Inter-Amer Pol	1

LIN 6323 Phonology	1
ENG 4132 Studies In The Film	1
LIN 6937 Linguistics Seminar	1
ISM 3153 Bus Process Analysis	1
LIT 3671 Global Issues Literature	1
GIS 5620 Surv, Intel, & INR	1
LIT 4346 Gothic Literature	1
GLY 1101 The History Of Life	1
LIT 4825 Intro to Latinx Lit	1
ISM 4402 Bus Intel Reporting	1
MAA 3200 Intro To Adv Math	1
ISM 4452 Blockchain for Business	1
MAA 4504 Functional Analysis	1
EVR 3723 Nat Res Valuation Econ	1
MAC 1140 PreCalculus Algebra	1
EVR 4323 Restoration Ecol	1
MAD 1100 Math It	1
ISM 6136 Business Analytics Application	1
HFT 4833 Culinary Innov and Entrepren	1
GLY 4300 Petrology	1
HIM 6019 Legal & Ethical Aspect Hlthcar	1
GLY 4822 Intro Hydrogeology	1
MAN 3072 U.S. Culture in Business	1
GLY 5758 Gis Analys Earth Sci	1
HIM 6124 Health Arch and Standards	1
GLY 5786 Adv Field Excursion	1
EVR 4352 U.S. Env Policy	1
EXP 4604 Cognitive Processes	1
INR 3303 Foreign Policy	1
MAN 4350 Training & Devop	1
INP 6090 Applied Psychology	1
INP 6216 Personnel Selection	1
ECO 4903 Undergrad Seminar	1
CCJ 4644 White Collar Crime	1
ARH 5482 Contemporary Art	1
CCJ 6676 Transnational Crime	1
EMA 6516 Crystal Xrd	1
CCJ 6696 Human Trafficking	1
ARH 4553 Chinese Painting	1
CCJ 6706 Data Analysis	1
EEE 4510 Intro To Dsp	1
CCJ 6926 Teaching Methods	1
EEX 5075 Teach Exc Incl Set	1
CCJ 6935 Special Topics C J	1
DSC 6020 Terrorism and Homeland Sec	1
CDA 3102 Computer Architecture	1
ECT 3004 Found Voc Ed	1
ACG 6175 Fin Rptg And Anal	1
EDF 6689 Cont Iss Urb Ed	1
CEN 4021 Software Eng II	1
CCJ 3628 Homicide	1
ASN 5932 Special Topics	1
EEL 3664 Intro to Autonomous Sys	1
CES 4605 Steel Design	1
EEL 6787 Network Security	1
ADV 3008 Principles Of Adv	1
CCJ 4700 Research Methods	1
CGN 2420 Computer Tools for Eng	1
DIE 6286 Pediatric Obesity	1
CGN 4011 Civil Comp. Tech & Vis.	1
CAP 5610 Machine Learning	1
CGN 4321 Gis Civil & Env Eng	1
ECP 3555 Women&Economy	1
CGN 4930 Spec Topics Civ Eng	1
CAP 5738 Data Vis	1

ASN 3403 Zen and Tea Ceremony	1
EDF 6472 Int Dat Anly Ed Res	1
CGS 1540 Intro to Database for All	1
EDG 6286 Cur Eval & Improvmnt	1
AMH 2042 Mod Amer Civ	1
AFA 5107 Anws Teach Institute	1
CGS 4854 Websiteconmgmt	1
ARH 5561 Chinese Painting	1
CHI 1130 Chinese I	1
CCJ 4054 Ethics Criminal Justice	1
CHI 1131 Chinese II	1
EEL 4410 Fields & Waves	1
CHI 2201 Interm CHI II	1
EEL 5807 Adv Ethical Hacking	1
AST 3722 Observ Astronomy	1
EEX 3066 Instr Prac Ese I	1
AMH 4140 Age Of Jefferson	1
EGM 3520 Eng Mecha Of Materia	1
CHM 1046 Gen Chemistry II	1
CCJ 5669 Minorities in Just Admin	1
AML 4155 Modern Amer Poetry	1
ASN 4510 Dynamics Of Asia	1
ATR 6507 AT Entrepreneurship	1
DIG 3001 Introduction to Digital Media	1
AML 4606 19C African-Am Lit	1
EAB 5917 Supervised Research in BA	1
CHM 3120 Intro Analyt Chem	1
ECO 3223 Money & Banking	1
CHM 3410 Phys Chem I	1
ECO 5709 The World Economy	1
CHM 3411 Phys Chem II	1
ECS 3013 Intro To Econ Develo	1
AML 5505 Periods Amer Lit	1
EDA 6503 Instruc Leadership	1
CHM 5150 Grad Analytical Met	1
ARH 4552 Arts China and Japan	1
CHM 5156 Adv Chromatography	1
CAP 6619 Adv. Topics in ML	1
CHM 5426 Grad Phys Chem II	1
EDF 6608 Soc Phil Hist Found	1
CHS 3501 Survey Forensic Sci	1
EDG 1001 FTCE - GK Prep	1
CHS 4600 Marine Chemistry	1
EDH 6055 Acc Choice Higher Ed	1
CHS 5542 Forensic Chemistry	1
EDH 7931 Class Gender Race High Ed	1
CIS 4365 Enterprise Security	1
EEC 3204 Issues In Eec	1
CIS 5207 Advanced Digital Forensic	1
EEC 3613 Assessing Young Children	1
CIS 5346 Storage Systems	1
EEC 6678 Research Child Ed	1
ANG 5267 Environm Anthro	1
AFH 4450 Hist South Africa	1
ATR 7632 DAT Applied Scholarship III	1
CCJ 4294 Criminal Trials	1
CJJ 2001 Juvenile Justice	1
AFS 4265 Latn Amer Caribbean Africa	1
ASN 3153 Topics in Korean Culture	1
EEL 4747 RISC	1
CJL 6421 Legal Issues in CJ	1
CCJ 4662 Race and Crime	1
CLP 4134 Child Psychopatholog	1
EEL 6292 Pow Sys Eco-Mark	1
CLP 4374 Psychotherapy	1

CCJ 4663 Women Crime & Cj	1
CLP 6060 Affective Bases	1
EEX 3113 Speech, Lang and Literacy	1
CLP 6498 Sexual Disorders	1
EEX 5767 AT AAC/Autism	1
BCN 4570 Sustain App to Const	1
EGM 5354 Fem In Me	1
CNT 3142 Microcontrollers for IoT	1
EGN 5644 Commercializing Innov	1
CNT 4153 Applied Machine Learning	1
EMA 3702 Mech & Mat Science	1
CNT 4155 IoT Python Prog	1
DIE 4506 Seminar Dietet/Nutr	1
CNT 4182 Mobile and IoT Security	1
DIE 6128 Dietetic Adm and Mgt	1
CNT 4513 Data Communications	1
DIE 6368 Adv Tech Diet Prctse	1
CNT 4713 Net-centric Computing	1
DIG 4800 Digital Theories	1
BCN 4794 Qualt Cont In Constr	1
ADE 6074 Writing for Publ	1
BCN 5589 Hazard Mitigation	1
ARE 4316 Sp. Teach. Lab: Art K-5	1
ANT 3212 World Ethnographies	1
ECO 3101 Intermed Microecon	1
ADV 4323 Branding and Social Media	1
ECO 4701 World Economy	1
COM 4310 Research Meth Comm	1
ECO 4932 Topics In Theory	1
ANT 3610 Language And Culture	1
ECP 3302 Intro To Envir Econ	1
BCN 5728 Prin Const Sch	1
ECP 4403 Industrial Org	1
ACG 4341 Mgmt Accounting	1
ECS 3402 Pol Eco Of So Americ	1
COP 3835 Designing Web Pages	1
CAP 5640 Grad NLP	1
BME 2740 BME Simulation	1
EDE 6205 Cur Des Child Ed	1
COP 4534 Algorithm Techniques	1
ARH 4470 Contemporary Art	1
BME 3632 BME Transport	1
ASN 5130 Zen and the Arts	1
COP 4703 Info Retrieval	1
EDF 5255 Classrm Management	1
ANT 4485 Psychedelics and Culture	1
EDF 6211 Edu Psy: Appl Found	1
COP 4751 Advanced DB Management	1
EDF 6487 Act Rsch Ed	1
COP 4814 Compon Software Dev	1
EDF 6658 Sel Top Int Dev Ed	1
COP 5725 Principles of DBMS	1
EDF 7476 Adv Qual Res	1
BSC 2010 General Biology I	1
ARH 4771 History of Digital Art	1
COT 3541 Logic For Comp Sci	1
EDH 6047 College Stdnt Life	1
COT 5407 Intro to Algorithms	1
EDH 6061 History of Higher Ed	1
COT 5428 Formal Foundations Cyber	1
EDH 6634 Org & Admin Stu Aff	1
CPO 2002 Intro Comp Pol	1
ARH 5550 Arts of China and Japan	1
ASN 3414 Pop Culture East Asia	1
EDP 7058 Behav Resch & Eval	1

BSC 2085 Anatomy & Physiology I	1
EEC 3242 Art in Early Child	1
BSC 3400 Wildlife Forensics	1
CCJ 3651 Drugs and Crime	1
BSC 4931 Senior Seminar	1
EEC 3751 Collab Appr Self Reg Emp	1
CPO 4057 Political Vio & Revo	1
AFH 2000 African Civ	1
BSC 4970 Honors Thesis	1
EEC 6932 Sem Ear Child Ed	1
EML 3126 Transp Phenon	1
EEE 4717 IoT-Sec-Intro	1
ASN 3143 Corporate Culture China	1
EEL 2880 C Prog Emb Sys	1
APK 6411 Exercise Psychophysiology	1
EEL 3135 Signals And Systems	1
CRW 3311 Poetic Techniques	1
CCJ 4361 Death Penalty	1
BSC 6926 Workshop Biology	1
EEL 4062 Bus Plan Develop	1
CRW 4310 Writing Poetry	1
EEL 4214 Power Systems II	1
CRW 5331 Adv Poetry Wkshop	1
EEL 4740 Embedded System	1
AEB 4131 Farm Econ Management	1
EEL 4804 Intro Malware Reverse Eng	1
CRW 6806 Teach Creative Wrt	1
EEL 5669 Auto Sys and Controls	1
CTS 1120 Fund of Cybersec	1
EEL 5741 Adv Microproc Sys	1
CTS 4348 Unix Sys Admin	1
EEL 5935 Adv Spec Topics	1
CTS 4408 Database Admin	1
EEL 6297 ISGA	1
CTS 4743 EnterpriseIT Troubleshoot	1
EEL 6812 Adv In Neural Nets	1
CWR 4530 Model Water Res Eng	1
EEX 3012 Ed Need Stud Except	1
ASN 4111 Japan & New East	1
CCJ 4694 Human Trafficking	1
CAP 4630 Artificial Intelligence	1
EEX 3280 Found & Trans for IWD	1
CYP 6936 Cur Iss Com Psy	1
EEX 5210 Autism: Assess and Strat	1
DAN 2100 Dance Appreciation	1
EEX 6228 Int Cur Assmt Instr	1
ACG 6686 Fraud Examination	1
EGM 4350 Fea In Mech Engr	1
DEP 3115 Infant Knowledge	1
EGM 5421 Structural Dynamics	1
DEP 3404 Psy Of Adulthood	1
EGN 4070 Env Eng for Global Sustain	1
DEP 4164 Children's Learning	1
ASH 3440 History of Japan	1
DEP 4182 Social Development	1
EMA 3066 Polymer Sci Engr	1
DEP 4464 Psychology Of Aging	1
EMA 5001 Phys Prop Of Matls	1
DEP 5608 Theor Pers Dev Psy	1
CCJ 6485 CJ Policy Analysis	1
DEP 5796 Dev Research Methods	1
CPO 4303 Pol South America	1
EML 3450 Energy Systems	1
CPO 5091 Comp Politics	1
APK 4400 Sport Psychology	1

	TOTAL	1934
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Textbook & Instructional Materials Affordability Initiatives

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

Affordability Counts

Launched in June 2016, the Affordability Counts (AC) collaborative initiative from FIU Online, the FIU Libraries, and the Center for the Advancement of Teaching, aims at lowering the cost of course materials to \$20 or less per credit. Faculty are encouraged to adopt open educational resources (OER) or other low-cost course materials. Qualifying courses earn the AC medallion.

In 2019, FIU Online created a searchable database of courses that use OER and low-cost materials across multiple higher ed institutions in Florida available online at <https://affordabilitycounts.org>. SUS partners currently include the University of Central Florida, University of North Florida, University of South Florida, Florida A&M University, Florida Atlantic University, and Lake Sumter College.

As of July 2022, over 2,515 Affordability Counts courses have been recognized across the state of Florida, with a total of 1,477 unique faculty participants.

FIU Libraries

The FIU Libraries' collection development mission is to purchase e-materials whenever cost effective, feasible, and possible. Many faculty reach out to their library subject liaison to request e-books and other online materials. Oftentimes, the course materials wanted by faculty are easily obtainable in electronic formats.

In July 2021, the libraries adopted a next-generation integrated library system with cloud-based services and a responsive, scalable web and mobile design to improve the user experience and expand access to library materials. This system provides an opportunity to fully integrate the library resources into the curriculum at zero-cost to students.

The FIU Libraries continue to support faculty in shifting to new models for course materials and on acquiring e-resources with unlimited simultaneous user access. Faculty use the library resources as an alternative to expensive textbooks. They may embed and use the materials in their courses, cost free for students. The libraries subscribe to a number of e-book collections and more than 1,160 databases.

Access to Course Reserves, E-Books, Databases & Library Research Tools

Course Reserves is a service available to FIU faculty to house pertinent course materials. Materials may be in print, electronic, and multimedia formats in compliance with the Copyright Law. Whenever possible, materials are scanned as electronic documents and made available to students 24/7. This allows students to use specific library materials, or professor provided materials, free of charge.

The Library Access Services department reports that during the academic year 2021-2022, the Course Reserve repository consisted of 11,849 items including books, articles, DVDs, equipment, maps, and files. The majority of the loans made were equipment including laptops, hotspots, iPads, and other devices.

2021-2022 Academic Year	
College of Law # of Courses	54
Approximate Savings	\$200,000
Library Subscription Costs	\$65,000
ROI	201%

FIU College of Law Library

By leveraging library-provided subscription-based resources via multi-year contractual agreements for subscription materials that are purchased regardless of their utilization as course materials, the College of Law invests in student success by lowering student out-of-pocket costs for course materials. Students enjoy access to course materials published by Aspen, Edward Elgar, Wolters Kluwer, West Academic, Thomson Reuters, and Lexis Nexis. The Law Library typically subscribes to these materials as part of its collection to support student learning and faculty research needs. Through these efforts, we saved students approximately \$200,000 in out-of-pocket costs for assigned course materials across 54 law courses.

Financial Aid Textbook Advances

Students receiving financial aid may apply for a book advance through the Office of Financial Aid. This aid ensures that students can purchase their course materials prior to the start of the semester and are prepared for class on the first day.

Term	Student Count	Book Advance Aid Awarded
Fall 2020	3,538	\$ 1,499,229
Spring 2021	2,733	\$ 1,200,000
Total	6,271	\$ 2,699,229

Term	Student Count	Book Advance Aid Awarded
Fall 2021	1,518	\$ 506,064
Spring 2022	1,735	\$ 572,596
Total	3,253	\$ 1,078,660

The substantial decrease of approximately 50% in student requests for book advances and the aid funds disbursed compared to the previous year is attributed to the 2021-2022 Panther Book Pack pilot initiative described in more detail below.

Textbook and Instruction Materials (TIM) Explorer

Pursuant to Senate Bill 7044 from the 2022 Legislative Session, which is legislation amending section 1004.085, Florida Statutes, FIU implemented the public Textbook and Instructional Materials (TIM) Explorer portal at <http://tim.fiu.edu>.

Launched July 8, 2022, the TIM Explorer is a searchable database to view required and recommended textbooks and instructional materials across all FIU courses. The TIM Explorer also contains Undergraduate Core Curriculum (UCC) course syllabi where applicable. This portal will maintain the required information for at least five academic years, starting with postings for the fall 2022 term.

Barnes & Noble Textbook Affordability Initiatives

Barnes & Noble FIU bookstores continue to offer cost savings through alternative formats such as used, rental and digital textbooks with new titles continuously added. Students may save as much as 80% by purchasing textbooks in alternative formats offered. The Price Match Program, originally started in Spring 2016, also passes significant savings on to students where applicable.

Barnes & Noble has been a formidable partner in lowering textbook costs for our students over the years. The 2021-2022 academic year was dedicated to piloting the inclusive access pilot program branded as "Panther Book Pack" in the 2021-2022 academic year. This opt-out program is the first of its kind in the State University System and described in more detail below.

Collective Textbook Affordability Efforts at FIU

The above textbook affordability efforts driven by individual faculty, administrators, the libraries, Center for the Advancement of Teaching, Enrollment Services and our bookstore partner, Barnes & Noble, ensure that low- and no-cost materials are made available to our students whenever possible and, combined, ensure that the Panther Book Pack program rate of \$20 per credit hour for required print and digital materials in undergraduate courses is sustained at that low rate. Please find more details pertaining to the Panther Book Pack pilot initiative below.

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

FIU did not implement an opt-in textbook program in the 2021-2022 academic year.

Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

Panther Book Pack (Inclusive Access) Program

For the 2021-2022 year, FIU and Barnes & Noble partnered to pilot an inclusive access program for students, to cost-effectively rent required textbooks and instructional materials in undergraduate courses, at a flat rate of \$20 per credit hour. Announced as the Panther Book Pack program, students can choose to have the materials shipped to them at an off-campus location, get them at the on-campus bookstore, or access them digitally on Canvas. Participating students are ready on Day One of class. Early and on-time access to their course materials helps ensure students can successfully meet their course requirements and never have to worry about falling behind because of shipping delays. Students have the ability to opt-out of the program on MyFIU at the Panther Book Pack in our student registration system and obtain the materials on their own if they wish to do so.

In both Fall 2021 and Spring 2022, just above 50% of eligible undergraduate students, that is 21,064 and 19,737 students respectively, chose to participate in the program and take advantage of its low flat rate. The Panther Book Pack's combined savings passed on to these students amounts to \$3,325,498.62 in Fall 2021 and \$2,985,278.80 in Spring 2022.

To date, no other SUS institution and university of FIU's size has implemented this innovative program with Barnes & Noble in the United States. For several years, Barnes & Noble has been an incomparable partner to the University in finding new ways to lowering textbook costs for our students. Based on its pilot year success, the Panther Book Pack program will be continued.

University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

Faculty teaching undergraduate courses adopted a new paradigm in textbook affordability: the innovative Panther Book Pack (PBP) rental program pilot, a new savings measure across the board. Since the PBP guarantees that students have the required course materials in undergraduate courses available to them by the first day of class (print and digital) at the flat rate of \$20 per credit hour, students no longer need to search to purchase the textbooks and instructional materials prior to semester start.

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

The University has made great strides in implementing the Panther Book Pack, which we deem to be the most pervasive affordability program implemented at any Florida SUS institution.

Fall 2021					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
5,127	4,748	92.61%	124	379	7.39%

Spring 2022					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
5,088	4,781	93.97%	92.00	307	6.03%

****Note:** Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Fall 2021				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
5127	2476	7603	32.6%	Class Location, Course

Spring 2022				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
5088	2327	7415	31.4%	Class Location, Course

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: Proposed Amendment to Regulation FIU-1103 Textbook Affordability

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the proposed amendment to Regulation FIU-1103 Textbook Affordability 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.

Background Information:

This regulation is being updated to comply with Board of Governors Regulation 8.003, specifically, adding a provision for the University to maintain a public database with information on required and recommended textbooks and instructional materials that is searchable and downloadable. Where applicable, the database also includes general education courses syllabi. The information contained in the database remains posted for at least five academic years, starting with the fall 2022 term.

Pursuant to Florida Board of Governors Regulation 8.003(1), Textbook and Instructional Materials Affordability, each board of trustees shall adopt a regulation that establishes textbook and instructional materials affordability policies to minimize the cost of required or recommended textbooks and instructional materials for students while maintaining the quality of education and academic freedom.

Supporting Documentation: Executive Summary of Proposed Amendment to Regulation FIU-1103 Textbook Affordability
Proposed Amendment to Regulation FIU-1103 Textbook Affordability

Facilitator/Presenter: Heather Russell

Amendments to Regulation FIU-1103 Textbook and Instructional Materials Affordability

Executive Summary

Board of Governors Regulation 8.003 was revised to incorporate amendments to section 1004.085, Florida Statutes approved during the 2022 Legislative Session. Regulation FIU-1103 on Textbook & Instructional Materials Affordability is amended accordingly:

- Additional transparency provision to maintain a public database with information on required and recommended textbooks and instructional materials that is searchable and downloadable. Where applicable, the database also must include general education course syllabi. The information contained in the database must remain posted for at least five (5) academic years, starting with the Fall 2022 term.
- Effective July 1, 2022, FIU published a new website at <http://tim.fiu.edu> for the public to search and download the textbook and instructional material adoptions of any course section as of Fall 2022.
- For core curriculum courses, the new website also includes the course syllabus.

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

NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION NO.: FIU-1103

REGULATION TITLE: Textbook Affordability

SUMMARY: This regulation is being updated to comply with Board of Governors Regulation 8.003, specifically, adding a provision for the University to maintain a public database with information on required and recommended textbooks and instructional materials that is searchable and downloadable. Where applicable, the database also includes general education courses syllabi. The information contained in the database remains posted for at least five academic years, starting with the fall 2022 term.

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.

AUTHORITY: Board of Governors Regulation 8.003.

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, Florida 33199.
Email: devillee@fiu.edu | Phone: 305.348.2103 | Fax: 305.348.3272.

DATE OF PUBLICATION: August 19, 2022

THE FULL TEXT OF THE PROPOSED REGULATION IS PROVIDED BELOW:

FIU- 1103 Textbook and Instructional Materials Affordability and Transparency

1. Faculty and staff shall select textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price while maintaining academic freedom and the quality of education ~~and academic freedom~~ by:

~~1.~~—

- a. Making available digital textbooks in bulk; expanding the use of open-access textbooks and instructional materials; providing rental options for textbooks and instructional materials; increasing the availability and use of affordable digital textbooks and learning objects; developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials; increasing the length of time that textbooks and instructional materials remain in use; and other proactive measures;~~;~~

~~a.~~—

- b. Distinguishing the required materials from those which are recommended. By identifying any materials as required, instructors certify that the students need these materials for the course. By identifying any bundled materials as required, instructors certify that students must obtain all the items in the bundle. When it is possible to obtain the bundled materials separately, instructors should specify only those materials which the students need for the course as required;~~;~~

~~b.~~—

- ~~c.~~ Determining which edition(s) to require for the course, whereby the instructor's adoption shall constitute certification that a newer edition differs significantly and substantively from the earlier versions to warrant the change. When instructors do not believe this to be the case and when it will not impede the instruction of the course, faculty members may indicate on the adoption that students may obtain either the new or older editions as this will ensure affordability options to the students;~~;~~

~~c.~~ and

- ~~d.~~ ~~Efforts to m~~ Making required and recommended textbooks and instructional materials for each course offering available to students who cannot afford the cost of the textbooks will include the consideration of the extent to which an open-access~~s~~ s

- d. textbook or instructional material may be available for students' use by promoting the use and facilitating the adoption and adaptation of open educational resources.

2. Textbooks and other instructional materials shall be adopted by the course instructor or his/her designee via the University Bookstore's adoption online platform and posted no later than forty-five (45) days prior to the first day of classes.

~~2.~~—

~~a.~~ The forty-five (45) days deadline is established to allow sufficient time for the University Bookstore to confirm availability of the requested materials, ensure availability of sufficient used instructional materials, source lower cost options, explore alternatives with faculty, coordinate its book-buy-back activities at the end of the semester with the book orders for the ensuing semester to maximize the availability of used textbooks and instructional materials. A course or section added after this 45-day deadline is exempt from this requirement.

~~a.~~

~~b.~~ Adoptions for required and recommended textbooks and instructional materials for the upcoming term will be posted publicly by course section on the University's website and linked to the student registration system as soon as they are received and verified by the University's Bookstore.

~~b.~~

~~c.~~ The list of required and recommended textbooks and instructional materials will include the International Standard Book Number (ISBN) or other identifying information, which must include, at a minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbooks or instructional materials required and recommended for each course;

~~e.~~

~~d.~~ Beginning Fall 2022, the required and recommended textbooks and instructional materials adoptions will be publicly posted, downloadable and searchable, on our Textbook & Instructional Materials Explorer website at <http://tim.fiu.edu> for at least five (5) academic years. The postings will be searchable by course subject, the course number, the course title, the name of the instructor, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material. ~~e.~~

~~a.~~ The syllabus for a general education course, as defined by section 1007.25, Florida Statutes, subject to this paragraph

~~e.~~ 3. If a course subject to 2. is a general education core course pursuant to section 1007.25, Florida Statutes, the course syllabus will also be posted on the Textbook & Instructional Materials Explorer website in accordance with Board of Governors requirements.

~~3.~~ 34. The University shall develop innovative and effective pricing and payment options for textbooks and instructional materials through several initiatives such as:-

~~b.~~

~~a.~~ The University shall conduct eConsultations with providers including the University Bookstore and publishers to implement price match and other options:-

~~e.b.~~ DeterminatDeterminingion of the a students' ability to pay for instructional

materials ~~will be made~~ through the standard student financial aid eligibility assessment. When financial aid applications are made within stated deadlines students with confirmed financial aid eligibility for textbooks will be notified of this prior to the beginning of each semester. ~~They~~ Students may elect to have their Panther Accounts credited with the approved funding to make textbook and instructional materials purchases from the University Bookstore directly:-

~~d.c.~~ Making ~~available~~ book advances available three (3) weeks before the start of classes each Fall/Spring/Summer term, including for students receiving early loan disbursements as not all students take their loans:-

~~e.d.~~ Evaluating cost savings for textbooks and instructional materials which students may realize from opt-in or opt-out provisions for the purchase of materials; or:-

~~f.e.~~ The use of innovative pricing techniques and payment options for textbooks and instructional materials in consultation with providers including bookstores. The pricing techniques and payment options must include an opt-in or opt-out provision for students and may be approved only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.

~~4. 54.~~ The University shall consult with dual enrollment partner schools to identify best practices that reduce the cost of dual enrollment course textbooks and instructional materials.

~~5. 65.~~ No employee of Florida International University may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase specific items. However, an employee may receive, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and the outside activity and conflict of interest requirements set forth in University regulations and collective bargaining agreements:

~~a.~~ a. Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.

~~a.~~

~~b.~~ b. Royalties or other compensation from sales of textbooks that include the instructor's own writing or work (which requires the filing and approval of the "Outside Activity and Conflict of Interest" form).

~~b.~~

~~c.~~ c. Honoraria for academic peer review of course materials.

~~e.~~

~~d.~~ d. Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks.

~~d.~~

~~e.~~ e. Training in the use of course materials and learning technologies.

~~76.~~ The University's ~~annual~~ Textbook and Instructional Materials and Transparency report will be provided to the Board of Trustees annually by September 30 ~~each year~~ in the format required by the Board of Governors of the State University System of Florida.

Authority: Section 7(d), Art. IX, Fla. Const., Board of Governors Regulation 8.003. History-New 3-25-10, Amended 6-14-17, Amended 3-3-21, Amended.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

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

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the proposed amendment to Regulation FIU-2501 Student Conduct and Honor Code, 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.

Background information:

This regulation is being updated to incorporate the University's adoption of the Board of Governors of the State University System of Florida's Statement of Free Expression and is submitted for review and approval by the FIU Board of Trustees:

- FIU endorses the Board of Governors of the State University System of Florida's Statement of Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our campuses. We view this as an integral part of our ability to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service.

Florida Board of Governors Regulations 1.001(4)(a)(10), University Board of Trustees Powers and Duties, and 6.0105(1), Student Conduct and Discipline, grant university boards of Trustees authority to establish a student disciplinary system, including a code of conduct.

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

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

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

Facilitator/Presenter: Elizabeth M. Bejar

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

NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION NO.: FIU-2501

REGULATION TITLE: Student Conduct and Honor Code

SUMMARY: The proposed changes incorporate the University's adoption of the Board of Governors of the State University System of Florida's Statement of Free Expression.

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

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

NAME OF PERSON INITIATING PROPOSED REGULATION: Dr. Elizabeth Bejar, 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 8 Street, PC 511, Miami, FL 33199
Email: devillee@fiu.edu | Phone: 305.348.2103 | Fax: 305.348.3272

DATE OF PUBLICATION: August 19, 2022

THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW.

FIU-2501 Student Conduct and Honor Code

As an academic community, Florida International University (FIU) fosters the intellectual exchange of ideas, knowledge, and experience. It is the responsibility of the University to provide a safe and stimulating environment in which scholarship and personal growth may occur. The desired effect is that Students will take advantage of this environment to develop intellectually as well as to participate as responsible, contributing citizens of our community. Being a contributing Student also comes with responsibility to adhere to the Student Conduct and Honor Code (Code). The ultimate responsibility for knowing University requirements and regulations rests with the Student, regardless of institutional or program affiliation. Nothing in this Regulation should be interpreted to abridge the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to, the freedom of expression protected by the First Amendment. FIU endorses the Board of Governors of the State University System of Florida's Statement of Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our campuses. We view this as an integral part of our ability to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service.

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

Undergraduate, Graduate, and Professional Students at FIU are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Each Student shall be responsible for their conduct from the time that they have been notified of admission through the actual awarding of a degree, including the academic year and during periods between terms of actual enrollment. The Code shall apply to a Student's conduct even if the Student withdraws from the University, while a conduct matter is pending, or if the conduct is not discovered until after a Student has withdrawn or a degree has been awarded. Academic integrity is the adherence to those special values regarding life and work in an academic community. Code violations may lead to suspension or expulsion from the University if a determination of responsibility has been made. These sanctions will be determined based on severity of incident and prior violations of the Code.

The safety and well-being of our community is the University's foremost concern. It is the policy of the University that acts of harassment and violence will not be tolerated. Any act of intimidation, threat of violence, or act of violence committed against other members of the University when committed within the jurisdiction of the Code is prohibited. Any Student or Student Organization found responsible for a violation of this standard will be subject to discipline up to and including expulsion pursuant to the Code.

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

1. DEFINITIONS

- i. **Academic Misconduct:** Any act or omission by a Student, which violates the concept of academic integrity and undermines the academic mission of the University in violation of the Code.
- ii. **Advisor:** Any person chosen by the Respondent to assist throughout the Student Conduct and/or Academic Misconduct processes (e.g., faculty, staff, parent/guardian, attorney, friend, alumni). The Advisor may not be a Witness or serve in any other role in the current process including investigator, decider or fact, hearing officer, member of a committee or panel convened to hear or decide the charge or any appeal. The advisor may be present to advise the Respondent and may participate in all aspects of the proceeding but shall not testify for the Respondent. Proceedings may not be unreasonably delayed due to the selection of schedule of an advisor, and it is the responsibility of the Respondent to communicate relevant information to their advisor and to ensure that their advisor comports themselves in a manner which respects the educational-administrative conduct process. After an appropriate warning, the University reserves the right to stop a proceeding and remove an advisor whose presence disrupts the conduct proceedings.
- iii. **Business Day:** A day when the University is open for regular business operations from 8:30 a.m. up to 5:00 p.m. Eastern Standard Time. In computing any time-period specified in this Code, the day of the event, act, or default that initiates the period shall be excluded.
- iv. **Character Witness Statement:** A statement relating to the general character and reputation of the person.
- v. **Charge:** The written statement of the alleged violations of the Code.
- vi. **Coercion:** Conduct, intimidation, and/or expressed or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in any sexual contact or any other type of involuntary conduct not covered by FIU Regulation 105, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
 - i. Causing the deliberate Incapacitation (see below for definition) of another person; and
 - ii. Conditioning an academic benefit or employment advantage.
- vii. **Consent:** Incorporated as defined by FIU Regulation 105.
- viii. **Final Agency Action:** The written decision resulting from the Student Conduct and/or Academic Misconduct processes which finally determines the rights or obligations of the Respondent. Decisions of the Hearing Body constitute Final Agency Action unless there is a timely appeal. If a decision is timely appealed, the decision of the appellate body constitutes Final Agency Action.
- ix. **Hazing:** Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a Student for purposes including, but not limited to, initiation or admission into, affiliation with, or the perpetuation or furtherance of a tradition or ritual of any Student Organization operating under the sanction of the University or other organization or group not officially recognized by the University. Although hazing is typically related to a person's initiation or admission into, or affiliation with a Student Organization, athletic team (intramural, club or intercollegiate), extracurricular activity or any other University group or organization, it is not necessary to have direct proof that a person's initiation or continued membership is contingent upon participation in the activity for a charge of hazing to

be upheld. The actions of active, prospective, former, or associate members (pledges) of a Student organization may be considered hazing. Organizational leaders who plan a hazing event will be held Responsible even if not in attendance at an event where the hazing occurs. Hazing does not include customary athletic events or similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

x. **Hearing Body:** Student Conduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, two (2) Students, a faculty/staff member, and a nonvoting Hearing Officer. Academic Misconduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, three (3) Students, and two (2) fulltime faculty members, and a non-voting Hearing Officer. The Hearing Body is authorized by the Senior Vice President for Academic & Student Affairs or designee to conduct Student Conduct hearings as set forth in this Code, and do so in an impartial manner.

xi. **Hearing Officer:** The SCAI Director, or respective designee(s) who adjudicates the case in an impartial manner. For cases involving Academic Misconduct, representatives from Housing and Residence Life may not serve as a Hearing Officer.

xii. **Immediate Medical Assistance:** Aid that includes, but is not be limited to, calling or seeking additional assistance, rendering cardiopulmonary resuscitation (CPR) to a victim, clearing an airway for the victim to breathe, using a defibrillator (AED) to assist the victim, or rendering any other assistance to the victim which the Student intended in good faith to stabilize or improve the victim's condition while waiting for medical assistance or law enforcement to arrive.

xiii. **Impact Statement:** A statement (oral or in writing) that describes how the Reporting Party or Respondent has been impacted by the incident that is the basis for the Charge.

xiv. **Incapacitation:** Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the activity is occurring.

xv. **Instructor:** The Instructor of record for a course in which a violation(s) of Academic Misconduct is alleged.

xvi. **Interim Suspension:** An immediate temporary (i.e., a limited period of time) separation from the University.

xvii. **On-Campus Housing:** Such housing owned, controlled, and operated by the University to include, but not limited to, the following: Everglades Hall, Lakeview Halls (North & South), Panther Hall, Parkview Hall, University Apartments, and University Towers. On-Campus Housing also includes Bayview Student Living (BBC), or any fraternity or sorority houses located on University Premises.

xviii. **Policy:** The written procedures, policies, or regulations of the University (as they may be amended from time to time) as found in, but not limited to, the Florida International University Board of Trustees regulations, the Code, FIU Regulation 105, the Undergraduate/Graduate/Professional Catalogs, the Student Handbook, the University Housing Resident Handbook, and/or Campus Life/Wellness & Recreation Center policies.

xix. **Preponderance of the Evidence:** When the information that is presented supports a finding that it is more likely than not that a violation occurred.

xx. **Receipt of Written Notice:** When Written Notice (see below for definition) has been sent electronically to the official University email address.

xxi. **Reporting Party:** Any person who reports an alleged violation of the Code.

xxii. **Respondent:** A student or student organization charged with violating the Student Conduct and Honor Code.

xxiii. **SCAI Director:** The Director of Student Conduct and Academic Integrity Academic Integrity (SCAI) or designee.

xxiv. **Student:** Any person who participates in any course or program of the University, either full-time or part-time, in-person or online, and whether degree-seeking or non-degree seeking. Persons who withdraw after allegedly violating the Code, persons who are not officially enrolled at the University for a particular term but who have a continuing relationship with the University, persons who have been notified of being accepted for admission, and persons who are living in the residence halls but are not enrolled at the University are also considered Students.

xxv. **Student Organization:** A Student group that is officially registered or recognized by the University, including, but not limited to, political groups, social groups, honor & professional societies, fraternities & sororities, and sport clubs. Membership in a student organization does not affect an individual Student's status with the University or attendance at classes unless the individual Student has been charged and sanctioned independently.

xxvi. **Title IX Coordinator:** The individual University official with the primary responsibility for coordinating the University's compliance with Title IX. The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University's efforts to comply with Title IX.

xxvii. **University:** Florida International University.

xxviii. **University Community:** Any person who is a Student, faculty or staff, any other person currently employed by the University, or third party working on University Premises or within On-Campus Housing (i.e. contractor, vendor), or any participant in a University-sponsored program or activity regardless of the location of the program or activity.

xxix. **University Official:** Any person employed by the University to perform assigned teaching, research, administrative, professional or other responsibilities (e.g., faculty, staff, administrators, residence hall staff, FIU Police).

xxx. **University Premises:** Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the University in direct support of, or in a manner related to, the University's educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to that previously described in this paragraph that is owned by the University, but that is controlled by another person, is frequently used by students, and supports University purposes (e.g., a food or other retail vendor). This definition is designed to conform to the Clery Act definition which can be amended from time to time.

xxxi. **Witness:** A person(s) who has factual knowledge about the incident which forms the basis of the Charge.

xxxii. **Written Notice:** A notification of the charges against the Respondent sent via email to the Respondent's official University email address. A notification to a Student Organization Respondent sent via email to the official University email address of the Student Organization's President.

2. JURISDICTION

i. Jurisdiction under the Code applies to the conduct of any Student or Student Organization that while the student meets the definition of "student" as articulated in 1.x and the

student organization meets the definition of “student organization” as articulated in 1.y, regardless of the geographic or electronic location.

ii. A conduct proceeding is not a criminal or judicial proceeding. It is designed to address the Respondent’s behavior. Therefore, alleged violations of the Code will be addressed independently of any criminal or judicial proceeding and regardless of whether the criminal charges have been dismissed or reduced to a lesser offense. In extra-ordinary situations, and at the request of external law enforcement or prosecutor’s office, the University may delay its application of this Code.

iii. The Code does not address: Issues related to research misconduct or violations of FIU Regulation 105. Resolutions of issues related to research misconduct must be addressed using the University Research Misconduct policy; or, issues related to professional misconduct. Resolutions of issues related to professional misconduct must be addressed at the school or college level. Violations of FIU Regulation 105 will be addresses in accordance to that Regulation.

iv. Filing Time: Anyone may report an alleged Code violation within ninety (90) calendar days of the incident or obtaining knowledge about the incident, whichever is later. In addition, the SCAI Director may extend the filing time where the delay may be related to issues of victimization or beyond the control of the University.

v. Charging Time: The University must charge an alleged Code violation within ninety (90) calendar days of receiving the Incident Report. The SCAI Director may extend the charging time for extraordinary situations (e.g. hurricane, emergency personnel matters).

3. AUTHORITY

i. The Board of Trustees of Florida International University has been charged with the responsibility of, and authority for, providing a Student conduct system. Authority for Student discipline and the Student conduct system rests with the University President. Although the University President holds the ultimate authority for Student discipline, this authority is delegated to the Senior Vice President for Academic & Student Affairs, who is responsible for implementing the Student disciplinary system. The Senior Vice President for Academic & Student Affairs delegates authority for the execution and implementation of the Code to the SCAI Director.

ii. The requirements and procedures in the Code may be revised. Those revisions may occur in order to serve the needs of the University Students, faculty and/or staff where safety and security issues so demand. In addition, those revisions may occur in circumstances where, in the University’s sole discretion, the requirements and procedures described herein are deemed insufficient to meet the objectives of educating and protecting the members of the University community and/or to respond to changes in the law. Nothing in this Code shall be construed as preventing the University President from taking any action which may be deemed necessary to meet the goals of this Code. In matters involving charges for drug distribution and/or sales (Section 5(i)(2)), endangerment (Section 5(j)), hazing (Section 5(p)), stalking (Section 5(y)),and weapons (Section 5(dd)) the President may change the outcome and/or sanctions to fulfill requirements of the Code as outlined in Section 17.

iii. The Department of Housing and Residential Life (HRL) may conduct both Summary Resolutions and Administrative Hearings regarding cases involving Conduct violations arising in On-Campus Housing. HRL is not authorized to conduct Summary

Resolutions and Administrative Hearings regarding cases involving Academic Misconduct violations or Student Conduct Committee hearings. HRL cases may be referred to SCAI.

4. AMNESTY

i. Medical Amnesty for Alcohol or Drug Use: The University encourages Students to seek medical assistance, but it recognizes that students may be hesitant to make a call or report when they:

i. Need immediate medical assistance due to their own use of alcohol/drugs; or,

ii. Witness another Student who needs immediate medical assistance due to alcohol/drugs.

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

iii. they render or call for immediate medical assistance for themselves and/or others who have participated in or witnessed the incident;

iv. the Student calling for immediate medical assistance remains at the scene with the person in need of immediate medical assistance until such assistance arrives and then cooperates with such personnel on the scene; and,

v. the student timely completes the appropriate educational intervention for the incident as determined by SCAI. Other charges related to the incident (e.g., alcohol distribution, drug distribution, or other non-alcohol/drug charges) may be determined at the discretion of the SCAI Director.

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

ii. Reporting Amnesty: The University encourages Students to report allegations of the Code, including allegations of FIU Regulation 105, but recognizes that students may be hesitant to make a report when they were using alcohol/drugs. Thus, students involved in an incident involving alcohol/drugs will not be charged under the Code with consumption if they are reporting a violation of the Code or FIU Regulation 105. Any other charge(s) related to the incident may be determined at the discretion of the SCAI Director, but the reporting will be a mitigating factor at any sanctioning stage.

While student organizations are not eligible for reporting amnesty, reporting and self-reporting will be a mitigating factor, while failing to report will be an aggravating factor at any sanctioning stage.

iii. Investigatory Amnesty: As part of an investigatory process, and conditioned on being truthful and providing complete information, a witness or party may be asked to provide information which would self-disclose a Code violation. Without abridging the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to the Fifth Amendment, disclosing a Code violation such as alcohol/drugs use related to an incident being investigated and outlined in the investigation will not be charged under the Code. All other charges related to the incident may be determined at the discretion of the SCAI Director, but additional amnesty may be provided under e of this provision.

iv. Hazing Amnesty: A Student may not be charged under the Code if the Student establishes that, before medical assistance or law enforcement arrived on the scene of a hazing

event, the Student rendered aid to the hazing victim and establishes all of the following: i. the Student was present at an event where, as a result of hazing, a person appeared to be in need of immediate medical assistance; and ii. The Student was the first person to call 911 or FIU Police to report the need for immediate medical assistance; and iii. the Student provided their own name, the address where immediate medical assistance was needed, and a description of the medical issue to the 911 operator or FIU Police at the time of the call; and, iv. the Student remained at the scene with the person in need of immediate medical assistance until such medical assistance or law enforcement arrived and that the Student cooperated with such personnel on the scene.

v. **Recording Amnesty** in compliance with section 1004.097 and 1001.03, Florida Statutes: A student may video or audio record a class lecture for their own personal educational use, in connection with a complaint to the University, or as evidence in, or in preparation for a criminal or civil proceeding. A recorded lecture may not be published without the consent of the lecturer.

vi. **Amnesty at the SCAI Director's Discretion:** The SCAI Director may grant amnesty from proceedings within the conduct system, contingent on a student providing complete and accurate information during an investigation or conduct proceeding.

5. CONDUCT VIOLATIONS The following conduct is prohibited by this Code. These violations are included in each section below and need not be cited separately. Lack of familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, intent is not a required element to establish a policy violation. Additionally, intoxication or impairment caused by use or consumption of alcohol, drugs, or other substances is not a defense to a violation of this Code. The following conduct violations or any attempt to violate the Code will be used in charging all Students or Student Organizations.

- i. **Any** conduct prohibited by FIU Regulation 105.
- ii. **Assisting:** Any affirmative act which aids, attempts, promotes, conceals, or facilitates any act prohibited by this Code.
- iii. **Attempt:** Attempt or intent to commit any violation outlined in the Code.
- iv. **Alcohol:** Students who choose to drink will be held fully responsible for their behavior while under the influence of alcohol. Loss of control due to intoxication does not excuse or justify a violation of the state law, University Policy, or the rights of others.
 - i. Possession, use and/or consumption of alcohol when under the legal drinking age as provided by Florida Law.
 - ii. Dispensing, selling or supplying alcoholic beverages to an individual who is under the legal drinking age as provided by Florida Law.
 - iii. Any violations of FIU Policy governing alcohol usage. See, Regulation FIU-2505 Alcoholic Beverages.
 - iv. Use and/or possession of beer kegs and party balls or other common sources of alcohol.
 - v. Possession of open containers of alcohol or consumption of alcoholic beverages in public areas, such as balconies, courtyards or hallways.
 - vi. Public intoxication (e.g., appearing in a state of intoxication) and/or excessive drinking.
 - vii. Use and/or possession of devices designed for the rapid or excessive consumption of alcohol, including, but not limited to, funnels, ice luges, and beer bongs.

- viii. Hosting or sponsoring a gathering where underage individuals are drinking alcohol.
- ix. Unlawful manufacture, trade, and/or intent to sell alcohol.
- x. Reporting to classes, work, or related assignments “under the influence” of alcohol.
- xi. Violating any other University Policy while under the influence of alcohol.

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

- i. Failing to obtain approval from Housing and the Disability Resource Center (DRC) for the Student’s emotional support animal (as defined by federal law) in a residence hall.

- ii. Having an approved emotional support animal beyond authorized areas (i.e., within the residence halls and immediate access to outdoor areas).

- iii. Failing to register the Student’s service animal (as defined by federal law) with the DRC if the Student resides on campus.

- iv. Failing to properly control the service animal and/or emotional support animal such that the animal is disruptive, is not housebroken, or poses a safety or health concern.

- v. Bringing pet dogs, cats, or other animals (except non-dangerous fish) to campus or being in possession of stray animals.

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

vii. **Computer Misuse**

- i. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.

- ii. Unauthorized alteration or degradation of computer equipment, software, network, data or system performance.

- iii. Unauthorized copying or distribution of computer software or data.

- iv. Unauthorized use, taking, or theft of University computer resources for commercial purposes or personal financial or other gain. This includes, but is not limited to, advertising a product or service on personal web pages, fund-raising or advertising on behalf of unsanctioned non-University organizations, publicizing of unsanctioned non-University activities, resale of University resources to any non-University individuals or organizations, and the unauthorized use of the University’s name or logos. Use of the University’s network for any of these purposes, even if the user is using their own personal computer, constitutes an offense.

- v. Allowing another person to use one’s FIU username and password.

- vi. Any other violation of the University computer use and web page policies.

The complete policies are available at <http://security.fiu.edu/policies>. The website also contains the civil and criminal penalties for distributing, without authority, copyrighted materials (including unauthorized peer-to-peer file sharing) and the penalties for violating federal copyright law.

vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for the unauthorized distributions.

viii. **Disruptive Conduct**

i. that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes and functions of the University or the rights of other Members of the University community.

ii. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes, and functions of the classroom, or laboratory and/or immediate surrounding areas. This includes interfering with the academic mission of the University or individual classroom or interfering with a faculty member or instructor's role to carry out the normal academic or educational functions of their classroom laboratory and/or immediate surrounding areas.

iii. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the Student Conduct process, including, but not limited to, harassment and/or intimidation of any member of the Student Conduct Committee, Witness or University personnel before, during or after a proceeding, or attempting to coerce or influence any person(s) in order to discourage their participation in any Student Conduct proceeding.

iv. Any behavior that substantially and materially disturbs the peace.

ix. **Drugs**

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

i. Possession, use, the manufacture, creation and/or the cultivation of illegal drugs or prescription drugs without a prescription. Inhalable or ingestible substances (e.g., nitrous oxide, glue, paint) that will alter a Student's mental state.

ii. Distribute, dispense, deliver, trade, sell and/or attempt to sell drugs or prescription drugs.

iii. In possession and/or use of drug paraphernalia (including, but not limited, to bongs, pipes, "hookahs," spoofs, rolling papers, blunts, small plastic baggies).

iv. Misuse and/or abuse of prescription drugs.

x. **Endangerment**

i. Occurs when one intentionally or recklessly (a) causes bodily harm to another person; (b) attempts to cause bodily harm to another person; or (c) puts another in fear of imminent bodily harm. No Student may knowingly or recklessly touch any other person without that person's consent. Punching, slapping, scratching, or otherwise striking any person with any part of one's body or with any object constitutes physical violence.

ii. Engage in any action(s) that endangers the health, safety or welfare of others.

xi. **Failure to Comply**

i. Failure to comply with a request or directive of a University Official or non-University law enforcement official in the performance of their duty.

ii. Failure to comply with the final decision and sanctions rendered by a Student Conduct hearing or appellate body.

iii. Failure to comply when a University Official requests to identify oneself and/or produce FIU identification.

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

i. Withholding relevant information from any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff.

ii. Providing false or misleading information (whether oral or written) to any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff. A good-faith report of prohibited conduct does not constitute a Code violation.

iii. Misuse, reproduction, alteration or forgery of any identification, documents, keys or property.

iv. Permitting another person to use one's identification information.

v. Misuse or possession of false identification information.

vi. Purporting to act on behalf of another person, group or the University without authorization or prior consent.

vii. Providing a worthless check, money order or using a fraudulent credit card or a credit card without authorization.

viii. Any other acts of falsification/fraud/false testimony or misrepresentation.

xiii. **Fire and Safety**

i. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.

ii. Removing, damaging, interfering and/or tampering with fire safety or other emergency warning equipment, including smoke detectors, sprinklers and/or fire alarms. Items may not be hung from or block sprinklers or smoke detectors.

iii. Failure to evacuate University Premises or On-Campus Housing facility/unit when a fire alarm is activated.

iv. Engaging in action(s) which cause or attempts to cause the release of chemicals or substances that can cause harm to another person's health or would start a fire or explosion.

xiv. **Gambling**

i. Soliciting, placing or accepting a bet on any high school, intercollegiate or professional athletic contest on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.

ii. Soliciting, facilitating or participating in any illegal gambling, bookmaking or illegal betting whether through a bookmaker, a parlay card, a pool or any other method of organized gambling on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.

xv. **Harassment:** Severe or pervasive interactions aimed towards another or entity which is by objective measure threatening, abusive, or severely annoying and that is beyond the scope of free speech and which is not covered by FIU Regulation 105.

xvi. **Hazing**

i. Any group or individual action or activity that inflicts or intends to inflict physical or mental harm or otherwise endanger or discomfort which may demean, disgrace and/or degrade any person, regardless of location, intent or consent of participant(s). Taking into consideration the aforementioned description, hazing includes, but is not limited to:

1. Interference with a Student's academic performance;

2. Forced consumption of any food, alcohol, controlled substances, drugs or any other substance;
 3. Forced physical activity (e.g., calisthenics, line-ups, walking or marching in formation);
 4. Deprivation of food, water or sleep;
 5. Not permitting individuals to speak for extended periods of time and/or forced exclusion from social contact;
 6. Engaging in activities which involve compelling an individual or group of individuals to remain at a certain location or transporting anyone anywhere within or outside the University (e.g., road trips, kidnaps, drops);
 7. Physical or mental abuse of any nature, including physical discomfort;
 8. Sexual misconduct of any nature;
 9. Theft, defacement or destruction of private or public property;
 10. Compelling the performance of personal chores or errands;
 11. Verbal abuse or degradation, including yelling or demands;
 12. Assigning or endorsing pranks (e.g., stealing, harassing other organizations);
 13. Conducting activities designed to deceive or convince a member that they will not be initiated or that they will be hurt;
 14. Compelling scavenger hunts, treasure hunts, quests, road trips, big brother/little brother hunts, big sister/little sister hunts;
 15. Any action or threatened action that would subject the individual to embarrassment, humiliation or mental distress, including the use of demeaning names; or
 16. Any other acts or attempted acts which would constitute hazing pursuant to Section 1006.63 of the Florida Statutes.
- ii. The following shall not constitute a defense to Hazing:
1. The consent of the victim was obtained;
 2. The conduct or activities that resulted in death or injury to the victim was not part of any official organizational event or otherwise sanctioned or approved by a Student Organization or group; or
 3. The conduct of activity that resulted in death or injury to the victim was not done as a condition or membership into a Student Organization or group.

xvii. **Motorcycles, Bicycles, Pocket Bikes, Rollerblades, or Skateboards**
Failure to comply with FIU Regulation 115 Skateboards, Skates, Scooters, Ripstiks, Hoverboards and other similar devices and high-risk activities on University Premises or in On-Campus Housing.

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

xix. **On-Campus Housing Violations**
Violation(s) of any HRL policies published in hard copy or available electronically via the HRL website (<https://studentaffairs.fiu.edu/campussservices/housing-and-residential-life/explore-housing/housingpolicies/index.php>).

xx. Personal Abuse

i. Verbal or written abuse, threats, intimidation, and/or Coercion that objectively endangers the health, safety or well-being of others and which is not covered by FIU Regulation 105. Using fighting words or statements which reasonably endanger the health and safety of any person that are not protected speech may result in University action. Conduct directed at any person, including a Member of the University community, which is intended to, or would reasonably, cause fear, distress, injury or intimidation to a person, or would place a reasonable person in fear of injury or death.

ii. Conduct that is based on race, color, religion, ethnicity, national origin, disability, age, marital status, genetic information, veteran status or any group/class protected by federal or Florida law sufficiently severe, pervasive or persistent (when viewed both from a reasonable person in similar circumstances and the person in question) that a person would be adversely affected to a degree that interferes with or limits their ability to participate in or benefit from the services, activities or opportunities offered by the University.

iii. Interference with the freedom of another person or group to move about in a lawful manner.

xxi. Promotions/Posting

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

ii. Posting of flyers, posters, banners, cards or any promotional/informational material on University Premises or On-Campus Housing, including, but not limited to, the exterior and interior of On-Campus Housing facilities, buildings, trees, walls, sidewalks, vehicles, windows, stairwells, stairs, display cases, vending machines, doors, classrooms, departmental and unauthorized bulletin boards, railings, elevators, bathrooms, art and/or sculptures without prior approval from the appropriate University Officials.

xxii. Retaliation

i. Acts or words taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes an individual's good faith

1. Participation in the reporting, investigation, and/or resolution of an alleged violation of this Code; and/or

2. Opposition to policies, practices and/or actions that the individual reasonably believes are in violation of the Code. Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the Respondent, the Reporting Party, or any other individual or group of individuals.

xxiii. Smoking and Use of Tobacco-Related Products

i. Failure to comply with FIU Regulation 113 Smoke and Tobacco-Free Campus by smoking in or on any University Premises or On-Campus Housing. Smoking means possession of a lighted cigarette, cigar, pipe, water pipe or hookah, or the use of an electronic cigarette, cigar, pipe, vape or any other device intended to simulate smoked tobacco.

ii. Use of smokeless tobacco, snuff, chewing tobacco, smokeless pouches and any other form of loose-leaf or smokeless tobacco.

xxiv. **Social Host Responsibility**

Allowing, permitting, or providing an opportunity for a guest to violate University policy.

xxv. **Stalking**

Engaging in a course of conduct directed at a specific person, not covered under FIU Policy 105, that would cause a reasonable person to (a) fear for the person's safety or the safety of others; or (b) suffer substantial emotional distress. For the purposes of this conduct violation, course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property.

xxvi. **Student Organization Policies**

i. Members of the Student Organization acting together to violate University Policy.

ii. More than one Student working together to impede an investigation by the University into possible violations of the Code committed by a Student Organization.

iii. Acting to protect from official action one or more alleged individual offenders who are members, former members or guests of the Student Organization.

iv. Leaders of the Student Organization who fail to report and/or take reasonable action against guests and/or members responsible for alleged violations.

v. Violation(s) of any Campus Life/Fraternity and Sorority Life/Sports Club Policies published in hard copy or available electronically via the appropriate website. See <https://studentaffairs.fiu.edu/get-involved/campus-life/index.php>, <https://studentaffairs.fiu.edu/get-involved/sorority-and-fraternity-life/index.php>, or <https://studentaffairs.fiu.edu/health-and-fitness/recreation/index.php>.

xxvii. **Theft and Theft-Related Conduct**

i. Taking, or use of, the property or services of another person or of the University without prior written consent or authorization of the person or of the appropriate authority.

ii. Possession and/or sale of property or services of another person or of the University without prior written consent or authorization.

xxviii. **Trespassing/Unauthorized Use**

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

xxix. **Vandalism/Damage/Littering**

i. Damage, destruction or defacing property of another person, group or the University.

ii. Dispersing litter in any form on University grounds or facilities, including, but not limited to, cigarette butts, flyers, cans, and bottles.

xxx. **Weapons, Firearms, Explosives**

i. Possession, storage or use of firearms, except as provided in below, explosives, ammunition or other weapons or dangerous articles or substances, including, but not limited to tasers, switchblade knives and non-lethal weapons such as fireworks, paintball guns, air guns, BB guns, any dangerous chemical or biological agents, corrosive agents, compressed gas, sling shots, brass knuckles, Chinese stars, or any other item used as a weapon.

1. In accordance with Florida Statutes section 790.115, possession of firearms on University Premises or On-Campus Housing (except as provided by Florida Statutes section 790.25(5)).

2. Possession of a concealed weapon or firearm on University Premises or On-Campus Housing even if the Student possesses a concealed weapon license.

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

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

xxxii. **Other Violations**

i. Aids or abets another in any violation of federal law, state law, local ordinance, and/or Policy not already listed above.

ii. Violations of federal and/or state laws, local ordinance, and/or Policy not already listed above.

6. ACADEMIC MISCONDUCT VIOLATIONS

i. Academic Dishonesty

In general, by any act or omission not specifically mentioned in the Code and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

ii. Bribery

The offering of money or any item or service to a member of the faculty, staff, administration, Student or any other person in order to commit academic misconduct.

iii. Cheating

i. The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor.

ii. Assisting another Student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor.

iii. Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.

iv. Commercial Use

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

v. Complicity

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

vi. Falsification of Records

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

vii. **Misrepresentation**

i. Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another.

ii. To misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

viii. **Multiple Submission**

Submitting the same or substantially the same academic work (including oral presentations) for credit more than once. Multiple submissions shall not include situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing.

ix. **Plagiarism**

i. The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.

ii. Assisting another Student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

7. INVESTIGATION AND PRE-ADJUDICATION PROCEDURES

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

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

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

iii. Making an oral report to SCAI.

ii. **Initiating Charges for Academic Misconduct Violations:** Any person or entity (including University departments, offices, officials, community members) may report an alleged violation(s) of the Code for review by the SCAI by:

i. Submitting the alleged violation(s) through the Academic Misconduct Report Form (AMR) along with any accompanying documentation (see <http://conduct.fiu.edu> for report). Instructors are encouraged to discuss the allegations with the Student prior to referral to SCAI.

ii. If a Student, staff member, or a person not affiliated with the University observes a Student committing an Academic Misconduct violation, they may report the alleged violation to SCAI via the standard incident reporting form (see <http://conduct.fiu.edu> for report). SCAI will then communicate with the appropriate faculty member, chair, or College/School Dean.

iii. All matters relating to Academic Misconduct among undergraduate, graduate, and professional Students are referred to the SCAI Director or designee. In matters where there is a conflict of interest with the SCAI Director, the case will be referred to the Senior Vice President for Academic & Student Affairs or designee.

iii. **Preliminary Review:** The SCAI Director will determine, at their discretion, whether further fact-finding is needed and whether there is sufficient information to file charges or refer to another University office regardless of the participation of any party in the proceedings.

i. Upon receiving an alleged violation of Academic Misconduct, the SCAI Director may review relevant information and consult with relevant parties regarding the incident in question. In addition, Instructors can request an intake meeting with SCAI staff to review allegations, the Charges, possible Sanctions, and to be explained the Student conduct process, and any available forms of resolution. Reasonable efforts will be made to hold this intake meeting at least ten (10) Business Days before any scheduled hearing.

iv. **Interim Measures:** Until final agency action or there is a such a change in circumstances that the decision-maker for each action below no longer supports such an action, the following interim measures may be implemented as follows:

i. **No-Contact Directive:** In cases involving allegations of, hazing, personal abuse, retaliation, stalking, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a No-Contact Directive.

ii. **Restriction of Privilege or Access Directive:** In cases involving allegations of hazing, personal abuse, retaliation, stalking, trespassing, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a Restriction of Privileges or Access Directive.

iii. **Interim Suspension**

1. Where the Senior Vice President for Academic & Student Affairs or designee determines that the health, safety or welfare of University community are in jeopardy or in danger, an interim (temporary) suspension will be imposed. This includes, but is not limited to, physical assault, hazing, possession of a firearm or explosives, illegal drug possession and other acts of a similar nature. A Respondent under Interim Suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities. The Respondent may neither attend nor participate in any classes, including any online components, during this time. The Respondent is also banned from being on or in any University Premises and/or On-Campus Housing, and from participation in any University-sponsored/related event or activity. The Respondent, except with the permission of the SCAI Director.

2. The Respondent may petition the Student Conduct Committee (SCC), in writing, for a review of the decision; the University will submit to the SCC, in writing, relevant information related to the decision to impose an interim suspension. The SCC shall meet to consider the petition as soon as possible, but typically no later than five business days after it receives the petition. If the SCC determines that the suspension was improper or is no longer necessary, it shall lift the suspension immediately and the underlying matter shall proceed. The SCC may implement any alternative interim measures if it lifts the interim suspension.

3. The Respondent's transcript will remain notated during the interim suspension.

4. If a Respondent's privileges are temporarily revoked through an Interim Suspension and the Respondent is subsequently found not responsible for the violation, the University must, to the extent possible:

a. Correct any record of the change in enrollment status in the Respondent's permanent records and reports in a manner compliant with state and federal laws; and

b. Refund to the Respondent a pro rata portion of any charges for tuition, and out-of-state fees, as appropriate, relating to the temporary revocation or

suspension which affected the Respondent's ability to attend classes for more than ten (10) school days.

v. **Investigations:** The SCAI Director retains the discretion to determine whether an investigation should be conducted, and the scope of such investigation based on the alleged violations under the Code. The investigation will be a neutral fact-finding process used to determine if there is sufficient information to warrant action by the University. If the SCAI Director directs an investigation to another office to act on behalf of SCAI, including the Department of Housing and Residence Life or the Office of Inclusion, Diversity, Equity & Access (IDEA), the Director of such office, or designee, shall conduct the investigation in accordance to the Code and relevant processes and procedures, so long as such procedures do not conflict with this Code or applicable University Policy which has jurisdiction over the reported behavior. For cases in which there is an overlap of charges between the Code and FIU Regulation 105, a joint investigation will commence, and the details of the Code investigation will be included in the FIU Regulation 105 final report or considered as part of the informal resolution. The Code behaviors will cede to adjudication and appeal under the process set forth in FIU Regulation 105.

In cases where conduct involves both potential Conduct and Academic Misconduct violations, the Hearing Officer or Hearing Body has the authority to handle both matters simultaneously through a joint hearing. If a Student is found Responsible for simultaneous Conduct and Academic Misconduct violations, sanctions from both processes may be imposed.

vi. **Charge Letter:** The Respondent will be given a written notice of the Charges. The Charge Letter will include the following:

i. Notice of the charge(s), including specific code section(s) which constitutes the alleged violation(s) of the Code, an allegations statement and any other detail in order to prepare for a Student Conduct proceeding, including the process to be used in determining whether a violation has occurred and associated rights; and

ii. Information regarding next steps, including the date, time, and location of the disciplinary proceeding.

vii. **Joint Hearings:** Cases that present common questions of conduct or fact and that would come before a panel of like composition may be joined for hearing.

i. For a joint hearing, the individual who conducted the information sessions must affirm, in writing, to the Hearing Officer that each Respondent performed acts sufficiently similar that the facts presented in evidence would not differ materially from one Respondent to another. In such case, the Hearing Officer may order joinder of such cases for hearing.

ii. Any Respondent, whose case is joined may request, in writing, to the Hearing Officer to be excluded from the joint hearing on the ground that (i) they are not charged with the same offense, at the same time and place, or (ii) that the facts relevant to them would differ materially from the facts relevant to the Respondent(s). The Hearing Officer's decision regarding whether any requesting Respondent be severed from the joint hearing is final.

iii. All decisions regarding responsibility under this Code, and any applicable sanctions or remedies will be rendered individually, and each Respondent remains entitled their own advisor.

viii. **Information Session:** An information session is designed to provide the Respondent with information about the adjudication process, as well as giving access to the information supporting the charge(s) available at that time. The information session is not a disciplinary proceeding but may transition to such a disciplinary proceeding if the Respondent

waives any applicable disciplinary proceeding rights not met in order to accept a Summary Resolution.

i. Subsequent to the information session, the Hearing Officer may conduct further fact-finding regarding the incident that is subject to the charge. This information will be communicated to the Respondent prior to the hearing or at a subsequent meeting before a hearing.

ii. If a Respondent fails to attend a scheduled information session, the Respondent will be deemed to have waived their right to an information session. Under those circumstances, a hearing will be scheduled. Failure to attend an information session will result in the Hearing Officer determining the type of hearing. The hearing type will be determined based on the severity of the possible sanctions (e.g., suspension/expulsion cases may be referred to the Student Conduct Committee).

iii. If the Respondent fails to attend the information session, the Hearing Officer may place a hold/service indicator on the Respondent's record until the conclusion of the hearing. If sanctions are imposed as a result of the hearing, the hold/service indicator will be retained until the Respondent fulfills all of the sanctions.

ix. **Student Academic Status Pending the Code Process:** The Student's academic status will remain unchanged pending the outcome of the Code process, except where the Senior Vice President for Academic & Student Affairs or designee has implemented an interim suspension. When a final grade for a course may be involved, a grade of IN should be assigned, pending the University's final decision in the matter. A Respondent's ability to register for future semesters may be temporarily placed on hold.

8. RESOLUTION OPTIONS

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

i. Summary Resolution

i. A summary resolution is available when the Respondent waives the right to a hearing, any applicable disciplinary proceeding rights not met, and requests that the Hearing Officer conducting the information session determine the findings and sanctions if applicable. The Hearing Officer reserves the right to conduct fact-finding to make an informed decision.

ii. The following apply to a summary resolution:

1. The meeting(s) will not be recorded.
2. The written decision will serve as the official record of the

Summary Resolution.

3. The written decision will be sent to the Respondent within fourteen (14) Business Days from the date of the Summary Resolution. For Academic Misconduct violations, the written decision will also be sent to the Instructor.

iii. If the Respondent does not choose the Summary Resolution (or the option is unavailable), the Respondent may indicate their preference for one of the two (2) types of hearings.

ii. **Hearings:** Two hearing types are available under the Code: 1) an Administrative Hearing, or 2) a Student Conduct Committee (SCC) hearing. All procedures described in the Hearing Procedures section apply to these types of hearings.

i. Administrative Hearing - Conducted by a Hearing Officer who serves as the Hearing Body.

ii. SCC Hearing - Conducted by a committee which serves as the Hearing Body. SCC committees for Conduct violations consist of two (2) Students, one (1) faculty or staff member, and a non-voting Hearing Officer. SCC committees for Academic Misconduct violations consist of three (3) Students, two (2) full-time faculty members, and a non-voting Hearing Officer. The non-voting Hearing Officer will moderate the hearing.

iii. For SCC Hearings, members of any particular committee will vary, but will come from a pool of qualified faculty, staff and Students. Faculty members can be recommended annually by the Faculty Senate. Undergraduate, graduate, and professional Student members will be recruited and selected through SCAI's formal SCC recruitment and selection process. All members of the SCC will be trained by SCAI. In cases where the Respondent is an undergraduate, every effort will be made to select undergraduate student representatives for the SCC. In cases where the Respondent is a graduate or professional student, every effort will be made to select graduate or professional student representatives for the SCC. For Academic Misconduct violations, the committee must include two full-time faculty members, and if the Respondent is a graduate or professional student faculty representatives must have at least Graduate Faculty status. For cases in which there is an overlap of charges under only the Code (Academic misconduct and a non-FIU Regulation 105 violation), the Hearing Body shall meet the requirements of the Academic Misconduct hearing.

iv. For cases in which there is an overlap of charges between the Code and FIU Regulation 105, the Code behaviors will cede the adjudication processes under that Regulation.

v. The SCAI Director retains the discretion to ultimately determine which hearing forum is appropriate.

vi. All hearing(s) will be conducted in private or in accordance with applicable law.

9. HEARING NOTIFICATION AND INFORMATION EXCHANGE

i. **Scheduling:** Hearings may be scheduled during class periods. Every effort will be made to avoid a class conflict; however, due to availability of persons involved in the hearing and meeting room, it may not be possible.

ii. **Hearing Notice:** The notice of a hearing, including date, time and location will be sent to the official University email address of the Respondent, or typically to the official University email address of the President of the Student Organization, at least seven (7) Business Days prior to the hearing unless waived by the Respondent. The Instructor will also be notified in Academic Misconduct cases. The Hearing Officer has the discretion to provide notice through additional means (e.g., overnight or hand delivery). The delivery notification of the hearing notice through the official University email will constitute full and adequate notice under the Code.

i. The notice will include the names of witnesses to be called by the University and a list of information to be used in the hearing, which may be different from what was presented in the information session or subsequent meetings.

ii. The notice will also indicate the name(s) of the Hearing Body member(s) if known at the time, but will be provided before the start of the hearing.

iii. **Witnesses and Information**

i. At least five (5) business days prior to the hearing the University will provide the names of all known witnesses and all information related to the allegation, including inculpatory and exculpatory information, subject to redaction in accordance with federal and state law, to the Respondent.

ii. At least five (5) business days prior to the hearing the Respondent must provide the names of all known witnesses and all information to be used in the hearing. Acceptance or denial of witnesses and/or information, based on relevancy, is within the discretion of the Hearing Officer, but the University will not consider polygraph reports.

iii. Character witnesses or witnesses to other incidents outside the specific incident in question will not be allowed to testify at a hearing. The Respondent may provide the Hearing Body with character witness statements (which will only be considered during the sanctioning phase, if applicable).

iv. The Respondent is responsible for contacting and notifying the additional witnesses they wish to call for the hearing.

v. The proceedings shall not be delayed due to scheduling conflicts of witnesses. Failure of any witness to appear shall not require a delay or affect the validity of the proceedings. If called witnesses do not appear, their written statements, if they exist, will be considered by the Hearing Body. Witnesses can appear in person or by contemporaneous alternative means (e.g., Skype, phone).

vi. The Hearing Officer has the discretion to limit the number of witnesses whose testimony may be duplicative, redundant or not in dispute.

vii. The Hearing Officer may place limits on the length of testimony and also may advise to the scope, direction or tone of questioning.

viii. The Instructor of the course in which the alleged Academic Misconduct violation(s) have occurred will always be requested to attend the hearing. The Instructor is strongly encouraged to participate in the hearing procedure.

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

i. The Respondent may challenge the inclusion of any member at least three (3) business days prior to the scheduled hearing. The challenge must be in writing and must show actual bias (such as a conflict of interest, animosity, pressure or influence) that would preclude a fair and impartial hearing. The Hearing Officer will determine whether to grant such challenge in their discretion, and such decision is final and not appealable.

ii. If a Hearing Body member is unable to serve due to an emergency or unforeseeable occurrence, the Hearing Officer will appoint a new hearing body member prior to the scheduled hearing and notify the Respondent as soon as possible. The Respondent may challenge the inclusion of this member at the time of the hearing. The challenge must be on the basis outlined above.

v. Request for a Postponement: Any request to postpone a hearing must be submitted in writing or by email and must be received by the SCAI Director at least two (2) business days prior to the hearing. The request must state the reason(s) for the postponement. The granting of such requests shall be at the discretion of the SCAI Director. The University is not required to postpone a proceeding pending the outcome of a criminal prosecution. The University may postpone the hearing, at any time, for extraordinary situations (e.g. hurricane, emergency personnel matters).

10. ADVISOR FOR THE RESPONDENT

- i. The Respondent may be accompanied by an advisor of their choosing and at their expense at any time during the Code process.
 - i. It is the responsibility of the Respondent to make appropriate arrangements for the advisor to attend the proceeding. The proceedings shall not be delayed due to scheduling conflicts of the chosen advisor. If the advisor is an attorney, the attorney must comply with the same restrictions imposed on any other advisor.
 - ii. The Respondent is responsible for presenting their own information, and therefore, advisors are not permitted to speak or to participate directly in any process under this Code.
 - iii. Although the Respondent may consult with their Advisor during the hearing, this consultation must take place in a manner that does not disrupt the proceedings.
 - iv. The Advisor chosen by the Respondent cannot be a witness in the matter.
 - v. SCAI can provide the Respondent with a list of Advisors who can provide assistance in preparing a response to the reported Code violation.

11. DUE PROCESS RIGHTS OF THE RESPONDENT: The Respondent has the following rights:

- i. Reasonable, written notice of the Code charge(s) and the allegations upon which the charge(s) is/are based.
- ii. A presumption that no violation occurred.
- iii. A fair and impartial hearing.
- iv. The right to be accompanied by an Advisor of their choice and expense at any time during the Code process.
- v. The opportunity to review all relevant information or evidence to be used in the hearing prior to the hearing.
- vi. The ability to participate in the Student Conduct hearing either physically or by contemporaneous alternative means (e.g., Skype, phone).
- vii. The opportunity to present, or have your advisor present relevant witnesses and information at the hearing.
- viii. The opportunity to question, or have your advisor question witnesses in accordance with the Hearing Procedures.
- ix. Not to provide self-incriminating testimony. Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
- x. Receive notification of the decision of the Hearing Body in writing within fourteen (14) Business Days of the hearing.
- xi. Appeal the decision via the process established by the University.

12. PRINCIPLES OF GROUP RESPONSIBILITY

- i. Any Student Organization can be held responsible under the Code for its actions or those of its members acting together. Misconduct on the part of the organization will be addressed when one or more of the following circumstances occur:
 - i. An alleged violation arises out of a Student Organization-sponsored, financed or otherwise supported activity.

- ii. An alleged violation occurs on University Premises or On-Campus Housing and/or transportation owned, operated or rented exclusively by the Student Organization.
- iii. A pattern of individual alleged violations has occurred and/or continues to occur without adequate control, response or sanction on the part of the Student Organization or its leaders.
- iv. The Student Organization or its related activities provided the context for the alleged violation.
- v. The action resulting in the alleged violation has received either the implied or overt consent of the Student Organization and/or its leaders.
- vi. The Student Organization overtly places or implicitly allows active members of the Student Organization to be in a position to act on behalf or with the authority of the Student Organization.
- ii. The actions of active, prospective, or associate members (pledges) of a Student Organization may be considered hazing. Refer to Section 5 for full details on Hazing.
- iii. It is the responsibility of the Student Organization's President or Student-member designee to represent the organization through the conduct process.

13. HEARING PROCEDURES

- i. During the hearing, the Hearing Officer presides over the Code hearing and makes all procedural decisions.
- ii. The burden of proof in a hearing rests with the University and Respondents are presumed Not Responsible. The standard of proof is a Preponderance of the Evidence. The determination of "Responsible" or "Not Responsible" will be based solely on the information and/or testimony presented.
- iii. Formal rules of process, procedure and/or technical rules of evidence (including hearsay rules) applicable in the criminal or civil court process are not used in Code proceedings.
- iv. Witnesses only participate in the hearing to the degree that a question is posed to them. They may not speak or otherwise participate in the Hearing.
- v. In Code hearings involving Academic Misconduct violations, the Instructor can choose to be present in the hearing in its entirety and to ask questions of the Respondent and witnesses when prompted. The Hearing Officer has the discretion to require the Instructor to step out of a hearing if non-academic student conduct issues are being discussed.
- vi. The hearing will be recorded. The recording will serve as the only official record of the proceedings. No other recordings are permitted.
- vii. If the Respondent, or Instructor fails to appear at the scheduled hearing, the hearing will be held, and a decision will be rendered in their absence.
- viii. Upon request by the Respondent or witnesses, the Hearing Officer may permit the individual to provide relevant information during the hearing in a manner that avoids direct contact with the Respondent.
- ix. For Code hearings involving Conduct Violations, the Hearing Officer has the discretion to determine the order of the hearings which may involve, but is not limited to, the following:
 - i. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges, and identification of the hearing participants.

ii. Statement by the Respondent or Respondent's Advisor and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for witness statements (see below) for consideration by the Hearing Body.

iii. Questions directed to the Respondent by the Hearing Body.

iv. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.

v. The Respondent or Respondent's Advisor may pose questions directly to the witness. In certain circumstances to be determined by the Hearing Officer, questions may be presented in writing to the Hearing Officer who will then ask the witness the question(s).

vi. Submission by the Respondent or Respondent's Advisor of written statements (if any) of witnesses who are not present.

vii. Follow-up questions (if any) directed to the Respondent by the Hearing Body.

viii. Final statement by the Respondent or Respondent's Advisor.

ix. Hearing Officer brings hearing to closure.

x. For Code hearings involving Academic Misconduct Violations, the Hearing Officer has the discretion to determine the order of the hearings which may involve, but is not limited to, the following:

1. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges and identification of the hearing participants.

2. Statement by the Instructor and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.

3. Statement by the Respondent or Respondent's Advisor and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.

4. Questions directed to the Instructor by the Hearing Body and the Respondent or Respondent's Advisor.

5. Questions directed to the Respondent by the Hearing Body and the Instructor.

6. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.

7. The Respondent or Respondent's Advisor may pose questions directly to the witness(es).

8. The Instructor may pose questions directly to the witness(es).

9. Submission by the Respondent or Respondent's Advisor of written statements (if any) of witnesses who are not present.

10. Submission by the Instructor of written statements (if any) of witnesses who are not present.

11. Follow-up questions (if any) directed to the Instructor by the Hearing Body and Respondent.

12. Follow-up questions (if any) directed to the Respondent by the Hearing Body and the Instructor.

13. Final statement by the Instructor.

14. Final statement by the Respondent or Respondent's Advisor.

15. Hearing Officer brings hearing to closure.

xi. Deliberation by the Hearing Body is held outside the presence of the Respondent for all hearings, and Instructor, for hearings involving Academic Misconduct violations.

xii. Prior Student Conduct and Academic Misconduct records, Character Witness Statements and/or Impact Statements are considered only in determining the appropriate sanction(s).

xiii. In Code hearings, the SCC will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may take one of these actions with respect to the recommendation:

1. Adopt;
2. Modify;
3. Reject the findings and sanctions; or,
4. Remand for a rehearing.

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

xiv. A decision letter will be sent to the Respondent within fourteen (14) Business Days from the conclusion of the Hearing Body's deliberation. The hearing decision will include the decision, sanctions imposed (if applicable) and the explanation of the right to appeal. For Academic Misconduct violations, the written decision will also be sent to the Instructor.

xv. This Regulation acknowledges the Instructor authority to award Student grades. If the Student is found "Not Responsible" for alleged violations of Academic Misconduct, the faculty member should reinstate the grade the Student would have received if the misconduct charges were not submitted and any reduction in grade should be based on the Student's quality of work and not an allegation of Academic Misconduct.

14. TITLE IX PROCEDURES

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

15. SANCTIONS

i. Sanctions may only be imposed when a Respondent has been found in violation of the Code. In cases where a Respondent has been found "Not Responsible" for the alleged violation(s), no sanctions will be assigned.

ii. In light of the facts and circumstances of each case, the following sanctions or combination of sanctions (with or without appropriate modifications) will be imposed upon any Respondent found to have violated the Code or FIU Regulation 105. Sanctions will be commensurate with the prohibited conduct with consideration given to any aggravating and mitigating circumstances, including, but not limited to, the Respondent's conduct and Academic Misconduct record. Fees may be associated with certain sanctions (e.g., counseling consultation, online programs) and are the Respondent's responsibility.

iii. When an undergraduate student is found Responsible for Academic Misconduct violations, SCAI will determine any University Sanctions which are not related to a grade or the course in general. The Instructor and Chair (or designee) will recommend Course Sanctions and communicate their recommendation to SCAI. SCAI will then communicate the final outcome to the student. Should the Instructor fail to provide SCAI with recommended course sanctions within seven (7) Business Days, SCAI may assign Course Sanctions. If the undergraduate student is a member of the Honors College, SCAI will notify the Dean of the Honors College that a student was found in violation and ask if the College wishes to invoke any Honors College-level academic action(s). The Dean of the Honors College will determine if Honors College action is necessary. SCAI will be notified within seven (7) Business Days if the Dean recommends additional program action.

iv. When a graduate or professional student is found Responsible for Academic Misconduct violations, SCAI notifies the Instructor, Dean or designee of the University Graduate or Professional School, and the Dean or designee of the Academic College in which the graduate or professional student resides. SCAI will determine any University Sanctions, which are not related to a grade or the course. The Instructor and Dean (or designee) will recommend Course Sanctions and communicate their recommendation to SCAI. Should the Instructor fail to provide SCAI with recommended course sanctions within seven (7) Business Days, SCAI may assign Course Sanctions. The College Dean or designee will in turn notify the graduate or professional program that a student was found in violation and ask if the program wishes to invoke any program-level academic action(s). The student's graduate or professional program will determine if program action is necessary. SCAI will be notified within seven (7) business days if the graduate or professional program recommends additional program action. SCAI will then communicate the final outcome to the student.

v. In the event the course Instructor is no longer at the University, the Department Chair (or designee) will determine the recommended Course Sanctions.

vi. University Sanctions

i. **Written Reprimand:** The University takes official notice that such actions are inappropriate and not in accordance with our community standards.

ii. **Educational Activities:** Appropriate educational steps (such as referrals for alcohol or drug education, reflection activities, counseling, letters of apology, directed study programs, or classes).

iii. **Conduct Probation:** Probation for a stated period, including completion of any required probation program. While on conduct probation, any additional violations of the Code or other University Policies may result in suspension or expulsion.

iv. **Deferred Suspension:** Period of time in which suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. A Respondent who is on deferred suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities which may include, but are not limited to, being prohibited from participating in study abroad or alternative break, or serving as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations. Additional restrictions on University privileges and/or activities may be imposed on the Respondent based on their current or potential future activities. If the Respondent fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the Respondent will no longer be considered on deferred suspension but will be automatically suspended with no further appeal. While on

deferred suspension, any additional violations of the Code or other University Policies may result in suspension or expulsion.

v. **Suspension:** Separation from the University for a specified period of time. A Respondent is considered not in good standing with the University while suspended. The Respondent may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The suspended Respondent is also banned from participation in any University-sponsored/related event or activity and their FIU OneCard will be deactivated. This sanction is recorded on the Respondent's academic transcript permanently. A Respondent who is suspended from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.

vi. **Expulsion:** Permanent separation from the University with no possibility of readmission. This sanction is recorded on the Respondent's academic transcript permanently. A Respondent is considered not in good standing with the University after being expelled. The Respondent may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The expelled Respondent is also banned from participation in any University-sponsored/related activity or event and their FIU OneCard will be deactivated. A Respondent who is expelled from the University is not eligible for tuition nor registration fee reimbursement except as provided by University Policy. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.

vii. **Remedies**

1. No Contact Order: the requirement that the Respondent and/or friends have no contact with another person.

2. Restitution:

Restitution to the University or to the impacted part(ies) of the violation. Any such payment on restitution will be limited to actual cost of repair, services not covered, or replacement costs.

3. Restrictions/Loss of Privileges: Restrictions or loss of privileges which may be imposed upon a Respondent for a specified amount of time, including but not limited to, participation in Student activities, University or Student events, representation of the University on athletic teams or in leadership positions, presence at University residence halls or other buildings/areas of campus, participation as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations, and/or participation in study abroad or alternative break programs. For a student organization, restrictions or loss of privileges include, but are not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions or in campus facilities. Additional restrictions on University privileges and/or activities may be imposed on the Respondent based on their current or potential future activities.

4. Course Sanctions:

a. **Grade Penalty on the Assignment/Exam/Project with Resubmission:** A point/grade reduction on the assignment/assessment in question, and with the permission of the Faculty member, an opportunity to resubmit the assignment/ assessment with the addition of the implemented point/grade reduction.

b. **Grade Penalty on the Assignment/Exam/Project:** A point/grade reduction on the assignment/assessment in question.

c. **Overall Course Grade Penalty with Drop:** Receive a decrease in overall grade or an F for the entire course. However, the Student will be permitted to

drop or withdraw the course with approval from the SCAI Director or designee. Requests for drop consideration must be submitted in writing with rationale to the SCAI Director or designee, where the final approval rests and is not eligible for independent appeal outside of the formal conduct appeal process.

d. **Overall Course Grade Penalty:** Receive a decrease in overall grade or an F for the course. A point/grade reduction for the entire course. There will be no ability to drop or withdraw from the course for any reason.

e. Violations of the Code that are motivated by prejudice toward a person or group because of such factors such as race, color, creed, religion, ethnicity, national origin, disability, age, marital status, genetic information, veteran status or any group/class protected by state or federal law may result in stronger sanctions.

f. Students who are found “Responsible” for Academic Misconduct violations under the Code are prohibited from using the Grade Forgiveness Policy for the course in which the Academic Misconduct occurred.

g. Sanctions take immediate effect unless appealed, except for suspensions or expulsions, which may be stayed until Final Agency action at the discretion of the SCAI Director. During such time, the SCAI Director may implement any supportive/interim measures available under the Code, excepting an interim suspension.

h. Proof of the completion of the sanction(s) must be provided as directed in the decision letter. It is the responsibility of the Respondent to ensure that such proof is provided by the specified date. Failure of the Respondent to provide proof by the specified date may result in a charge of failure to comply, placement of a Student Conduct hold on a Respondent’s academic and University records, and suspension if the Respondent had been on deferred suspension.

16. WITHDRAWAL FROM A COURSE PENDING CHARGES OF ACADEMIC MISCONDUCT

Upon receipt of notification of allegations of Academic Misconduct, a Student can choose to withdraw from the course in question, in accordance with the University policies related to course withdrawal. Students who withdraw from a course will have their ability to register for future semesters temporarily placed on hold until the SCAI Director or designee is assured that the Student is satisfactorily responding to the charges. Students who are found “Responsible” of Academic Misconduct in a course from which they have withdrawn are still eligible to receive the appropriate sanctions (as listed in Section 15) based on the case and may be reinstated to the course from which they have withdrawn.

17. PROCESS OF PRESIDENTIAL REVIEW

i. The President will notify the SCAI Director within three (3) Business Days of notification of a disciplinary outcome if he/she wishes to review the underlying disciplinary matter. This review will serve as the appeal process for the Respondent and Reporting Party (if applicable). Any other appeal process will immediately cease.

ii. No later than one (1) Business Day after the President notifies the SCAI Director and the Appellate Officer, the SCAI Director shall notify the Respondent and Reporting Party (if applicable) of the President’s decision to review the underlying disciplinary matter including sanctions. The Respondent and Reporting Party (if applicable) may provide the President with

any information (including any documents supporting an appeal if not previously submitted) within three (3) Business Days of the SCAI Director's notification.

iii. The President may only consider the information included in the Student Conduct file, any appeals submitted by the Respondent and Reporting Party (if applicable), and any information that was not reasonably available at the time of the hearing.

iv. The President shall issue a written decision to the Respondent Reporting Party (if applicable), Appellate Officer, and SCAI Director within fourteen (14) Business Days of notification of a disciplinary outcome. Decisions based on charges involving Hazing (Section (5)(p)) will include an explanation for the decision and sanctions. The President's decision constitutes Final Agency Action and will include notice of the Respondent's right to appeal to an external judicial forum if the sanction is suspension or expulsion.

18. APPEALS

i. **Appellate Officer:** The Appellate Officer for all appeals is the Senior Vice President for Academic & Student Affairs or designee.

ii. **Appeal Form/Basis for Appeals:** The Respondent wishing to appeal must complete the appeal form in full, indicating the basis for the appeal, explain in detail the reasons for the appeal and attach supporting relevant documentation. The burden of proof rests with the person appealing to clearly demonstrate the reason for appeal as set forth below. Appeals are not a rehearing of the Student Conduct matter but are only a file and/or document review. The reason for the appeal must be based on at least one of the following:

i. Violations of the appealing party's rights or other failure to follow the Student Conduct procedures that substantially affected the outcome of the initial hearing. Appeals based on this reason will be limited solely to a review of the record of the hearing;

ii. New information which was not available at the time of the hearing and could not have been presented. In addition, the appealing party must show that the new information could have substantially affected the outcome; or

iii. The severity of the sanction is disproportionate to the nature of the charge(s).

iii. **Appeal Requests:** All appeals must be written and submitted using the appeal form available in the decision letter.

The person wishing to appeal must complete the appeal form in full and send it to the Appellate Officer for receipt no later than 5:00pm of the seventh (7th) Business Day after the delivery date of the hearing decision letter. If the appeal form is submitted and/or signed by any individual other than the appealing party, it will not be accepted.

iv. **Untimely Appeal:** If a hearing decision is not appealed within the timeframe, the original decision becomes Final Agency Action.

v. **The Respondent's Status Pending Appeal:**

i. An appeal has no effect on a Respondent's status when the sanction was suspension or expulsion. The sanction(s) are effective immediately from the date of the decision, unless stayed until Final Agency action at the discretion of the SCAI Director. During such time, the SCAI Director may implement any supportive/interim measures available under the Code, excepting an interim suspension.

ii. If the Respondent appeals in any other case, once an appeal is requested, the sanction(s) will be stayed and will not take effect until the appeal process has been

completed. Under these circumstances, a Respondent shall remain eligible to attend classes and University activities pending the appeal.

iii. If no appeal is requested, the sanctions will take effect immediately.

vi. **Appellate Review/Decision:**

i. No person may hear or decide an appeal if they conducted or participated in the Code proceeding being reviewed on appeal.

ii. The Appellate Officer shall first determine if sufficient grounds for the appeal exists and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:

1. If the basis of the appeal is that the severity of the sanction was disproportionate to the nature of the offense and the Appellate Officer finds the appealing party proved their allegation, the Appellate Officer may modify the sanction.

2. If the basis of the appeal is that there was a failure to follow the Student Conduct procedures that substantially affected the outcome, or that there was new information which was not reasonably available at the time of the hearing and could not have been discovered through the exercise of due diligence, which would have substantially affected the outcome and the Appellate Officer finds that the appealing party proved their allegation, the Appellate Officer will order a new hearing.

vii. **Written Decision on Appeal:** The appellate decision is issued in writing to the Respondent within twenty-one (21) Business Days of receipt of the written request for appeal unless notification is given that additional time is necessary for consideration of the record on appeal.

viii. **Effect of the Final Appellate Decision:** The decision of the Appellate Officer constitutes Final Agency Action. In the case of a suspension or expulsion of a Respondent, the decision of the Appellate Officer will include notice to the Respondent's right to appeal to an external judicial forum.

ix. **Academic Grievance Process:** The Respondent may not use the Student Academic Grievance Policy as a way to appeal the filing of a complaint or the outcome of the Academic Misconduct process outlined in this regulation.

19. RECORDS

i. All student conduct-related records, including records involving Conduct violations, Academic Misconduct violation, and FIU Regulation 105, will be housed in the web-based system maintained by SCAI.

ii. The release of student conduct-related records will be governed by applicable federal and state laws regarding the privacy of education records.

iii. SCAI may place a student conduct hold on the records and registration of any Respondent who has a pending Code matter, including any outstanding sanctions. Respondents may not be allowed to graduate or receive grades, until pending matter(s), including any outstanding sanctions, are resolved. The University reserves the right withhold a transcript until properly notated.

iv. The official University email address on file with the Registrar's Office will be used for all student conduct correspondence sent. For Student Organizations, the official University email address on file with the Registrar's Office for the organization's respective President will be used. The Hearing Officer may, in their discretion, decide to send the notices via additional means (e.g., overnight delivery) and/or to other authorized University Officials.

v. Suspension(s) and Expulsion will be noted permanently on a Student's academic transcript. student conduct-related files are kept in compliance with General Records Schedule GS5, but not for less than seven (7) years from the date of the last incident(s) that the Respondent was involved in that resulted in Code charges. However, in the case of suspension or expulsion, the files shall be permanently retained.

vi. Students may have access to the information in their student conduct and Academic Misconduct file by submitting a written request to the SCAI Director. The access will be provided in accordance with federal and state laws regarding the privacy of education records (FERPA) and University regulation (see FIU Regulation 108).

20. AUXILIARY AIDS AND SERVICES

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

21. CONFLICT RESOLUTION

i. Not every matter processed through SCAI is required to go through summary resolution or a hearing. An overall goal of SCAI is to provide a learning process which entails understanding and respecting the rights of others. An avenue utilized by SCAI to foster mutual respect and understanding when differences arise is Conflict Resolution. Conflict Resolution through SCAI is an informal and confidential process.

ii. Conflict Resolution may be utilized where the incident in question is minor in nature, the parties involved chose to participate, and the University cannot proceed with charges through the University student conduct system.

iii. Conflict Resolution cases handled through SCAI will not be identified or filed as a student conduct matter. Conflict Resolution records will be maintained separate from student conduct files and will not be recorded or reported as part of a Charged Student's record. All Conflict Resolution files are private and will not be released without written consent except in cases where the conduct or behavior is a repeat offense. In repeat cases, this information is only released to the Hearing Body and only used if the Respondent is found responsible for a violation of the Code.

iv. Conflict Resolution files are kept for seven (7) years from the date of the resolution.

v. Participation must be voluntary, and either party can request to end Conflict Resolution at any time which may result in the initiation of the student conduct process for the behavior.

22. INTERPRETATION AND REVISION

i. Any question of interpretation or application of the Code shall be referred to the Senior Vice President for Academic and Student Affairs or designee for final determination.

ii. The Code shall be reviewed periodically by a committee which shall include Student representation under the direction of the SCAI Director.

iii. The Academic Misconduct procedures outlined in this regulation will be reviewed at least every three (3) years by a committee which shall include Student and faculty representation under the direction of the SCAI Director. The committee will be appointed by the Chair of the Faculty Senate, in consultation with the SCAI Director and the Faculty Fellow for

Academic Integrity. Any changes to Academic Misconduct procedures must be approved by the Faculty Senate.

Contact: Director, Office of Student Conduct and Academic Integrity
Location: GC 311
Phone: (305) 348-3939 / Fax: (305) 348-6477
Email: conduct@fiu.edu
Web Page: conduct.fiu.edu

Authority: Florida Board of Governors Regulation 6.0105 Student Conduct and Discipline; Florida Board of Governors Regulation 6.010 Student Affairs Administration; Florida Board of Governors Regulation 1.001(4)(a)(10); and Section 7(d), Article IX, Florida Constitution.
History—New June 19, 2012, Amended 9-17-12, 4-8-14, 6-8-18, 6-25-19 Amended 8-13-20, Amended 10-30-20. Amended 9-15-21. Amended X-X-22.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

September 22, 2022

Subject: Proposed Amendment to Regulation FIU-2502 Children's Creative Learning Center at FIU

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the proposed amendment to Regulation FIU-2502 Children's Creative Learning Center at FIU 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.

Background information:

The regulation is being amended to increase monthly tuition rates to reflect current market rates, recruit teachers, and increase enrollment in the Center.

Florida Board of Governors Regulation 10.004(1)(9), Educational Research Centers for Child Development, provides, in part, that each university board of trustees shall adopt regulations for the operation of an Educational Research Center for Child Development on its campus which shall include fees for childcare and services.

Florida Board of Governors Regulation 1.001(3)(j)(l) provides, in part, that each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedures adopted by the Board of Governors; and each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students, and campus visitors.

Supporting Documentation: Executive Summary of Proposed Amendment to Regulation FIU-2502 Children's Creative Learning Center at FIU
Proposed Amendment to Regulation FIU-2502 Children's Creative Learning Center at FIU

Facilitator/Presenter: Elizabeth M. Bejar

Regulation FIU-2502 Children's Creative Learning Center at FIU

Executive Summary

Tuition Increase Proposal

The CCLC is proposing a five (5) year tuition increase effective for January 2023.

Tuition Profile						
		Year 1	Year 2	Year 3	Year 4	Year 5
	Current	Proposed	Proposed	Proposed	Proposed	Proposed
Students	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Monthly	\$ 475	\$525	\$550	\$575	\$600	\$625
Increase		\$50	\$25	\$25	\$25	\$25
Percent Increase		10.5%	4.8%	4.5%	4.3%	4.2%
Staff	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Monthly	\$ 675	\$750	\$785	\$820	\$855	\$890
Increase		\$75	\$35	\$35	\$35	\$35
Percent Increase		11.1%	4.7%	4.5%	4.3%	4.1%
Faculty	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Monthly	\$ 700	Combined Staff and Faculty Rates (All FIU Employees)				
Increase						
Percent Increase						
Alumni	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Monthly	\$ 700	\$775	\$815	\$855	\$895	\$935
Increase		\$75	\$40	\$40	\$40	\$40
Percent Increase		10.7%	5.2%	4.9%	4.7%	4.5%
Community	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Monthly	\$ 725	\$805	\$845	\$885	\$925	\$965
Increase		\$80	\$40	\$40	\$40	\$40
Percent Increase		11.0%	5.0%	4.7%	4.5%	4.3%

Tuition Increase Justification

The uniqueness of a campus based Early Childhood Program has many benefits. The Center is licensed by the Florida Department of Children and Families (DCF) and is recognized by DCF as a Gold Seal Quality Care Program. This recognition acknowledges the Center's consistent compliance with all DCF Child Care Licensing Standards. Additionally, the Center earned reaccreditation by Cognia in 2021, meeting 94% of the 378 Early Learning Standards. The external Engagement Review Team identified strengths of the program stating:

“[the Center’s] focus on the children’s social-emotional development; all stakeholder groups regarded this as a strength of the school. The school’s curriculum was both evidence-based and research-based and supported the implementation of challenging yet developmentally appropriate activities to increase students’ cognitive, social, and emotional development. Parents praised the teachers and staff for their communication methods with the children, helping the children identify and share their feelings. All interactions observed by the team between staff, university students, parents, and children were positive. The teachers and children genuinely enjoyed their interactions with one another.”

Tuition at the Center has not increased since the 2014-2015 school year. The Center’s tuition rates are lower than other licensed Centers surrounding FIU. The average tuition rate of the closest licensed Child Care Centers in the community is \$580/month whereas the Center’s student tuition rate is \$475/month. Additionally, the Center has the third lowest tuition rate in the State University System of Florida only above FAMU where the student tuition rate is \$375/month and UWF is \$432/month.

Raising tuition would permit the Center to retain its teaching staff and recruit excellent teachers. The COVID-19 pandemic affected the Center’s staffing whereby teachers resigned to seek employment opportunities with increased salaries and more flexible work schedules. The Center is experiencing a teacher shortage as all educational institutions are within the State of Florida. As a quality early childhood education program, teaching staff are required to hold a Bachelor’s degree, which exceeds the minimum DCF credentials for licensed Centers. Additionally, the Center’s teaching staff is below Miami Dade County Public School salaries. The current starting salary at the Center is \$43,000 where as a Miami Dade County Public School teacher’s starting salary is \$47,500.

Additionally, the increase in tuition revenue would provide an opportunity to establish building reserve funds for Center expansion. The building where the Center is housed is limited to four (4) classrooms with one (1) additional classroom in the Graham Center. The limited size of the building creates an enrollment challenge. Once registration is completed, the six (6) to 12 months waitlist is approximately 150 eligible children between the ages of 2-5. The Center has a high retention rate which limits new enrollment to the youngest age group. This can be problematic for University students, staff and faculty who must secure childcare before committing to matriculation or work schedules.

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

NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION NO.: FIU-2502

REGULATION TITLE: Children's Creative Learning Center at FIU

SUMMARY: The regulation is amended to increase monthly tuition rates to reflect current market rates, recruit teachers, and increase enrollment in the Center.

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 at <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: Florida Board of Governors' Regulation 10.004

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.
Phone: 305.348.2103 | Fax: 305.348.3272 | email: devillee@fiu.edu.

DATE OF PUBLICATION: August 22, 2022

THE FULL TEXT OF THE PROPOSED REGULATION IS PROVIDED BELOW:

FIU-2502 Children's Creative Learning Center at FIU

- (1) The Florida International University (University) Board of Trustees established the Children's Creative Learning Center (CCLC) an educational research center for child development, to:
 - a. Serve as an early childhood center for the children of students, employees, and other members of the University community;
 - b. Provide an opportunity for interested schools and colleges of the University to conduct educational research programs; and
 - c. Establish internship opportunities within CCLC.
- (2) The University President shall be responsible for the operation and supervision of the CCLC. The President may delegate this authority.
- (3) The Director of the CCLC shall be selected by the hiring official after consultation with the CCLC Advisory Board. The Director is responsible for the day-to-day operation and management of the CCLC.
- (4) The CCLC Advisory Board shall recommend Center policies and procedures, support the CCLC's mission, provide recommendations regarding matters brought forth by the CCLC Director, advocate for adequate resources to meet the operational needs of the Center, and enhance the CCLC's public standing.
 - a. The Advisory Board shall not exceed thirteen (13) members and consist of University faculty members, parents of children in the CCLC, and one (1) representative from the Student Government Association (SGA) chosen by the SGA President. Members of the community may be added to the Advisory Board based on their expertise. The Director shall serve as a non-voting *ex officio* member of the Advisory Board.
 - b. The Director shall recommend applicable policies and procedures to the President or his/her designee with input from the Advisory Board for approval. All approved policies and procedures shall be published in the CCLC's Family Handbook.
- (5) Admission of children into the CCLC shall be inclusive of race, ethnicity, socio-economic status, gender, and mental and physical ability. First priority for admission is given to children of University students. On a space available basis, second priority for admission is given to children of University faculty and staff, and third priority is given to children of alumni.
- (6) As an auxiliary within the Division of Academic and Student Affairs, the CCLC is partly funded by Capital Improvement Trust Fund Fees, user fees, Student Activity and Service Fees, grants, and donations in accordance with state law. The receipt and monitoring of all funds are in accordance with state law and regulations of the Board of Governors and University.

(7) The CCLC may furnish internships and clinical experiences for students of the University. Students shall be supervised by CCLC staff and function under guidelines of the CCLC and the student's respective academic department.

(8) Any research involving human subjects proposed at the CCLC shall be submitted to the Institutional Review Board (IRB) for approval prior to commencement.

(7) —

(8)(9) The CCLC may charge fees for ~~child-care~~ childcare and services. Fees may be staggered based on family income or the child's parent/legal guardian's relationship to the University. The fees shall be as follows:

Registration Fee	Semester	Affiliation	Amount
School Session	Fall - Summer A	All	\$ 250.00
Summer Camp	Summer B	All	\$ 100.00

Supply Fee	Semester	Affiliation	Amount
School Session	Fall - Summer A	Students	\$ 200.00
School Session	Fall - Summer A	Non-Students	\$ 225.00
Summer Camp	Summer B	All	\$ 150.00

Tuition	Semester	Affiliation	Amount
Monthly	Year Round	Students	\$ 475.00
		Staff	\$ 675.00
		Faculty	\$ 700.00
		Alumni	\$ 700.00
		Community	\$ 725.00

<u>Registration Fee</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>School Session</u>	<u>Fall— Summer A</u>	<u>All</u>	<u>\$ 250.00</u>
<u>Summer Camp</u>	<u>Summer B</u>	<u>All</u>	<u>\$ 100.00</u>

<u>Supply Fee</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>School Session</u>	<u>Fall— Summer A</u>	<u>Students</u>	<u>\$ 200.00</u>
<u>School Session</u>	<u>Fall— Summer A</u>	<u>Non-Students</u>	<u>\$ 225.00</u>
<u>Summer Camp</u>	<u>Summer B</u>	<u>All</u>	<u>\$ 150.00</u>

<u>Tuition</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>Monthly</u>	<u>Year Round</u>	<u>Students</u>	<u>\$ 525.00</u>
		<u>Staff</u>	<u>\$ 750.00</u>
			<u>\$ 750.00</u>
<u>Registration Fee</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
	<u>Fall— Summer A</u>		<u>\$ 750.00</u>
<u>School Session</u>	<u>Summer A</u>	<u>Alumni</u>	<u>\$ 775.00</u>
			<u>\$ 775.00</u>
<u>Summer Camp</u>	<u>Summer B</u>	<u>Community</u>	<u>\$ 805.00</u>
			<u>\$ 805.00</u>

<u>Supply Fee</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>School Session</u>	<u>Fall— Summer A</u>	<u>Students</u>	<u>\$ 200.00</u>
<u>School Session</u>	<u>Fall— Summer A</u>	<u>Non-Students</u>	<u>\$ 225.00</u>
<u>Summer Camp</u>	<u>Summer B</u>	<u>All</u>	<u>\$ 150.00</u>

<u>Tuition</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>Monthly</u>	<u>Year Round</u>	<u>Students</u>	<u>\$ 525.00</u>
		<u>Staff</u>	<u>\$ 750.00</u>
		<u>Faculty</u>	<u>\$ 750.00</u>
		<u>Alumni</u>	<u>\$ 775.00</u>
		<u>Community</u>	<u>\$ 805.00</u>

- a. Beginning January 2023, tuition shall increase while all other fees remain the same:

<u>Tuition</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>Monthly</u>	<u>Year Round</u>	<u>Students</u>	<u>\$ 525.00</u>
		<u>Faculty and Staff</u>	<u>\$ 750.00</u>
		<u>Alumni</u>	<u>\$ 775.00</u>
		<u>Community</u>	<u>\$ 805.00</u>

- b. In August 2023, tuition shall increase while all other fees remain the same:

<u>Tuition</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>Monthly</u>	<u>Year Round</u>	<u>Students</u>	<u>\$ 550.00</u>
		<u>Faculty and Staff</u>	<u>\$ 785.00</u>
		<u>Alumni</u>	<u>\$ 815.00</u>
		<u>Community</u>	<u>\$ 845.00</u>

- c. Beginning August 2024, tuition shall increase while all other fees remain the same:

<u>Tuition</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>Monthly</u>	<u>Year Round</u>	<u>Students</u>	<u>\$ 575.00</u>
		<u>Faculty and Staff</u>	<u>\$ 820.00</u>
		<u>Alumni</u>	<u>\$ 855.00</u>
		<u>Community</u>	<u>\$ 885.00</u>

- d. In August 2025, tuition shall increase while all other fees remain the same:

<u>Tuition</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>Monthly</u>	<u>Year Round</u>	<u>Students</u>	<u>\$ 600.00</u>
		<u>Faculty and Staff</u>	<u>\$ 855.00</u>
		<u>Alumni</u>	<u>\$ 895.00</u>
		<u>Community</u>	<u>\$ 925.00</u>

- e. Beginning August 2026, tuition shall increase while all other fees remain the same:

<u>Tuition</u>	<u>Semester</u>	<u>Affiliation</u>	<u>Amount</u>
<u>Monthly</u>	<u>Year Round</u>	<u>Students</u>	<u>\$ 625.00</u>
		<u>Faculty and Staff</u>	<u>\$ 890.00</u>
		<u>Alumni</u>	<u>\$ 935.00</u>
		<u>Community</u>	<u>\$ 965.00</u>

~~(9) The CCLC may furnish internships and clinical experiences for students of the University. Students shall be supervised by CCLC staff and function under guidelines of the CCLC and the respective academic department.~~

Authority: Board of Governors' Regulation 10.004; History—New 1-2-19; Amended _____.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

September 22, 2022

Subject: Program Termination: Bachelor of Arts in French and Francophone Studies

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees termination of the Bachelor of Arts (BA) in French and Francophone Studies (CIP 16.0901).

Background Information:

The faculty in the Department of Modern Languages seek to close the Bachelor of Arts (BA) in French and Francophone Studies and to replace it with the French and Francophone Studies major within the newly implemented BA in Global Languages, Cultures, and Literatures degree. The request to terminate the BA in French and Francophone Studies represents streamlined and improved academic offerings at the university. The creation of the interdisciplinary BA in Global Languages, Cultures, and Literatures degree effective Fall 2022, presented the opportunity to rethink the existing Modern Language degree programs, including French and Francophone Studies. The new degree will allow students to pursue dual-language majors in languages including Chinese, French, German, Haitian Creole, Italian, Japanese, Spanish, and Portuguese.

Section (1c) of Florida Board of Governors Regulation 8.012 – *Academic Program Termination and Temporary Suspension of New Enrollments* states it is the University Board of Trustees responsibility and authority to approve termination of degree programs.

Supporting Documentation: Board of Governors, State University System of Florida
Academic Degree Program Termination Form: Bachelor of
Arts (BA) in French and Francophone Studies

Southern Association of Colleges and Schools Commission
on Colleges Notification Letter May 2, 2022

Facilitator/Presenter: Elizabeth M. Bejar



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: French and Francophone Studies

DEGREE LEVEL(S): BA

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

CIP CODE: 16.0901

(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 2028

(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 French and Francophone Studies and to replace it with the French and Francophone Studies major within the newly implemented BA in Global Languages, Cultures, and Literatures degree. The request to terminate the BA in French and Francophone Studies represents streamlined and improved academic offerings at the university. The creation of the interdisciplinary BA in Global Languages, Cultures, and Literatures degree effective Fall 2022, presented the opportunity to rethink the existing Modern Language degree programs, including French and Francophone Studies. The new degree will allow students to pursue dual-language majors in languages including Chinese, French, German, Haitian Creole, Italian, Japanese, Spanish, and Portuguese.

Additionally, the Board of Governors of the State University System of Florida has deemed Global Languages, Cultures, and Literatures a Program of Strategic Emphasis; thus, with this change,

converting the current BA in French and Francophone Studies degree into the French and Francophone Studies major earned as part of the BA in Global Languages, Cultures, and Literatures degree will lead to an increase in strategic degree production.

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 BA in French and Francophone Studies) and the BA in Global Languages, Cultures, and Literatures degree under which the French and Francophone Studies major will be subsumed are 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. Students currently enrolled in the BA in French and Francophone Studies degree will be informed of the option to (1) remain enrolled in the current BA in French and Francophone Studies or (2) change to the BA in Global Languages, Cultures, and Literatures with a major in French and Francophone Studies. To accommodate students who wish to remain enrolled in the current BA in French and Francophone Studies, FIU plans to allow students until Fall 2028 to complete the program. This will minimize disruption in student progression to degree completion. Students who choose to change their major to the BA in Global Languages, Cultures, and Literatures (with the French and Francophone Studies major) will be enrolled in that program and will not need to complete additional coursework beyond that required in their former degree program.

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 BA in French and Francophone Studies degree can choose to complete the program. Students will be informed of the planned changes via correspondence from the program director and academic advisors.

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 French and Francophone Studies. Faculty members currently active in the BA in French and Francophone Studies will remain unaffected by this change; they remain on the faculty as members of the Department of Modern Languages and will continue to deliver French and Francophone Studies courses as part of the 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 May 2, 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 are included in the table below.

BA in French and Francophone Studies: Fall 2021 Enrollment by Gender and Ethnicity (n=16)							
	Asian	Black or African American	Hispanic	Nonresident Alien	Not Reported	Two or More Races	White
Female	0	2	8	1	1	0	1
Male	0	1	2	0	0	0	0

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 as a 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 French and Francophone Studies, FIU's Transfer and Transition Services will notify Florida College System institutions of the planned changes to close the BA in French and Francophone Studies degree and guide students to the new major under the strategic BA in Global Languages, Cultures, and Literatures. The common prerequisites for the BA in Global Languages, Cultures, and Literatures include demonstration of proficiency, by testing or completion of intermediate level (6 credits), of French. This is similar to the BA in French and Francophone Studies. 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 the university's robust Connect4Success program. Students learn early in their AA program of FIU's extensive Transfer Guides (transfer.fiu.edu). 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 majors (which include French and Francophone Studies).

May 2, 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 suspend new enrollment in and subsequently close the Bachelor of Arts (BA) in French and Francophone Studies and replace it with a major in French and Francophone Studies within the newly established BA in Global Languages, Cultures, and Literatures.

To improve alignment with the strategic goals of FIU and the State University System of Florida, faculty proposed implementation of a new BA in Global Languages, Cultures, and Literatures. This new degree is designated a program of strategic emphasis by the Board of Governors of the State University System of Florida. The creation of the interdisciplinary BA in Global Languages, Cultures, and Literatures degree in 2020-2021 presented the opportunity to rethink the existing Modern Language degree programs, including the BA in French and Francophone Studies. With the introduction of majors under the new degree, students who wish to major in world languages will have a more flexible, customized curriculum that allows them to build a strong foundation in one specific language, or two languages and a comprehensive knowledge of cultural traditions associated with the language(s) of specialization.

The launch of the new degree program is slated for Fall 2022; therefore, FIU is ready to phase out the BA in French and Francophone Studies degree program and to begin directing students to instead pursue interests in this area via a major option under the new BA in Global Languages, Cultures, and Literatures. 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 2023 – January 9, 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: Students applying for admission to the BA in French and Francophone Studies will be redirected to the French and Francophone Studies major offered through the BA in Global Languages, Cultures, and Literatures. In efforts to promote the new degree program, students will be informed that, effective Spring 2023, new students will not be admitted to the BA in French and Francophone Studies degree program. Through various means of communication, students currently enrolled in the BA in French and Francophone Studies program will be informed of the option to (1) remain enrolled in the current BA in

Office of the Provost

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French and Francophone Studies program or (2) change to the BA in Global Languages, Cultures, and Literatures program. All students are required to meet with an academic advisor annually to ensure adequate progress towards degree completion.

Faculty in the Department of Modern Languages created the curriculum of the new strategic BA in Global Languages, Cultures, and Literatures degree and participated in the discussions regarding the non-strategic BA in French and Francophone Studies. 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. 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 2028 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 BA in French and Francophone Studies. Those who choose to change their major to the BA in Global Languages, Cultures, and Literatures will not incur additional charges or other expenses.

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 BA in French and Francophone Studies.

Let me affirm that the closure of the BA in French and Francophone Studies will have no adverse effect upon FIU students, faculty, or staff. Prospective or new students expressing interest in the field of French and Francophone Studies will be served by pursuing this as a major under the BA in Global Languages, Cultures, and Literatures. 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
Provost (Interim) and Executive Vice President
SACSCOC Liaison

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

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: Program Termination: Bachelor of Arts in Portuguese

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees termination of the Bachelor of Arts in Portuguese (CIP 16.0904).

Background Information:

The faculty in the Department of Modern Languages seek to close the Bachelor of Arts (BA) in Portuguese and to replace it with the Portuguese and Lusophone Studies major within the newly implemented BA in Global Languages, Cultures, and Literatures degree. The current BA in Portuguese has been continually cited by the Board of Governors as a low-productivity degree (fewer than 30 graduates in a five-year period).

Section (1c) of Florida Board of Governors Regulation 8.012 – *Academic Program Termination and Temporary Suspension of New Enrollments* states it is the University Board of Trustees responsibility and authority to approve termination of degree programs.

Supporting Documentation: Board of Governors, State University System of Florida
Academic Degree Program Termination Form: Bachelor of
Arts in Portuguese

Southern Association of Colleges and Schools Commission
on Colleges Notification Letter May 2, 2022

Facilitator/Presenter: Elizabeth M. Bejar



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: Portuguese

DEGREE LEVEL(S): BA

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

CIP CODE: 16.0904

(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 2028

(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 Portuguese and to replace it with the Portuguese and Lusophone Studies major within the newly implemented BA in Global Languages, Cultures, and Literatures degree. The current BA in Portuguese has been continually cited by the Board of Governors as a low-productivity degree (fewer than 30 graduates in a five-year period).

The BA in Portuguese represents an important language of study and has been included in FIU's successful Title VI Center grant for the Latin American and Caribbean Center. The Board of Governors of the State University System of Florida additionally has deemed the new BA in Global Languages, Cultures, and Literatures to be a Program of Strategic Emphasis. Offering Portuguese and Lusophone Studies as a major in the BA in Global Languages, Cultures, and Literatures degree allows its continuance, given its strategic need for the university, while streamlining

academic offerings at the university.

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 BA in Portuguese) and the BA in Global Languages, Cultures, and Literatures degree under which the Portuguese and Lusophone Studies major will be subsumed, are 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. Students currently enrolled in the BA in Portuguese degree will be informed of the option to (1) remain enrolled in the current BA in Portuguese or (2) change to the BA in Global Languages, Cultures, and Literatures with a major in Portuguese and Lusophone Studies. To accommodate students who wish to remain enrolled in the current BA in Portuguese, FIU plans to allow students until Fall 2028 to complete the program. This will minimize disruption in student progression to degree completion. Students who choose to change their degree to the BA in Global Languages, Cultures, and Literatures (with the Portuguese and Lusophone Studies major) will be enrolled in that program and will not need to complete additional coursework beyond that required in their former degree program.

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 BA in Portuguese degree can choose to complete the program. Students will be informed of the planned changes via correspondence from the program director and academic advisors.

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 Portuguese. Faculty members currently active in the BA in Portuguese will remain unaffected by this change; they remain on the faculty as members of the Department of Modern Languages and will continue to deliver Portuguese courses as part of the Portuguese and Lusophone Studies 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 May 2, 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 are included in the table below.

BA in Portuguese: Fall 2021 Enrollment by Gender and Ethnicity (n=3)							
	Asian	Black or African American	Hispanic	Nonresident Alien	Not Reported	Two or More Races	White
Female	0	1	1	0	0	0	1
Male	0	0	0	0	0	0	0

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 as a 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 Portuguese, FIU's Transfer and Transition Services will notify Florida College System institutions of the planned changes to close the BA in Portuguese degree and guide students to the new major under the strategic BA in Global Languages, Cultures, and Literatures. The common prerequisites for the BA in Global Languages, Cultures, and Literatures include demonstration of proficiency, by testing or completion of intermediate level (6 credits), of Portuguese. This is similar to the BA in Portuguese. 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 the university's robust Connect4Success program. Students learn early in their AA program of FIU's extensive Transfer Guides (transfer.fiu.edu). 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 majors (which include Portuguese and Lusophone Studies).

May 2, 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 suspend new enrollment in and subsequently close the Bachelor of Arts (BA) in Portuguese and replace it with a major in Portuguese and Lusophone Studies within the newly established BA in Global Languages, Cultures, and Literatures.

To improve alignment with the strategic goals of FIU and the State University System of Florida, faculty proposed implementation of a new BA in Global Languages, Cultures, and Literatures. This new degree is designated a program of strategic emphasis by the Board of Governors of the State University System of Florida. The creation of the interdisciplinary BA in Global Languages, Cultures, and Literatures degree in 2020-2021 presented the opportunity to rethink the existing Modern Language degree program, including the BA in Portuguese. With the introduction of majors under the new degree, students who wish to major in world languages will have a more flexible, customized curriculum that allows them to build a strong foundation in one specific language, or two languages and a comprehensive knowledge of cultural traditions associated with the language(s) of specialization.

The launch of the new degree program is slated for Fall 2022 ; therefore, FIU is ready to phase out the BA in Portuguese degree program and to begin directing students to instead pursue interests in this area via a major option under the new BA in Global Languages, Cultures, and Literatures. 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 2023 – January 9, 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: Students applying for admission to the BA in Portuguese will be redirected to the Portuguese and Lusophone Studies major offered through the BA in Global Languages, Cultures, and Literatures. In efforts to promote the new degree program, students will be informed that, effective Spring 2023, new students will not be admitted to the BA in Portuguese degree program. Through various means of communication, students currently enrolled in the BA in Portuguese program will be informed of the option to (1) remain enrolled in the current BA in Portuguese program or (2) change to the BA in Global

Office of the Provost

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Languages, Cultures, and Literatures program. All students are required to meet with an academic advisor annually to ensure adequate progress towards degree completion.

Faculty in the Department of Modern Languages created the curriculum of the new strategic BA in Global Languages, Cultures, and Literatures degree and participated in the discussions regarding the non-strategic BA in Portuguese. 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. 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 2028 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 BA in Portuguese. Those who choose to change their major to the BA in Global Languages, Cultures, and Literatures will not incur additional charges or other expenses.

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 BA in Portuguese.

Let me affirm that the closure of the BA in Portuguese will have no adverse effect upon FIU students, faculty, or staff. Prospective or new students expressing interest in the field of Portuguese and Lusophone Studies will be served by pursuing this as a major under the BA in Global Languages, Cultures, and Literatures. 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
Provost (Interim) and Executive Vice President
SACSCOC Liaison

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

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

September 22, 2022

Subject: New Program Proposal: Master of Science in Psychological Sciences in Education

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Science in Psychological Sciences in Education (CIP:42.2799) new program proposal.

Background Information:

The College of Arts, Sciences and Education is proposing a new Master of Science and Ph.D. in Psychological Sciences in Education (STEM). The degree will offer two majors: School Psychological Sciences and Research Methodology.

The M.S./Ph.D. Degree requires a minimum of 75-credits beyond the baccalaureate and combines the master's with doctoral studies so that students seamlessly earn the M.S. degree en route to the Ph.D. degree. Because this is a combined graduate degree pathway, students are admitted directly into the doctoral level program; the Ph.D. is considered the terminal degree. The M.S. program is needed as a potential off-ramp for students who are unsuccessful in reaching doctoral candidate status in the Ph.D. program.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

Supporting Documentation:

M.S. in Psychological Sciences in Education (CIP: 42.2799)
New Program Proposal Executive Summary

Facilitator/Presenter:

Elizabeth M. Bejar

Proposed M.S./Ph.D. in Psychological Sciences in Education (CIP: 42.2799)
Department of Counseling, Recreation and School Psychology
College of Arts, Sciences, and Education
Florida International University

EXECUTIVE SUMMARY

The Department of Counseling, Recreation and School Psychology in Florida International University's (FIU) College of Arts, Sciences, and Education (CASE) is proposing the addition of two new degree programs, an M.S. and a Ph.D. program in Psychological Sciences in Education with a STEM CIP code 42.2799. These proposed degrees will be offered at the Modesto A. Maidique Campus (MMC) at FIU.

The M.S./Ph.D. degree requires a minimum of 75-credits beyond the baccalaureate, and combines the master's with doctoral studies so that students seamlessly earn the M.S. degree en route to the Ph.D degree. Because this is a combined graduate degree pathway, students are admitted directly into the doctoral level program; the Ph.D. is considered the terminal degree. The M.S. program is needed as a potential off-ramp for students who are unsuccessful in reaching doctoral candidate status in the Ph.D. program. The M.S./Ph.D. program would attract students from several undergraduate disciplines including education, psychology, statistics, communication sciences, and health-related disciplines.

The M.S./Ph.D. program supports the FIU and SUS missions in that it would accomplish several key areas of strategic emphasis, including increasing the number of graduate STEM degrees awarded, increasing graduate participation in research, contributing to increased innovation, strengthening the quality and relevance of FIU, and improving the quality and reputation of academic programs and scholarship. In the field of Psychological Sciences in Education, individuals typically split their professional focus among research, practice, teaching, or program administration. The majors within the M.S./Ph.D. program are designed to advance both knowledge and practice in this discipline. Graduate education and training are necessary to meet workforce needs and demands in educational settings. Specifically, the Research Methodology major for the *Scientist-Methodologist* specializes in the study of research design, experimentation, psychometrics, analysis of large datasets, and educational evaluation practices, and seeks to advance knowledge in improving educational outcomes. The School Psychological Sciences major for the *Scientist-Practitioner* specializes in the experimental and applied psychological study of outcomes and factors relevant to the learner, their behavior including mental health, and the environmental conditions where learning takes place. Additionally, they seek to advance science by conducting experimental, specialized, and large-scale studies in schools to research the use of evidence-based practices of psychology (i.e., intervention/counseling, assessment, and consultation) and evaluate their effectiveness.

Thus both majors within the M.S./Ph.D. program will be useful in a variety of educational, clinical, government, and research settings across the Miami-Dade region, State of Florida, and nationwide. For example, students graduating with a Ph.D. in Psychological Sciences in Education will be competitively prepared for research or practice-oriented careers in education, psychology, and social sciences, and are competitive in various sub-disciplines in psychology. The Bureau of Labor Statistics (2021) reports that these sectors are growing at a “faster than average” rate for 2020-30. Likewise, a number of growing employment sectors in Miami-Dade County (e.g., Psychologists, All Other: 11.3%; Education and Health Services: 12.5% growth) and Florida (12% growth for Psychologists, All Other) will be filled by graduates with higher degrees [Source: Search 2021 - 2029 Regional, County, and Statewide Projections, Miami-Dade County]. According to Florida Department of Economic Opportunity, the median annual wage for a doctorate in this discipline is \$72,758; the national annual wage is \$78,180 [Source: Search by CIP or SOC Employment Projections Data Tool v5.0 SRS 2-28-22].

If students only earn the M.S. degree in Psychological Sciences in Education, this will afford graduates opportunities at the state level. Individuals who study psychological sciences can evaluate effectiveness of behavioral interventions and educational practices. The State of Florida Department of Economic Opportunity’s employment projections out to 2029 suggest a 12% growth in a number of specific job areas for which Master’s students could be employed (e.g., Psychologists, Other). The total annual average job openings in Florida is 130, whereas nationally, the number of openings is 3,700. These students can be employed as Social Science Research Assistants (19.6% projected state growth); Life, Physical, and Social Science Technicians (13.8% projected state growth); Psychology Teachers, Postsecondary (13.9% projected state growth); or Psychologists, All Other (12% projected state growth). The U.S. Bureau of Labor & Statistics projections (2020-2030) somewhat mirror the State projections (range from 7.0%-10.3% employment change).

The M.S./Ph.D. in Psychological Sciences in Education draws on research and research methodologies across a variety of disciplines in STEM, health, and education including applied behavioral analysis, neuroscience, occupational and physical therapy, public health, and psychiatry. Federal funding agencies have taken notice of this and have specific foci for interdisciplinary work. For example, the Institute of Education Sciences (IES) has strategically invested \$161 million in predoctoral interdisciplinary research training programs since 2004 (<https://ies.ed.gov/funding/grantsearch/program.asp?ID=16>).

Federal training and research grants have specifically focused on recruiting diverse doctoral students in STEM and related interdisciplinary fields. For example, FIU’s Education Specialist (Ed.S.) program received a federal training grant that recruited 90% minority students. Racial and ethnic minority researchers in the Ph.D. program would be eligible for multi-year federal funding through the Minority Fellowship

Program from the American Psychological Association (<https://www.apa.org/pi/mfp>). The U.S. Department of Education has dedicated more than 300 grants in FY2021 to minority-serving institutions who serve significant proportions of our nation's Black, Latino, Native American, and Asian American and Pacific Islander students and strengthen the cultural and economic forces that fuel our national and local communities. Research Training Programs in the Education Sciences from the Institute for Education Sciences (IES) offers funding for Ph.D. students. Moreover, Ph.D. students also are eligible for funding through the National Science Foundation (NSF), such as Louis Stokes Alliances for Minority Participation, Innovations in Graduate Education Program, NSF Graduate Research Fellowship Program, Centers of Research Excellence in Science and Technology, NSF Scholarships in Science, Technology, Engineering, and Mathematics Program, and NSF Research Traineeship.

Expertise to offer the M.S./Ph.D. program in Psychological Sciences in Education will be provided by faculty within the School of Education and Human Development and the College of Arts, Sciences, & Education. Doctoral research faculty are productive resulting in national and international recognition. The faculty currently hold nearly \$6M in active grants from various agencies including NSF, National Institute of Child Health and Human Development, National Academy of Education/Spencer Foundation, Office of Special Education Programs, and IES. The School Psychology faculty currently meet with other State University System institutions to discuss and facilitate diverse field experiences (e.g., internships) and anticipate that our new doctoral program will be a part of ongoing discussions and project planning for research collaboration.

Implementation Timeframe	Projected Enrollment		Projected Program Costs				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	5	5	\$13,345	\$66,725	\$25,384	\$76,151	\$168,260
Year 2	12	11.5					
Year 3	18	17					
Year 4	23	21.5					
Year 5	25	23	\$13,402	\$308,256	\$152,302	\$0	\$460,559

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: New Program Proposal: Ph.D. in Psychological Sciences in Education

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Ph.D. in Psychological Sciences in Education (CIP: 42.2799) new program proposal.

Background Information:

The College of Arts, Sciences and Education is proposing a new Master of Science and Ph.D. in Psychological Sciences in Education (STEM). The degree will offer two majors: School Psychological Sciences and Research Methodology.

The M.S./Ph.D. Degree requires a minimum of 75-credits beyond the baccalaureate and combines the master's with doctoral studies so that students seamlessly earn the M.S. degree en route to the Ph.D. degree. Because this is a combined graduate degree pathway, students are admitted directly into the doctoral level program; the Ph.D. is considered the terminal degree.

Each university board of trustees shall approve new research and professional doctoral degree programs for submission to the Board of Governors for authorization in accordance with the criteria outlined in section (3) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

Supporting Documentation:	Ph.D. in Psychological Sciences in Education (CIP: 42.2799) New Program Proposal Executive Summary
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Facilitator/Presenter:	Elizabeth M. Bejar
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Proposed M.S./Ph.D. in Psychological Sciences in Education (CIP: 42.2799)
Department of Counseling, Recreation and School Psychology
College of Arts, Sciences, and Education
Florida International University

EXECUTIVE SUMMARY

The Department of Counseling, Recreation and School Psychology in Florida International University's (FIU) College of Arts, Sciences, and Education (CASE) is proposing the addition of two new degree programs, an M.S. and a Ph.D. program in Psychological Sciences in Education with a STEM CIP code 42.2799. These proposed degrees will be offered at the Modesto A. Maidique Campus (MMC) at FIU.

The M.S./Ph.D. degree requires a minimum of 75-credits beyond the baccalaureate, and combines the master's with doctoral studies so that students seamlessly earn the M.S. degree en route to the Ph.D degree. Because this is a combined graduate degree pathway, students are admitted directly into the doctoral level program; the Ph.D. is considered the terminal degree. The M.S. program is needed as a potential off-ramp for students who are unsuccessful in reaching doctoral candidate status in the Ph.D. program. The M.S./Ph.D. program would attract students from several undergraduate disciplines including education, psychology, statistics, communication sciences, and health-related disciplines.

The M.S./Ph.D. program supports the FIU and SUS missions in that it would accomplish several key areas of strategic emphasis, including increasing the number of graduate STEM degrees awarded, increasing graduate participation in research, contributing to increased innovation, strengthening the quality and relevance of FIU, and improving the quality and reputation of academic programs and scholarship. In the field of Psychological Sciences in Education, individuals typically split their professional focus among research, practice, teaching, or program administration. The majors within the M.S./Ph.D. program are designed to advance both knowledge and practice in this discipline. Graduate education and training are necessary to meet workforce needs and demands in educational settings. Specifically, the Research Methodology major for the *Scientist-Methodologist* specializes in the study of research design, experimentation, psychometrics, analysis of large datasets, and educational evaluation practices, and seeks to advance knowledge in improving educational outcomes. The School Psychological Sciences major for the *Scientist-Practitioner* specializes in the experimental and applied psychological study of outcomes and factors relevant to the learner, their behavior including mental health, and the environmental conditions where learning takes place. Additionally, they seek to advance science by conducting experimental, specialized, and large-scale studies in schools to research the use of evidence-based practices of psychology (i.e., intervention/counseling, assessment, and consultation) and evaluate their effectiveness.

Thus both majors within the M.S./Ph.D. program will be useful in a variety of educational, clinical, government, and research settings across the Miami-Dade region, State of Florida, and nationwide. For example, students graduating with a Ph.D. in Psychological Sciences in Education will be competitively prepared for research or practice-oriented careers in education, psychology, and social sciences, and are competitive in various sub-disciplines in psychology. The Bureau of Labor Statistics (2021) reports that these sectors are growing at a “faster than average” rate for 2020-30. Likewise, a number of growing employment sectors in Miami-Dade County (e.g., Psychologists, All Other: 11.3%; Education and Health Services: 12.5% growth) and Florida (12% growth for Psychologists, All Other) will be filled by graduates with higher degrees [Source: Search 2021 - 2029 Regional, County, and Statewide Projections, Miami-Dade County]. According to Florida Department of Economic Opportunity, the median annual wage for a doctorate in this discipline is \$72,758; the national annual wage is \$78,180 [Source: Search by CIP or SOC Employment Projections Data Tool v5.0 SRS 2-28-22].

If students only earn the M.S. degree in Psychological Sciences in Education, this will afford graduates opportunities at the state level. Individuals who study psychological sciences can evaluate effectiveness of behavioral interventions and educational practices. The State of Florida Department of Economic Opportunity’s employment projections out to 2029 suggest a 12% growth in a number of specific job areas for which Master’s students could be employed (e.g., Psychologists, Other). The total annual average job openings in Florida is 130, whereas nationally, the number of openings is 3,700. These students can be employed as Social Science Research Assistants (19.6% projected state growth); Life, Physical, and Social Science Technicians (13.8% projected state growth); Psychology Teachers, Postsecondary (13.9% projected state growth); or Psychologists, All Other (12% projected state growth). The U.S. Bureau of Labor & Statistics projections (2020-2030) somewhat mirror the State projections (range from 7.0%-10.3% employment change).

The M.S./Ph.D. in Psychological Sciences in Education draws on research and research methodologies across a variety of disciplines in STEM, health, and education including applied behavioral analysis, neuroscience, occupational and physical therapy, public health, and psychiatry. Federal funding agencies have taken notice of this and have specific foci for interdisciplinary work. For example, the Institute of Education Sciences (IES) has strategically invested \$161 million in predoctoral interdisciplinary research training programs since 2004 (<https://ies.ed.gov/funding/grantsearch/program.asp?ID=16>).

Federal training and research grants have specifically focused on recruiting diverse doctoral students in STEM and related interdisciplinary fields. For example, FIU’s Education Specialist (Ed.S.) program received a federal training grant that recruited 90% minority students. Racial and ethnic minority researchers in the Ph.D. program would be eligible for multi-year federal funding through the Minority Fellowship

Program from the American Psychological Association (<https://www.apa.org/pi/mfp>). The U.S. Department of Education has dedicated more than 300 grants in FY2021 to minority-serving institutions who serve significant proportions of our nation's Black, Latino, Native American, and Asian American and Pacific Islander students and strengthen the cultural and economic forces that fuel our national and local communities. Research Training Programs in the Education Sciences from the Institute for Education Sciences (IES) offers funding for Ph.D. students. Moreover, Ph.D. students also are eligible for funding through the National Science Foundation (NSF), such as Louis Stokes Alliances for Minority Participation, Innovations in Graduate Education Program, NSF Graduate Research Fellowship Program, Centers of Research Excellence in Science and Technology, NSF Scholarships in Science, Technology, Engineering, and Mathematics Program, and NSF Research Traineeship.

Expertise to offer the M.S./Ph.D. program in Psychological Sciences in Education will be provided by faculty within the School of Education and Human Development and the College of Arts, Sciences, & Education. Doctoral research faculty are productive resulting in national and international recognition. The faculty currently hold nearly \$6M in active grants from various agencies including NSF, National Institute of Child Health and Human Development, National Academy of Education/Spencer Foundation, Office of Special Education Programs, and IES. The School Psychology faculty currently meet with other State University System institutions to discuss and facilitate diverse field experiences (e.g., internships) and anticipate that our new doctoral program will be a part of ongoing discussions and project planning for research collaboration.

Implementation Timeframe	Projected Enrollment		Projected Program Costs				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	5	5	\$13,345	\$66,725	\$25,384	\$76,151	\$168,260
Year 2	12	11.5					
Year 3	18	17					
Year 4	23	21.5					
Year 5	25	23	\$13,402	\$308,256	\$152,302	\$0	\$460,559

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
 September 22, 2022

Subject: Initial Application for Specialized Admissions Status

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the following baccalaureate degree programs for Specialized Admissions Status:

- | | |
|---|---------------------------------------|
| ▪ 09.0702 - BS in Digital Communication and Media | ▪ 52.0301 - Bachelor of Accounting |
| ▪ 09.0900 - BS in Public Relations, Advertising and Applied Communication | BBA Degrees in: |
| ▪ 44.0701 - BS in Social Work | ▪ 52.0201 - Management |
| ▪ 50.0501 - BA and Bachelor of Fine Arts in Theatre | ▪ 52.0801 - Finance |
| ▪ 50.0702 - Bachelor of Fine Arts in Art | ▪ 52.1001 - Human Resource Management |
| ▪ 50.0901 - Bachelor of Music and BA in Music | ▪ 52.1101 - International Business |
| ▪ 51.3101 - BS in Dietetics and Nutrition | ▪ 52.1201 - Information Systems |
| ▪ 51.3801 - BS in Nursing | ▪ 52.1401 - Marketing |
| | ▪ 52.1501 - Real Estate |
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Background Information:

In June 2022, the Board of Governors (BOG) amended regulation 8.013 Specialized Admissions (formerly known as Limited Access). The Board of Trustees must recommend current limited access programs to be approved by the BOG for specialized admissions status. This will allow FIU programs to continue its use of additional criteria for admission to undergraduate programs.

The BOG will recognize limited resources or minimum skills as criteria for specialized admissions status. If a program has specialized accreditation requirements, either limited resources or minimum skills must be identified in addition to accreditation requirements.

The academic degrees listed above are all recognized by specialized accrediting agencies with rigorous standards related to student attainment of competencies and skills for their discipline. The faculty of each program have set minimum admission requirements shown to lead to successful program outcomes of either employment or graduate admissions.

Supporting Documentation: Executive Summaries of Baccalaureate Programs requesting Specialized Admissions Status

Facilitator/Presenter: Elizabeth M. Bejar

Initial Application for Specialized Admissions Status

BS in Digital Communication and Media (09.0702) Department of Journalism + Media College of Communication, Architecture + The Arts

EXECUTIVE SUMMARY

The BS in Digital Communication and Media program was approved for implementation in fall 2017 and included limited access.

The degree program is applying for specialized admissions under specialized accreditation and limited resources criteria (BOG Regulation 8.013):

FIU's Digital Communication + Media is the only SUS undergraduate degree within this CIP that holds *specialized accreditation* [Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)]. The accreditation standards reflect expectations for academic performance of students and expected student-to-faculty ratios for writing skill-development courses using current faculty resources. The program uses a GPA requirement of at least 2.85 for admission to ensure that students have the skills and abilities to succeed academically; the GPA requirement also provides a mechanism for enrollment management.

Limited resources include specialized content-creation facilities: "Newsroom" for our Digital Journalism majors; an upgraded TV studio for Digital Broadcasting and Digital TV majors; and the Lee Caplain Immersive Studio for Altered Reality. Physical infrastructure at Biscayne Bay Campus limits access to dedicated classroom and learning spaces that would be required to significantly increase enrollment. Additionally, there are a limited number of qualified faculty to offer sufficient instructional sections of writing skill-development as well as other professional skills courses.

Admissions Requirements: In order to be eligible to take all major-specific requirements, first-time-in-college and transfer students seeking this degree must successfully pass Writing and Rhetoric I (ENC 1101) and Writing and Rhetoric II (ENC 1102) with a C or higher and have a minimum cumulative GPA of 2.85 or higher, including any transfer coursework.

The College of Communication, Architecture + The Arts will continue to adjust resources where necessary if the program experiences more qualified applicants who meet the GPA than previous years. This commitment represents an on-going effort to continually evaluate resources and make resource allocation shifts as necessary to increase program capacity.

The program has achieved a significant diverse student body as evidenced by fall 2021 enrollment of 71.5% Hispanics, 10.4% Blacks, and 65% Females (431 total students). Transfer students constituted 48 percent of total upper-division student enrollment, thus confirming equitable access for this student classification. Continued recruitment and retention strategies are designed to maintain a diverse student profile.

Initial Application for Specialized Admissions Status

BS in Public Relations, Advertising and Applied Communication (09.0900)

Department of Communication

College of Communication, Architecture + The Arts

EXECUTIVE SUMMARY

The BS in Public Relations, Advertising and Applied Communication program was approved for implementation in fall 2017 and included limited access.

The degree program is applying for specialized admissions under specialized accreditation and limited resources criteria (BOG Regulation 8.013):

FIU's Public Relations, Advertising and Applied Communication holds *specialized accreditation* [Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)]. Not all degrees within the SUS in this CIP are ACEJMC accredited. The accreditation standards require that instruction must be "demanding and current;" thus, the program uses a GPA requirement of 2.85 or higher to maximize the chances for accepting students who demonstrate potential for success. The GPA requirement captures requisite skills in writing and rhetoric and public speaking. In addition, the 2.85 GPA or higher ensures that required student-to-faculty ratio is met, as stipulated, in the accreditation standard. Students must have access to equipment (including software) and to the necessary technical assistance to support student learning. Space and equipment limitations result in the need to manage enrollment to fulfill the teaching and learning needs of students.

Limited resources refer to adequate dedicated engaging spaces that promote active learning and innovative pedagogies. Although the program has been successful in converting some existing spaces, the program is currently limited per physical infrastructure in terms of its smaller footprint of the Biscayne Bay Campus and has less access to dedicated classroom and learning spaces.

Admissions Requirements: In order to be eligible to take all major-specific requirements, first-time-in-college and transfer students seeking this degree must successfully pass Writing and Rhetoric I (ENC 1101) and Writing and Rhetoric II (ENC 1102) with a "C" or higher and have a minimum cumulative GPA of 2.85 or higher, including any transfer coursework.

The College of Communication, Architecture + The Arts will continue to adjust resources where necessary if the program experiences more qualified applicants who meet the GPA than previous years. This commitment represents an on-going effort to continually evaluate resources and make resource allocation shifts as necessary to increase program capacity.

The program has achieved a 78.5% minority student body as evidenced by Fall 2021 enrollment of 69.1% Hispanics and 9.4% Blacks, as well as 81.9% Females (609 total students). Transfer students constituted 47 percent of total upper-division student enrollment, thus confirming equitable access for this student classification. Recruitment and retention strategies are targeting the underrepresented Black population to further enhance the diversity of the student profile.

Initial Application for Specialized Admissions Status
BS in Social Work (44.0701)
School of Social Work
Robert Stempel College of Public Health & Social Work

EXECUTIVE SUMMARY

The BS in Social Work program was approved for limited access status in Fall 2010.

The degree program is applying for specialized admissions under specialized accreditation and limited resources criteria (BOG Regulation 8.013):

FIU's BS in Social Work holds *specialized accreditation* (Council on Social Work Accreditation). The accreditation standards reflect expectations for academic performance of students and expected faculty-to-student ratio to support the achievement of program objectives. The program uses a GPA requirement of at least 2.75 for admission to ensure that students have the skills and abilities to succeed academically; the GPA requirement also provides a mechanism for enrollment management. Required fieldwork at external clinical sites also merits the attainment of limited access; limiting enrollment using a 2.75 GPA allows the program to ensure adequate facilities and most effective use of limited available field supervisors.

Limited resources highlight the lack of sufficient field placements in South Florida. The department regularly recruits new social work agencies, along with requests for additional student placement spots at current agencies. During the past five years, new field sites have been developed while also losing sites due to agencies closing (lack of funding) or lack of credentialed field instructors. In addition, not all social service agencies/programs are open to undergraduate social work students; many prefer graduate social work students only. The BS in Social Work program competes with not only local South Florida schools for social work internship spots; online social work programs from across the country are placing students in South Florida agencies.

Admissions Requirements: Prior to enrollment in the upper-division coursework of the BS in Social Work program, students (native and transfer) must have: completed 60-semester hours of coursework or have completed the Associate in Arts degree or its equivalent; satisfied general University requirements for admission including the University's Core Curriculum requirements; met the University's lower-division requirements; completed all of the pre-requisite courses or their equivalent with a grade of "C" or higher; and achieved a minimum grade point average of 2.75 or higher.

To assist with limited field practicum sites for FIU students, the BS in Social Work program has increased its utilization of the field site, Neighborhood HELP™ (NHELP), which operates through the program's partnership with the Herbert Wertheim College of Medicine (HWCOM).

The program has achieved a significant diverse student body as evidenced by fall 2021 enrollment of 62.3% Hispanics, 27.6% Blacks, and 88.4% Females (199 total students). Transfer students constituted 80 percent of total upper-division student enrollment, thus confirming equitable access for this student classification. Continued recruitment and retention strategies are designed to maintain a diverse student profile.

Initial Application for Specialized Admissions Status

BA and Bachelor of Fine Arts in Theatre (50.0501) Herbert and Nicole Wertheim School of Music & Performing Arts College of Communication, Architecture + The Arts

EXECUTIVE SUMMARY

The BA and Bachelor of Fine Arts in Theatre degrees were approved for limited access status in Fall 2010.

The degree programs are applying for specialized admissions under specialized accreditation and minimal skills criteria (BOG Regulation 8.013):

FIU's BA and Bachelor of Fine Arts in Theatre hold *specialized accreditation* (National Association of Schools of Theatre). The accreditation standards reflect expectations for artistic aptitude of students and required control of program enrollment related to class size and facility utilization. The program uses a formal audition, evaluated by faculty, to ensure that students have the skills and abilities to succeed in this professional program.

Minimal skills include the programs' use of the audition/portfolio and/or interview to ensure applicants have the skills and abilities to succeed in the program. The programs use the audition/portfolio prior to matriculation to ensure the accreditation standards are met.

Admissions Requirements: All applicants (native and transfer) must meet University minimum admission requirements. An audition or portfolio review and/or interview is required of all candidates wanting to enter into the theatre programs. Students admitted to the university are admitted directly to their chosen major. Transfer students must complete the 60 credit hours, general education requirements, and common pre-requisites in addition to the audition.

The Herbert and Nicole Wertheim School of Music & Performing Arts has a strategic plan to further promote and maintain diversity in the theatre programs. As part of its community outreach and recruitment of future students, FIU Theatre offers an on-campus summer camp program to introduce diverse segments of the population to its dynamic programs.

The programs have achieved a diverse student body as evidenced by Fall 2021 enrollment of 74.8% Hispanics, 10.3% Blacks, and 71.0% Females (107 total students). Transfer students constituted 37 percent of total upper-division student enrollment, thus confirming access for this student classification. Continued recruitment and retention strategies are designed to maintain a diverse student profile.

Initial Application for Specialized Admissions Status

Bachelor of Fine Arts in Art (50.0702) Department of Art + Art History College of Communication, Architecture + The Arts

EXECUTIVE SUMMARY

The Bachelor of Fine Arts in Art degree was approved for limited access status in Fall 2016.

The degree program is applying for specialized admissions under specialized accreditation and minimal skills criteria (BOG Regulation 8.013):

FIU's Bachelor of Fine Arts in Art holds *specialized accreditation* (National Association of Schools of Art and Design). The accreditation standards reflect expectations for artistic aptitude of students and required control of program enrollment. The program uses a formal portfolio submission, evaluated by faculty, to ensure that students have the skills and abilities to succeed in this professional program.

Minimal skills include the program's use of the portfolio submission to ensure applicants have the skills and abilities to succeed in the program. The applicant is expected to exhibit creative ability and potential in the visual arts or design. The program uses the student-submitted portfolio to evaluate an applicant's creative ability and potential.

Admissions Requirements: All applicants (native or transfer) must meet University minimum admission requirements. Candidates for the BFA in Art will be required to submit electronically a portfolio of their works with a short statement. A departmental committee will review the portfolios. The focus of the review will be on quality work, technical ability, and consistency. In addition to the portfolio process, all BFA students (native or transfer) must meet the following Academic Standards: To progress into upper-division BFA in Art courses, students must complete the four lower-division foundation courses (12 credits) with a minimum GPA of 2.75 or greater in two attempts or fewer. These courses include ART 1201C 2D Design, ART 1203C 3D Design, ART 2300C Beginning Drawing, and ART 2330C Beginning Figure Drawing.

The College of Communication, Architecture + The Arts has a strategic plan to further promote and maintain diversity in the art programs. Through the K-12 Education Task Force, the College actively works towards boosting the K-12 student pipeline and strengthening existing partnerships with the K-12 community within South Florida's three largest counties (Miami-Dade, Broward, and Palm Beach). The department works closely with the FIU Office of Transfer & Transition Services to connect with advisors housed within FIU's primary transfer-applicant institutions – Miami Dade College (MDC), Broward College, and Palm Beach State College. FIU's Humanities Edge partnership with MDC creates a rich academic experience for students to maintain interest in the Humanities as they transition into FIU.

The program has achieved a 79% minority student body as evidenced by Fall 2021 enrollment of 74.65% Hispanics and 4.23% Blacks, as well as 67.6% Females (71 total students). Transfer students constituted 48 percent of total upper-division student enrollment, thus confirming equitable access for this student classification. Recruitment and retention strategies are targeting the underrepresented Black population to further enhance the diversity of the student profile.

Initial Application for Specialized Admissions Status

Bachelor of Music and BA in Music (50.0901) Herbert and Nicole Wertheim School of Music & Performing Arts College of Communication, Architecture + The Arts

EXECUTIVE SUMMARY

The Bachelor of Music and BA in Music degrees were approved for limited access status in Fall 2010.

The degree programs are applying for specialized admissions under specialized accreditation and minimal skills criteria (BOG Regulation 8.013):

FIU's Bachelor of Music and BA in Music hold *specialized accreditation* (National Association of Schools of Music). The accreditation standards reflect expectations for artistic aptitude of students and required control of program enrollment related to class size and facility/equipment utilization. The program uses a formal audition, evaluated by faculty, to ensure that students have the skills and abilities to succeed in this professional program.

Minimal skills include the programs' use of the audition and review of past academic performance to ensure applicants have the skills and abilities to succeed in the program. An audition is required of all candidates wanting to enter into the music programs. Music students at the University come from a wide variety of academic backgrounds from Florida, other states, and countries. Because of this diversity, the faculty of music gives basic preliminary examinations to assist the student in eliminating any deficiencies: 1. Music History – consisting of all periods of history. 2. Music Theory - consisting of sight singing, melodic and harmonic dictation and written harmonization and analysis.

Admissions Requirements: All applicants (native and transfer) must meet University minimum admission requirements. An audition is required of all candidates wanting to enter into the music programs. In addition, applicants must take a placement test in Music Theory. Past academic performance is also considered. Transfer applicants must meet all the lower-division requirements and have completed 60 semester hours.

The Herbert and Nicole Wertheim School of Music & Performing Arts has implemented for many years a blind review and “behind the curtain” auditions for all ensembles, which guarantee equitable opportunity for seating placement in all the ensembles. The School also extends outreach to underserved areas in the tri-county area for recruitment of diverse students in each of the studios (vocal and instrumental performance). Faculty actively recruit in underserved populations across Miami-Dade, Broward, and Palm Beach counties.

The program has achieved an 83.6% minority student body as evidenced by Fall 2021 enrollment of 77.6% Hispanics and 6.0% Blacks, as well as 44.8% Females (134 total students). Transfer students constituted 48 percent of total upper-division student enrollment, thus confirming equitable access for this student classification. Recruitment and retention strategies are targeting the underrepresented Black population to further enhance the diversity of the student profile.

Initial Application for Specialized Admissions Status
BS in Dietetics and Nutrition (51.3101)
Department of Dietetics and Nutrition
Robert Stempel College of Public Health & Social Work

EXECUTIVE SUMMARY

The BS in Dietetics and Nutrition program was approved for limited access status in Summer 2003.

The degree program is applying for specialized admissions under specialized accreditation and limited resources criteria (BOG Regulation 8.013):

FIU's BS in Dietetics and Nutrition holds *specialized accreditation* [Accreditation Council for Education in Nutrition and Dietetics (ACEND)]. The accreditation standards reflect expectations for academic performance of students and expected smaller class sizes to support the achievement of program objectives. The program uses a GPA requirement of at least 2.7 for admission to ensure that students have the skills and abilities to succeed academically; the GPA requirement also provides a mechanism for enrollment management.

Limited resources include the department's operation of its own food/food science lab for the required course sequences to achieve the Knowledge Requirements of Dietitians Nutritionists. The facility's size limits the number of students in each lab section. Classroom size management, achieved by the 2.7 overall GPA requirement, allows the program the capability to provide these learning activities.

Admissions Requirements: First-time-in-college (FTIC) and transfer applicants must complete the program prerequisites and general education courses as part of their 60-credit hours of lower-division coursework. All undergraduate students must achieve a grade of "C" or higher in program prerequisites. To move into the upper division, undergraduates must have achieved a minimum cumulative GPA of 2.7.

The Robert Stempel College of Public Health & Social Work has maintained its commitment to its health-related degrees despite budget cuts due to pandemic-related university enrollment declines (though dietetics numbers have held steady). With limited state resources, Stempel College has managed to maintain both personnel and fiscal resources for the units. Qualified adjuncts, with verified up-to-date professional registration, continue to augment full-time faculty instruction to support student learning achievement as stipulated in the accreditation standards; these adjuncts will continue to be utilized. Therefore, in a time of university fiscal tightening, the college budget has been managed responsibly and strategically, which has maintained support for the BS in Dietetics and Nutrition program and allowed admission of all qualified applicants.

The program has achieved a 72.5% minority student body as evidenced by Fall 2021 enrollment of 65.3% Hispanics and 7.2% Blacks, as well as 83.8% Females (291 total students). Transfer students constituted 43 percent of total upper-division student enrollment, thus confirming equitable access for this student classification. Recruitment and retention strategies are targeting the underrepresented Black population to further enhance the diversity of the student profile.

Initial Application for Specialized Admissions Status
BS in Nursing (51.3801)
Department of Nursing
Nicole Wertheim College of Nursing and Health Sciences

EXECUTIVE SUMMARY

The BS in Nursing program was approved for limited access status in Summer 1996.

The degree program is applying for specialized admissions under specialized accreditation and limited resources criteria (BOG Regulation 8.013):

FIU's BS in Nursing holds *specialized accreditation* (Commission on Collegiate Nursing Education). The accreditation standards reflect expectations for academic and clinical performance of students. Maximum enrollment capacity is set to allow sufficient didactic and clinical education experiences delivered by qualified faculty.

Limited resources include planned clinical practice experiences to allow students to integrate knowledge, demonstrate attainment of program outcomes, and engage in interprofessional collaborative practices. This requirement also necessitates adequate faculty to evaluate student learning outcomes, as stipulated by the accreditation standard.

Admissions Requirements: The BS in Nursing program's admission is competitive based on previous academic performance. For an application to be considered for the admission evaluation process to be admitted to the program junior-year cohort, applicants (native and transfer) must: have an overall GPA of 3.25 or higher; have completed science courses within the past 10 years; have met all the lower-division and Common Prerequisite requirements including a grade of "C" or better for all nursing pre-requisite courses (students earning a grade of "C minus" or below in any science prerequisite course may repeat that course only once); completed a minimum of 54 semester hours; and be recommended for admission by the Undergraduate Nursing Admissions Committee.

FIU is recently in receipt of state funding to support hiring of nursing faculty to increase the class size of juniors in the program from 120 to 159 for 2022-23, and reaching 180 juniors admitted in Fall 2023. Additionally, a very significant contractual partnership with a large hospital system (Baptist Health) and a specific facility (HCA Kendall Regional) provides allotted numbers of clinical rotations for the undergraduate program. This "guarantee" of student placements provides more confidence for FIU that it can provide the necessary training for matriculated students. All of these efforts will allow FIU to admit more qualified students (continuing to utilize our specialized admission minimum GPA) to meet Florida's significant nursing shortage.

The program has achieved a significant diverse student body as evidenced by fall 2021 enrollment of 69.0% Hispanics, 12.6% Blacks, and 82.9% Females (591 total students). Continued recruitment and retention strategies are designed to maintain a diverse student profile.

Initial Application for Specialized Admissions Status

Bachelor of Accounting (52.0301) College of Business

EXECUTIVE SUMMARY

The Bachelor of Accounting (BAcc) degree program was approved for limited access status in Fall 2010.

The degree program is applying for specialized admissions under specialized accreditation and limited resources criteria (BOG Regulation 8.013):

FIU's BAcc holds *specialized accreditation* [Association to Advance Collegiate Schools of Business (AACSB) Standards for Accounting]. The accreditation standards reflect expectations for matching available resources with the number of enrolled students. The GPA requirement of at least 3.0 provides a mechanism for enrollment management and ensures that students have the skills and abilities to succeed academically.

Limited resources point to the AACSB requirement of having sufficient faculty to deploy the program and to meet expected student outcomes. Limiting enrollment helps maintain the required 60% of delivery by faculty who fully participate in the college's research and service mission in addition to teaching. Thus, managing class enrollment size allows FIU to meet the AACSB Standards.

Admissions Requirements: Students must have an overall GPA of 3.0, including all FIU and transfer coursework fulfilling degree requirements. Students must also pass an entrance examination before being admitted to, or continue within, the BAcc program.

The College of Business will continue to adjust resources where necessary if the program experiences more qualified applicants who meet the GPA than previous years. This commitment represents an on-going effort to continually evaluate resources and make resource allocation shifts as necessary to increase program capacity.

The program has achieved an 85% minority student body as evidenced by Fall 2021 enrollment of 79.2% Hispanics and 5.7% Blacks, as well as 49.8% Females (715 total students). Recruitment and retention strategies are targeting underrepresented Blacks to further enhance the diversity of the student profile. PricewaterhouseCoopers First Step Program at FIU focuses on First Generation students majoring in accounting to enhance their college experiences.

Transfer students constituted 55 percent of total upper-division student enrollment, thus confirming equitable access for this student classification. Notably, FIU Connect4Success (C4S) is an access-rooted, nationally-recognized transfer pathway that includes Bridge Advisors housed at our largest sending partner colleges, Miami Dade College, Broward College, and Palm Beach State College. These advisors help students become "transfer ready" through individual advising, transition workshops, meetings with advisors within the College of Business, and access to online resources, such as detailed transfer guides for all Business majors.

Initial Applications for Specialized Admissions Status

BBA in Management (52.0201)

BBA in Finance (52.0801)

BBA in Human Resource Management (52.1001)

BBA in International Business (52.1101)

BBA in Information Systems (52.1201)

BBA in Marketing (52.1401)

BBA in Real Estate (52.1501)

College of Business

EXECUTIVE SUMMARY

All the above listed BBA degree programs were approved for limited access status in Fall 2010.

The degree programs are applying for specialized admissions under specialized accreditation and limited resources criteria (BOG Regulation 8.013):

FIU's College of Business undergraduate degrees within these CIPs hold *specialized accreditation* [Association to Advance Collegiate Schools of Business (AACSB)]. The accreditation standards reflect expectations for matching available resources with the number of enrolled students. The GPA requirement of at least 2.5 provides a mechanism for enrollment management and ensures that students have the skills and abilities to succeed academically.

Limited resources point to the AACSB requirement of having sufficient faculty to deploy the program and to meet expected student outcomes. FIU teaches the BBA core courses with an enrollment cap of 50 to increase faculty-to-student engagement. Limiting enrollment helps maintain the required 60% of delivery by faculty who fully participate in the college's research and service mission in addition to teaching. Thus, managing class enrollment size allows FIU to meet the AACSB Standards.

Admissions Requirements: First-time-in-college (FTIC) students must earn a GPA of 2.5 or higher in their initial 60 credit-hours to continue pursuing any of the BBA degrees listed here. Transfer students, including AA Transfers and transfers from other SUS institutions, as well as native students changing their degree program to the BBA, must also comply with the 2.5 or higher GPA requirement. Students are required to earn a GPA of 2.5 or higher in all common prerequisite courses to continue pursuing a degree within the College of Business. Transfer students, including AA Transfers and transfers from other SUS institutions, as well as native students changing their degree program to the BBA, must also comply with the 2.5 or higher GPA requirement for the set of common prerequisite course credit hours. In addition, students must complete each common prerequisite courses with a grade of C or better within two attempts.

The College of Business will continue to adjust resources where necessary if the program experiences more qualified applicants who meet the GPA than previous years. This commitment represents an on-going effort to continually evaluate resources and make resource allocation shifts as necessary to increase program capacity.

The programs' ethnic diversity, female, and transfer student enrollment percentages (2021) are reflected in the following table:

Degree	Hispanic	Black	Female	Transfers	Total Enrollment
BBA in Management	66.7%	9.9%	48.0%	47%	881
BBA in Finance	70.1%	7.5%	35.5%	46%	1755
BBA in Human Resource Management	65.4%	15.5%	80.6%	58%	361
BBA in International Business	58.1%	5.0%	49.4%	32%	1309
BBA in Information Systems	52.2%	9.6%	20.9%	43%	115
BBA in Marketing	72.0%	7.6%	60.3%	46%	1214
BBA in Real Estate	67.6%	12.6%	35.1%	57%	111

Recruitment and retention strategies are targeting Blacks to further enhance the diversity student profile. Notably, FIU Connect4Success (C4S) is an access-rooted, nationally-recognized transfer pathway that includes Bridge Advisors housed at our largest sending partner colleges, Miami Dade College, Broward College, and Palm Beach State College. These advisors help students become “transfer ready” through individual advising, transition workshops, meetings with advisors within the College of Business, and access to online resources, such as detailed transfer guides for all Business majors.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 22, 2022

Subject: 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposal

Proposed Committee Action:

Recommend Florida International University Board of Trustees approval of the 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposal:

Public Health Trust of Miami-Dade County and Jackson Health System \$ 400,000

Background Information:

Florida Board of Governors Regulation 8.008(1)(d), Nursing Education, provides, in part, as follows: “Linking Industry to Nursing Education (LINE) Fund: This fund provides the opportunity for each state university to receive matching funds for every dollar contributed to an institution by a healthcare partner. The fund provides a dollar-to-dollar match to the participating institution, subject to funds availability.”... “Each university board of trustees may submit to the Chancellor’s office proposals made in accordance with the guidelines, formats, instructions, and schedule provided by the Chancellor.”

Supporting Documentation: 2022-2023 Linking Industry to Nursing Education (LINE)
Fund Proposal

Facilitator/Presenter: Elizabeth M. Bejar



**State University System
2022-2023 Linking Industry to Nursing Education (LINE) Fund
Proposal Form**

University:	
Healthcare Partner:	Public Health Trust of Miami-Dade County and Jackson Health System
Date Proposal Approved by University Board of Trustees (proposals must be approved by the Board of Trustees before consideration by the Board of Governors):	9/22/2022
Amount Requested:	\$400,000
University Contact (name, title, phone, & email):	Dr. Ora Strickland, Dean and Professor, Nicole Wertheim College of Nursing and Health Sciences (NWCNHS)
Please check the boxes below as appropriate:	<i>All boxes must be checked in order to be eligible to participate.</i>
Healthcare partner making contribution is located in and licensed to operate in Florida?	<input checked="" type="checkbox"/> Yes
Healthcare partner making contribution is a health care provider as defined in Section 768.38(2), Florida Statutes?	<input checked="" type="checkbox"/> Yes
Nursing programs met or exceeded a first time NCLEX passage rate of 70% for the prior year based on the 2022 Accountability Plan?	<input checked="" type="checkbox"/> Yes
The funds will be used for an eligible purpose per Section 1009.8962, Florida Statutes?	<input checked="" type="checkbox"/> Yes

Proposal Details

Provide detailed narrative for each section below.

I. Use of Funds - *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

The Public Health Trust of Miami-Dade County, an agency and instrumentality of Miami-Dade County Florida which operates the Jackson Health System (JHS) including Jackson Memorial Hospital, will invest up to \$400,000 to be used for student financial support. This support will help cover the student's cost of tuition, fees, and completion of all clinical rotations at Jackson Health System facilities for one (1) cohort of 20 eligible NWCNHS Accelerated Option Bachelor of Science nursing students, referred to as Jackson CARE Scholars, in exchange for a work commitment post-graduation. LINE matching funds would double the financial support investment to \$800,000, which would increase the number of Jackson CARE Scholars in the cohort from 20 to 40. The funds will facilitate identifying qualified nursing students who are interested in working at JHS facilities and would enhance retention of these Jackson CARE Scholars upon graduation, as part of the JHS nursing workforce in the State of Florida. JHS would commit to investing time and resources into onboarding, orienting, and enhancing the professional development of these new graduates as RNs. A copy of the proposed pledge terms from Public Health Trust of Miami-Dade County and JHS Agreement is available upon request.

II. Onboarding & Retention of Graduates - *Describe in detail and with specificity how the health care partner will onboard and retain graduates.*

JHS has several nurse residency programs to support new RN graduates. When new Jackson CARE Scholars nurses are hired at JHS into specialty clinical practice areas, they will join the nurse residency program for a specified time frame. Retention activities such as didactic and practicum coursework and training are included as a part of this residency program. Each nurse resident is paired with both an experienced nurse preceptor and clinical nurse educator for clinical training and mentorship. Nurse residents are supported by the JHS Center for Academic Partnerships and the Nurse Emeritus Program. The Nurse Emeritus Program consists of retired JHS nurses who serve as mentors for new nurse graduates and provide clinical psychosocial support. While NWCNHS students are in the Jackson CARE Scholars program, they will meet with representatives from JHS Center for Academic Partnerships for debriefing sessions to ensure that they receive the support they need and mitigate any challenges that may hinder their success as students. In addition, all JHS nurse employees receive tuition reimbursement if they desire to pursue graduate nursing education along with JHS as a clinical practicum site.

III. Program Expansion - *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

Beginning in fall 2022, the Nicole Wertheim College of Nursing & Health Sciences (NWCNHS) at FIU will increase admissions to the Generic BSN program by 35 additional students with an increase of 32% from 120 to 158 students in the Generic BSN Program. For fall of 2023, the Generic BSN program is projecting to onboard 180 new nursing students resulting in an overall increase of 60 students or 50% over fall of 2021's 120-target enrollment. For fall of 2023, the Accelerated Option BSN program will increase by 10% from 60 students to 66 nursing students. Increasing the nursing pipeline will benefit from the student financial assistance provided by the Public Health Trust of Miami-Dade County and Jackson Health System. The opportunity for both committed clinical rotation spots and future employment will enhance recruitment and retention of diverse undergraduate nursing students in both the NWCNHS Accelerated Option BSN programs. The Jackson Health System Nurse Residency Program will provide additional clinical experience and expertise that will enhance quality health care and support the Jackson CARE Scholars, which will benefit them if they decide to seek graduate education in nursing. The State of Florida will benefit from the increased enrollment in these nursing programs, since this will lead to an increase in new licensed registered nurses entering the workforce. The State of Florida LINE matching funds will reduce financial barriers for nursing students coupled with the Public Health Trust of Miami-Dade County and Jackson Health System support.

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. FIU Online All Access Day

Global Accessibility Awareness Day (GAAD) is held each year on May 19th to advocate for the digital access and full inclusion of people with disabilities and impairments around the world. FIU Online has once again honored GAAD, this time by hosting its first ever FIU Online All Access Day on May 19, 2022, from 9am to 5pm EST. On FIU Online All Access Day, our team met with faculty at their favorite locations on campus and provided one-on-one consultation on improving the accessibility of fully online or certified hybrid courses. Faculty participated in learning more about the principles of accessibility and worked on refining course materials.

2. Student Health & Wellness

Effective July 1, 2022, the Student Clinics at MMC & BBC have been re-integrated into Student Affairs. The now consolidated “Student Health & Wellness” team provides a more well-rounded, inclusive approach to student wellbeing. This unit now includes: Counseling & Psychological Services, Victim Empowerment Program, Healthy Living Program, Health Compliance, Medical Records, Student Clinics, Dean of Students, and Student Conduct & Academic Integrity.

II. ENGAGEMENT

1. Innovation and Economic Development: FIU-Venture Miami Opportunity Program

The FIU-Venture Miami Opportunity Program completed its inaugural cohort in April 2022. The program has successfully graduated nine (9) women-led tech companies during a rigorous program comprised of 1:1 coaching, venture capital development, events, and mentorship. Graduates of the program receive ongoing support such as access to Miami Tech events and notices of pitch competition opportunities.

The second cohort’s program shall commence in August 2022 with an adjusted the program focus to emphasize the distinction of venture-backable startups versus small-to-midsize enterprises.

The program’s initial funding was provided by JPMorgan Chase, with support from the City of Miami to secure additional funding. Three (3) founders have been highlighted via various news outlets, and one (1) founder within the program has already secured over \$3 million in funding, with two (2) more in the process of closing funding rounds in the range of \$100K to \$250K.

2. 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.

Since our last report, we are happy to announce the Blockchain.com partnership has been activated to create additional opportunities for our students and faculty in the Decentralized Finance (DeFi) and blockchain space. This partnership will help our institution increase talent development by way of creating additional curricula, micro-credentialing, and certifications for careers in DeFi, blockchain, and Web3. Additionally, paid internship opportunities and jobs will be offered locally as Blockchain.com establishes a U.S. headquarters in Miami.

III. ENROLLMENT MANAGEMENT AND SERVICES

1. University Enrollment

The University Admissions team is already building the incoming FTIC class for 2023. We finalized our in-state travel plans, and we are completing our print collateral with Strategic Communications. As part of reintegrating International and University Admissions, we redesigned our departmental and University websites. Today, admissions.fiu.edu is a comprehensive University Admissions website.

In collaboration with Strategic Communications and the Web team, we launched FIU's first digital view book. While we are still printing collateral (i.e. physical copies of the view book) to distribute at college fairs and during constituent visits, we have a fully digital piece that covers a prospective student's journey from location to research and from campus life to how to visit and apply. The digital view book is available through our website at <https://admissions.fiu.edu/viewbook/>. We are also including links through our email campaigns.

2. International Admissions

We anticipate that incoming students will continue to encounter substantial roadblocks as they attempt to obtain visas; therefore, we will continue to support international students via online coursework while deferring I-20 entry terms.

Our fall international FTIC are mostly enrolling from South America and the Caribbean. Transfer students are coming from China with our strong programs at TUC; however most other transfer students are from the Dominican Republic, Peru and Colombia which follows a similar trend to FTICs. Graduate students however differ, they are coming from Iran, India and then Brazil. We are using this information to inform our in country and virtual events moving forward into 2022-23. We have a staff member attending the EdUSA Forum in Washington DC in August, and we sent three staff to the International Association for College Admission Counseling conference in New Mexico in July.

3. Transfer and Transition Services

Transfer Credit Processing and Course Equivalencies

We completed our summer 2022 term assignments; while our processing team entered 3,900 credit-by-exam scores for first-year and transfer students, our equivalency team reviewed 1,848 student records for course evaluation purposes. Both teams are now focused on similar work for fall 2020 transfer admits. In fact, our equivalency team has already reviewed 1,630 transfer records. Equivalency work generally results in the establishment of articulated rules. To date, FIU has 87,399 domestic and 7,162 international articulated rules, which engenders a more seamless transition for transfer students.

FIU awarded \$10,800 to 12 eligible transfer students during the summer 2022 term as part of our Helios Education Foundation Transfer Success Grant in partnership with the Florida Consortium of Metropolitan Research Universities (FCMRU). Transfer students nearing the 90-credit mark received funding for summer enrollment, including adding an additional course in some cases. We are slated to award \$14,200 to eligible transfer students in fall 2022 term.

A new Lumina Foundation Grant coordinated by the FCMRU will have TTS staff sharing their expertise and guiding efforts to improve transfer readiness and reduce transfer shock using 24/7 tools. FIU's Transfer Equivalency Database (TED), which includes nearly 95k articulated rules, has been an exemplar to other institutions, including UCF and USF. Later this fall, an *Articulation Platform Technology Development Symposium* will convene key staff from FIU, UCF, and USF as well as other subject matter experts to ideate and develop an initial plan for a joint Transfer Success Articulation Platform that can be uniquely leveraged by each of the three institutions to maximize transfer readiness.

Connect4Success

To date, 495 of the 1,555 (32%) students invited to Connect4Success (C4S) for 2022-23 confirmed their admission by selecting the state college they plan to attend. This is 6% higher than last year's yield, point-in-time. We continue to engage in new initiatives with our partner colleges to encourage those students who are enrolled at the college but have not yet committed to C4S to join the program. Monthly reminders continue to go out to invited students through mid-August.

FIU's Knight Foundation School of Computing and Information Sciences (KFSCIS) has partnered with Break Through Tech to develop programming aimed to increase female representation in computing majors from 18.2% to 30.7% in 5 years. Connect4Success is supporting this initiative through a new grant funded FIU Bridge Advisor to be housed at Miami Dade College. When hired, this advisor will adopt our proven transfer affirming practices around transfer readiness, which includes developing and maintaining students' 4-year identity, broadly, and to the discipline, specifically. Learnings from this grant will be shared with our other sending partners.

4. Office of Scholarships

As of June 30, 2022 FIU finished awarding the remaining HEERF dollars allocated for student support. Since March 13, 2020, we processed over 90,000 applications for emergency assistance. We awarded and processed 81,570 grants to 41,228 unique students; these grants equated to \$113 million dollars in assistance. See summary below.

HEERF Award Category	Awards	Unique ID	Sum Amount
CARES Student Emergency Grants (2020)	9,572	9,558	\$ 19,150,979.00
CRRSSA Student Emergency Grants (2021)	16,205	15,876	\$ 19,150,979.00
ARP Student Emergency Grants (2021 and 2022)	43,841	26,321	\$ 62,758,318.00
Debt Forgiveness of unpaid balances with HEERF Institutional (2020-2021)	9,669	7,219	\$ 8,078,613.93
CARES Additional Student Grants from Institutional Funds (2020)	1,491	1,413	\$ 3,004,150.00
CRRSSA Additional Student Grants from Institutional Funds (2021)	280	280	\$ 587,056.21
ARP Additional Student Grants from Institutional Funds (2021-2022)	512	512	\$ 987,771.49
Grand Total	81,570	41,228	\$113,717,867.63

Beyond Financial Aid We continue to work on our assessment of the support infrastructure we have in place to support first generation and low income students. We have hired two positions, one in scholarships and one in financial aid, to launch enhanced student outreach and support initiatives related to student financial assistance.

5. CRM and Enrollment Communications

The office is supporting Orientation and Family Programs department with their weekly communications encouraging students to either signup for orientation or prepare for their orientation that they have signed up for already. We are using Salesforce's Marketing Cloud platform to deliver the communications and track students engagement.

These communications have been successful, with an average open rate of 58% and average click through rate of 10%. Students are engaging with the content provided in the emails and have taken steps to participate in Orientation.

We have partnered with the Career and Talent Development office to promote the new HB 1261 – Career Readiness module project. The project provides students with career education and access to key resources to foster and develop career readiness upon their entrance to FIU. We have sent initial communications to First Time in College students for summer and fall of 2022. Students are required to complete their modules in order to register for the spring semester. Both emails had an average open rate of 27% and a 4% click through rate.

IV. INFORMATION TECHNOLOGY REPORT

1. Google Migration to Microsoft Office 365 Suite

The Division of IT has finalized the migration of all Google accounts to Microsoft 365 (M365). Having all students, faculty, staff, and alumni on the same communication platform will increase operational efficiencies, simplify email routing and enforce consistent policies for all users to adhere to. Additional benefits include enhanced security and compliance, increased storage capabilities and collaboration tools and provide significant cost savings to the university. The Microsoft 365 platform provides the Division of IT greater access to tools to be able to protect from malicious activity and threats, preventing a greater number of phishing emails from reaching user accounts. Additionally, hosting all students and employees on the Microsoft cloud platform increases collaboration with available tools such as OneDrive and Teams and provides a seamless integration with Canvas. Knowledge and experience of M365 also gives our students a competitive advantage upon graduation as 95% of Fortune 500 companies use the M365 suite.

The second phase of this project is for users to complete the migration of their data in Google Drive to OneDrive or a storage location of their choosing. The deadline for all users to migrate their content is October 1, 2022. The decision to migrate from Google to M365 was approached with thoughtful consideration after Google announced a substantial change to their service offering in which they will limit storage to the academic community.

2. Volumetric Capture Studio

In collaboration with the College of Architecture and the Arts (CARTA), the Division of IT received technology fee funding to build state-of-the-art volumetric capture studios at each of the MMC and BBC campuses. The studio at BBC has been fully operational since late 2021. The MMC studio is scheduled to be completed and fully operational for the fall 2022 semester.

Volumetric capture technology is an emerging technology that digitizes a person, place or object in real-time. The volumetric capture studios are equipped with multiple motion capture high-depth laser cameras to film an individual or object in a three-dimensional space to create a three-dimensional copy in a digital format. Locations can also be captured and recreated in a three-dimensional space that can be explored on flat screens, three-dimensional displays, and extended reality (XR)/virtual reality (VR) headsets.

The volumetric capture studios will enhance teaching and learning capabilities for our students and faculty by developing more engaging online experiences and will provide students with access and training to the volumetric capture technology to give them a competitive advantage and expanded opportunities when entering the workforce.

3. Enterprise-Wide Cloud Strategy Update

In the fall of 2021, the Division of IT completed the migration of all of FIU's PeopleSoft applications to the Oracle Cloud Infrastructure (OCI) and continues to leverage this cloud technology to house other enterprise-wide applications. The division recently completed the migration of the EMS (Central Reservations) application to the cloud and will soon be completing the migration of the business intelligence & analytics application. This strategic move to the cloud allows for greater scalability, higher service availability, protects FIU services from natural disasters, and gives FIU broader access to emerging technologies. This cloud infrastructure relies on a multi-location redundancy within the US which augments our disaster recovery capabilities; reduces our dependency on our on-premises systems and diminishes the university's risk during hurricane season.

V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

The value of awards received during Fiscal Year (FY) 2021-2022 was \$188.7M. Without the value of awards received last FY related to the CARES Act Higher Education Emergency Relief Fund (\$114.5M) and gifts (\$2.16M), this year's awards were 2% less than last year (\$192.9M). Among colleges, the Herbert Wertheim College of Medicine received a total of \$15.7M (94% increase) in awards of which \$8.2M was for research performed at the Center for Translational Science in Port St. Lucie. This is the highest research awards level in the history of the College. The College of Business received \$4.56M, a 46% increase from last year's awards of \$3.1M, and the College of Arts, Sciences and Education received \$71M in awards, representing a 14% increase from last FY (\$62.5M), and the highest level in the history of the College. The overall value of awards received by centers and institutes was 16% less than last FY (\$73.8M vs \$87.4M). Nevertheless, there were noteworthy increases: Center for the Administration of Justice 206% (\$2.3M vs \$0.7M); Biomolecular Science Institute 84% (\$4.5M vs. \$2.4M); Institute of Environment 55% (\$25.9M vs \$16.7M); CRUSADA 48% (\$1.9M vs \$1.3M); and the Extreme Events Institute/International Hurricane Research Center 13% (\$7.6M vs \$6.7M). The considerable sum received by federal sources under the CARES Act skews the comparison of funds received by funding sources. This FY, federal sources accounted for 77% (instead of 85% last FY); state and local sources 11% (10% last FY); and private/other 12% (5% last FY).

2. Innovation, Partnerships and Economic Development

StartUP FIU is working with 23 faculty members at various stages of research commercialization and three faculty were awarded national NSF I-Corps awards totaling \$150,000 during the quarter. StartUP FIU supported three NSF Engines Concept Submissions: one Type 2 led by the Florida High Tech Corridor involving other SUS institutions, one Type 2 led by the South Florida Regional Planning Council involving Miami-Dade County, Miami Dade College and the University of Miami, and one Type 1 led by the College of Engineering. We also submitted a \$1.045 million proposal to the EDA to develop more effective university startup mentoring.

The Hult Prize Regional Competition took place in May of 2022 with two FIU teams (a total of 8 students) participating in the Boston and Rio de Janeiro virtual summits. One team placed sixth, the highest placement ever by an FIU team. Two additional 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, bringing the total of grants received by StartUP FIU students to eight. Additionally, StartUP FIU Local provided online information sessions to address questions from existing members and leveraged digital marketing to promote upcoming events, workshops and bootcamps. StartUP FIU Local partnered with Bank of America to provide three, two-week long "Business Bootcamp and Pitch Competition" events for small businesses in Miami-Dade County. This partnership represents \$240K in additional grant funding to StartUP FIU Local and the possibility of recurring funding. StartUP

FIU Local has recently finalized a partnership with Miami-Dade County and received a grant for \$100K to provide entrepreneurship content for the county's **Strive 305** online platform.

During FY 21-22, we received 90 invention disclosures; filed 77 patent applications; created 4 startup companies; executed 15 license options and received \$225,711 in licensing income. One of the startups that was licensed (located locally) hired two FIU engineering graduates. During *calendar* year 2021 we received 63 patents.

3. University Graduate School (UGS)

For the Academic Year, 3,745 master's degrees were awarded (5% increase compared to the previous year). There was an increase of 20% in research doctorates (from 206 to 250), and 432 professional doctoral degrees were awarded, a 8% increase from last year. As of July 18, 2022, UGS received 2,854 applications for doctoral programs, and thus far, we have admitted 700 doctoral students, a 7% decrease compared to last year, and 198 have enrolled, a 26% increase compared to last year. We have received 10,049 applications for master's degrees (15% increase compared to last year) of which 4,268 were admitted, and 1,067 have enrolled, a 1.5% increase compared to last year. During this past year we successfully implemented electronic milestone forms for all our doctoral students. The electronic modality has enhanced our operational efficiency and facilitated the timely monitoring of student progress and degree completion. On average it currently takes 4 days for the forms to reach the Graduate School from the time it is submitted.

To continue supporting our graduate students and incentivizing graduation, UGS has launched two new offerings to the fellowship portfolio. One is the Provost Degree Completion Tuition Fellowship intended to facilitate degree completion for Ph.D. students whose Graduate Assistantships (GAs), UGS Fellowships or other funding have expired and who are nearing the completion of their degree. The other is the Provost Employer Supported Tuition Fellowship that is provided to Ph.D. students for whom the employer either pays the assistantship or allocates time for their employee to pursue the degree. We have supported 12 and 5 students respectively thus far. UGS has also focused on identifying solutions for the cost of housing and was able to provide 20 doctoral students with free outside of campus housing. UGS continues to use multiple strategies to recruit and retain a diverse population of graduate students. In particular, this past year we became a new institutional chapter of the Bouchet Graduate Honor Society (BGHS), which is based at Yale University. The focus of this initiative is to develop a network of scholars devoted to promoting leadership, diversity, and excellence in doctoral education and the professoriate. The invitation to become an institutional partner is a reflection of FIU's accomplishments in producing and preparing Ph.D. recipients from under-represented groups for faculty positions in the academy.

As part of the National Science Foundation-funded training grant FLAGEP, we hosted a research bootcamp for women of color doctoral students, postdoctoral fellows and junior faculty as well as a research symposium for community building and retention in academia. As a result of the mentorship provided through this program 2 of our doctoral students completed their dissertations and were offered academic positions upon graduation. UGS maintained an intensive professional development program for graduate students focusing on writing and career preparation, hosting its second Accelerate to Industry (A2i) bootcamp. One of the participants from this cohort was immediately offered a one semester internship with Lily with the potential of a future permanent position.