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

Wednesday, September 18, 2019
11:00 a.m. *approximate start time*
Florida International University
Modesto A. Maidique Campus
MARC 290, Earlene and Albert Dotson Pavilion

<u>*Committee Membership:*</u>
Cesar L. Alvarez, *Chair*; Natasha Lowell, *Vice Chair*; Jose J. Armas; Dean C. Colson; Michael G. Joseph; Joerg Reinhold; Sabrina L. Rosell; Marc D. Sarnoff

AGENDA

1. **Call to Order and Chair's Remarks**   **Cesar L. Alvarez**

2. **Approval of Minutes**   **Cesar L. Alvarez**

3. **Action Items**

   AP1. Tenure as a Condition of Employment Nominations   **Kenneth G. Furton**

   AP2. Legislative Budget Requests   **Kenneth G. Furton**

   **AP3. Textbook and Instructional Materials Affordability Annual
           Report**   **Elizabeth M. Bejar**

   **AP4. New Regulation FIU- 2506 Academic Program
           Termination and Temporary Suspension of New
           Enrollments**   **Elizabeth M. Bejar**

   **AP5. Program Termination: Master of Science in Nursing in
           Anesthesiology**   **Elizabeth M. Bejar**

   AP6. New Program Proposal: Doctorate of Design   **Elizabeth M. Bejar**

   **AP7. New Program Proposal: Master of Science in the Internet
           of Things**   **Elizabeth M. Bejar**

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4. **Information and Discussion Items**

       4.1 **Academic Affairs Regular Reports**

- Strategic Planning   **Pablo G. Ortiz**
- Academic and Career Success   **Valerie Johnsen**
- Engagement   **Saif Y. Ishoof**
- Enrollment Management and Services   **Kevin B. Coughlin**
- Information Technology   **Robert Grillo**
- Research and Economic Development/ University Graduate School   **Andres G. Gil**
- Student Affairs   **Elizabeth M. Bejar**

       4.2 **Regional Locations**   **Pablo G. Ortiz**

5. **Student Government Updates**   **Sabrina L. Rosell**

6. **Faculty Senate Updates**   **Joerg Reinhold**

7. **New Business** *(If Any)*   **Cesar L. Alvarez**

8. **Concluding Remarks and Adjournment**   **Cesar L. Alvarez**

FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

Time: September 18, 2019 11:00 AM - 12:00 PM EDT

Location: FIU, Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: Approval of Minutes of Meeting held June 19, 2019

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 19, 2019 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 19, 2019 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation:	Minutes: Academic Policy and Student Affairs Committee Meeting, June 19, 2019
Facilitator/Presenter:	Cesar L. Alvarez, *Academic Policy and Student Affairs Committee Chair*

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FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
JUNE 19, 2019

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 12:14 p.m. on Wednesday, June 19, 2019 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

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

Deputy General Counsel Liz Marston conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Cesar L. Alvarez, *Chair;* Natasha Lowell, *Vice Chair;* Dean C. Colson; Joerg Reinhold; Sabrina L. Rosell; and Marc D. Sarnoff. Trustees Jose J. Armas, *Board Vice Chair* and Michael G. Joseph arrived late.

Board Chair Claudia Puig and Trustees Leonard Boord, Gerald C. Grant, Jr., Justo L. Pozo, and Roger Tovar, and University President Mark B. Rosenberg were also in attendance.

Committee Chair Alvarez commented that Ms. Dulce Beltran recently joined FIU as the University's Registrar, that Dr. Hiselgis Perez was recently appointed as the Associate Vice President for the Office of Analysis and Information Management, and that Mr. Michael Hearon also recently joined the University as the Assistant Vice President of Operations for FIU's Biscayne Bay Campus and Regional Academic Locations.

2. Approval of Minutes

Committee Chair Alvarez asked if there were any additions or corrections to the minutes of the April 18, 2019 Academic Policy and Student Affairs Committee meeting. A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, April 18, 2019.

3. Action Items
AP1. Tenure Nominations

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

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Provost and Executive Vice President Kenneth G. Furton indicated that collectively the candidates have nearly $107M in research grants, have published or had their creative work presented over 644 times, and have 18 patent submissions since joining FIU.

Trustee Dean C. Colson requested additional information for next year's Tenure nominees, specifically demographic data on gender and the number of faculty members that were not recommended for tenure.

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. Tenure as a Condition of Employment Nominations

Committee Chair Alvarez noted that the three candidates for Tenure as a condition of employment (TACOE) were selected to receive TACOE based on the caliber of their scholarly work. Provost Furton provided a brief overview on the TACOE candidates.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees the approval of three (3) candidates for Tenure as a Condition of Employment (TACOE).

AP3. Revisions to Regulation FIU-2501 Student Code of Conduct

Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar presented the proposed revisions to Regulation FIU-2501 Student Code of Conduct for Committee review, pointing out that the proposed revisions are aligned with governing Florida Statutes and Florida Board of Governors (BOG) Regulations. She explained that Regulation FIU-2501 is being amended after a collaborative process to develop a best practice model that reflects the inclusion of academic misconduct and outlines behaviors that violate the University's Honor Code and corresponding sanctions. She indicated that procedures, practices, and policies governing academic and behavior conducts have been in place through other mechanisms within Academic Affairs.

Sr. VP Bejar commented that the revisions relating to hazing of the Student Code of Conduct are aligned with best practices and respond to Florida Senate Bill 1080 in which organizational leaders may be responsible for hazing violations. She added that the proposed amendments also reflect that amnesty is expanding to include hazing, additional definitions for new terms included in the Student Conduct and Honor Code, and changes to the composition of hearing panels for Title IX and Academic Misconduct violations. She stated that FIU students, faculty, and staff have been part of the review process, and that the proposed revisions to the Student Code of Conduct prioritizes the health, safety, and welfare of the University community.

In response to Committee Chair Alvarez' inquiry relating to the Committee's last review of the Student Code of Conduct and comments pertaining to protected freedoms, Sr. VP Bejar explained that proposed language within the preamble mentions that "nothing in this Regulation should be interpreted to abridge the right of any member of the University community of rights granted under

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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."

Trustee Marc D. Sarnoff commented that a student should not lose the right to attendance at the University easily and delineated three concerns: namely language in the hazing definition; what happens to a student when, based on the alleged academic misconduct, the Sr. VP determines that there an issue involving the safety, health or welfare of the University community; and the ability to provide written statements during a hearing on academic misconduct that are not verified and used as evidence.

In terms of hazing, Trustee Sarnoff noted that the proposed language under section 1(l) makes reference to any action or situation and voiced a concern relating to what could be included under said situation given that this could potentially lead to a discharge from the University. Deputy General Counsel Marston explained that the language was derived directly from Florida Statute. Sr. VP Bejar directed the Trustees to the BOG's Regulation on Hazing.

In response to Trustee Sarnoff's concern over the "submission by the Charged Student or Student Organization of written statements (if any) of Witnesses who are not present" as stated in section 13(j)(9)(10), Deputy General Counsel Marston explained that the University is not required to follow rules of evidence as per BOG Regulation. In response to Trustee Sarnoff's concern over a charged student's inability to register for future semesters when there is certain academic misconduct, Deputy General Counsel Marston explained that this will occur only in extreme situations where it is determined that the health, safety, or welfare of the charged student or the University community are in jeopardy or in danger.

In response to Committee Chair Alvarez' inquiry relating to the Collective Bargaining Agreement between FIU and the United Faculty of Florida and whether unsworn witness statements are allowed in arbitration proceedings, Deputy General Counsel Marston explained that the processes are very similar in that there is a grievance procedure and that a faculty member can be terminated for misconduct. In response to Committee Chair Alvarez' inquiry, Sr. VP Bejar indicated that there is a fair and just due process whereby the charged student has the right to a hearing with their peers and faculty and that, within the last 11 years, there has been only one (1) instance in which a student was expelled for cheating. Given that the instances are so rare, Committee Chair Alvarez requested regular updates regarding charged students facing possible expulsion. Sr. VP Bejar indicated that she would comply subject to the requirements of the Family Educational Rights and Privacy Act.

In response to Trustee Colson's inquiry, Sr. VP Bejar indicated that the proposed revisions relating to hazing and accepting written statements as information for consideration in disciplinary proceedings follow the BOG Regulations.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees approve the revisions to Regulation FIU-2501 Student Code of Conduct, and delegate authority to the University President to approve any subsequent non-material amendments based on comments to

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the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

Trustee Sarnoff voted against the motion.

AP4. Revisions to Regulation FIU-2505 Alcoholic Beverages
Sr. VP Bejar presented the proposed revisions to Regulation FIU-2505 Alcoholic Beverages for Committee review. She pointed out that Regulation FIU-2505 Alcoholic Beverages governs the responsible and permissible possession, service, sale, consumption, and distribution of alcohol at the University. She indicated that the proposed changes include removal of specified locations where service and sale of alcohol is permitted to allow for applicability to all university premises as defined in this regulation, addition of applicable definitions, update to the title of the Senior Vice President of Academic and Student Affairs, and improvements to the request and approval process.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees approve the revisions to Regulation FIU-2505 Alcoholic Beverages, 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 or as a result of the regulation-making process.

AP5 – AP7
At the request of Committee Chair Alvarez, Sr. VP Bejar presented, collectively, the program terminations for the Bachelor of Architecture, the Bachelor of Interior Design, and the Bachelor of Landscape Architecture for Committee review. She explained that the professional programs were transitioned as of fall 2009 with the approval and establishment of accelerated master's degrees. She indicated that the University submitted to the BOG an Inactive Program Notification form to suspend enrollment in the degrees effective spring 2014 and that FIU has not enrolled students in the undergraduate programs since that time.

AP5. Program Termination of the Bachelor of Architecture
A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees termination of the Bachelor of Architecture (CIP 4.0201).

AP6. Program Termination of the Bachelor of Interior Design
A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees termination of the Bachelor of Interior Design (CIP 50.0408).

AP7. Program Termination of the Bachelor of Landscape Architecture
A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees termination of the Bachelor of Landscape Architecture (CIP 4.0601).

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AP8. New Program Proposal: Bachelor of Fine Arts in Digital Arts
Sr. VP Bejar presented the Bachelor of Fine Arts in Digital Arts new program proposal for Committee review. She explained that the BFA in Digital Arts is designed to prepare students for technological and conceptual relevance within contemporary digital arts practice. She indicated that the BOG has defined Digital Arts as an area of "Strategic Emphasis" and outlined careers in this field as a key to the economic development of Florida.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees approval of the Bachelor of Fine Arts in Digital Arts (CIP 50.0102) new program proposal.

4. New Business
No new business was raised.

5. Concluding Remarks and Adjournment
With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Wednesday, June 19, 2019 at 12:55 p.m.

Trustee Requests:
1. *Trustee Dean C. Colson requested additional information for next year's Tenure nominees, specifically demographic data on gender and the number of faculty members that were not recommended for tenure.*
2. *Committee Chair Alvarez requested regular updates regarding charged students facing possible expulsion.*

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:
Recommend to the Florida International University Board of Trustees the approval of three (3) 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 Nominee Overview
	Tenure as a Condition of Employment Nominee Bios
	Tenure as a Condition of Employment Nominees Curriculum Vitas

Facilitator/Presenter:	Kenneth G. Furton

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Florida International University
Tenure as a Condition of Employment Nominations

Name	College	Department	Proposed Rank
Julio Capo, Jr.	Steven J. Green School of International and Public Affairs	History	Associate Professor
Sumit Paudyal	College of Engineering and Computing	Electrical and Computer Engineering	Associate Professor
Kristen Wilcox	College of Arts, Sciences & Education	Educational Policy Studies	Associate Professor

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Julio Capo, Jr.
Department of History
Steven J. Green School of International and Public Affairs

Dr. Capo received a B.A in Journalism from NYU and a Ph.D. in History from FIU. He then went on to complete post-doctoral work at Yale University before being appointed as an Assistant Professor and later promoted to an Associate Professor at the University of Massachusetts at Amherst. He has also had visiting positions at FAU and at the University of Sydney, Australia. This Fall he joins the Department of History and the newly established Wolfsonian Public Humanities Lab, an emerging preeminent program as an Associate Professor.

Dr. Capo is an established historian of immigration, ethnicity, gender and sexuality, with a multi award-winning book. His talents have been widely recognized since he completed his dissertation at FIU, as he won a national award for the dissertation, several more for published articles and for the book. The book, *Welcome to Fairyland: Queer Miami before 1940,* was published by the prestigious University of North Carolina Press. In addition, he is finalizing his second book which builds on his first book into the later twentieth century. He has been an active public scholar, with numerous well-placed writings addressing current day issues. As a result of his interest in bringing history and the humanities to the public, Dr. Capo has been given a contract to write a book on the Pulse Night Club shooting tragedy, which he is currently researching. Thus, in a short time he will have three books to his name, making him a major scholar in history.

Capo brings strong credentials as a teacher as well. His classroom abilities earned him a teaching award and two more teaching award nominations. As an established scholar of Miami he would immediately boost our graduate programs, particularly the new Public Humanities focus on Miami Studies. As a he would collaboration with the Latin American and Caribbean Center (LACC) and CasaCuba. As a former journalist he has the ability to address current affairs from a humanities perspective and to teach our graduate students to do likewise.

Sumit Paudyal
Department of Electrical and Computer Engineering
College of Engineering and Computing

Dr. Paudyal obtained his PhD in Electrical Engineering from the University of Waterloo, Canada, in 2012; MS in Electrical Engineering from the University of Saskatchewan, Canada, in 2008; and BE in Electrical Engineering from Tribhuvan University, Nepal, in 2003. After completing his doctoral program, he was appointed as an Assistant Professor and later promoted to an Associate Professor at Michigan Technological University. This Fall he will join the Department of Electrical and Computer Engineering as an Associate Professor.

Dr. Paudyal's primary research activities are focused on controlling electric power grids with high penetration of renewable energy and flexible loads (such as energy storage and electric vehicles). He developed computationally efficient methods for improving the optimal operation of power grids with high penetration of renewable energy resources, that led to an NSF CAREER Award in 2018. Recently, Dr. Paudyal's work on optimization applications led to a successful funding from the Department of Energy to improve power grid resiliency. Another area of his research is on protecting and controlling power grids based on wide-area measurement information. He, as a co-PI, is able to secure funds through partner university (Norwegian University of Science and Technology-NTNU) on this research area. This research project has also helped in advancing laboratory capabilities and curriculum. He has been able to secure more than $2 million of external research funding as PI /Co-PI during 2012-2019.

At Michigan Tech., Dr. Paudyal designed and taught 6 different courses in the area of power engineering. He was the finalist of Distinguished Teaching Award in 2014 and was inducted to Academy of Teaching Excellence in the same year. Additionally, he was recognized with the Best Professor of the Year Award in 2018 by the Eta Kappa Nu (HKN) Students' society.

Dr. Paudyal is active in the IEEE Power and Energy Society (PES) Community. He is currently serving as an Editor of the IEEE Transactions in Smart Grid Journal. He is a contributor on the Smart Buildings, Loads, and Customer Systems (SBLCS) Technical Committee of the IEEE PES. He is a member of Smart Distribution Working Group and the DMS Task Force in the IEEE PES.

Kristen Wilcox
Department of Educational Policy Studies
College of Arts, Sciences & Education

Dr. Wilcox holds a PhD from the University at Albany with a specialization in curriculum and instruction. Her most recent academic position was an Associate Professor and Chair of the Educational Theory and Practice Department at the University at Albany. This Fall she will join the Department of Educational Policy Studies as an Associate Professor.

As a former language teacher in the U.S., Puerto Rico, and Brazil, and with Japanese, Spanish, and Portuguese languages, her areas of research interest have focused on the intersections of language, culture, and academic achievement among diverse learners. Dr. Wilcox has received a number of awards for her teaching, service, and research including the National School Development Council's Cooperative Leadership Award, University at Albany School of Education's full-time teaching award, the University at Albany's Community Engagement Award and the Literacy Research Association's Committee on Ethnicity, Race, and Multilingualism Early Career Award. She served on President Obama's Advisory Commission on Educational Excellence for Hispanics and Governor Cuomo's Summit for Drop-out Prevention and Student Engagement. As a bridging and translational scholar who seeks to connect research and practice, her research delves into questions around policy and leadership as well as curriculum and instruction with a consistent emphasis on what malleable factors within classrooms, schools, and districts impact socioeconomically, linguistically, and culturally diverse youth outcomes. She has published her research in six books and volumes, eight book chapters, 36 peer-reviewed journal articles, and dozens of practitioner journal articles, newsletters, briefs, blogs, and reports. Her research has appeared in such journals as the Journal of Educational Change, Peabody Journal of Education, Educational Administration Quarterly, Journal of Research in Rural Education, Education and Urban Society, Journal of School Leadership, Teachers College Record, Research in the Teaching of English, Reading & Writing: An Interdisciplinary Journal, and Cultural Studies: Critical Methodologies among others.

Julio Cesar Capó, Jr., PH.D.

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Appointments

UNIVERSITY OF MASSACHUSETTS, AMHERST (AMHERST, MA)   2012–Present
Associate Professor, Department of History + Commonwealth Honors College (July 2018–Present)
Assistant Professor, Department of History + Commonwealth Honors College (July 2012–July 2018)
Affiliations: Department of Women, Gender, Sexuality Studies; American Studies Program; Center for Latin American, Caribbean and Latino Studies

FLORIDA ATLANTIC UNIVERSITY (BOCA RATON, FLORIDA)   January 2018–May 2018
Visiting Scholar, Center for Women, Gender and Sexuality Studies

UNIVERSITY OF SYDNEY (SYDNEY, NSW, AUSTRALIA)   February 2017–June 2017
Visiting Scholar, United States Studies Centre

YALE UNIVERSITY (NEW HAVEN, CT)   2011–2012
Postdoctoral Associate, Ethnicity, Race, and Migration Program + American Studies Program

FLORIDA INTERNATIONAL UNIVERSITY (MIAMI, FL)   2006–2010
Graduate Teaching Assistant

Education

FLORIDA INTERNATIONAL UNIVERSITY (MIAMI, FL)   2006–2011
PH.D. in Atlantic History
Graduate Certificate in Women's Studies
- United States and the World (focus on the Caribbean and Latin America)
- Research and teaching interests include (im)migration, Latina/o, ethnic, queer, sexuality, gender, urban, race, inter-American relations, and mass media history
- Dissertation: "It's Not Queer to Be Gay": Miami & the Emergence of the Gay Rights Movement, 1945–1995
  o Winner of the 2012 Best Dissertation Prize awarded by the Urban History Association

NEW YORK UNIVERSITY (NEW YORK, NY)   2001–2004
B.A. in Journalism/Mass Communication
- Minors in History and Politics

Publications

BOOK

Welcome to Fairyland: Queer Miami before 1940. Chapel Hill: University of North Carolina Press, November 2017
- Winner of 2018 Charles S. Sydnor Award of the Southern Historical Association (recognizing best book in Southern history)
- Winner of 2018 Rembert Patrick Award of the Florida Historical Society (recognizing best book on Florida history)
- Winner of 2018 Harry T. and Harriette V. Moore Award of the Florida Historical Society (recognizing best book relating to Florida's ethnic groups, or dealing with significant social issue from a historical perspective)
- Winner of 2018 Stetson Kennedy Award of the Florida Historical Society (recognizing best book that casts light on historic Florida events in a manner which is supportive of human rights, traditional cultures, or the natural environment)
- Winner of 2017 Florida Book Award (Bronze), Florida Nonfiction
- Finalist for Lambda Literary Award in LGBTQ Studies

BOOKS IN PROGRESS

2   *Pulse: The Orlando Massacre and Queer Latinx Communities in History* (under contract with University of Massachusetts Press)

1   *Queer Refuge: Miami after World War II* (revision of dissertation project)

PEER REVIEWED ESSAYS

3   "Sexual Connections: Queers and Competing Tourist Markets in Miami and the Caribbean, 1920–1940, *Radical History Review* 129 (October 2017): 9–33
- Winner of the 2018 Audre Lorde Prize from the Committee on Lesbian, Gay, Bisexual & Transgender History

2   "Locating Miami's Queer History," chapter for the National Park Service's theme study on LGBTQ history; October 2016, https://www.nps.gov/articles/lgbtqtheme-miami.htm
- To be republished in *LGBTQ Community and Place*, ed. Megan Springate (New York: Berghahn Books, forthcoming 2018)

1   "Queering Mariel: Mediating Cold War Foreign Policy and U.S. Citizenship among Cuba's Homosexual Exile Community, 1978–1994," *Journal of American Ethnic History* 29, no. 4 (Summer 2010): 78–106
- Winner of the 2009–2010 Carlton C. Qualey Memorial Article Award of the Immigration and Ethnic History Society
- Winner of FIU's First Annual UGS Provost Award for Outstanding Paper or Manuscript
- Republished in *Immigrant Identity and the Politics of Citizenship* , ed. John J. Bukowczyk (Urbana-Champaign: University of Illinois Press, 2016)

OTHER MAJOR ESSAYS

3   "Interchange: HIV/AIDS and U.S. History," with Jonathan Bell, Darius Bost, Jennifer Brier, Jih-Fei Cheng, Daniel Fox, Christina Hanhardt, Emily Hobson, Dan Royles; *Journal of American History* 104, no. 2 (September 2017): 431–460

    • Modified version published in *The American Historian* (August 2017): 34–40

2   "Queers and the City," *Journal of Urban History* 42, no. 4 (July 2016): 772–781

1   "Colloquy: Queering America and the World," with Laura Belmonte, Mark Bradley, Paul Farber, Shanon Fitzpatrick, Melani McAlister, David Minto, Michael Sherry, Naoko Shibusawa, Penny von Eschen; *Diplomatic History* 40, no. 1 (2016): 19–80

WORKS IN PROGRESS

7   Curator for HistoryMiami Museum exhibit tentatively titled "Queer Miami," set to open March 2019

6   "'Start Here. We Exist': A Round Table Discussion of the U.S. LGBTQ Heritage Theme Study," with John Jeffrey Auer IV, Katie Batza, Jen Jack Gieseking, Megan Springate, Shayne E. Watson (forthcoming Winter 2019, *GLQ: A Journal of Lesbian and Gay Studies*)

5   "Do Cities Have Sexualities?" in *The Routledge Handbook of American Sexuality*, eds. Kevin Murphy, Jason Ruiz, and David Serlin (draft submitted)

4   "Homophobia Baiting: Queering the Trayvon Martin Archives and Challenging the Anit-Blackness of Colorblind Politics," chapter for edited volume, *New Perspectives on the Politics of Sexuality in the United States since the Rights Revolutions*, ed. Jonathan Bell (under review by University of Pennsylvania Press)

3   "Empire of Sex: The Queering of Geopolitics," chapter for *Cambridge History of America and the World, Volume 4, 1945–Present*, eds. David Engerman, Max Friedman, and Melani McAlister (abstract submitted to editors)

2   "'Prevent Miami from Becoming a Refugium Peccatorum': Policing Bahamian Women and Constructing State Burdens, 1890–1940," chapter for *Queer Migrations 2*, eds. Eithne Luibhéid, Karma K. Chávez, and Julio Salgado (draft submitted to editors)

1   "Queer Border Crossings," essay for *Modern American History* [new journal from Cambridge University Press] (forthcoming 2018)

BOOK AND MANUSCRIPT REVIEWS

8   Review of Chapter Five of C. Riley Snorton *Black on Both Sides: A Racial History of Trans Identity*; for *Black Perspectives* (forthcoming 2018)

7   Review of Cecilia Aldarondo, dir., PBS documentary *Memories of a Penitent Heart* for *Committee for LGBT History Newsletter* (Fall 2017): 15–16

6   Review of Lara Putnam, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age*. Chapel Hill: University of North Carolina Press, 2013; for *Journal of American Ethnic History* 34: 4 (Summer 2015): 111–113

5   Review of Ana Raquel Minian, *Undocumented Lives: A History of Mexico-U.S. Migration from 1965–1986* (PhD diss., Yale University, 2012); for *Dissertation Reviews* (March 2014): http://dissertationreviews. org/archives/7191

4   Review of Millery Polyné, *From Douglass to Duvalier: U.S. African Americans, Haiti, and Pan American-ism, 1870–1964*. Gainesville, FL: University of Florida Press, 2010; for *American Studies* 52:3 (2013): 73–74

3   Review of Stacy Braukman, *Communists and Perverts under the Palms: The Johns Committee in Florida, 1956–1965*. Gainesville, FL: University of Florida Press, 2012; for *Tampa Bay History* 26 (2012): 107–110

2   Review of Richard E. Foglesong, *Immigrant Prince: Mel Martinez and the American Dream*. Gainesville, FL: University of Florida Press, 2011; for *H-Net Reviews Online* (October 2012): https://www.h-net.org/re-views/showpdf.php?id=33871

1   Review of Carlos Ulises Decena, *Tacit Subjects: Belonging and Same-Sex Desire Among Dominican Immigrant Men*. Durham, NC: Duke University Press, 2011; for *Committee for LGBT History Newsletter* (Fall 2011): 12–13

MEDIA CONTRIBUTIONS

21   "Why a Forgotten KKK Raid on a Gay Club in Miami Still Matters Eighty Years Later," *TIME*, November 28, 2017

20   "The White House Used this Moment as Proof the U.S. Should Cut Immigration. Its Real History is More Complicated," *TIME*, August 4, 2017

19   "Queering Immigration in the Age of Trump: A Roundtable on *Boutilier v. INS* (1967)," with Eithne Luibhéid, Marc Stein, Siobhan Somerville, and Amy Sueyoshi, *NOTCHES*, May 22, 2017

18   "Best Picture Winner *Moonlight* is a Window into Florida's Past," *TIME*, February 27, 2017

17   "The Myths of Mariel," *Cuba Counterpoints*, August 1, 2016

16   "Teaching the Pulse Massacre," *Process* (Organization of American Historians Blog), June 29, 2016

15   "Los bares gay son espacios de refugio y desafío," *El Nuevo Día* (Puerto Rico), June 20, 2016

14   "Pulse and the Long History of Violence Against Queer Latinos," *TIME*, June 17, 2016

13   "Gay Bars Were Supposed to be Safe Spaces. But They Often Weren't.," *Washington Post*, June 14, 2016

12   "Queering America and the World," co-authored with Shanon Fitzpatrick, Melani McAlister, and David Minto, *Oxford University Press Blog (OUPbLog)*, February 12, 2016

11 "Why it Took Science, and Many Decades, to Get to Truth of Presidential Love Child," *Hampshire Gazette*, September 1, 2015

10 "Money, Not Morals, Drives Responses to Bias in Professional Sports," *Hampshire Gazette*, June 18, 2014

9 Panelist for National Park Service media roundtable on LGBTQ History, June 2014

8 Discussant on Miami's queer history for Miami Herald/PBS documentary *The Day it Snowed in Miami*, originally aired February 2014

7 "Mining Horror Tales from Misreads of Haitian History," *Hampshire Gazette*, February 12, 2014

6 "Going Beyond Gay Rights—to Human Rights," *Hampshire Gazette*, August 19, 2013

5 "The Trouble with Labels," *HIV Plus*, May/June 2013

4 "Haiti and the AIDS Stigmata," *Hampshire Gazette*, March 20, 2013

3 Discussant on the Mariel Boatlift and Cuba-U.S. Relations for *BackStory with the American History Guys* (Public Radio Program/Podcast), October 2012

2 "Echoes of Miami Beach in Charlotte," *Miami Herald*, September 2, 2012

1 "When Miami-Dade Was Culture-War Central," *Miami Herald*, January 15, 2012

GRADUATE SCHOOL JOURNAL PUBLICATIONS

4 Review of Louis A. Pérez Jr., *Cuba in the American Imagination: Metaphor and the Imperial Ethos*. Chapel Hill: The University of North Carolina Press, 2008; for *Atlantic Millennium* 10 (Fall 2011): 102–104

3 "From Good Neighbors to Yankee Scum: Reflections on U.S.-Cuban Political and Cultural History, 1898–1960," *Atlantic Millennium* 9 (Summer 2009): 49–59

2 "Reinterpreting the Anita Bryant Story: How Massive Resistance Politicized the Gay Rights Movement in the United States," *Making Waves: The Journal for Women's Studies at FIU* 7 (2009): 1–5

1 Review of Edward E. Baptist, *Creating an Old South: Middle Florida's Plantation Frontier before the Civil War*. Chapel Hill & London: The University of North Carolina Press, 2002; for *Atlantic Millennium* 8 (Spring 2008): 95–97

Honors, Awards, Fellowships, and Grants (Select)

HONORS AND AWARDS

2018 Charles S. Sydnor Award of the Southern Historical Association for *Welcome to Fairyland*

2018 Rembert Patrick Award of the Florida Historical Society for *Welcome to Fairyland*

2018 Harry T. and Harriette V. Moore Award of the Florida Historical Society for *Welcome to Fairyland*

2018 Stetson Kennedy Award of the Florida Historical Society for *Welcome to Fairyland*

2018 Finalist for Lambda Literary Award in LGBTQ Studies for *Welcome to Fairyland*

2018 Audre Lorde Prize from the Committee on Lesbian, Gay, Bisexual & Transgender History, honoring the outstanding article in LGBTQ History published in the previous two years for "Sexual Connections: Queers and Competing Tourist Markets in Miami and the Caribbean, 1920–1940," *Radical History Review* 129 (October 2017): 9–33

2017 Florida Book Award (Bronze), Florida Nonfiction for *Welcome to Fairyland*

2017 Finalist for University of Massachusetts Distinguished Teaching Award, highest institutional-level award for teaching

2015–2016 UMass College of Humanities and Fine Arts Outstanding Teacher Award

2013–2014 Fellow, Crossroads in the Study of the Americas, Five Colleges

2012 Best Dissertation Prize from the Urban History Association

2011 FIU First Annual University Graduate School Provost Award for Outstanding Paper or Manuscript (2011) for "Queering Mariel: Mediating Cold War Foreign Policy and U.S. Citizenship among Cuba's Homosexual Exile Community," *Journal of American Ethnic History* 29:4 (Summer 2010): 78–106

2009–2010 Carlton C. Qualey Memorial Article Award (Immigration and Ethnic History Society) for "Queering Mariel: Mediating Cold War Foreign Policy and U.S. Citizenship among Cuba's Homosexual Exile Community," *Journal of American Ethnic History* 29:4 (Summer 2010): 78–106

2010 Joan Heller-Diane Bernard Fellowship Award from the Center for Lesbian and Gay Studies (CLAGS) at CUNY Graduate Center

"High Pass" on all comprehensive exams

"High Pass" on foreign language exams (Spanish and French)

2007 Best Paper, Cuban Research Institute's Research Competition in Cuban and Cuban American Studies, "Cuban Culture in New York City: American Labor Unions and the Changing Face of Entertainment, 1939–1945"

FELLOWSHIPS AND GRANTS

February–June 2017 Visiting Scholar at the United States Studies Centre at the University of Sydney

2014 University of Massachusetts Creative Economies Initiatives Grant for "Preserving History, Creating Community: A LGBTQI Community Archives and Educational Center," (co-recipient with Jessica Johnson and Mitch Boucher) $29,334

2014 Five-College Digital Humanities Grant for "Timeline of LGBT Political Landmarks in the Americas," (co-recipient with Javier Corrales, Kelcy Shepherd, and Gretchen Gano) $22,375

2013–2014 Mellon Mutual Mentoring Team Grant for "Transnational Feminisms and Sexualities" (co-recipient with Tanisha Ford, Laura Lovett, and Priyanka Srivastava) $10,000

Spring 2011–Fall 2011 Dissertation Year Fellowship from the University Graduate School, FIU

Fall 2010 Doctoral Evidence Acquisition Fellowship from the University Graduate School, FIU

2009 Cuba Travel Grant from the Cuban Research Institute

Research Presentations and Public Lectures (Select)

INVITED TALKS, OFF-CAMPUS

19   Center for Latino & Latin American Studies, Northern Illinois University (DeKalb, IL), November 2017, "Undesirables: Queering the History of U.S. Immigration Policy—Caribbean Case Studies"

18   Institute of Latin American Studies, A Research Centre of La Trobe University (Melbourne, VIC, Australia), May 2017, "Undesirables: Queering the History of U.S. Immigration Policy—Caribbean Case Studies"

17   United States Studies Centre at the University of Sydney (Sydney, NSW, Australia), March 2017, "Undesirables: Queering the History of U.S. Immigration Policy"

16   American Historical Association Conference (Denver, CO), January 2017, "Queer Scholars and Scholarship on the Job Market: A Roundtable" (invite by program committee affiliate)

15   American Historical Association Conference (Denver, CO), January 2017, "In Honor of Horacio N. Roque Ramírez, Part 3: That's His Place! Horacio N. Roque Ramírez and Queer Latina/o/x Histories" (invite by program committee affiliate)

14   Yale Center for the Study of Race, Indigeneity, and Transnational Migration, Yale University (New Haven, CT), October 2016, "'Male Virility is a Cultural Tradition': A Transnational History of the New Right's Attack on Sexual Difference in Cuban Miami"

13   Keynote Address, Herbert Andrews Lecture on New Directions in History, Towson University (Baltimore, MD), October 2016, "Sexual Politics Just South of the U.S. South: Transnational History and the Rise of Latinx Urban Power in Miami"

12   The Mariel Exodus, 35 Years Later: Impacts in the U.S. and Cuba: A Symposium, Cuban Research Institute, Florida International University (Miami, FL), October 2015

11   Teacher Workshop with Jessica Johnson, History Institute (Northampton, MA), February 2015, "Rethinking Immigration History in the Classroom"

10   Rainbow Center Out to Lunch Series, University of Connecticut (Storrs, CT), October 2014, "Queering U.S. Immigration History: The 1980 Mariel Boatlift"

9   Symposium, John D'Emilio's Scholarship and its Impact on LGBTQ Life, University of Illinois at Chicago (Chicago, IL), September 2014, "The Future of the Fields: LGBT History and Queer Studies"

8   National Park Service LGBTQ History Initiative (Washington, D.C.), June 2014, Roundtable Participant

7   Organization of American Historians Meeting (Atlanta, GA), April 2014, Roundtable Participant, "Queer Labor Matters—Roundtable on Jobs and Careers for LGBTQ Historians" (invite by program committee affiliate)

6   Yale Research Initiative on the History of Sexualities, Yale University (New Haven, CT), October 2013, "'If Blacks and Gays Would Unite, We'd Have the Strongest Political and Social Force in the Community': An Intersectional History of Miami's Urban Crisis, 1978–1994"

5   Guest Lecture for Online Course "LGBT and Beyond," FIU, July 2013, "Defining Intersectionality"

4   Guest Lecture for Course "Latin American Migrations," Stanford University, April 2013, "Early Caribbean Migrations"

3   Wagner School of Public Service, NYU, April 2012, "Revolutionizing Sexuality: A Queer History of Modern Cuba"

2   La Casa Cultural-Latino Cultural Center, Yale University, April 2012, "Latina/o Sexualities"

1   Sexuality Project at Northwestern (SPAN), Northwestern University (Evanston, IL), March 2012, "'Support All Groups Who Face Any Infringement of Their Rights': Sexuality's Role in Redefining Ethnicity and Race in Miami, 1977–1996"

INVITED TALKS, ON-CAMPUS (INCLUDING FIVE COLLEGES)

5   Keynote Address, Phi Alpha Theta Induction Ceremony, UMass Amherst (Amherst, MA), April 2016, "How Looking to the Past Can Shape Our Tomorrow"

4   Commentator to Eithne Luibhéid's Keynote Address, UMass Amherst, February 2015, for "The Politics of Migration: Gender, Sexuality, and Citizenship"

3   Center for Latin American, Caribbean and Latino Studies, UMass Amherst, November 2013, "'Duvalier Is Using the Gay Issue As a Diversion for the Poverty and Exploitation': A History of the Early Years of HIV/AIDS in Haiti and the United States"

2   Five College Atlantic Studies Faculty Seminar, October 2013, "A Sodomy Induced Zombie Apocalypse: Empire and Sex in the Recovery of Haiti's Queer Archive 1685–2012"

1   Pizza and Prof Night, UMass Amherst Commonwealth Honors College, February 2013, "'A Psychosis of Fear Created by AIDS has Caused People to Regard Haitians as Disease Spreaders': A Transnational History of the Politics of Race and Sexuality in the Early Years of HIV/AIDS"

CONFERENCE PAPERS

28 American Historical Association Conference (Washington, D.C.), January 2018: "'A Shiftless, Undesireable Class': The Sexual Policing of Miami's Bahamian Migrant Communities in the Early 20th Century'"

27 American Studies Association Meeting (Chicago, IL), November 2017: "Queers and Competing Tourist Markets in Miami and the Caribbean, 1920–1940"

26 Organization of American Historians Meeting (Providence, RI), April 2016: "'There was Absolutely No 'Clash' Between Blacks and Gays': Miami's Queer Urban Crises, 1977–1994"

25 American Historical Association Conference (Atlanta, GA), January 2016, "'Male Virility Is a Cultural Tradition': Anita Bryant, Miami's Cuban American Community, and the Rise of the New Right"

24 Society for Historians of American Foreign Relations (Arlington, VA), June 2015, "'White Men Think Queer Thoughts in the Tropics': Empire and the Construction of Sexual Deviancy in Haiti, 1804–1940"

23 Urban History Conference (Philadelphia, PA), October 2014: Roundtable Discussant on Postwar Latino Urban History

22 International Latina/o Studies Conference (Chicago, IL), July 2014: "'It's High Time Some Gay Tax Money Went for Gay Programs': Miami's Gay Movement and Cuban Immigrants, 1980–1995"

21 The Policy History Conference (Columbus, OH), June 2014: "'It's High Time Some Gay Tax Money Went for Gay Programs': Miami's Gay Movement and Cuban Immigrants, 1980–1995"

20 Organization of American Historians Meeting (Atlanta, GA), April 2014: "'A Sodomy Induced Zombie Apocalypse': Transnational Readings of Sexuality and Masculinity in the Early Days of Haiti's HIV/AIDS Crisis"

19 New England Council on Latin American Studies Meeting (Norton, MA), November 2013: "'Support All Groups Who Face Any Infringement of their Rights': Sexuality's Role in Redefining Ethnicity and Race in Miami, 1978–1994"

18 Frontiers/Fronteras/Fronteiras in Latin American/Latin@ Queer and Sexuality Studies, UMass Amherst, March 2013, "'We Feel that the Gay Community Can Take Care of Its Own': Miami's Politically Charged Gay Rights Movement and the Queer Marielitos' Assimilation, 1980–1995"

17 American Historical Association Conference (New Orleans, LA), January 2013, "'Duvalier is Using the Gay Issue As a Diversion for the Poverty and Exploitation of Haiti': Gay Rights, HIV/AIDS, & Nativism in Haiti and South Florida, 1977–1984"

16 American Studies Association Meeting (San Juan, Puerto Rico), November 2012: "'We Feel that the Gay Community Can Take Care of Its Own': Miami's Politically Charged Gay Rights Movement, 1980–1995"

15 Urban History Association Conference (New York, NY), October 2012: "Top Talent is Imported from Abroad: Miami, the Caribbean, and the Ethno-Racial Sexualization of Urban Tourism, 1945–1960"

14 Consortium on the Revolutionary Era, 1750–1850 (Baton Rouge, LA), February 2012, "When the Cuba on Tyranny's Fall, the Standard of Freedom Shall Rear!": Exploring the Roots of Federico Fernández Cavada's Liberal and Reformist Impulse, 1790–1850"

13 American Historical Association Conference (Chicago, IL), January 2012, "'A Polluted Playground': Gender, Sexuality, and the Consumption of Miami's Vice Culture, 1948–1960"

12   The Cuban Research Institute: Commemorating 20 Years of Scholarship (Miami, FL), April 2011: "Tangible Results: Two Decades of Scholarship Made Possible by CRI"

11   FIU/University of Miami First Joint Annual Student Queer and Transgender Studies Symposium (Miami, FL), April 2010 (Conference Organizer and Presenter): "'The Pervert, the Degenerate, and the Sadist': Miami's Queer Subculture under McCarthyism, 1950–1964"

10   Queertopia! An Academic Conference at Northwestern University (Chicago, IL), May 2010: "'The Pervert, the Degenerate, & the Sadist': Miami's Queer Subculture under McCarthyism, 1950–1964"

9   8th Annual Cuban Research Institute Conference on Cuban and Cuban-American Studies (Miami, FL), February 2010, "The Transatlantic Foundation of Cuba's 'Fire King': Federico Fernández Cavada and U.S.-Cuban Relations, 1790–1850"

8   Hawaii International Conference on Arts and Humanities (Honolulu, HI), January 2010: "'Symptoms of a Psychiatric Condition': The Growing Concern over Juvenile Delinquency in 1950s' United States"

7   American Historical Association Conference (San Diego, CA), January 2010, "'Fin a la Persecución de Homosexuales Cubanos!': Forging a Transnational Gay Rights Movement in Cuba and the United States, 1959–1980"

6   Florida Conference of Historians (Fort Myers, FL), February 2009, "'Vamos a la Conga!': Reevaluating 'Authentic' Cuban Culture in New York City During World War II"

5   Queertopia! An Academic Conference at Northwestern University (Chicago, IL), April 2008, "Squeeze a Fruit for Anita": The Vilification of Anita Bryant and the Politicization of Homosexuality, 1977–1980"

4   Phi Alpha Theta Regional Conference (Gainesville, FL), April 2008, "Queering Mariel: Mediating Cold War Foreign Policy and U.S. Citizenship among Cuba's Homosexual Exile Community, 1980–1982"

3   Southeastern Women's Studies Association Conference (Charlotte, NC), April 2008, "'Diaper Dude': How Diaper-Changing Stations in Men's Restrooms Transformed American Fatherhood"

2   Cuban Research Institute Conference on Cuban and Cuban American Studies (Miami, FL), February 2008, "Cuban Culture in New York City: American Labor Unions and the Changing Face of Entertainment, 1939–1945"

1   Gender, Sexuality and the Law Symposium, St. Thomas University (Miami, FL), November 2006, "Catholicism and Democracy: Striking a Balance in Post-Franco Spain"

Courses Taught, Advising, and Mentorship

UNIVERSITY OF MASSACHUSETTS, AMHERST

UNDERGRADUATE
Caribbean History (Honors and Non-honors)

U.S. LGBT and Queer History (Honors and Non-honors)

Cuba and Her Diaspora (Non-honors)

Latin America: The National Period (Honors)

Caribbean-U.S. Cultural and Political Relations (Non-honors)

GRADUATE
Sexuality in the Americas

U.S. LGBT and Queer History (Cross-listed with undergraduate)

UNDERGRADUATE HONORS THESES
Primary advisor, Sarah Pesaturo, Incorporating queer history in K–12 curricula (2015–2016)

Primary advisor, Annie Sandoli, Homosexuality and the Catholic Church during the early Cold War (2015–2016)

Primary advisor, Michael Moreshead, Healthcare and medicine during the early Cuban Revolution (2014–2015)

Primary advisor, Joy Silvey, Local queer history and student activism (2014–2015)

Secondary reader, Nicholas Marino, Discourses of masculinity in U.S. immigration policy (2017–2018)

COMMITTEES: MASTERS STUDENTS
Thesis Committee Member, Jack Warner, U.S. Empire in Guatemala (in progress)

Field advisor, Shakti Castro, "Caribbean and Diasporic History" (2017)

Field advisor, Shay Olmstead, "History of Sexuality in the Americas" (2017)

Field advisor, Chloe Spinks, "Caribbean History" (2017)

Field advisor, Julie Peterson, "Caribbean History" (2016)

Field advisor, Natalie Sherif, "U.S. Sexuality History" (2016)

Field advisor, Thamyris Almeida, "Caribbean History" (2015)

Thesis Committee Member, Thamyris Almeida, Gender and Modern Brazilian History (2015)

Thesis Committee Member, Tom Hohenstein, "The Terrorist Doppelganger: Somoza and the Sandinistas" (2012)

COMMITTEES: DOCTORAL STUDENTS
Primary advisor, Kyle Edelbrock, dissertation and comprehensive exam committees member, "American History: Sexuality" (in progress)

Primary advisor, Shay Olmstead, dissertation and comprehensive exam committees member, "American History: Sexuality" (in progress)

Primary advisor, Cheney Alvarado, dissertation and comprehensive exam committees member, Puerto Rico and her Diaspora History (in progress)

Dissertation committee member, Katelyn S. Litterer (Department of English), Lesbian rhetorics and history (in progress)

Dissertation committee member, Joshua Barsczewski (Department of English), Queer identity and agency in academic writing (in progress)

Dissertation committee member, Juan M. Ruiz-Hau (College of Education), Latinx experiences and retention in higher education (in progress)

Comprehensive exam committee member, Heather Brinn, "Caribbean History" (in progress)

Comprehensive exam committee member, Carl Herzog, "Caribbean History" (2015)

YALE UNIVERSITY

UNDERGRADUATE SEMINAR
Latina/o Sexualities

FLORIDA INTERNATIONAL UNIVERSITY

Teaching Assistant: Teaching American History (Graduate Program), Modern American Civilization, Latin American Civilization, Western Civilization: Modern Europe, Western Civilization: Early Modern Europe, Western Civilization: Early Europe, Western Civilization: The Greeks and Romans

Service

DEPARTMENTAL AND UNIVERSITY

2017–2020 Commonwealth Honors College Council (Faculty Senate)

2017–2018 Personnel Committee, Department of History, UMass Amherst

Fall 2017 Faculty Supervisor, Phi Alpha Theta (Honors Society), Department of History, UMass Amherst

2016–Present University Cuba Strategy & Action Plan Steering Committee, UMass Amherst

Spring 2017–Present Stonewall Center Advisory Board, UMass Amherst

Fall 2016 Undergraduate Studies Committee, Department of History, UMass Amherst

2015–2016 Academic Standards Committee, Commonwealth Honors College, UMass Amherst

2014–2015 Search Committee, Department of History, UMass Amherst, tenure-track position search (Latin American History)

2014–2015 Feinberg Lecture Series *Migration Matters*, Department of History, UMass Amherst

2013–2014 Personnel Committee, Department of History, UMass Amherst

2013–2014 Executive Committee, Department of Women, Gender, Sexuality Studies, UMass Amherst

2013–2014 Academic Standards Committee, Commonwealth Honors College, UMass Amherst

2013 Howard H. Quint Memorial Prize Selection Committee Member, Commonwealth Honors College, UMass Amherst

2012–2013 Academic Standards Committee, Commonwealth Honors College, UMass Amherst

2012–2013 Executive Committee, Department of Women, Gender, Sexuality Studies, UMass Amherst

2012–2013 Search Committee, Department of Women, Gender, Sexuality Studies, UMass Amherst, tenure-track position search (African diaspora/Latin America and sexuality studies)

PROFESSIONAL AND PUBLIC HISTORY

2018–2020 Co-Chair (Elected) of Committee on Lesbian, Gay, Bisexual, and Transgender History, an affiliate organization of the American Historical Association (with Emily Hobson)

2018–2021 Organization of American Historians Committee on the Status of Lesbian, Gay, Bisexual, Transgender, and Queer Historians and LGBTQ Histories

2018–2020 *Journal of American History* Editorial Board

2017–2019 Board of Directors (Elected), Urban History Association

2017–2018 Selection Committee Member, John D'Emilio LGBTQ History Dissertation Award for the Organization of American Historians

2016–2018 Executive Board Nominating Committee, Immigration and Ethnic History Society

2016–Present Advisor to Nominating the Palmer-Warner House (East Haddam, CT) as LGBTQ Historic Site

2016–Present Advisory Board Member for GALE Digital Project and Database, "Archives of Sexuality and Gender"

March 2013–April 2015 Commissioner, Northampton Human Rights Commission, http://www.northamptonma.gov/hrc/

2012–2015 Selection Committee Member, John Higham Travel Grant for the Organization of American Historians and Immigration and Ethnic History Society

2012–2015 Executive Board Member (Elected), Immigration and Ethnic History Society

2012 Selection Committee Member for the Committee on Lesbian, Gay, Bisexual, and Transgender History's Audre Lorde and Gregory Sprague prizes

Summer 2007 Public History Internship at the Stonewall Library and Archives (Fort Lauderdale, FL)

Fall 2007–Spring 2008 Vice President for the Department of History of Graduate Student Association (DOHGSA), FIU

Fall 2006–Spring 2007 Treasurer of DOHGSA, FIU

Fall 2007–Spring 2008 Vice President and Co-Founder of Women's Studies Graduate Student Association (WSGSA), FIU

Fall 2008–Spring 2010 Officer/Council Representative for WSGSA, FIU

Certified by the Institutional Review Board (FIU)

EDITORIAL WORK AND REVIEWS FOR PRESSES AND JOURNALS

2018–2020 *Journal of American History* Editorial Board

Ad hoc article referee for the *American Historical Review*

Ad hoc article referee for the *Journal of American History*

Ad hoc article referee for the *American Quarterly*

Ad hoc article referee for the *Radical History Review*

Ad hoc article referee for the *Journal of American Ethnic History*

Ad hoc referee for Bloomsbury Publishing

Editor for the *Atlantic Millennium* (Department of History Graduate Student Association Journal), FIU, Fall 2006–Summer 2009

Foreign Languages

Spanish (Heritage Speaker)

French

Relevant Professional Activities Prior to Academic Career

WPLG LOCAL 10—ABC (AFFILIATE), MIAMI, FL
News Producer (full-time: May 2005–Sept. 2005; freelance: Oct. 2005–Dec. 2008)
Associate Producer (Dec. 2004–May 2005)

WSVN 7—FOX (AFFILIATE), MIAMI, FL
News Writer (June 2004–Dec. 2004)

Professional Organizations

American Historical Association

American Studies Association

Association of Caribbean Historians

Committee on Lesbian, Gay, Bisexual, Transgender History

Immigration and Ethnic History Society

New England Council of Latin American Studies

Organization of American Historians

Society for Historians of American Foreign Relations

Urban History Association

Research/Archival Experience

AUSTRALIA

Australian Lesbian and Gay Archives (Melbourne, VIC)

City of Sydney Archives (Sydney, NSW)

CUBA

Archivo Nacional (Havana)

Archivo Histórico del Arzobispado de la Habana (Havana)

Biblioteca Nacional José Martí (Havana)

Participated in MEDICC Program "Gender and Health" (Havana)

HAITI

Archives Nationales d'Haïti (Port-au-Prince)

Bibliothèque Nationale d'Haïti (Port-au-Prince)

L'Institution Saint Louis de Gonzague (Port-au-Prince)

Institut Haïtien de Statistique et d'Informatique (Port-au-Prince)

THE BAHAMAS

National Archives of The Bahamas (Nassau, New Providence)

UNITED STATES

Archbishop John C. Favalora Archive and Museum (Miami Gardens, FL)

Beinecke Rare Book and Manuscript Library, Yale University (New Haven, CT)

Cuban Heritage Collection, University of Miami (Coral Gables, FL)

Diaz-Ayala Cuban and Latin American Popular Music Collection, Florida International University (Miami, FL)

Gerber/Hart Library and Archives (Chicago, IL)

GLBT Historical Society (San Francisco, CA)

HistoryMiami (Miami, FL)

Library of Congress (Washington, D.C.)

Louis Calder Memorial Library, University of Miami (Miami, FL)

Miami-Dade County Clerk Archives (Miami, FL)

National Archives (College Park, MD)

ONE National Gay and Lesbian Archives (Los Angeles, CA)

Special Collections, Florida International University (Miami, FL)

Special Collections, University of Miami (Coral Gables, FL)

Special Collections, University of South Florida (Tampa, FL)

State Archives of Florida (Tallahassee, FL)

Stonewall National Museum and Archives (Fort Lauderdale, FL)

The Legacy Center Archives and Special Collections, Drexel University College of Medicine (Philadelphia, PA)

The Wolfsonian (Miami Beach, FL)

Unitarian Universalist Congregation of Miami Archives (Miami, FL)

Vizcaya Museum and Gardens Archives (Miami, FL)

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Dr. Sumit Paudyal

Appointments

2018–Present, Associate Professor (tenured), Department of Electrical and Computer Engineering, Michigan Technological University, MI, USA.

2012–2018, Assistant Professor, Department of Electrical and Computer Engineering, Michigan Technological University, MI, USA.
Best Professor of the Year Award, Michigan Tech., 2018.
Finalist of Teaching Excellence Award, Michigan Tech., 2014.
Induction to Academy of Teaching Excellence, Michigan Tech., 2014.

2008–2012, Research Assistant, Department of Electrical and Computer Engineering, University of Waterloo, Waterloo, Canada.

2006–2008, Research Assistant, Department of Electrical and Computer Engineering, University of Saskatchewan, Saskatoon, Canada.

2005–2006, Electrical Engineer, Nepal Electricity Authority, Kathmandu, Nepal.

2003–2005, Lecturer, Kathmandu Engineering College, Tribhuvan University, Kathmandu, Nepal.

Education

Ph.D., Electrical Engineering, University of Waterloo, Canada, 2012.
Dissertation: Optimal Energy Management of Distribution Systems and Industrial Energy Hubs in Smart Grids.
Awards: Ontario Graduate Scholarship, President's Graduate Scholarship, TD Bank Graduate Scholarship.

M.Sc., Electrical Engineering, University of Saskatchewan, Canada, 2008.
Dissertation: Out-of-step Protection using Energy Equilibrium Criterion in the Time Domain.
Nominated for the Governor's Gold Medal.
Nominated for the Best M.Sc. Thesis Award.

B.E., Electrical Engineering, Tribhuvan University, Kathmandu, Nepal, 2003.
Award: Himal Power Limited Excellence Award (Gold Medal).
Highest GPA among the graduating class of 2003 in Electrical Engineering.

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Research Thrusts	Optimization Applications in Power Systems.

Distribution grid optimal power flow, optimal demand response, Distributed Optimization, Convex Optimization. Led to successful funding from DOE's Advanced Research Projects Agency-Energy (ARPA-E) and CAREER Award from NSF.

Power System Measurement, Control, and Protection.

Phasor Estimation Methods, Out-of-step Protection, Wide-area Control, Synchrophasor Applications. Led to a successful funding from Research Council of Norway.

Power System Operations and Market.

Operations in deregulated system, Energy and Ancillary Services. Distribution level energy market.

Grants

Funded Projects

[G5] PI, Grant Amount: $ 500,000, "CAREER: Operation of Distribution Grids in the Context of High-Penetration Distributed Energy Resources and Flexible Loads," National Science Foundation, 2018-2023.

[G4] PI (MTU), Grant Amount: $ 346,504, "Packetized Energy Management: Coordinating Transmission and Distribution," Advanced Research Projects Agency - Energy (ARPA-E), U.S. Department of Energy through University of Vermont, 2016-2019.

[G3] Co-PI (MTU), Grant Amount: $ 506,667, "Power System Protection in a Smart Grid Perspective-ProSmart," Research Council of Norway through Norwegian University of Science and Technology, 2015-2019.

[G2] Co-PI (MTU), Grant Amount: $ 20,000, "NTNU-SIU Collaboration in Higher Education with USA," Norwegian Centre for International Cooperation in Education, 2014.

[G1] PI (MTU), Grant Amount: $ 26,000, "Strategies for Real-time Monitoring and Optimal Control of Michigan Tech Distribution Systems," Michigan Tech. Research Excellence Funds, 2013-2014.

Publications

Citation Metrics

Citation=580.

https://scholar.google.com/citations?user=PYVpskoAAAAJhl=en

2/10

Book Chapter

[B1] M. Almassalkhi, L. D. Espinosa, P. D. Hines, J. Frolik, S. Paudyal, and M. Amini, "Chapter: Asynchronous coordination of distributed energy resources with packetized energy management," Book: Energy Markets and Responsive Grids, Springer, 2018.

Journal Articles

[J16] J. Wang, E. Ucer, S. Paudyal, M. Kisacikoglu, and M. Khan "Four Quadrant Operation of Electric Vehicles for Voltage Support in Distribution Feeders," *IEEE Transactions on Sustainable Energy.* Under Review.

[J15] S. R. Shukla, S. Paudyal, and M. R. Almassalkhi "Efficient Distribution System Optimal Power Flow with Discrete Control Assets," *IEEE Transactions on Power Systems.* Under Review (R2).

[J14] Y. Wen, D. Al-Hakeem, P. Mandal, A. U. Haque, S. Chakraborty, and S. Paudyal, "Performance Evaluation of Probabilistic Methods Based on Bootstrap and Quantile Regression to Quantify PV Power Point Forecast Uncertainty," *IEEE Transactions on Neural Networks and Learning Systems.* Under Review (R2).

[J13] B. P. Bhattarai, S. Paudyal, Y. Luo, M. Mohanpurkar, K. Cheung, R. Tonkoski, R. Hovsapian, K. S. Myers, R. Zhang, P. Zhao, M. Manic, D. Shi, S. Zhang, and X. Zhang, "Big Data Analytics in Smart Grids: State-of-the-Art, Challenges, Opportunities, and Future Directions," *IET Smart Grid.* Under Review. Survey paper.

[J12] J. Wang, G. R. Bharati, S. Paudyal, B. P. Bhattarai, and K. Meyers, "Hierarchical Coordinated Electric Vehicle Charging with Reactive Power Support to Grid," *IEEE Transactions on Industrial Informatics.* Early Access, 2018.

[J11] K. P. Schneider, B. Mather, B. C. Pal, C. W. Ten, G. Shirek, H. Zhu, J. Fuller, J. L. R. Pereira, L. Ochoa, L. Araujo, R. Duncan, M. Stifter, S. Paudyal, T. McDermott, B. Kersting, "Analytic Considerations and Design Basis for the IEEE Distribution Test Feeders," *IEEE Transactions on Power Systems,* Early Access, 2017. IEEE Test Feeder working group paper.

[J10] R. Misra, S. Paudyal, O. Ceylan, and P. Mandal, "Harmonic Distortion Minimization in Power Grids with Wind and Electric Vehicles," *Energies,* vol. 10, no. 7, 2017.

[J9] M. Razmara, G. R. Bharati, D. Hanover, M. Shahbakhti, S. Paudyal, and R.D. Robinett III, "Building-to-Grid Predictive Power Flow Control for Demand Response and Demand Flexibility Programs," *Applied Energy,* vol. 203, October 2017.

[J8] B. P. Bhattarai, I. D. Mendaza, K. S. Myers, B. Bak-Jensen, and S. Paudyal, "Optimum Aggregation and Control of Spatially Distributed Flexible Resources in Smart Grid," *IEEE Transactions on Smart Grid,* 2017.

[J7] B. P. Bhattarai, K. S. Myers, B. Bak-Jensen, and S. Paudyal, "Multi-Time Scale Control of Demand Flexibility in Smart Distribution Networks," *Energies,* vol. 10, no. 1, 2017.

[J6] G. R. Bharati and S. Paudyal, "Coordinated Control of Distribution Grid and Electric Vehicle Loads," *Electric Power Systems Research,* vol. 140, 2016.

[J5] M. Razmara, G. R. Bharati, M. Shahbakhti, S. Paudyal, and R. D. Robinett III, "Bilevel Optimization Framework for Smart Building-to-Grid Systems," *IEEE Transactions on Smart Grid,* 2016.

[J4] S. Paudyal, C. A. Cañizares, and K. Bhattacharya, "Optimal Operation of Industrial Energy Hubs in Smart Grids," *IEEE Transactions on Smart Grid,* vol. 6, no. 2, March 2015. Citation=50.

[J3] S. Paudyal, C. A. Cañizares, and K. Bhattacharya, "Optimal Operation of Distribution Feeders in Smart Grids," *IEEE Transactions on Industrial Electronics,* vol. 58, no. 10, October 2011. Citation=255.

[J2] S. Paudyal, G. Ramakrishna, and M. S. Sachdev, "Application of Equal Area Criterion Conditions in the Time Domain for Out-of-Step Protection," *IEEE Transactions on Power Delivery,* vol. 25, no. 2, April 2010. Citation=58.

[J1] S. Paudyal, G. Ramakrishna, M. S. Sachdev, and S. Cheng, " Out-of-step Detection Using Energy Equilibrium Criterion in Time Domain," *Electric Power Components and Systems,* vol. 37, no. 7, 2009.

Conference Proceedings

[C31] K. Khan, T. Hossen, A. Savasci, L. Gauchia, and S. Paudyal, "Design of a Simplified Hierarchical Bayesian Network for Residential Energy Storage Degradation," submitted to *IEEE Power and Energy Society General Meeting,* Atlanta, USA, 2019.

[C30] J. Wang, E. Ucer, S. Paudyal, M. Kisacikoglu, and M. Khan, "Distribution Grid Voltage Support with Four Quadrant Control of Electric Vehicle Chargers," submitted to *IEEE Power and Energy Society General Meeting,* Atlanta, USA, 2019.

[C29] S. Dahal and S. Paudyal, "Challenges of Emerging Power Systems Operations," *IEEE International Conference on Industrial Technology (ICIT 2019)* Melbourne, Australia, 2019.

[C28] T. R. Alsenani and S. Paudyal, "Distributed Approach for Solving Optimal Power Flow Problems in Three-phase Unbalanced Distribution Networks," *Australasian Universities Power Engineering Conference,* Auckland, New Zealand, 2018.

[C27] S. Dahal, S. Paudyal, and J. Wang, "Investigating the Factors Affecting State Estimation of Emerging Distribution Grids," *Australasian Universities Power Engineering Conference,* Auckland, New Zealand, 2018.

[C26] S. Paudyal, B. P. Bhattarai, R. Tonkoski, S. Dahal, and O. Ceylan, "Comparative Study of Active Power Curtailment Methods of PVs for Preventing Overvoltage on Distribution Feeders," *IEEE Power and Energy Society General Meeting,* Portland, USA, 2018.

[C25] S. R. Shukla, S. Paudyal, and S. Kamalasadan, "Tight Conic Formulation of Unit Commitment Problem and Comparison with MINLP/MILP Formulations," *IEEE Power and Energy Society General Meeting,* Portland, USA, 2018.

[C24] B. P. Bhattarai, S. Paudyal, K. S. Myers, R. J. Turk, and R. Tonkoski, "Model Predictive Optimal Dispatch of Behind-the-Meter Energy Storage Considering Onsite Generation Uncertainties," *IEEE Power and Energy Society General Meeting,* Portland, USA, 2018.

[C23] J. R. A. K. Yellajosula, N. Sharma, M. Sundararaman, S. Paudyal, and B. A. Mork, "Hardware Implementation of R-GOOSE for Wide-Area Protection and Coordination," Accepted for *2018 IEEE Transmission and Distribution Conference and Expo,* Denver, USA.

[C22] S. Dahal, R. Martin, S. Paudyal, "Impact of Lightning Strikes on Substation Grounding Systems," *Australasian Universities Power Engineering Conference*, Melbourne, Australia, 2017.

[C21] O. Ceylan, S. Paudyal, S. Dahal, and N. R. Karki , "Assessment of Harmonic Distortion on Distribution Feeders with Electric Vehicles and Residential PVs," *7th International Conference on Power Systems*, 2017, Pune, India.

[C20] S. Tural, O. Ceylan, and S. Paudyal, "Optimal Voltage Control in Distribution Feeders with Large Penetration of Wind," *52nd International Universities Power Engineering Conference*, August, 2017.

[C19] O. Ceylan, S. Paudyal, B. P. Bhattarai, and K. S. Myers, "Photovoltaic Hosting Capacity of Feeders with Reactive Power Control and Tap Changers," *IEEE International Conference on Innovative Smart Grid Technologies Europe,* Italy, 2017.

[C18] S. Paudyal, O. Ceylan, B. P. Bhattarai, and K. S. Myers, "Optimal Coordinated EV Charging with Reactive Power Support in Constrained Distribution Grids," *IEEE Power and Energy Society General Meeting,* Chicago, 2017.

[C17] J. C. Munoz, J. F. Ordonez, V. Gutierrez, C. A. Cañizares, K. Bhattacharya, and S. Paudyal, "Applications of Optimal Industrial Load Management Modeling in Smart Grids," *IEEE Powertech,* UK, 2017.

[C16] M. Razmara, G. R. Bharati, D. Hanover, M. Shahbakhti, S. Paudyal, and R. D. Robinett III, "Enabling Demand Response Programs via Predictive Control of Building-to-Grid Systems Integrated with PV Panels and Energy Storage Systems," *American Control Conference (ACC)*, Seattle, 2017.

[C15] O. Ceylan and S. Paudyal, "Optimal Capacitor Placement and Sizing Considering Load Profile Variations Using Moth Flame Optimization Algorithm," *7th International Conference on Modern Power Systems,* Romania, 2017.

[C14] J. R. A. K. Yellajosula, S. Paudyal, B. A. Mork, S. Paravastu, and H. K. HØidalen, "Hardware-in-the-loop (HIL) Testing of Synchrophasor Based Out-of-Step Protection," *International Conference on Power Systems Transients (IPST),* South Korea, 2017.

[C13] N. R. Karki, N. P. Gyawali, M. K. Singh, M. Badrudoza, and S. Paudyal, "Adequacy Assessment of Micro-hydro based Mini-grid," *IEEE Conference on Technologies for Sustainability (SusTech),* Phoenix, 2016.

[C12] G. R. Bharati, M. Razmara, S. Paudyal, M. Shahbakhti, and R. D. Robinett, "Hierarchical Optimization Framework for Demand Dispatch in Building-grid Systems," *IEEE Power and Energy Society General Meeting,* Boston, 2016.

[C11] J. S. Dobbs, M. Razmara, M. Shahbakhti, and S. Paudyal, "Selecting Control Input Type for a Building Predictive Controller Integrated in a Power Grid," *American Control Conference (ACC),* Boston, 2016.

[C10] Y. Wei, S. Paudyal, and B. A. Mork, "Out-of-step Detection using Zubov's Approximation Stability Boundaries," *IEEE Power and Energy Society General Meeting,* Denver, 2015, Finalist of the Best Paper Award.

[C9] R. Misra and S. Paudyal, "Analysis and Reduction of Total Harmonic Distortions in Distribution System with Electric Vehicles and Wind Generators," *IEEE Power and Energy Society General Meeting,* Denver, 2015.

[C8] M. Razmara, G. R. Bharati, M. Shahbakhti, S. Paudyal, and R. D. Robinett, "Bidirectional Optimal Operation of Smart Building-to-grid Systems," *American Control Conference (ACC),* Chicago, 2015.

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[C7] S. Paudyal and R. Gokaraju, "Out-of-step Protection for Multi-machine Power Systems using Local Measurements," *IEEE PowerTech,* The Netherlands, 2015.

[C6] S. Paudyal and G. R. Bharati, "Hierarchical Approach for Optimal Operation of Distribution Grid and Electric Vehicles," *IEEE PowerTech,* The Netherlands, 2015.

[C5] S. Paudyal, C. A. Cañizares, and K. Bhattacharya, "Three-phase Distribution OPF in Smart Grids: Optimality versus Computational Burden," *IEEE International Conference and Exhibition on Innovative Smart Grid Technologies,* UK, 2011. Citation=47.

[C4] S. Paudyal and S. Dahal, "Impact of Plug-in Hybrid Electric Vehicles and their Optimal Deployment in Smart Grids," *Australasian Universities Power Engineering Conference,* Australia, 2011. Citation=24.

[C3] S. Paudyal, G. Ramakrishna, and M. S. Sachdev, "Mapping of Equal Area Criterion Conditions to the Time Domain for Out-of-Step Protection", *5th International Conference on Power System Protection and Automation,* New Delhi, India, 8-9 Dec. 2010.

[C2] S. Paudyal, E. F. El-Saadany, L. E. Chaar, and L. A. Lamont, "Optimal Size of Distributed Generation to Minimize Distribution Loss using Dynamic Programming," *IEEE International Conference on Power and Energy,* Malaysia, 2010.

[C1] S. Paudyal, G. Ramakrishna, and M. S. Sachdev, "Out-of-step Protection Using the Equal Area Criterion in Time Domain - SMIB and 3-Machine Case Studies," *IEEE Region 10 Conference (TENCON),* India, 2008.

Invited Talks   [T17] S. Paudyal, "Recent Advancements in Distribution Grid Optimal Power Flow and its Application in Virtual Power Plant (VPP) Dispatch," Brunel University, November 2019.

[T16] S. Paudyal, "Optimization Applications in Power Systems," Harbin Institute of Technology, Harbin, China, July 2018.

[T15] S. Paudyal, "Optimization Applications in Power Systems," Smart Grid and Computational Approaches Workshop, Kadir Has University, Istanbul, Turkey, May 2018.

[T14] S. Paudyal, "Recent Advancements in Distribution Optimal Power Flow," South Dakota State University, April 2018.

[T13] S. Paudyal, "Recent Advancements in Distribution Optimal Power Flow," Michigan Technological University, December, 2017.

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[T12] S. Paudyal, "Building-to-Grid Control Framework for Grid Services," University of Connecticut, Storrs, September, 2017.

[T11] S. Paudyal, "Dispatchable Energy Resources in Smart Buildings," Panel Session, IEEE Power and Energy Society General Meeting, Boston, 2016. Panel Session.

[T10] S. Paudyal, "Towards Optimal Real-time Demand Dispatch in Smart Grids," IEEE Sustech 2016, Phoenix, USA. Guest Speaker.

[T9] S. Paudyal, "Building-to-Grid Control Framework for Grid Services," Istanbul Kemerburgaz University, Turkey, May 2016.

[T8] S. Paudyal, "Towards Optimal Real-time Demand Dispatch in Smart Grids," Istanbul Technical University, Turkey, May 2016.

[T7] S. Paudyal, "Building-to-Grid Control Framework for Grid Services," Gebze Technical University, Turkey, May 2016.

[T6] S. Paudyal, "Out-of-step Protection based on Wide-area Measurements", Norwegian University of Science and Technology, May 2014.

[T5] S. Paudyal, "Optimal Operation of Distribution System Resources in Smart Grids", Norwegian University of Science and Technology, May 2014.

[T4] S. Paudyal, "Optimal Operation of Distribution System Resources in Smart Grids", The University of British Columbia, Vancouver, Canada, April 2012.

[T3] S. Paudyal, "Optimal Operation of Distribution System Resources in Smart Grids", The University of Tennessee, Knoxville, USA, March 2012.

[T2] S. Paudyal, "Optimal Operation of Distribution System Resources in Smart Grids", Georgia Southern University, Statesboro, USA, February 2012.

[T1] S. Paudyal, "Optimal Operation of Distribution System Resources in Smart Grids", University of Wyoming, Laramie, USA, February 2012.

Professional Services

Editor, IEEE Transactions on Smart Grid 2018-Present.

Associate Editor, Journal of Circuits, Systems, and Computers (JSCS), World Scientific Publishing Co., 2012-2013.

Member, Smart Buildings, Loads and Customer Systems (SBLCS) Technical Committee, IEEE Power and Energy Society.

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Member, North American Synchrophasor Initiative (NAPSI), Distribution PMU Task Team.

Member, Smart Distribution Working Group and the DMS Task Force.

Technical Program Committee, Computational Intelligence and Machine Learning for Power Grid Security, IEEE WCCI/IJCCN 2016.

University-level service (MTU): Undergraduate Student Learning Goal Committee, Goal#5: Communication Committee, (2017 onwards).

Departmental Services (MTU): Graduate Programs Committee (2013-2018), Lab and Space Committee (2014-2018), Undergraduate Programs Committee (2012-2013).

Reviewer: IEEE Transactions on Smart Grid, IEEE Transactions on Power Delivery, IEEE Transactions on Power Systems, IEEE Transactions on Industrial Informatics, IEEE Transactions on Sustainable Energy, Journal of Electric Power System Research, IEEE Power and Energy General Meeting.

Honors/Awards

Best Professor of the Year, Michigan Tech, Eta Kappa Nu (HKN) Society, 2018.

NSF Early CAREER Award, 2018.

Finalist of Teaching Excellence Award, Michigan Tech., 2014.

Induction to Academy of Teaching Excellence, Michigan Tech., 2014.

Ontario Graduate Scholarship, University of Waterloo, Canada, 2010-2012.

Nominated for the Governor's Gold Medal, University of Saskatchewan, Canada, 2009.

References

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EDUCATION

2005 Ph.D. in Curriculum and Instruction: Language in Education, University at Albany
Presidential Distinguished Dissertation: Cultural Dissonance in ESL Dialogue
(Chair – A.N. Applebee)

1991 M.A. in English/Specialization -TESOL, University at Albany

1989 B.A. in English/Sociology, University at Albany
Special Talent Scholarship- Japanese

HONORS AND AWARDS

2019   National School Development Council's Cooperative Leadership Award

2017   Full-Time Teaching Award, University at Albany, School of Education

2015   Community Engagement Award, University at Albany

2012   Early Career Award, Literacy Research Association: Committee on Ethnicity, Race & Multilingualism

ACADEMIC POSITIONS

2018-present Chair, Department of Educational Theory and Practice, School of Education, University at Albany
Supervise 14 full time instructor, tenure-track, and tenured faculty; oversee all department leadership functions including: tenure and promotion; accreditation and program evaluations for a dozen certificate, masters, and doctoral programs, scheduling for all programs including some

undergraduate courses; instructor staffing for ~400 students in online, hybrid, and face to face classes; 14 graduate assistantships; supervision of one full time coordinator and one full time administrative assistant

2017- present Associate Professor, Department of Educational Theory and Practice, School of Education, University at Albany

2005-present Research and Development Director, Principal Investigator, and Lead Field Researcher, Know Your Schools~for New York Kids (Funded by the State of New York)
> Lead efforts to design and conduct research and develop related school improvement efforts to address educational outcome disparities. Supervise one post-doctoral fellow and one graduate assistant.

2011-2017 Assistant Professor, Department of Educational Theory and Practice, School of Education, University at Albany

2008-2011 Visiting Assistant Professor, Department of Educational Theory and Practice, School of Education, University at Albany

2006-2011 Research Scientist, The National Study of Writing Instruction (Funded by the Spencer Foundation).
> Conducted year-long ethnography of an urban middle and high school identifying academic writing practices in a diverse urban setting. Developed coding scheme for national component of the study, coded and analyzed qualitative data set (e.g. interview, observations, documents) and quantitative data (e.g. survey) and produced a variety of reports and publications on findings.

2005-2007 Post-Doctoral Fellow, Department of Educational Theory and Practice, School of Education, University at Albany
> Conducted multiple case studies of higher performing elementary and middle schools.

2002-2004 Research Assistant: Capital Region Science Education Partnership High Stakes Testing Study (Funded by the National Science Foundation)
> Conducted year-long ethnographic case studies of practices related to high stakes testing at the elementary level. This research required focus group moderation, interviewing, and observations resulting in articles and other reports.

2000-2001 English as a Second Language Coordinator/Instructor (K-12)**,** Menomonee Falls School District, Menomonee Falls, WI
> Taught ESL to K-12 students in a pull-out public school ESL program working primarily with Hmong Chinese children and some Spanish speakers in elementary, middle, and high schools.

1999-2000 English as a Second Language Coordinator/Instructor (K-12)**,** International School of Curitiba, Curitiba, Paraná, Brazil

Designed curriculum for English for Academic Purposes (EAP) program providing a clear link between ESL and the mainstream curriculum in a K-12 IB international school; supervised and mentored 3 ESL teachers and advised the Portuguese as a Second Language department in the use of ESL techniques in their classrooms; conducted parent and teacher workshops and surveys forging ties between school's ESL department, mainstream teachers and parents; and created an assessment system for appropriate placement in ESL and exit from ESL to mainstream classrooms.

1998-1999 English Professor**,** Universidad Estadual de Campinas, Centro de Ensino de Linguas, Campinas, Brazil

Created a listening library to be used for independent study and listening diary activities for university students; designed curriculum for and taught upper-intermediate-level university English courses to groups of 20-25 university employees and graduate students; and received departmental recognition for an "A+" scoring (highest level) in student satisfaction for innovative university language courses.

1997 Lecturer - Intensive English Program, University of Wisconsin-Milwaukee

Designed and taught intensive 8-week module courses in idioms, speech, listening, reading, writing, TOEFL preparation, and immersion in university IEP setting; also conducted assessments in listening, reading, and writing for placement purposes

1997 English Instructor Gateway Technical College, Racine, WI

Taught beginning level English course for adult Spanish-speaking immigrants with computer-assisted language learning (CALL) element.

1996 English Instructor Teikyo-Post University, Naugatuck, CT

Taught Listening, Writing, Language Lab to groups of 10-25 Japanese university students

1995-1996 English Instructor – Intensive Language Program Naugatuck Valley Community-Technical College, Naugatuck, CT

Taught intermediate Grammar and Writing to groups of 10-20 multilingual students in college ESL program.

1995 English Professor Colegio Universitario del Este, San Juan, Puerto Rico

Taught beginning and intermediate Business English and Basic Course in English to groups of 25 college-level Spanish speaking students.

1994 English Professor Universidad Interamericana, San Juan, Puerto Rico

Taught Basic English Communication Skills, Speech Workshop, Intermediate and Advanced Literature and Writing courses to groups of 20-25 Spanish speaking students.

1991-1992 English Instructor Fulton-Montgomery Community College, Johnstown, NY

Designed and taught writing courses utilizing a writing lab/process approach and speaking/listening courses utilizing video material to groups of 15-20 students; also taught Freshman English and Grammar, Writing, Reading, Speaking & Listening, Orientation to American Culture, and TOEFL Preparation

GRANTS AND CONTRACTS

2005-Present. Research & Development Director; Principal Investigator and Lead Field Researcher, Know Your Schools~for NYKids funded by the State of New York). ~$3,500,000.

Conducted multiple case studies: critical needs high school (2017), English language learners in elementary school (2015), high school graduation (2013), critical needs elementary school (2011), middle school science (2009), high school (2008), middle school (2007), and elementary school (2005). Collaborated with other faculty on sample selection, led recruitment, oriented site teams, led site teams, conducted interviews and focus groups, collected documentary evidence, and gathered classroom field notes. Conducted all cross-case analyses. Produced reports, articles, and school and district improvement tools with associated design and facilitation of school improvement institutes based on findings.

2018 (RFB awarded and not accepted due to timeline shift by funder). Principal investigator with H. Lawson, K. Schiller, F. Durand Co-Is. My Brothers Keeper: Leveraging Lessons from Odds-beating Schools Serving Young Men of Color. **The New York Regents Research Fund** (NYRRF).

2013-2015 (Funded) Principal Investigator, **U.S. Department of Education** (flow-through) Race-to-the-Top Evaluation Study in collaboration with the **New York State Department of Education** (NYSED). $602,000.

Provided research and development team leadership for two studies of odds-beating elementary and middle schools implementing the Common Core State Standards, the annual professional performance reviews, and data-driven instruction. Oriented all site visit teams in focus group moderation, interviewing, document collection, classroom observation data organization, Nvivo software use for data consolidation, and matrix analysis for intra- and cross-case analyses. Leadership also included communications with the funding agency, training for field researchers, coders and data analysts, oversight of report writing and dissemination and coordination of submission for publication and presentation at the meetings of the American Educational Research Association among other scholarly and practitioner outlets.

2012-2013. (Funded) Co-investigator (K. Schiller, PI), **NYSED** Contract for Research and Development Focused on the Diagnostic Tool for School and District Effectiveness (NYSED Office of Accountability). $326,000.

With PI, provided leadership for research reviews and resource guide development for the diagnostic tool and a companion research-based resource guide. Also provided leadership for state-wide professional development regarding valid and reliable data gathering for this diagnostic tool.

2011. (Funded) Faculty Diversity Grant Award, SUNY Central. $15,000.

PUBLICATIONS

(*denotes former or current student/mentee author)

REFEREED JOURNAL ARTICLES

Leo, A.*, **Wilcox, K.C.**, Kramer, C.*, & Min. M. (composing). Relationships between teacher and student agency: A multiple case study of schools that beat the odds for diverse student college and career readiness.

Wilcox, K. C., & Lawson, H. A., Durand, F. (in review). Catalysts for improvement in odds-beating secondary schools.

Kramer, C*, **Wilcox, K.C.**, & Lawson, H. (in review). Positive youth development as an improvement resource in odds-beating secondary schools.

Wilcox, K.C., Leo, A., & Lawson, H. (in review). Culturally-responsive and asset-based strategies for parent and family engagement in odds-beating secondary schools.

Wilcox, K.C & Zuckerman, S.* (2019*).* Building will and capacity for improvement in a rural research-practice partnership.*The Rural Educator. 40*(1), 73-90.

Jeffery, J., Elf, N., Skar, G.B., & **Wilcox, K.C**. (2019). Writing development and education standards in crossnational perspective. *Writing & Pedagogy.*

Kurto, H.*, **Wilcox, K.C.**, & Saddler, K. (Winter, 2019). Accessibility of the Common Core for students with disabilities: Results from a multiple case study. *Journal of the American Academy of Special Education Professionals.*

Wilcox, K. C., & Lawson, H. A. (2018). Teachers' agency, efficacy, engagement, and emotional resilience during policy innovation implementation. *Journal of Educational Change, 19*(2), 181-204. doi: 10.1007/s10833-017-9313-0

Zuckerman, S.*, **Wilcox, K.C,** Schiller, K., & Durand, F. (2018*).* Absorptive capacity in rural schools: Bending not breaking during disruptive innovation implementation. *Journal of Research in Rural Education. 34*(3). doi: 10.1080/15700763.2017.1384500 http://jrre.psu.edu/wp-content/uploads/2018/03/34-3.pdf

Zuckerman, S.*, **Wilcox, K.C.**, Durand, F., Lawson, H.A., & Schiller, K. (2017*).* Drivers for change: A study of distributed leadership and performance adaptation during policy innovation implementation. *Leadership and Policy in Schools.* doi: 10.1080/15700763.2017.1384500

Wilcox, K. C., Gregory, K., Yu, F.*, & Leo, A.* (2017). Culturally and linguistically-adapted school systems: A study of promising practices in odds-beating elementary schools. *NYS TESOL Journal.* 4(2), 35-47.

Wilcox, K.C., Lawson, H.A., & Angelis, J. (2017). COMPASS-AIM: A university/P-12 organizational intervention for continuous improvement. *Peabody Journal of Education.* doi: 10.1080/0161956x.2017.1368654

Wilcox, K.C. & Gregory, K., & Yu, F.* (2017). Connecting the dots for English language learners: How odds-beating elementary school educators monitor and use student performance data. *Journal for Leadership and Instruction, 16 (1) 37-43.*

Lawson, H.A., Durand, F., **Wilcox, K.C.**, Gregory, K., Schiller, K., & Zuckerman, S.* (2017). The role of district and school leaders' trust and communications in the simultaneous implementation of policy innovations. *Journal of School Leadership, 27*(1), 31-67.

Jeffery, J. & **Wilcox, K.C.** (2016). L1 and L2 adolescents' perspectives on writing within and across academic disciplines: Examining the role of agency in writing development. *Writing & Pedagogy, (8)*2, 245-274.

Wilcox, K.C., Jeffery, J., & Gardner-Bixler, A*. (2016). Writing to the Common Core: Teachers' responses to changes in standards and assessments for writing in elementary schools. *Reading & Writing, 29*(5), 903-928.

Wilcox, K.C. & Jeffery, J. (2015). Adolescent English language learners' experiences with content-area writing. *English for Specific Purposes, 38, 44-56.*

Wilcox, K.C. (2015). "Not at the expense of their culture": Graduating Native American youth from high school. *The High School Journal, 98*(4), 337-352.

Wilcox, K.C., Lawson, H. A., & Angelis, J. I. (2015). Classroom, school and district impacts on minority student literacy achievement. *Teachers College Record, 117*(10). Retrieved from http://www.tcrecord.org/content.asp?contentid=18049

Durand, F., Lawson, H.A., **Wilcox, K.C.**, & Schiller, K. (2015). The role of district office leaders in the adoption and implementation of the Common Core State Standards in elementary schools. *Educational Administration Quarterly. 52*(1), 45-74.

Wilcox, K.C., Yu, F.*, & Nachowitz, M. (2015). Epistemic complexity in adolescent writing. *Journal of Writing Research, 7*(1), 5-39.

Graham, S., Early, J., & **Wilcox, K.C.** (2014). Adolescent writing and writing instruction: introduction to the special issue. *Reading & Writing, 26*(6), 969-972.

Lawson, H. A., Alameda-Lawson, T., Lawson, M.A., Briar-Lawson, K.H., **Wilcox, K.C.** (2014). Three parent and family interventions for rural schools and communities. *Journal of Education and Human Development, 3*(3), 59-78. Retrieved from http://jehdnet.com/journals/jehd/Vol_3_No_3_September_2014/5.pdf

Wilcox, K.C., Angelis, J.I, Baker, L., Lawson, H.A. (2014). The value of people, place, and possibilities: A multiple case study of rural high school completion. *Journal of Research in Rural Education. 29*(9). Retrieved from http://jrre.psu.edu/wp-content/uploads/2014/10/29-9.pdf

Wilcox, K.C. (2014). An urban secondary school case study of disciplinary writing in tracked classrooms. *Education and Urban Society, 47*(2), 242-268. Retrieved from http://eus.sagepub.com/content/early/2014/09/15/0013124514549831

Wilcox, K.C. & Jeffery, J. (2014). Adolescents' writing in the content areas: National study results. *Research in the Teaching of English. 49* (2) 168-176.

Jeffery, J. & **Wilcox, K.C.** (2014). How do I do it if I don't like writing?: Adolescents' stances toward disciplinary writing. *Reading & Writing, 27*(6). Retrieved from http://link.springer.com/article/10.1007/s11145-013-9493-9#page-1

Wilcox, K.C., Yagelski, R., & Yu, F.* (2014). The nature of error in adolescent writing. *Reading & Writing, 27(6).* Retrieved from http://link.springer.com/article/10.1007%2Fs11145-013-9492-x#page-1

Wilcox, K.C. (2013). A socioecological view of higher performing diverse elementary schools. *Journal of Education for Students Placed at Risk, 11*(2) 101-127.

Oliveira, A., **Wilcox, K.C.**, Applebee, A.N., Snyder, M.*, Amodeo, V.*, & Angelis, J, (2013). Best practices in middle school science. *Journal of Science Teacher Education*, 4(2), 297-322.

Freeman, M., Mathison, S., & **Wilcox, K.C.** (2012). 'Critical thinking' and state-mandated testing: The collision of state rhetoric and teacher beliefs. *Critical Education, 3*(5) 1-19.

Wilcox, K.C., & Angelis, J. (2011). From "muddle school" to middle school: Building capacity to collaborate for higher-performing middle schools. *The Middle School Journal, 43(*4) 40-48

Wilcox, K.C., & Angelis, J. (2011). High school best practices: Results from cross-case comparisons*. The High School Journal, 94*(4) 138-153.

Wilcox K.C. (2011). Writing across the curriculum for secondary English language learners: A case study. *Writing & Pedagogy, 3*(1) 79-112.

Wilcox, K.C. (2010). The importance of civic responsibility in higher performing middle schools. *Education and Urban Society. 40*(6) 26-41.

Wilcox, K.C. (2009). The impact of student beliefs on the effectiveness of video in developing cross-cultural competence. *CALICO Journal, 27*(1).

Wilcox, K.C. (2007). Listening to dissonance in ESL classrooms. *Critical Inquiry in Language Studies. 4*(4) 265-282.

Freeman, M., Mathison, S., & **Wilcox, K.C.** (2006). Performing parent dialogues on high-stakes testing: Consent and resistance to the hegemony of accountability. *Cultural Studies: Critical Methodologies, 6(*4) 460-473.

Wilcox, K.C. (2003). Dewey, Bruner, and "seas of stories" in the high stakes testing debate. *Education and Culture, 19(*1) 4.

Wilcox, K.C. & Ryder R. (2002). Standardized testing and improving educational opportunity in Brazil. *The Educational Forum. 66*(3) 214-219.

BOOKS AND MONOGRAPHS

Nachowitz, M. & **Wilcox, K.C.** Eds. (2018). *High literacy in secondary ELA classrooms: Bridging to college and career.* Lexington Books.

De Oliveira, L. & **Wilcox, K.C.** Eds. (2017) *Teaching science to English language learners: Preparing pre-service and in-service teachers.* Palgrave Macmillan.

Wilcox, K.C., Lawson, H.A, &. Angelis, J.I. with Durand, F., Schiller, K, Gregory, K., & Zuckerman, S* (2017). *Innovation in odds-beating schools: Exemplars of getting better at getting better.* Lanham, MD: Rowman & Littlefield.

Wilcox, K.C. & Angelis, J. (2010). *Best practices from high performing high schools.* New York: Teachers College Press.

Wilcox, K.C. & Angelis, J. (2009). *Best practices from high performing middle schools.* New York: Teachers College Press.

Wilcox, K.C. (2009). *Cultural dissonance in the second language classroom.* Koln, Germany: Lambert Academic Publishing.

BOOK CHAPTERS

Wilcox, K.C. & Dacus, L (in progress). School writing in the US: The Common Core State Standards Legacy and Beyond. In J.V. Jeffery & J. Parr (Eds*.),Writing Development in Cross-National Perspective.* Routledge.

Wilcox, K.C. Oliver, G*, Yu, F.*, & Gregory, K. (2019). Disciplinary and interdisciplinary practices for ESOL students. In L.C. de Oliveira (Ed*.), Handbook of TESOL in K-12.* Wiley.

Wilcox, K.C., Jeffery, J. & Yu, F.* (2018). Writing standards and assessments: Affordances and constraints for writing development. In M. Nachowitz & K.C. Wilcox (Eds.). *High Literacy in Secondary ELA Classrooms: Bridging to College and Career.* Lexington Books.

Wilcox, K.C., & Jeffery, J. (2018). Adolescent writing development and authorial agency. In C. Bazerman (Ed.), *The Lifespan Development of Writing*. National Council of Teachers of English.

Wilcox, K.C., & Yu, F.* (2016). Writing to achieve the Common Core State Standards in Science for English Language Learners. In L.C. de Oliveira (Ed.), *Book 5: The Common Core State Standards in Literacy in History/Social Studies, Science and Technical Subjects for English language learners: Grades 6-12*. TESOL Press.

Wilcox, K.C. (2013). Adolescent English language learners and content area writing. In A.

Applebee & J.A Langer, *Writing Instruction That Works* (pp. 130-144). New York: Teachers College Press.

Wilcox, K.C. (2012). Diversity as strength: How higher performing schools embrace diversity and thrive. In A. Cohan & A. Honigsfeld (Eds.), *Breaking the Mold of Education for Culturally and Linguistically Diverse Students: Innovative and Successful Practices for The 21st century* (pp. 47-51). New York: Rowman & Littlefield.

Wilcox, K.C. (2008). Re-authoring: Language learners and shifting identities. In M. Mantero, C. P. Miller & J. L. Watzke (Eds.), *Readings in Language Studies* (Vol. 1, pp. 25-43). St. Louis, MO: International Society for Language Studies, Inc.

Wilcox, K.C., & Baker, L. (2006). "What works" in best practice research: Methodological approaches toward the study of best practices in elementary schools. In M. Firmin & P. Brewer (Eds.), *Ethnographic and Qualitative Research in Education* (Vol. 2, pp. 221-232). Newcastle, UK: Cambridge Scholars Press.

BOOK REVIEWS

Wilcox, K.C. (2013). Linguistic minority students go to college: Preparation, access, and persistence. *Teachers College Record*.

Wilcox, K.C. (2008). Pathways to multilingualism: Evolving perspectives on immersion education Linguistic minority students go to college: Preparation, access, and persistence. *Teachers College Record*.

REFEREED CONFERENCE PAPERS

Kramer, C.*, **Wilcox, K.C.**, & Lawson, H. (2019, April*). Positive youth development as an improvement resource in odds-beating high schools.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Wilcox, K.C. & Oliver, G*, (2019, April). *Addressing the English language learner teacher capacity shortfall through improvement science in teacher preparation*. Paper to be presented at the Carnegie Foundation Summit for School Improvement, San Francisco, CA

Wilcox, K.C. Oliver, G*, Yu, F.*, & Gregory, K. (2019, March). Disciplinary and interdisciplinary practices for ESOL students. Paper to be presented at the Teaching English to Speakers of Other Languages (TESOL) annual convention, Atlanta, GA

Wilcox, K.C. & Larabee, D. (2018, April*). Engaging in the ground war: Lessons about galvanizing improvement teams from a research-practice partnership.* Paper presented at the Carnegie Foundation Summit for School Improvement, San Francisco, CA

Wilcox, K.C. (2017, November). *Teachers' perspectives and approaches toward writing instruction in odds-beating schools*. Paper presented at the National Council of Teachers of English (NCTE) Annual Convention, St. Louis, MO

Wilcox, K.C. (2017, April*). Adapting to ESL policy changes in New York: A study of odds-beating schools.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX

Wilcox, K.C, Nachowitz, M., & Ward, R*. (2017, April*). High literacy in odds-beating middle schools implementing the Common Core.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX

Wilcox, K.C., Lawson, H., & Trapini, A. (2017, March*). Beating the odds with poverty-challenged youth: Schools getting better at getting better while implementing innovations.* Carnegie Foundation Summit for School Improvement, San Francisco, CA

Wilcox, K.C. (2017, March*). Promising practices for elementary English learners: A system-wide approach.* Paper presented at the Teaching English to Speakers of Other Languages (TESOL) International Conference. Seattle, WA.

Wilcox, K.C. & Jeffery, J. (2016, December). *Arthur Applebee's promises and perils revisited: What is happening in the teaching of writing in schools implementing the Common Core State Standards?.* Paper presented at the Literacy Research Association (LRA) Annual Conference, Nashville, TN.

Wilcox, K.C. (2016, November). *Teachers in schools beating the odds for student achievement on Common Core assessments: A participatory performance*. Paper presented at the National Council of Teachers of English (NCTE) Annual Convention, Atlanta, GA.

Wilcox, K.C. (2016, April). *Writing to the Common Core: Preparing teachers to differentiate writing instruction for English language learners.* Paper presented at the American Association of Applied Linguistics (AAAL) Annual Convention, Orlando, FL.

Wilcox, K.C. & Benjamin, R*. (2016, April). *Adaptations in odds-beating elementary and middle schools: Multiple case study findings.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Durand, F., Lawson, H.. & **Wilcox, K.C.** (2016, April). *The trust-communication connection in the implementation of Race to the Top Policy innovations.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Kurto, H*. & **Wilcox, K.C.** (2016, April). *Accessibility of the Common Core for special education students: Results from a multiple case study.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington, D.C.

Wilcox, K.C. (2016, April) *The CCSS in content area literacy for ELLs: Grades 6-12.* Paper presented at the Teaching English to Speakers of Other Languages (TESOL) Annual Convention, Baltimore, MD

Wilcox, K.C. & Yu, F.* (2016, April) *Chinese adolescents' discourse socialization in American STEM classes.* Paper presented at the Teaching English to Speakers of Other Languages (TESOL) annual convention, Baltimore, MD

Wilcox, K.C., Lawson, H., & Ziskin, D. (2016, March). *COMPASS: A university-school partnership for continuous improvement.* Paper presented at the Carnegie Foundation Summit for School Improvement, San Francisco, CA

Wilcox, K.C. Angelis, J.I, & Lawson, H. A. (2015, October). *Developing capacities for evidence-guided continuous improvement.* The National Center for Scaling Up Research. Vanderbilt University, Nashville, TN

Wilcox, K.C., Durand, F.T., Schiller, K.S., Gregory, K., Zuckerman, S.J*., & Lawson, H.A. (2014, April). *Defining characteristics and practices of "odds-beating" schools implementing the Common Core Learning Standards and the new Annual Professional Performance Review*. Symposium presented at the American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

Wilcox, K.C. (2015, March). *Writing to the Common Core: Teachers' perspectives on changes in standards and assessments for writing in elementary schools*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Meeting. Toronto, Canada.

Wilcox, K.C. (2015, March). *Adolescent English learners' experiences with disciplinary writing*. Paper presented at the Teaching English to Speakers of Other Languages (TESOL) International Conference. Toronto, Canada.

Wilcox, K.C., & Jeffery, J. (2014, November). *Engaging multilingual adolescents' in disciplinary writing: Issues, theory, and research*. Paper presented at the Symposium on Second Language Writing, Phoenix, AZ.

Yu, F.*, & **Wilcox, K.C.** (2014, November). *Successful cases of EL adolescents being socialized into scientific written discourse*. Paper presented at the Symposium on Second Language Writing, Phoenix, AZ.

Wilcox, K.C. (2014, April). *"We enroll families": Native American youth and high school graduation*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Wilcox, K.C., Angelis, J., & Baker, L. (2014, April). *Beyond personalization: Contrasting approaches to policy changes in two rural schools*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Wilcox, K.C., & Yu, F*. (2014, March) *Adolescent English learners' experiences with writing in science.* Paper presented at the Teaching English to Speakers of Other Languages (TESOL) annual convention, Portland, OR.

Wilcox, K.C., & Jeffery, J. (2014, March). *Disciplinary writing engagement: A comparative discourse analysis of adolescent L1 and L2 writers' stances.* Paper presented at the American Association of Applied Linguistics (AAAL) annual conference, Portland, OR.

Wilcox, K.C., & Jeffery, J. (2014, February). *Agentic engagement among adolescent L1 and L2 writers: Results from the National Study of Writing Instruction.* Paper presented at the Writing Research across Borders (WRAB) Congress, Paris.

Wilcox, K.C., & Yu, F*. (2014, February). *Epistemic complexity in adolescent science writing.* Paper presented at the Writing Research across Borders (WRAB) Congress, Paris.

Wilcox, K.C. (2013, December). *"Everything in our power": Classroom, school and district impacts on minority student literacy achievement.* Paper presented at the Literacy Research Association (LRA) Annual Conference, Dallas, TX.

Wilcox, K.C., & Jeffery, J. (2013, November). *Adolescent L1 and L2 writers' experiences with content-area writing: Results from the National Study of Writing Instruction.* Paper presented at the National Council of Teachers of English (NCTE) Annual Convention, Boston, MA.

Wilcox, K.C. & Yu, F.*. (2013, June). *Adolescents' opportunities to transform scientific knowledge: An investigation embedded in the National Study of Writing Instruction.* Paper presented at the Ethnographic and Qualitative Research Conference (EQRC), Cedarville, OH.

Wilcox, K.C. (2013, April). *Diversity, poverty and resilience: Results from a multiple case study of higher-achieving elementary schools.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

Wilcox, K.C. (2012, November). *Agency in adolescent English language learners' stances toward content area writing.* Paper presented at the Literacy Research Association (LRA) Annual Conference, San Diego, CA.

Wilcox, K.C. (2012, July). *The nature of error in high school student writing.* Paper presented at the European Association of Research in Language and Instruction (EARLI), SIG Writing, Porto, Portugal.

Wilcox, K.C. (2012, July). *Authorial identity and agency in adolescent English language learners' stances toward content-area writing.* Paper presented at the European Association of Research in Language and Instruction (EARLI), SIG Writing, Porto, Portugal.

Wilcox, K.C., Angelis, J.I., Andress, N. (2012, June). *Building adaptive and resilient high schools.* The National Center on Scaling Up Effective Schools. Vanderbilt University, Nashville, TN

Wilcox, K.C. (2012, April). *The impacts of a university partnership on the use of research in school improvement efforts.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.

Wilcox, K.C. (2012, March). *Rallying your leadership team.* Paper presented at the National Association of Secondary School Principals (NASSP) Annual Conference, Tampa, FL.

Wilcox, K.C. (2011, December). *ELLs and writing across the disciplines.* Paper presented at the Literacy Research Association (LRA) Annual Conference, Jacksonville, FL.

Wilcox, K.C. (2011, November). *English language learners and writing in the content areas.* Paper presented at the National Council of Teachers of English (NCTE) Annual Convention, Chicago, IL.

Wilcox, K.C. (2010, April). *English language learners and writing across the disciplines: A report on the National Study of Writing Instruction.* Paper presented at the American Educational Research Association Annual Meeting (AERA), Denver, CO.

Wilcox, K.C. (2010, April). *Affordances, error, and the nature of secondary school English language learners' writing across the disciplines.* Paper presented at the American Educational Research Association Annual Meeting (AERA), Denver, CO.

Wilcox, K.C. (2009, November). *The National Study of Writing Instruction: ELL report.* Paper presented at the National Council of Teachers of English Annual Convention (NCTE), Philadelphia, PA.

Wilcox, K.C. (2009). *Disrupting old patterns in new ESL teachers' beliefs about teaching and learning.* Paper presented at the International Society of Language Studies (ISLS) International Conference, Orlando, FL.

Wilcox, K.C. (2009, April). *The National Study of Writing Instruction: ELL Report.* Paper presented at the American Educational Research Association Annual Meeting (AERA), San Diego, CA.

Wilcox, K.C. (2009, April). *National Study of Writing Instruction: ELL report.* Paper presented at the annual International TESOL Convention, Denver, CO.

Wilcox, K.C. (2009, March). *What makes middle schools work.* Paper presented at the National Association of Secondary School Principals (NASSP) Annual Conference, San Diego, CA.

RESEARCH REPORTS

Wilcox, K.C. Kramer, C*., & Leo. A.* (2018). *College and career readiness: Promising practices from odds-beating schools.* Albany, NY: State University of New York.

Wilcox, K.C. & Gregory, K. *(2016). *Promising practices for supporting English language learner achievement.* Albany, NY: State University of New York. http://www.albany.edu/nykids/files/NYKids_EL_es_Overview_brochure_2016.pdf

Wilcox, K.C., Durand, F.T., Schiller, K.S., Gregory, K., Zuckerman, S.J.*, Felicia, N.*, Angelis,

J.I., & Lawson, H.A. (2015). *Odds-beating middle school cross-case report.* A report for the New York State Education Department as part of the School Improvement Study. University at Albany, State University of New York.

Wilcox, K.C., Durand, F.T., Schiller, K.S., Gregory, K., Zuckerman, S. J.*, Felicia, N.*, Angelis, J.I., & Lawson, H.A. (2014). *Odds-beating elementary school cross-case report.* A report for the New York State Education Department as part of the School Improvement Study. University at Albany, State University of New York.

Wilcox, K.C., Schiller, K.S., Durand, F., Lawson, H.A., & Gregory, K. (2014). *Common Core Odds-Beating Study: Methods and procedures. A report for the New York State Education Department as part of the School Improvement Study. .* A report for the New York State Education Department as part of the School Improvement Study. University at Albany, State University of New York.

Lawson, H.A., Durand, F., Schiller, K., **Wilcox, K. C.,** Lawson, M. & Zuckerman, S.J.* (2014). *The import of performance adaptation for race-to-the-top theories of action: An example focused on the common core learning standards and the annual professional performance reviews.* A report for the New York State Education Department as part of the School Improvement Study. University at Albany, State University of New York.

Schiller, K.S., Durand, F., **Wilcox, K.C.**, & Lawson, H.A. (2014). *Identification of "odds-beating" and "typically performing" elementary and middle schools: Sampling methodology report. A report for the New York State Education Department as part of the School Improvement Study*. A report for the New York State Education Department as part of the School Improvement Study University at Albany, State University of New York.

Wilcox, K.C., Baker, L., and Angelis, J.I. (2013).*The ABCs of graduating at-risk students on time: Promising practices from higher-performing high schools*. Albany, NY: State University of New York. http://www.albany.edu/nykids/results_high_school.php

Wilcox, K.C. with Angelis, J.I. (2011). *What works for diverse and special needs students: Best practices from higher-performing elementary schools*. Albany, NY: State University of New York. http://www.albany.edu/nykids/results_elementary_school.php

Wilcox, K.C. (2009). *Best practices in middle school science: Nurturing adolescents to become the next generation of scientists*. Albany, NY: State University of New York. http://www.albany.edu/nykids/report_middle_school_science.php

Wilcox, K.C. (2008). *What makes high schools work: Findings from the 2007-8 high school best practice study in New York State.* Albany, NY: State University of New York. http://www.albany.edu/nykids/report_high_school.php

Wilcox, K.C., & Angelis, J. (2007). *What makes middle schools work: Findings from the 2006-7 middle school best practice study in New York State*. Albany, NY: State University of New York. http://www.albany.edu/nykids/report_middle_schools.php

Wilcox, K.C. (2005). *What makes elementary schools work*. Albany, NY: State University of New York. http://www.albany.edu/nykids/results_elementary_school.php

PRACTITIONER/SERVICE PUBLICATIONS

Wilcox, K.C., & Leo, A*. (in review). Enhancing teacher collective efficacy and realizing improvement in research-practice partnership teams.

Wilcox, K.C., & Angelis, J. I. (February, 2018). Three ways to connect the dots to support English language learners' performance. *On Board (Journal of the New York State School Boards Association)*, p.7.

Wilcox, K.C., Lawson, H., & Angelis, J. I. (September, 2015). In the Common Core era, schools need good organizational 'gardening'. *On Board (Journal of the New York State School Boards Association)*, p.11.

Angelis, J., **Wilcox, K.C.**, & Baker, L. (November, 2014). Poverty and performance in New York State: What can we learn from best practice research? In *Impact (Journal of the New York State Association for Supervision and Curriculum Development), (40)*1.

Angelis, J. & **Wilcox, K.C.** (January, 2014). An amazing thing happened on the way . . . : Best practices in staying ahead of new state mandates. In *Impact (Journal of the New York State Association for Supervision and Curriculum Development) 39(*2) 23-33.

Angelis, J., **Wilcox, K.C.** & Baker, L. (March, 2014). University at Albany researchers identify ways schools succeed in graduating at-risk students. In *Issues in Education: On Board (Newsletter of the New York State School Boards Association)*, 9.

Angelis, J., **Wilcox, K.C.** & Andress, N. (2013). Staying focused in turbulent times. In *Update (Newsletter of the New York State School Boards Association.)*

Angelis, J. & **Wilcox, K.C.** (2012). Poverty, performance, and frog ponds: What best practice research tells us about their connections. *Phi Delta Kappan. 93*(3) 26-31.

Angelis, J. & **Wilcox, K.C.** (May, 2012). UAlbany identifies factors explaining higher performance among 'critical needs' elementary students. In *Issues in Education: On Board (Newsletter of the New York State School Boards Association)*, 7.

Angelis, J. & **Wilcox, K.C.** (2011). Trust and respect at the middle level. *Principal, 91*(1) 44-45.

Wilcox, K.C. (2009). Cognitive dimensions of writing across subject areas: A summary of ongoing research with ELLs. *Idiom (Newsletter of New York State TESOL), 39*(1) 10-21.

INVITED PRESENTATIONS AND WORKSHOPS

Wilcox, K.C. (2018, July-August). *Building an odds-beating culturally responsive school system: A workshop for school improvers*. Invited presentation at the School Administrators Association of New York (SAANYS). Monroe, Nassau, and Capitol Region, NY.

Wilcox, K.C. (2017, October). *Teaching throughout the career continuum.* Invited presentation at the New York Teachers Summit, Albany, NY.

Wilcox, K.C. (2017, February). *Supporting the achievement of English language learners.* Invited presentation at the NYSAFCSE Professional Leadership Team Meeting. Latham, NY.

Wilcox, K.C. & Lawson, H.A. (2017, February).*Beating the odds with poverty-challenged youth: Schools getting better at getting better*. Invited presentation at the Capital Area School Development Association (CASDA), Albany, NY.

Wilcox, K.C. & Schiller, K. (2016, December). *Schools beating the odds: Implications for research and practice.* Invited presentation for the Regional Educational Laboratory (REL): Institute of Education Sciences (IES); U.S. Department of Education, Webinar Bridge Event.

Wilcox, K.C. (2016, October). *Supporting English language learners' achievement: A NY Kids multiple case study.* Invited presentation at the Capital Area School Development Association (CASDA) ELL Leadership Institute, Albany, NY.

Gregory, K. and **Wilcox, K.C.** (2016, October). *Part 154 policy changes for English language learners: How odds-beating schools are meeting the challenges.* Invited presentation at the Data Analysis and Technical Assistance Group (DATAG) Fall Meeting, Albany, NY.

Wilcox, K.C. and Gregory, K. (2016, September).*Leadership to support English learners.* New York State Council of School Superintendents (NYSCOSS) Fall Summit, Albany, NY.

Wilcox, K.C., Durand, F.T., Schiller, K.S., Gregory, K., Zuckerman, S.J., Benjamin, R, & Lawson, H.A. (2016, February).*Odds-beating schools in the Common Core era*. Invited presentation at the Capital Area School Development Association (CASDA), Albany, NY.

Wilcox, K.C., Durand, F.T., Schiller, K.S., Gregory, K., Zuckerman, S.J., Kurto,H, & Lawson, H.A. (2015, November). *Defining characteristics and practices of "Odds-Beating" schools implementing the Common Core Learning Standards and the new Annual Professional Performance Review*. Invited presentation at the Capital Area School Development Association (CASDA), Albany, NY.

Wilcox, K.C. (2014, October). *The ABCs of graduating at-risk students on time.* Invited presentation for the Capital Area School Development Association (CASDA). Albany, NY.

Wilcox, K.C. & Angelis, J.I. (2011, November). *Walking the talk: Putting research-based best practice into action*. Invited paper presented at the American Middle Level Educators (AMLE) Annual Conference, Louisville, KY.

Wilcox, K.C. & Angelis, J.I. (2010, April). *Introduction to a research-based tool-kit to guide middle and high school continuous improvement*. Invited presentation at the Capital Area School Development Association (CASDA), Albany, NY

COURSES TAUGHT

- ETAP 501/652F: Second and Foreign Language Teaching Methods (Masters: Required TESOL Certification and Non-Certification Program course)
- ETAP 635: Advanced TESOL Methods (Masters: Required TESOL Certification program course)
- ETAP 681/781: Research in Practice (Masters: One of two optional inquiry course requirements in TESOL, CDIT, ETP, GES Programs: 781 optional doctoral inquiry course)
- ETAP 687: Seminar in Cultural and Linguistic Diversity in Schools: Current Issues, Theory, and Research (Doctoral elective)
- ETAP 777: Qualitative Research (Doctoral: one of two required inquiry course options)
- ETAP 776: Theory and Practices of Interviewing in Interpretive Research (Doctoral elective)
- ETAP778: Qualitative Research Field Methods (Doctoral: One of two required inquiry course options)
- ETAP 887: Advanced Methods in Social Science Research (Doctoral elective)

ADVISEMENT OF DOCTORAL STUDENTS

Dissertation Committees:
11 additional dissertation committees currently in progress

Reed, F. (2018). Exploring the relationship between innovation in nursing education and clinical practice. (Committee Member)

Yu, F. (2018). Language socialization of mainland Chinese adolescents in U.S. science classrooms. (Chair) – received the Distinguished Dissertation Award.

Oliver, G. (2016). Taking it to heart: A case study of supporting English language learners through culturally responsive teaching, collaboration, and ESOL-focused leadership. (Committee Member)

Snyder, M. (2016). Revealing undergraduates' conceptual use of the nature of science when evaluating scientific information in the media. (Committee Member)

Zuckerman, S. (2016). Organizing for collective impact in a rural cradle-to-career network. (Committee Member)

Sider. K. (2015). White privilege in teacher education: A critical analysis of discourse. (Chair)

Conklin, S. (2015). Women's decision to study STEM fields. (Committee Member)

Anders, W. (2014). The impact of study circles on attitudes toward racial and ethnic inequity among adolescent student participants. (Committee Member)

Wizner.F. (2014). The use of humor in the science classroom. (Committee Member)

Gregory, K. (2014). When every teacher is a language teacher: A case study of high school math and science instructors' use of multimodal accommodations with ELs. (Committee Member)

Schettino, C. (2013). Investigating the relationship between adolescent girls' attitudes towards mathematics and learning mathematics in a relational problem-based learning environment. (Committee Member)

Rivera, S. (2013). How the nature of science is presented to elementary students in a science read-alouds. (Committee Member)

Coryell. J. (2012). Etymological elaboration as a method of teaching idioms to preadolescent English language learners. (Committee Member)

Horne, D. (2012). The revelation of teacher identity in the process of the descriptive review of a child. (Committee Member)

Torcivia, P. (2012). Five women in science, technology, engineering and mathematics: A portraiture of their lived experience. (Committee Member)

Clark, T. (2012). Students contextualizing in the history classroom: What roles do the use of cognitive apprenticeship and the presence of teacher epistemology play? (Committee Member)

SERVICE TO THE DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE, SCHOOL OF EDUCATION, AND UNIVERSITY

2018- summer – present. Department of Educational Theory and Practice Chair

2017- fall – 2018 summer. Department of Educational Theory and Practice Co-Chair

2007-present. Program Committee Member and Chair (spring 2014, spring 2017)- University at Albany School of Education, Department of Educational Theory and Practice.

2016- present. Academic Council member. University at Albany, School of Education

2016. Student Committee Co-Chair. University at Albany School of Education, Department of Educational Theory and Practice.

2016. Educational Assessment, Research Methods, and Data Analytics task force member. University at Albany, School of Education

2016. Master Teacher Program Interviewer. University at Albany, School of Education

2015-2016. Master Teacher Program: Action Research Workshop Series Facilitator. University at Albany, School of Education

SERVICE TO THE LOCAL COMMUNITY, STATE AND NATION

2018—Jan.- June.   Advisor. Rockefeller Institute of Government.

2016-present. Capital Area School Development Association (CASDA), Executive Committee Member

2010-present. NYKids Research and Development Director co-facilitating school improvement institutes for school leadership teams.

2011-2016 Representative to President Obama's Advisory Commission on Educational Excellence for Hispanics

2010-2011. University representative on SUNY Chancellor's "Cradle to Career" Network

2010. University representative in the New York State Governor's Summit for Drop-out Prevention and Student Engagement; Member of sub-committee for state-wide organization for research.

SERVICE TO THE PROFESSION

SERVICE ON PROFESSIONAL ASSOCIATION COMMITTEES
Professional Publications Committee (Invited) for TESOL International (fall 2016-fall 2017)

SERVICE FOR SCHOLARLY JOURNALS

Manuscript reviewer for *American Educational Research Journal, Education and Urban Society, Learning Disabilities Quarterly, Research in the Teaching of English, The Journal of Education*

of Students Placed at Risk, The Journal of Qualitative Studies in Education, Critical Inquiry in Language Studies, Urban Education, CALICO, The Elementary School Journal, The Journal of Research in Childhood Education, The Journal of Language, Identity, and Education, The Journal of Writing Research, National Association of Secondary School Principals Bulletin, The Educational Psychologist. (ongoing)

Co-editor special issue on adolescent writing for *Reading & Writing: An Interdisciplinary Journal* (Winter, 2013)

Conference manuscript reviewer for American Educational Research Association (AERA) Annual Conference (Middle Level Education SIG; Second Language SIG; School Effectiveness and Improvement; Division C- Learning and Instruction) 2007, 2008, 2009, 2010, 2011, 2012

Chair of paper sessions AERA Special Education SIG (2016); Second Language SIG 2011

SERVICE AS A REVIEWER OF BOOK PROPOSALS FOR PUBLISHING COMPANIES

Book reviewer for Teachers College Press: Best practices for helping English learners in secondary school to meet the Common Core Standards for Writing (2013)

Book reviewer for Sage Books: Humanizing research: Decolonizing qualitative inquiry with youth and communities (2011)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Literacy Research Association (LRA)
National Council of Teachers of English (NCTE)
Teachers of English to Speakers of Other Languages (TESOL)

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: 2020-2021 Legislative Budget Requests

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2020-2021 Legislative Budget Requests:

- ▪ Targeted STEM Initiatives   Request: $4,998,664
- ▪ Base Funding   Request: $17,000,000

Background Information:

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

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

Supporting Documentation: 2020-2021 Legislative Budget Requests

Facilitator/Presenter: Kenneth G. Furton

State University System
Florida Board of Governors
2020-2021 Legislative Budget Request Instructions
Forms I and II

The main objective of Form I and Form II is to align budget issues and dollar values with the goals and objectives of the strategic priorities and the 2019 University Accountability Plan established by each university.

For FY 2020-2021, each university should submit one Form I and Form II for each university-unique budget issue and/or any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

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

For unique issues identified by a university, please check the box "Unique Issue for FY 2020-2021". The date of your university board of trustees' approval for the LBR issue must be included on the Form I.

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

State University System
Education and General
2020-2021 Legislative Budget Request
Form I

University(s):	Florida International University
Issue Title:	Targeted STEM Initiatives
Date Issue Approved by University Board of Trustees:	September 5, 2019
Recurring Funds Requested:	$3,898,664
Non-Recurring Funds Requested:	$1,100,000
Total Funds Requested:	$4,998,664
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2020-2021	☐
Unique Issue for Fiscal Year 2020-2021	☒

I. **Description –** *1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2019 University Accountability Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.*

Program Overview

FIU's **Targeted STEM Initiatives** will transform and reengineer STEM programs and courses to optimize the retention, graduation, marketability, and career creation and placement of science, mathematics, engineering and computer science students—thereby launching a new STEM paradigm. The Initiative will 1) integrate best program-of-study practices and deploy state of the art evidence-based instruction and advanced classroom assessment throughout critical STEM courses for all STEM majors; 2) implement interventions that promote mental health and wellness, especially for first generation and millennial students; 3) further develop the recently established School of Universal Computing, Construction, and Engineering Education (SUCCEED) to propagate best practices, assess and provide critical feedback to critical stakeholders; and 4) leverage these initiatives to catalyze external investment and promote national prominence. The overarching goal is to drive greater efficiencies through shared system resources.

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

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

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

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

Specific objectives include:
- Transform introductory science and mathematics courses and target re-design of the Precalculus through Calculus sequence: Building on the established success of transforming Gateway STEM courses, this objective will improve the instruction of science and mathematics courses taken by all STEM majors. This explicitly targets advancing the current pilot interventions reforming Precalculus and Calculus, scaling effective instruction across the complete Calculus sequence.

Calculus has a reputation of serving as barrier for future STEM professionals; however, success in pilot Precalculus and Calculus interventions show sufficient promise that a dedicated effort is included in this initiative. Pilot results include improvement in average pass rates by up to 25% in a randomized, controlled study involving 10 sections. Once established, practices and curricular materials will be shared across the State colleges and universities to foster greater efficiencies through shared system resources.

- Implement interventions that promote mental health, especially for first generation and millennial students: Student mental health is a concern for those transitioning to a university, especially for first generation, urban and millennial STEM students as they need to navigate a complex educational system efficiently, often while working or supporting a family. Our current initiatives (active learning instruction featuring undergraduate Learning Assistants) foster peer learning communities that support positive mental health; however, much more can be done to improve student acclimatization to the university experience. Thus, this objective will implement interventions that have shown to improve student wellness and timely persistence to degrees. These interventions have been selected to act in concert with the classroom environments promoting mental health, as we know that the stressors on these high-impact educational opportunities and career trajectories plays a critical role in students' ability to complete and succeed. Initial interventions focused on developing contemplative practices in the classroom show positive responses from students. We will investigate which interventions are most effective for our student population, guided by Yeager's research on growth mindsets and self-regulation, Walton and Cohen (2007)'s research on belonging and Davidson (2014)'s research on healthy minds. We will prepare faculty, administrators and undergraduate LAs to support mental health and recognize early indicators of concern.

- Classroom Renovation: Existing traditional classrooms will be renovated to facilitate active learning using state of the art facilities. FIU is transitioning to active-learning, technology-driven classrooms to promote student engagement of content during class time and dissuading the use of lecture by faculty. New classrooms are now routinely built as active learning classrooms with access prioritized for faculty utilizing active learning and thus incentivizing the best instructional practices. Newly opened active learning classroom averaged over 80% utilization by active STEM courses. However requests for the active learning rooms persistently outpace availability and thus we include support for classroom renovations. We include funding for one-time retrofit of at least 10 of our more outdated classrooms that do not have the design or technological infrastructure that is required by state-of-the-art instructional design. Establish faculty "sand box" for developing instructional practices before deploying across large active learning rooms. Creating a step-wise process allows for faculty to become familiar with the curriculum and implement it with fidelity, before introducing additional variables related to class management in larger settings.

- Further develop School of Universal Computing, Construction, and Engineering Education (SUCCEED): This objective will further develop the first engineering education research school at a majority minority research university, following best practices by national leaders in engineering education (Purdue University, Virginia Tech University, Ohio State University, etc.). Engineering education research is an emergent multidisciplinary field that targets advancing educational

practices and research on those practices in order to serve the nation in an economy that persistently relies on engineering, technology and computer science-skilled workforce. Highly-skilled Discipline-based Education Research faculty will provide a continuous improvement cycle on campus as well as spread the knowledge generated throughout the State University System (SUS) and Florida College System (FCS). Further, the faculty in the program will leverage external support from numerous public and private agencies seeking to transform the engineering and computer science educational landscape.

- Expand CAT and STEM Faculty Fellows program: This objective will harness the expertise of faculty that have transformed their courses into highly effective active learning environments and position them as Faculty Fellows to share their expertise with colleagues and accelerate institutional transformation. A pilot program was successfully deployed by the Center for the Advancement of Teaching (CAT) with a small cohort of Faculty Fellows including opportunities for building faculty community and leading faculty professional development initiatives. Faculty communities are known to be an essential tool for fomenting faculty change. This model has the dual objective of developing institutional leaders in innovative instruction while utilizing their expertise to expand the use of active learning practices to new faculty. We will have 10 Faculty Fellows fulfill a one-year term with either CAT or the STEM Transformation Institute. Their roles will include co-leading workshops or book clubs, facilitating faculty learning communities, conducting observations in classrooms to provide feedback to colleagues, and providing recommendations for institutional policies or initiatives. Additionally, Fellows will design a data intensive mini-project to evaluate student success in a particular course or discipline. We will provide course buyouts to allow sufficient time for this role, as well as stipends to compensate their efforts.

To achieve these objectives, specific commitments include:
- Create Education Research team through Discipline-based Education Research (DBER) faculty hires: 10 DBER highly-skilled faculty will be supported through the initiative, providing leadership in implementation and measurement of evidence-based instruction and learning technologies. These faculty will serve as leaders of STEM education research to establish a culture of student learning and progression that will drive the 4-year degree completion agenda, and students' marketability and career creation and placement. They join our current DBER team that consists of top DBER scholars in biology, chemistry, earth science, mathematics and physics, as well as engineering and computer science education researchers. New hires will target established leaders in their disciplines as well as top junior candidates.
- Operate STEM Faculty Institute: We will operate a Faculty Institute to prepare current and incoming faculty to implement evidence-based instruction in their STEM classrooms. The Institute will operate year-round to provide professional development to faculty prior to and during instruction. The Institute will incorporate analysis of instructional data as well as provide further professional development to extend the course innovation based on evidence. The Institute includes dedicated Online and Hybrid master design programs for faculty. Incoming faculty will be encouraged to arrive in summer to participate, allowing them to be successful from day one. Integrated into the design is establishment of

the Center for Advancement of Teaching STEM Faculty Fellows program that will leverage faculty expertise in evidence-based instruction to facilitate faculty adoption of instructional change.

- Provide 300 Learning Assistant Stipends to top FIU students: Undergraduate Learning Assistants (LAs) have been critical catalysts in transformation of STEM courses at FIU, as they facilitate learning with their peers while deepening their own understanding of content and collaboration. LAs improve the success of students in transformed courses, increasing retention and completion. These prestigious scholarships will elevate the LA program, improve success of faculty course transformations, and expand the LA program beyond the STEM disciplines. LAs also experience improved learning as a result of the experience, thereby serving to improve Florida's workforce. Learning Assistants (LAs) are undergraduates who are hired to facilitate small-group interaction in large-enrollment courses. LAs work ~10 hours per week in various aspects of course transformation. This also supports our students who economically may need to work for supplemental income – they are employed, while on campus and therefore still able to maintain full time enrollment and timely graduation.

- Award 10 DBER Graduate Fellowships: A prestigious graduate student research fellowship program will be created to develop skills as both future university educators and researchers. These Discipline-based Education Graduate Researchers (DBER) will work with the DBER faculty to implement and provide data on student impact and improved faculty instruction. Eligible students will be required to submit National Science Foundation Graduate Research Fellowship applications to support their continued studies.

- Hire 3 Post-doctoral education researchers: The researchers will assess impact of the innovative instructional strategies through student learning outcomes and classroom observations, while extending their training as future university educators and researchers. Their work will be incorporated into the continuous improvement feedback loop. All post-docs will be required to develop at least one external funding proposal.

- Hire 6 Staff for program operations: One LA Program Assistant Director will be hired to manage the LA program and prepare faculty to effectively integrate LAs into their active classrooms, working with faculty and undergraduate LAs. Two Faculty Developers for STEM courses with expertise in education transformation and in the discipline will be hired to prepare faculty to implement Learning Technologies and Evidence-based Instruction in their classroom. The Developers will provide year-round support and feedback. One Database Analyst will be hired to carry out statistical analyses on the project as well as develop data analytics dashboards for STEM stakeholders. The project will be managed by a program manager and an administrative assistant to support the faculty and staff team members as well as LAs and graduate fellows.

- Classroom Renovations: Existing traditional classrooms will be renovated to facilitate active learning in STEM classrooms using state of the art facilities. New classrooms are now routinely built as active learning classrooms with access prioritized for faculty utilizing active learning, thus incentivizing the best instructional practices. The recently opened active learning classroom with 270 seats averaged over 85% by large active STEM courses. This utilization rate is typical of all of our active learning classrooms on campus. However, requests for

the active learning rooms persistently outpace availability. Further our hybrid course redesign relies on active learning rooms to be effective, thereby increasing need each year. We include funding for one-time retrofit of ten of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms. These retrofits will include several rooms designed as "sand boxes" for faculty develop and test new innovative instructional practices.

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

FIU is now clearly focused on raising the 4-year graduation rate. We build our efforts on the foundational success of our Graduation Success Initiative (GSI) and Gateway Project. FIU's GSI has helped raise the six-year graduation rate for First Time in College students (FTICs) by 16 points in its first four years. During the past two years of LBR funding, we have seen a 10.6 percent improvement in our four-year graduation rate, a 6 percent increase in the second-year retention rate, and a 3.9 percent increase in the issuing of bachelor's degrees without excess hours. Institutional analytics determined that poorly performing gateway courses are a significant barrier in students' path to timely graduation, leading to the Gateway Project.

The first major success in the Gateway Course initiative was the comprehensive transformation of the College Algebra course that included Learning Assistants and innovative technology-based instruction, leading to a sustained 35-40% increase in passing rates for all students. Improvements in the pass rate for the College Algebra course has saved over 3,500 seats between fall 2012 and fall 2018 (compared to fall 2010 baseline). These improvements significantly improve efficiency through direct cost savings to our students as well as reducing excess hours and thus improving timely graduation. In AY 2016 – 2017, the legislative investments for course redesign of Finite Mathematics and Social Choice Math, Gateway course taken by non-STEM majors, resulting in consistency in content and expectations across sections and increases in average pass rates (+12% and +16% respectively). With well over 3,000 students enrolled in these three courses each semester, the impact is significant. Looking across our Gateway courses in mathematics, when compared to 2013-14 passing rates, improvements have resulted in more than 8,000 additional successful course completions.

Funding support of prior smaller-scale initiatives has led to a core of interventions, which has begun to lay the foundational framework for STEM at FIU. At the core of both the STEM and Gateway initiatives are interventions that 1) adapt evidence-based instructional practices to the FIU context; 2) require faculty engaging students in meaningful, active learning in the classroom; 3) are initiated by external grant or

foundation funding; and 4) engage undergraduates, faculty, and administration as partners in the transformation.

One powerful and cost-effective approach is the undergraduate Learning Assistant (LA) program, which provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom, thus easing the transition for both students and faculty to active learning. FIU hosts the nation's largest LA program, with 318 LAs serving in 130 course sections across 14 STEM departments, impacting over 12,000 student enrollments in Spring 2019 (enrollment includes duplicated headcount as students may have LAs in more than one course). Lessons learned in these initiatives are spreading to other courses, where pilot projects have seen an average increase in passing rates of 18% across 7 courses (two of which increased over 25%), which will translate to improved graduation rates in the coming years. Further, enrollment in one transformed course more than quadrupled over the past several years, doubling in annual offering as well as enrollment. On-time graduation rates have also increased 16% in four years.

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

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

Alignment with SUS Strategic Priorities / 2019 FIU University Accountability Plan

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

The initiative immediately addresses the SUS Strategic Priorities, including:

- *Strategic Priorities for a Knowledge Economy:* **GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis** *Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities.* This directly addresses improving both the quantity and quality of not only Engineering and Computer Science degrees but all other STEM degrees as improvements to foundation courses, such as the calculus sequence, that will benefit all STEM majors.
- *Strategic Priorities for a Knowledge Economy* **GOAL: Increase Research Commercialization Activities:** *Increase the number of patents, licenses and start-up companies created as a result of university research.* The initiative develops students' inquiry, collaboration and out-of-the-box thinking skills, thus providing them the opportunity to make authentic and significant contributions to the knowledge economy. Furthermore, improvements throughout the engineering and computer science programs will serve to produce more innovative and fully-developed senior research projects increasing the likelihood of successful patents, licenses, and start-ups.
- *Strategic Priorities for a Knowledge Economy:* **GOAL: Increase Community and Business Workforce** *Increase the percentage of graduates who continue their education or are employed full-time.* The project optimizes the preparation of Engineering and Computer Science STEM majors, so they may either continue their education or rapidly enter the workforce.

The initiative immediately addresses FIU's 2019 Accountability Plan goals and objectives, including:
- Mission: Provides *high-quality teaching and state-of-the-art-research* for our *students and diverse population of South Florida.*
- Goal: Aligned to becoming top 50 public university: *FIU will continue to advance the institution's mission to be a top 50 public university by placing laser-like focus on aligning FIU's entire academic culture, resource investments, institutional priorities, and global perspective to achieve unprecedented excellence in higher education.*

- Strategy: Bringing the best educational and research practices is essential in FIU's as *a major contributor to our local economy and graduates the future leaders and innovators in those fields.*

- Strategy: Developing new paradigms of evidence-based instruction now are essential for the future, as *the demand for jobs is nearly insatiable. The Florida Chamber Foundation Florida 2030 Project estimates that 1.7 million more jobs will be needed in the state within 11 years. In part the project calls for a renewed focus on talent supply and education to help the state prepare for this growth.*

- Key Initiatives & Investments 1) *Amplify Learner Success & Institutional Affinity*: Directly impacts FIU's commitment to *student success is intricately tied to a greater sense of institutional affinity, individual grit, a well- nurtured sense of belonging, and optimism towards the future.* Thus, this initiative drives FIU's *first key initiative is therefore designed to deliberatively support learners at every*

phase of their academic journey. FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique strengths and opportunities. To this end, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21st century, employment- ready, proud FIU graduates, who are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates lifelong learning and builds synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs.

- Key Initiatives & Investments 2) ***Accelerate Preeminence & Research and Innovation Impact Preeminent Programs***; The STEM Transformation Institute, leading the initiative, is one of six Preeminent Programs. This initiative directly impacts FIU's *second key initiative is designed to advance our current academic standing by leveraging FIU preeminent and emerging preeminent programs that focus on generating new knowledge and innovative solutions for the betterment of our environment, health, and society. This will drive our visibility to solidify FIU as a leading urban public research university. To achieve this, we will strive to attract and retain the most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. During the next three years, we will focus on optimizing interdisciplinary collaboration through our Preeminent and Emerging Preeminent programs to seek large center research grants, and grants that focus on technological innovation, as well as on graduate student training… Our aim is for FIU to be the* **catalyst** *to foster social innovation and entrepreneurship from conceptualization to commercialization.*

- Key Initiatives & Investments 3) **Assure Responsible Stewardship**: Aligns with optimizing resource management: *consistently practice sound financial management while aligning resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment.*

- Top Three Performance-based Funding Metric Impacts through this Initiative:
  - (4) FTIC Four-Year Graduation Rate
  - (5) Academic Progress Rate
  - (6) Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

- Top Three Preeminent Research University Funding Metric Impacts through this Initiative:
  - (3) Freshman Retention Rate
  - (4) Six-year Graduation Rate
  - (6) Science & Engineering Research Expenditures

Impact on Academic Programs, Student Enrollments, Student Services

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

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

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

The intensive Faculty Institute will provide professional development to least twenty additional faculty annually in integrating evidence-based instruction, cutting edge assessment, and learning technologies in their classrooms, as well as develop instructional leadership in at least 10 Faculty Fellows. This will directly impact approximately 12,000 student enrollments annually, and they will continue to impact similar student enrollments in later years. All STEM students will enroll in at least one of the newly renovated courses within one year of the initiative's launch.

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

The model for faculty professional development will be established through research on faculty practices and student impact. It is anticipated that this will lead to the DBER faculty producing at least 80 scholarly products (publications and presentations) annually in the first three years, growing to at least 120 within five years. We also expect all new

DBER faculty to attract external funding to the institution within 18 months of hire. All of our recent DBER faculty hires attracted external funding within six months to one year of arrival; almost all have already been awarded more than one grant.

The initiative will also drive improved student learning and success in the courses, leading to improved retention and graduation rates. Student learning outcomes are a key driver to sustained transformative instruction (as well as a critical feedback loop element) and will be reported through the scholarly products. Based on prior FIU initiatives and national trends in active learning, we expect a 30 - 40% decrease in failure rates in large enrollment introductory courses within four semesters of implementing evidence-based instruction. For the courses with failure rates of 20-40%, this translates to an 8-16% decrease in failure rate. We expect this to increase an additional 10% within three years and be sustained for at least a decade. We base this on prior work at FIU and active learning literature. At FIU, College Algebra passing rates increased by 25% after evidence-based instruction was introduced across all sections in Fall 2012, then rising to the current 40% increase in average pass rate (compared to the fall 2010 baseline). We have also seen a 70% decrease in failure rates in our studio-based introductory physics courses, compared to lecture courses. A 2014 Proceedings of the National Academies of Science publication found an average 35.5% decrease in reported failure rates when comparing active learning in all STEM disciplines to lecture courses (www.pnas.org/cgi/doi/10.1073/pnas.1319030111).

We will transform the education experience for FIU's 12,000 science, mathematics, engineering and computer science majors, over 80% of which are from traditionally underrepresented minority groups and 25% of which are first generation students.

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

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

	Facility Project Title	**Fiscal Year**	**Amount Requested**	**Priority Number**
1.	Active Learning Room Renovations	2020/21	$900,000	
2.	Faculty "Sand Box" Classroom	2020/21	$200,000	

2020-2021 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

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

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	10.00	0.00	10.00
Other (A&P/USPS)	9.00	0.00	9.00
	-------------	-------------	-------------
Total	19.00	0.00	19.00
	==========	==========	==========
<u>Salary Rate (for all positions noted above)</u>			
Faculty	$1,225,641	$0	$1,225,641
Other (A&P/USPS)	$552,500	$0	$552,500
	-------------	-------------	-------------
Total	$1,778,141	$0	$1,778,141
	==========	==========	==========
Salaries and Benefits	$2,378,641	$0	$2,378,641
Other Personal Services	$1,345,223	$0	$1,345,223
Expenses	$175,000	$0	$175,000
Operating Capital Outlay	$0	$1,100,000	$1,100,000
Electronic Data Processing	$0	$0	$0
Special Category (Specific)	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	-------------	-------------	-------------
Total All Categories	$3,898,864	$1,100,000	$4,998,864
	==========	==========	==========

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State University System
Education and General
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Form I

University(s):	Florida International University
Issue Title:	Base Funding
Date Issue Approved by University Board of Trustees:	April 19, 2019
Recurring Funds Requested:	$17,000,000
Non-Recurring Funds Requested:	
Total Funds Requested:	$17,000,000
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2020-2021	☐
Unique Issue for Fiscal Year 2020-2021	☒

I. **Description –** *1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2019 University Accountability Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.*

Florida International University seeks $17M in base funding to continue its upward trajectory focused on student success and research excellence.

This request of $17M, integrated with the $15M provided by the Legislature during the 2019 session will complement and advance the goals of Florida International University's *2025 Next Horizon Strategic Plan*.

The Strategic Plan's vision is for FIU to achieve exceptional student-centered learning and upward economic mobility, produce meaningful research and creative activities, and lead transformative innovations locally and globally, resulting in recognition as a **Top-50 public university.** The Strategic Plan's Framework has three pillars: 1) Amplify Learner Success & Institutional Affinity, 2) Accelerate Preeminence & Research and Innovation Impact, and 3) Assure Responsible Stewardship.

The *2025 Next Horizon Strategic Plan* builds on achievements reached during FIU's BeyondPossible 2020 Strategic Plan. These major achievements include:

- Entering U.S. News and World Report ranking of top 100 public universities.
- Achieving Carnegie Research I designation.
- Ranking #15 in patent production among public universities, #28 among all U.S. universities and #33 globally.
- Increasing the 4-Year graduation rate by 57% (from 24.8% in 2010-14 cohorts to 38.9% in 2014-18 cohorts).
- Increasing the Academic Progress rate by 14.4% (from 76.9% in 2013-14 to 88% in 2017-18.
- Increasing doctoral degree production by 57% from 2013-14 to 2017-18 (from 257 to 404); and an expected growth of 68% by the end of 2018-19 (432 doctoral degrees awarded).
- Increasing Science & Engineering research expenditures by 83% (from $107M to $196M).
- Increasing Science & Engineering non-Medical research expenditures by 51% (from $101M to $153M).

Base Funding Detailed Breakdown:

Amplify Learner Success & Institutional Affinity

Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. This strategic priority area is designed to support learners at every phase of their academic journey. FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique geography and diverse demography. With this LBR's funding, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21st century, employment ready, proud FIU graduates, whose mindsets are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates and facilitates lifelong learning including the certification of critical competencies such as analytic, interpersonal, global, and professional skills as well as technological and data literacies. We will build synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs to expand our knowledge economy. Throughout, we will focus on student success and wellbeing.

High Touch Student Support ($257,314)
A "success coaching" model that is intrusive in the first six months of a student's college experience has proven to be effective, especially for students with a level of "risk" for attrition or lack of engagement. The check points with the students will be scheduled early and often in the student's career and the conversation would include some of the items the student declared in the entry survey used by the University. This request builds on the initial funding we have received and will build on our successful model of centralized College Life Coaching through funding of:
- Peer Success Mentors
- Success/College Life Coaches
- Training of Student Mentors

Faculty Recruitment/Teaching ($2,432,282)
We will accelerate the recruitment of new faculty, with the recruitment of focusing on curricular areas with highest demand. These new faculty members will focus on offering undergraduate level courses in various modalities to meet student demand and supply additional class sections required to ensure timely degree completion. This increase in faculty focusing on teaching will support increases in course offerings during the Summer Term, making FIU a "Year-Round University." The recruitment will have a mix of Junior and Senior Faculty, appropriate to the discipline and learning.

Industry Competency Recognition ($93,807)
An important component of FIU's 2025 Next Horizon Strategic Plan is learner success through alignment with industry workforce needs. This funding will support software developers to provide support in the four core areas of industry competency:
- Identification and badging "essential" skills
- Identification and badging industry-recognized credentials throughout degree programs
- Alignment of essential skills to University Core Curriculum
- Development and/or alignment of continuing education for workforce development

Learning Assistants ($397,477)
The use of Learning Assistants (LA) has been a key factor in FIU's improved graduation and retention rates. FIU's STEM Transformation Institute has been a national leader in developing and testing the effectiveness of LA-

supported undergraduate education. LA-supported classrooms produce greater student learning outcomes and higher graduation and retention rates. This funding will continue the expansion of Learning/Writing Assistants by providing stipends.

Mental Health and Wellbeing ($649,949)
To achieve the highest levels of learner success, we are focusing on "High Touch Student Support." This approach largely focuses on academic success through the use of Learning Assistants (LAs), retention scholarships, plus the addition of faculty to focus on curricular needs. Student success also depends on student wellbeing. This request focuses on developing preventive educational programs and training of staff and faculty on prevention, early detection, supports and resources and referrals. The addition of Case Managers and Mental Health Therapists will provide necessary support for these programs.

Predictive Data Analytics for Student Success ($243,422)
A successful "High Touch Student Support" requires concurrent data analytics to inform a more intrusive student support model. This funding will provide a robust in-time system for analyzing student engagement and attendance. Such a system will allow faculty, mentors, advisors, and counselors to quickly intervene to address student success challenges.

Recruitment Scholarships and Retention/Completion Grants ($1,500,000)
This funding will expand the merit scholarship budget towards the goal of improving the incoming student profile, as well as retaining and accelerating the graduation rates of FIU students. These funds also support students who face unexpected emergencies and financial circumstances that impact their ability to remain enrolled.

Year-Round University/Student Admissions Pathways ($2,299,507)
An important component of the 2025 Next Horizon Strategic Plan is achieving Top 50 Public University rankings, with dramatic improvement in 4-year graduation rates. To achieve this goal, the university must increase the courses offered throughout the year, inclusive of Summer Term, in effect becoming a "Year-Round University." This funding will aid in increasing summer teaching and the availability of course offerings year-round and within terms.

Continued success in student metrics requires better coordination of student recruitment and admissions pathways. Of particular importance is successful alignment of student goals with continuous admissions and year-round academic and career-focused pathways. This funding will support staffing for improved student recruitment and admissions.

Accelerate Preeminence & Research and Innovation Impact

This strategic priority is designed to advance our current academic standing by leveraging FIU's preeminent and emerging preeminent programs that collaborate across disciplines to generate new knowledge and innovative solutions for the betterment of our environment, health, and society. This will drive our visibility to solidify FIU as a leading urban public research university. To achieve this, we will strive to attract and retain the best, most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel.

FIU will expand its knowledge ecosystem marked by research innovation unfettered by discipline or geography to craft grand solutions to the complexities of modern society. We will continue to leverage our success as a global academic leader to drive knowledge production that informs public and academic conversations on societal and cultural issues. We will support our faculty, allowing them to achieve national recognition for their excellence in teaching, research, scholarship, and creative activities. Finally, FIU will be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

Amplify Culture of Innovation & Entrepreneurship ($1,694,906)
As a Research I university, FIU strives to make a positive impact through new knowledge and cutting-edge research that leads to solutions to societal challenges. One important aspect of that impact is our capacity to move research results from the laboratory or clinic into new or improved products and services in the marketplace. Our success in translating research results into new inventions has placed FIU at the forefront of patent production. This is an important role for a university in today's knowledge-driven economy.

Moreover, decision-making is an essential skill demanded of every leader and policy maker in any organization or industry. Good decision-making, however, is what differentiates the legacies of these leaders and the success of their organizations. In today's technology-enable, fast-paced environment, leaders are under tremendous pressure to make good decisions faster. The result is that decisions are often made, and programs initiated without a comprehensive and

informed analysis from cross-disciplinary stakeholders. In other words, decisions are made, and precious financial resources are invested on the basis of perspectives and/or unverified assumptions.

To address this critical need, the FIU decision-making laboratory, will provide a platform for informed decision making by combining technology and analytical tools that will allow policy makers, decision makers, and business leaders the ability to test solutions and alternatives in a laboratory setting prior to expensive implementation. The design of the decision-making laboratory enables diverse teams of stakeholders to gather into one room to address complex challenges. What differentiates this gathering from traditional "committee" meetings is the underlying technology embedded within the decision-making laboratory that would provide the stakeholders with tools such as **data visualization**, **predictive modeling and simulation**, and **expert analysis**.

The requested funds will accelerate commercialization and entrepreneurships by providing infrastructure support for commercialization of patents and collaboration with industry. In addition, these funds will accelerate the following initiatives:
- Work with industry, government officials and university experts to develop Disaster Planning and Response Project to help build the resilience of our community when disaster strikes.
- Student workshops and training on data visualization, predictive modeling and analysis within the Decision Lab.
- Establish an entrepreneurial network utilizing the decision-making laboratory to incubate and launch new companies and create jobs.
- Host intensive, immersive 2-3-day hackathons around key challenges such as infrastructure, city planning or student success utilizing the decision-making laboratory.
- Develop workshops and informational sessions for FIU faculty to understand and utilize the Decision Lab to successful attract more research grant funding from traditional federal sources or unique industry sources.
- Launch industry targeted events to facilitate partnerships and projects around the decision-making laboratory.

Doctoral Student Support ($638,379)
FIU's doctoral degree production has increased by 68% since 2013-14, with increases in research doctorates of 38%. In the implementation of our new Strategic Plan we will dedicate some of the financial support of doctoral students to FIU's Preeminent and Emerging Preeminent programs. This will support the

continued success of these programs by being able to recruit the best and brightest doctoral student candidates. Since the Preeminent programs are ones that receive the most external research grants and drive FIU's innovation, this investment will in turn increase external funding for doctoral students and amplify FIU's innovation impact.

Faculty Recruitment/Research ($4,663,548)
Faculty are the main driver of research growth at a University. To maintain Carnegie R1 Highest Research designation and continue to progress and achieve the 2025 Strategic Plan goals, FIU must dedicate resources to recruiting incremental faculty that focuses on research and innovation. The addition of faculty will have an impact beyond research, as they also contribute to student success metrics.

Research Administration Support, Infrastructure & Grant Writing ($1,095,941)
FIU's progress to Carnegie I Research classification, and SUS Emerging Preeminence has produced significant increases in total research expenditures, external grant proposals, and external grant awards. These funds will provide additional Office of Research and Economic Development staff to assist Principal Investigators with grant needs from pre-award to post-award and will allow researchers to dedicate more time to their research instead of working on administrative tasks. Importantly, the funds will provide technical grant writing support to the Preeminent programs with the focus on competing for large multidisciplinary grant so agencies such as the NIH. Further, to support new faculty hires, space must be renovated to account for additional labs and ongoing research needs.

Undergraduate Research Expansion ($134,010)
Undergraduate research experiences have been shown to improve student success and retention. Research experiences outside of the classroom impact the nature of a student's peer group; the quality and quantity of student interaction with faculty outside the classroom; the integration of a student's academic and social lives. Moreover, research experiences that make coursework more relevant leads to the development of skills and knowledge that can be transferred to the classroom setting. These funds will increase undergraduate research peer mentors and provide for support of collaboration between undergraduate students and faculty in the laboratories, with a focus in creating a bridge from undergraduate to graduate education for undergraduate students interested in pursuing graduate education.

Assure Responsible Stewardship

Both of the initiatives below consist of short-term expenditures that will lead to significant future savings and increased space utilization for faculty and students which together with this initial investment will be reinvested in student success and faculty initiatives consistent with the strategic plan.

Agile Workforce ($275,000)
FIU has an opportunity to create an agile workforce that will foster engagement, productivity, creativity and innovation. This initiative is targeted at improving space utilization by having by having back-office non-student or faculty-facing operational staff work remotely on flexible schedules.

With mobility and remote working being a way of life today, organizations are opting for smaller desk numbers and employing unassigned and social spaces to accommodate mobile and remote workers when they are present. As stated by Global Workplace Analytics, a globally recognized authority on creating agile workplace strategies, "Organizations that continue to use 19th Century workplace designs and 20th Century workplace practices to do 21st Century work will not survive."

By definition, an agile workforce is the ability to have multiple work models that allows the organization to fluctuate between them to best serve the needs of the business. The traditional team that is on site, the teleworker working from home, temporary/seasonal employees and contractors are all examples of the type of teams that support the agile workforce model.

Startup costs include training for managers on how to manage remote workers and manage by performance, the cost of analysis of jobs that would lend themselves to telecommuting, needed hardware for home office setups, home monitors, and additional technical support.

Shared Services Assessment & Implementation ($624,460)
Seeking greater operational efficiency and effectiveness, innovative leaders continue to push their campuses and their own offices to implement shared services to achieve both quality and financial improvements. Research reveals that shared services extend to nearly every aspect of higher education operations, from printing services to donor prospect research.

The five most common functions for shared services are finance, information technology, human resources, procurement, and payroll. Most of these

functions are largely considered "back office," in that they rarely interact with students or external constituents.

By realizing savings or generating revenue through shared services models, FIU may redirect resources and reinvest savings in mission-critical initiatives and activities tied to university goals impacting metrics specific to student success and research excellence. These can also result in space management efficiencies and optimized space utilization complementing the agile workforce initiative.

Costs of implementation include purchasing new technology, assessing current staffing levels and structures, and hiring some new staff in key functional areas during transition to shared services.

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

The return on investment will be measured by the increase in student success and research outcomes projected below. When achieved, accomplishing these goals will also support our increased recognition and reputational gains in national and international rankings. FIU's 2025 stretch goal is to be ranked in the Top 50 Public Universities by U.S. News and World Report.

FIU will also contribute to the SUS goal of Florida continuing to lead in higher education across the nation. Competition for economic drivers such as corporations, business infrastructure and R&D is estimated to only increase across the states, and we believe FIU's relative contributions to these SUS goals will help to retain existing and drive new business and industry to Florida.

The LBR request focuses on Learner Success and Acceleration of Preeminence and Research Innovation Impact. These are pillars of FIU's 2025 Next Horizon Strategic Plan; thus, the Return on Investment (ROI) will be in these two areas.

Specifically, we expect:

- The FTIC 4-Year Graduation Rate to improve by 54% (from 38.9% in 2018 to 60% in 2025.
- The FTIC 6-Year Graduation Rate to improve by 23% (from 57% in 2018 to 70% in 2025).

- The FTIC 2-Year Retention Rate to improve by 2.3% (from 88% in 2018 to 90% in 2025).
- Average cost to student/net tuition to decrease by 25% (from $11,930 in 2018 to $9,000 in 2025).
- Total doctoral degrees to increase by 49% (from 404 in 2018 to 600 in 2025).
- Total research PhD degrees to increase by 58% (from 200 in 2018 to 315 in 2025).
- Total Research Expenditures to increase by 53% (from $196M in 2018 to $300M in 2025).
- Science & Engineering Research Expenditures to increase by 52% (from $166M in 2018 to $252M in 2025).
- Non-Medical Science & Engineering Research Expenditures to increase by 53% (from $153M in 2018 to $234M in 2025).
- Industry-related research and design to increase by 115% (from $9.3M to $20M).
- Patent license options executed per year to increase by six-fold (from 4 in 2018 to 30 in 2025).

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

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	N/A	N/A	N/A	N/A

2020-2021 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University:	**Florida International University**		
Issue Title:	**Base Funding**		

	RECURRING	NON-RECURRING	TOTAL
Positions			
Faculty	42.50	0.00	42.50
Other (A&P/USPS)	41.67	0.00	41.67
	-------------	-------------	-------------
Total	84.17	0.00	84.17
	=========	=========	=========
Salary Rate (for all positions noted above)			
Faculty	$5,295,000	$0	$5,295,000
Other (A&P/USPS)	$2,513,148	$0	$2,513,148
	-------------	-------------	-------------
Total	$7,808,148	$0	$7,808,148
	=========	=========	=========
Salaries and Benefits	$10,463,699	$0	$10,463,699
Other Personal Services	$2,476,155	$0	$2,476,155
Expenses	$4,060,146	$0	$4,060,146
Operating Capital Outlay	$0	$0	$0
Electronic Data Processing	$0	$0	$0
Special Category (Specific)	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	$0	$0	$0
	-------------	-------------	-------------
Total All Categories	$17,000,000	$0	$17,000,000
	=========	=========	=========

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: Textbook and Instructional Materials Affordability Annual Report

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Proposed Committee Action:

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

Background Information:

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

Pursuant to Florida Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability, (3) 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: Elizabeth M. Bejar

State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30, 2019

Florida International University   **2018-2019**

University Submitting Report	Semester(s) Reported*

Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees	Date

Signature of President	Date	Signature of Vice President for Academic Affairs	Date

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

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

a) Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.
Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

Response:

Selection Process (Fall 2018)	Total number of courses	UCC/Non-UCC High Enrollment	Total instances of enrollment
Collective instructors text selection	220 (75.6%)	78/142	93,753
Individual instructor text selection	71 (24.4%)	14/57	28,708
Totals	291	92/199	122,461

Selection Process (Spring 2019)	Total number of courses	UCC/Non-UCC High Enrollment	Total instances of enrollment
Collective instructors text selection	60 (20.7%)	18/42	20,598
Individual instructor text selection	230 (79.3%)	69/161	94,195

| Totals | 290 | 87/203 | 114,793 |

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

Response:

Fall 2017

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

Spring 2018

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

Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
733	1,956

Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
728	1,900

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

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

Response:

Barnes & Noble New, Used, Rental and Digital Options
Barnes & Noble FIU book stores continue to offer cost savings such as new, used, rental and digital textbooks with new titles continuously added. Students may save as much as 80% by purchasing textbooks in alternative formats offered.

Barnes & Noble @ FIU Price Match Program
Initiated by the FIU Office of Business Services, in Spring 2016 Barnes & Noble launched the Price Match program. Barnes & Noble is matching the prices for textbooks advertised or offered by a local competitor, BN.com, or Amazon. The program does not include price matching items from textbook marketplaces such as Amazon Prime (membership deals) or Amazon Warehouse Deals and does not include offerings from

peer to peer marketplaces, aggregator sites, digital books, publisher direct pricing or bulk purchases/course fee pricing.

Financial Aid Book Advances

Students receiving financial aid and unable to afford required and recommended course materials may apply for a book advance through the Office of Financial Aid, which continually monitors student financial need including cost of textbooks. In Fall 2018, 4,013 students took advantage of the book advance program amounting to $1,754,863 in aid. In Spring 2019, there were 4,230 students who received $1,799,393 in book advances. This aid ensures that students can purchase their course materials prior to the start of the semester and are prepared for class on the first day.

Financial Aid Book Advances		
Term	Student Count	Book Advance Aid Awarded
Fall 2017	4,874	$2,435,887
Spring 2018	3,926	$1,811,607
Sub-Total AY 2017-18	8,800	$4,247,494
Fall 2018	4,013	$1,754,863
Spring 2019	4,230	$1,799,393
Sub-Total AY 2018-2019	8,243	$3,554,256
Grand Total	17,043	$7,801,750

FIU Libraries: E-Materials

The FIU Libraries is committed to working with faculty on providing open access, low cost materials for students. The libraries' collection development mission is to purchase e-materials whenever cost effective, feasible, and possible. A quick search of the library catalog shows that the library has access to more than 500,000 e-books and almost 100,000 streaming items. In addition, the library subscribes to more than 1,100 databases, many including full-text articles. Many faculty reach out to their library liaison to request e-books and other online materials for their classes. Oftentimes, the course materials wanted by faculty are not traditional textbooks and therefore are easily obtainable in electronic formats. The libraries' attempt to purchase online items that allow for unlimited simultaneous users; this allows free access for students regardless of their location.

FIU Libraries: Course Reserves

Course Reserves is a service available to FIU faculty that will house materials required for use in class. Course Reserves provides a location for these materials assigned to students enrolled in classes on a semester-by-semester basis. Materials may be in print, electronic, and multimedia formats in compliance with the Copyright Law

of the United States. Whenever possible materials will be scanned as electronic documents and made available to students 24/7. This allows students to use either library materials, or professor provided materials, free of charge.

The Library Circulation Desk reports that during the academic year 2018-2019, there were a total of 8,499 Course Reserves books, articles, DVDs, and files (Green Library: 5,819; Hubert Library: 2,675; Engineering Center: 5), which represents an 17.7% increase over the previous year (7,219 total course reserve items) and has enhanced availability of cost-free course materials at all three locations. A total of 1,032 course reserve loans to students were recorded, which represents a major decrease over the previous year (4,978 total course reserve loans), indicating that student utilization of the available course reserves has declined. The decline may be due to the libraries' continued focus on purchasing e-materials including e-books, streaming media, and full-text databases.

FIU Libraries: Open Educational Resources (OER)
The FIU Libraries received funding to hire an OER Librarian. This person will provide leadership to support faculty with developing, adopting, and/or assessing OER for the benefit of students. This librarian will coordinate initiatives to assist faculty with locating and adapting library resources and OER into their curriculum and collaborate with other librarians to coordinate selection of digital content and services in relation to OER initiatives. The OER Librarian will raise awareness of open educational resources across campus, encouraging and generating broad participation by departments, faculty, and students through close collaboration with university partners for textbook affordability and OER efforts.

FIU Online: Affordability Counts Initiative
Launched in June 2016, the Affordability Counts collaborative initiative from FIU Online, the FIU Libraries, and the Center for the Advancement of Teaching, aims at lowering the cost of course materials to $20 or less per credit. Faculty are encouraged to adopt open educational resources (OER) or other low-cost course materials. As of the last award session in June of 2019, over 244 faculty have participated in this program, with 327 courses designated as "affordable courses." The Affordability Counts committee reviews submissions and awards the Affordability Counts medallion to each qualifying course, which faculty can then display in their syllabus and online course shell. Under the leadership of Assistant Vice President Joseph Riquelme, who serves on the Florida Virtual Campus Council (FLVC) on Distance Learning and Student Services, this important initiative is being shared with other FLVC SUS institutions who choose to collaborate. Thus far, five State University System institutions and two Florida College System institutions have committed to partnering with FIU in launching the initiative at their respective institutions. Since the inception of the program, FIU courses awarded the Affordability Counts medallion have saved students in excess of

$1,212,000. This figure does not include subsequent iterations of the course after the medallion was awarded, so savings are actually higher.

FIU Online: Incentivizing the Adoption of Open Educational Resources (OER)

OERs are no-cost course materials that are in the open domain/openly licensed and generally allow for content adaptation to meet the respective class's needs. As a complement to the Affordability Counts initiative, FIU Online was awarded a $60,000 grant from the Complete Florida Challenge, which offered monetary incentives to individual faculty and faculty groups who adopt or modify OER's for their courses. Award's ranged between $500-$3,000. The initiative was piloted in the 2018-2019 academic year and gave preference to faculty teaching UCC and high-enrollment courses to further enhance student success efforts during the critical first two years of college. The incentive program resulted in 64 courses with over 2,900 enrollments being redesigned with OER content at a cost savings of over $505,000 for students in its first year. A total of 46 faculty members were incentivized for their efforts in supporting the reduction of financial barriers for FIU students. This figure does not include subsequent iterations of these courses which will result in ongoing cost savings for students.

First Day Pilot Program

Since Spring 2018, the Office of Business Services, in collaboration with select faculty, is conducting a pilot of the First Day Program. This program is an inclusive-access program – an initiative where roll textbook costs are included in the students' tuition so that immediately upon enrollment in a course, students have access to learning materials with the first day of class. It is specifically designed for courses with digital learning materials seamlessly delivered through the learning management system. The First Day Program discounted price is a result of the publisher, in this case McGraw Hill, lowering the learning material base price and the FIU Barnes & Noble bookstore lowering its profit margin. The "First Day" price is only available at the beginning of the term to leverage affordability and the incentive to obtain study materials as early as possible for optimal learning outcomes and ultimately greater student success.

To ensure that the program's operational processes between all partners (FIU, FIU Barnes & Noble bookstore, publisher) are seamless, course participation in the pilot was significantly increased to 44 course sections in Spring 2019.

First Day Pilot Program			
Term	Participating Course Sections	Student Participation Rate	Savings to Students (in $)
Spring 2019	44	76%	170,842.25
Fall 2018	7	78%	56,443.15

Summer 2018	5	45%	10,221.30
Spring 2018	3	49%	11,720.00
AVG/TOTAL	**59**	**72%**	**249,226.70**

The B&N bookstore will continue to work with publishers to offer the First Day reduced pricing for participating course sections. However, the pilot has demonstrated that due to billing infrastructure limitations, this program is currently not sustainable at a larger scale. The Office of Business Services and the Office of the Controller will develop the processes and procedures needed to roll out this program for the benefit of even more students in the coming semesters.

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

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

Response:

Barnes & Noble FIU Book Stores Discount Options
For Fall 2018 and Spring 2019 the Barnes & Noble FIU book stores offered 79.8% and 79.4% respectively of all textbooks as rental option with discounts of up to 80%. The rental utilization rates for Fall and Spring were 48.8% and 50.5% respectively of all book transactions. The digital availability of textbooks was at 41.7% and 47.7% respectively, with discounts of up to 60% and utilization rates of 13.5% and 13.9%. Used textbook purchases represented 9.7% and 12.9% and new and used textbook rentals represented 17.7% and 18.3% of all textbook transactions.

By taking advantage of used, new rental, used rental, or digital discount options, students saved $1,478,137 (19.3%) in Fall 2018/Spring 2019 year.

Barnes & Noble FIU Book Stores Price Match
The Barnes & Noble FIU book stores continue to offer the Price Match program which has garnered great results. For the past year, savings of $16,813 in Fall 2018 and $7,918

in Spring 2019 were passed on to students, bringing the program total to $125,940 matched since inception in Spring 2016.

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

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

Response:

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

Faculty utilize Barnes & Noble's FacultyEnlight platform for textbook and course materials adoptions, which feeds this information into FIU's course registration system for all courses and course sections. In addition, Barnes & Noble maintains a searchable website for FIU Course Materials on which students can find required or recommended course materials by campus, term, department, course and section. The website also details pricing options for all items (i.e. rent new, rent used, buy new, buy used, rent digital, buy digital) acquired through Barnes & Noble FIU book stores.

FIU and Barnes & Noble College (BNC) are currently collaborating in developing the next generation of its nation-wide adoption platform: Adoptions & Insights Portal (AIP). This effort has largely been due to our persistent requests for a more effective system that not only allows us to post adoptions of regular textbooks and instructional materials, but also of non-traditional materials such as Open Educational Resources (OER). FIU also urged the vendor to create a system that is in alignment with the State of Florida's requirements in regard to the legal deadline and reporting of actions taken after the legal deadline. AIP will replace FacultyEnlight as of the Spring 2020 semester.

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

Response:

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

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

Response:

Semester	Total Course Sections	Course Sections in Compliance (timely, exceptions, and justified late)	Percentage of Compliance
Fall 2018	7,189	6,948	96.6%
Spring 2019	7,093	6,989	98.5%

Alternatively:

Semester	Total Course Sections	Compliant (Timely)	Compliant (Exceptions)	Compliant (Justified)	Percentage of Compliance
Fall 2018	7,189	4,798	1,960	190	96.6%
Spring 2019	7,093	6,989	2,168	149	98.5%

In both semesters, FIU met 95% threshold for adoption submissions.

The total of Course Sections in Compliance consists of course sections for which adoptions were received prior to the legal deadline, that received an exception as defined under 3)e), and that were submitted late but justified. Reasons to justify a late submission include a change of the instructor of record, the merging of course sections, or a modification to the course's start date.

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

textbooks and instructional materials in the course section were not entered by the deadline.

Response:

Semester	Total Course Sections	Not Posted	Percentage of Non-compliance
Fall 2018	7,189	241	3.4%
Spring 2019	7,093	104	1.5%

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

Response:

In contrast to lectures and labs, other course types by their very nature generally do not require textbook or other instructional materials. As such, the adoption response has been set to a default response of "No Text Material Required for This Course." Should an instructor or supervisor still recommend learning materials, he/she may do so via FIU's adoption platform FacultyEnlight.

Semester	Total Course Sections	Course Types
Fall 2018	1,960	Directed Individual Study Graduate Dissertation Graduate Thesis Individual Performance Instruction
Spring 2019	2,168	Internship Other Supervised Research Supervised Teaching

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: Proposed Regulation FIU- 2506 Academic Program Termination and Temporary Suspension of New Enrollments

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Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the proposed Regulation 2506 Academic Program Termination and Temporary Suspension of New Enrollments.

Background Information:

The proposed Regulation, FIU-2506, provides direction to faculty, staff, and administrators regarding the process and authorities by which academic programs may be terminated due to lack of financial resources (low enrollment or lack of faculty), misalignment with institution or BOG mission, or no longer serves the needs of Florida constituents. FIU-2506 also outlines the termination procedure which includes the creation of a teach-out plan for existing students and accommodation of existing faculty, Faculty Senate review, BOT approval, and for PhD programs, BOG approval. The Southern Association of Colleges and Schools must approve the teach-out plan prior to implementation.

Florida Board of Governors Regulation 8.012, 2506 Academic Program Termination and Temporary Suspension of New Enrollments, provides that each university board of trustees shall adopt a regulation which must establish (1) A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of the university; and (2) A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated; (3) A plan to notify Florida College System (FCS) institutions that the university has begun the process of terminating a baccalaureate program so that FCS students may be advised appropriately; and (4) A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the faculty and students.

Florida Board of Governors Regulation 1.001(3)(j)(l) provides, in relevant 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: Proposed Regulation FIU-2506 Academic Program Termination and Temporary Suspension of New Enrollments Executive Summary

                                                   Proposed Regulation FIU-2506 Academic Program Termination and Temporary Suspension of New Enrollments

Facilitator/Presenter: Elizabeth M. Bejar   `Page 94 of 126`

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

EXECUTIVE SUMMARY

Proposed Regulation FIU- 2506 Academic Program Termination and Temporary Suspension of New Enrollments

In order to be in compliance with Florida Board of Governors Regulation 8.012, Academic Program Termination and Temporary Suspension of New Enrollments, FIU proposes a new regulation. An FIU Policy, 350.015 Program Termination Policy, would be replaced by the new regulation. The proposed regulation more carefully outlines the steps and makes clear the responsibilities of each party involved.

Proposed Regulation, FIU-2506, provides direction to faculty, staff, and administrators regarding the process and authorities by which academic programs may be terminated due to lack of financial resources (low enrollment or lack of faculty), misalignment with institution or BOG mission, or no longer serves the needs of Florida constituents.

The termination procedure includes:

- Creation of a teach-out plan for existing students and accommodation of existing faculty;
- Faculty Senate review;
- BOT approval;
- BOG approval (PhD programs).

At the same time, the University is obligated to inform other regulatory agencies of the termination plan. The Southern Association of Colleges and Schools must approve the teach-out plan prior to implementation. The University's liaison to the State-wide Articulation Committee will inform the Florida College System (FCS) of the program closure and removal from the Common Prerequisite Manual.

If faculty are impacted by the closure, University administration and the Board of Trustees shall make a reasonable effort to locate appropriate alternative or equivalent employment within the University for faculty affected by the program termination in accordance with the UFF Collective Bargaining Agreement.

Various constituents have reviewed the proposed regulation including the Faculty Senate Academic Policy and Personnel Committee, Chair of the Faculty Senate, Dean's Advisory Committee (DAC) and the Operations Committee (OPS).

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS

NOTICE OF PROPOSED REGULATION

REGULATION NO.:   FIU-2506

REGULATION TITLE: Academic Program Termination and Temporary Suspension of
                          New Enrollments

SUMMARY: New proposed Regulation FIU-2506 Academic Program Termination and
Temporary Suspension of New Enrollments encompasses FIU's plan on how to terminate
academic programs and temporary suspend new enrollments into active academic programs.
New Regulation FIU-2506 ensures the efficient use of state resources and maintenance of the
quality and relevancy of academic programs offered at FIU and the State University System.

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

AUTHORITY: Section 7(d), Art. IX, Fla. Const.; Board of Governors Regulation 8.012

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

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

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

DATE OF PUBLICATION: August 5, 2019

THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW:

FIU -2506 Academic Program Termination and Temporary Suspension of New Enrollments

1. **Academic Program Termination**
   a. To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System (SUS), programs at Florida International University (University) may be terminated. Reasons for terminating programs may include but are not limited to the following:
      (1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the university;
      (2) Faculty or other resources are no longer sufficient to deliver a high- quality program;
      (3) The program is no longer aligned with the mission or strategic goals of the university or the Board of Governors (BOG); or
      (4) The program no longer meets the needs of the citizens of Florida in providing a viable educational or occupational objective.
   b. Programs may be identified for termination by the academic program, college or department director, chair, dean, or faculty, the Senior Vice President for Academic and Student Affairs, and/or the Provost. The BOG Program Termination Form, available upon request to the Office of the Provost, must accompany the recommendation.
   c. In considering programs for possible termination, the following items will be evaluated:
      (1) Relationship of the program to the University Mission;
      (2) Relationship of the program to University Strategic Objectives;
      (3) (Student FTE)/ (Faculty FTE);
      (4) (Program Expenses)/ (State appropriations plus tuition);
      (5) Number of graduates;
      (6) Time to degree;
      (7) Percent completing within four (4) years, six (6) years, or 8 years for graduate programs;
      (8) Faculty scholarly and/or creative productivity;
      (9) Record of faculty external funding, where appropriate;
      (10) Impact on students in the program;
      (11) Impact on educational opportunities for underrepresented minorities;
      (12) Impact on faculty in the program;
      (13) External community financial support; and
      (14) Accreditation status for accredited programs.
   d. All proposals for program termination must include:
      1. A plan to accommodate students active in a scheduled program termination.
         a. All students will be allowed a reasonable amount of time to graduate. The teach-out plan must include a timeline, with written, verifiable notification to affected students of the last date by which they must graduate and the University Curriculum Committee program deletion form.
      2. A plan to accommodate faculty in a scheduled program termination. University administration and the Board of Trustees shall make a reasonable effort to locate appropriate alternative or equivalent employment within the University for faculty

affected by the program termination in accordance with the UFF Collective Bargaining Agreement.

3. Plan for notification to Florida College System institutions of a scheduled baccalaureate program termination. The University's liaison to the State-wide Articulation Committee will inform the Florida College System (FCS) of the program closure and removal from the Common Prerequisite Manual.

4. A process for evaluation and mitigation of any potential negative impact on the current representation of women and ethnic minorities within the faculty and students.

   a. The Provost or designee will review the proportional representation of the current population of women and ethnic minorities within the faculty and students in the university versus the proportional population in the program proposed for termination.

   b. If there is no significant difference in the proportional population loss of the groups in question, no efforts at mitigation are necessary.

   c. If the loss of student or faculty females and ethnic minorities through program termination is significant, the program termination may be cancelled or a plan for mitigation must go into effect. The plan could include among others special emphasis in graduate and undergraduate recruitment to significantly increase student groups lost in the termination.   Another option would be to institute new or expand existing programs which would replace numbers of student or faculty women or ethnic minorities lost in termination.

(d) Approval for Program Termination

1. The Provost will review all proposals for program termination with input from appropriate curriculum committees and financial administrators, and advice from the dean and Faculty Senate. If approved, the Provost shall present the proposal of program termination to the Board of Trustees for approval.

2. Program terminations for professional and doctoral level degree programs must also be approved by the BOG. In its request to BOG, the University will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and a student teach-out plan.

3. The Southern Association of Colleges and Schools must approve the program termination and the teach-out plan prior to the start of the effective term.

(2) Temporary Suspension of New Enrollments in an Academic Program

(a) A program that temporarily suspends new enrollments remains an active program in the SUS Academic Degree Program Inventory. Students currently enrolled may continue to progress towards degree completion. A program can be temporarily suspended for new enrollments for up to nine (9) consecutive terms, including summer. At the end of the ninth term the University must notify the BOG Office on the desired course of action for the program. A program's temporary suspension can be removed by the University at any time and the program can begin accepting new enrollments, with notification to the BOG Office.

(b) This regulation for temporary program suspension of new enrollments, includes the following procedures:

1. Programs may be identified for suspension by the academic program, college or department director, chair, dean, or faculty, the Senior Vice President for Academic

and Student Affairs, and/or the Provost. The BOG Temporary Suspension of New Enrollments in an Academic Program Form, available upon request to the Office of the Provost, must accompany the recommendation.

2. In considering programs for possible suspension, the following influencing factors will be evaluated:
   a. Curriculum revision;
   b. Key faculty member(s) vacancies;
   c. Changing accreditation standards;
   d. Reprioritizing university resources and/or efforts;
   e. Diminished student demand for the program;
   f. Number of graduates.

3. The institution decision-making process must consider if there will be any undue loss of educational opportunities for underrepresented minorities.

4. The Provost will review a recommendation for program suspension with advice from the dean. Temporary suspensions of degree programs will then be submitted to the BOG by the Office of the Provost. FIU's liaison to the State-wide Articulation Committee must notify Florida College System institutions that the University has begun the process of temporary suspension of new enrollments in a baccalaureate program.

Authority: Art. IX, sec. 7, Fla. Const., Board of Governors Regulation 8.012; History: New _____

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: **Program Termination of the Master of Science in Nursing in Anesthesiology**

Proposed Committee Action:
Recommend to the Florida International University Board of Trustees termination of the Master of Science in Nursing in Anesthesiology (CIP 51.3804).

Background Information:
FIU's Anesthesiology Nursing Program began offering in spring 2014 a dual degree option of the existing Masters of Nursing (MSN) with the additional requirements of the Doctor of Nursing Practice (DNP). Effective spring 2016, FIU began direct entry admissions into the DNP Degree in anticipation of changing accreditation requirements.

Given the new doctoral-level education requirements for practice in Nursing Anesthesiology, and the fact that no current students are enrolled in the MSN Anesthesiolgy, FIU will now close this degree.

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: Program Termination: Master of Science in Nursing in Anesthesiology

Facilitator/Presenter: Elizabeth M. Bejar

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Letter of Notification
Florida International University
Board of Trustees
September 5, 2019

Program Name: **Anesthesiology Nursing Program**
Degree Level: **Master in Nursing**
CIP Code: **51.3804**
Anticipated Termination Term: **Spring 2017**
(First term when no new students will be accepted into the program)
Anticipated Phase-Out Term: **Effective Spring 2019**
(First term when no student data will be reported for this program)

Rationale:
The FIU Anesthesiology Nursing Program (ANP) is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs (COA). To comply with the COA doctoral standards, the FIU Anesthesiology Nursing Program has until 2022 to initiate and implement the Doctor of Nursing practice licensure eligibility for certified Nurse Anesthetists. To be in compliance, in spring 2014 FIU began offering a dual degree option of the existing Master of Nursing (MSN) with the additional requirements of the Doctor of Nursing Practice (DNP). Effective spring 2016, FIU began direct entry admissions into the DNP Degree.

This request is to officially terminate the MSN Anesthesiology Nursing Program.

Impact:
The Anesthesiology Nursing Program is offered only at the Modesto A. Maidique Campus. The program will continue to be offered with only the DNP degree awarded as required by the COA.

Given FIU offers a higher-level degree in the field of anesthesiology now, there has already been a transition of the enrollment, enrollment planning and reallocation of resources to the new degree.

Notification:
Faculty Notification:
Department faculty participated in the curriculum change process for MSN only to DNP. Therefore, the faculty were aware of the eventual termination of the MSN degree. Those faculty currently teach in the DNP Nurse Anesthesiology Program.

New Student Notification:
Students applying to the MSN Nurse Anesthesiology program are now redirected to the direct-entry DNP program. As of spring 2017, no new students were accepted into the program,

Current Student Notification:
Upon the decision of the Board of Trustees to close the MSN in Anesthesia, FIU will provide a letter of notification to SACSCOC for approval.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: New Program Proposal: Doctorate of Design (CIP 4.0902)

Proposed Committee Action:
Recommend to the Florida International University Board of Trustees approval of the Doctorate of Design (CIP 4.0902) new program proposal.

Background Information:
The College of Architecture + the Arts is proposing to offer a Doctorate of Design (DDes). The DDes is a two-year program 60-credit post-master's applied architectural research and professional practice degree. The purpose of the STEM- focused doctoral program is to train candidates for key leadership positions in design investigation and the growing related technology fields. The interdisciplinary course of study, which includes up to 75% on-line learning, prepares graduates for national and international careers in the design professions, industry, applied research, teaching, as well as leadership positions in public agencies and municipalities. Expanding on advances in emerging technologies, the DDes program supports research in Architecture, a STEM field.

Through the DDes, FIU will be able to increase the number of degrees awarded in architecture and build on its recognized Architecture collaborations in South Florida and beyond. The master's program was recently nationally ranked by GraduatePrograms.com.

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 Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*

Supporting Documentation: Executive Summary: Doctorate of Design (CIP: 04.0902)
                                                          New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

New Degree Proposal: Doctorate of Design
CIP: 04.0902, Architecture and Building Sciences /Technology

Department of Architecture
College of Communication, Architecture + the Arts
Florida International University

EXECUTIVE SUMMARY

The Department of Architecture in the College of Communication, Architecture + the Arts at Florida International University is proposing a new Doctorate of Design (DDes) under the Federal STEM CIP code 04.0902, Architecture and Building Sciences /Technology. This degree will replace the department's current post-professional degree, the Master of Arts in Architecture (MAA). This cost effective transition to post-master's education, increases the university's professional doctorate production while setting FIU above other State University System (SUS) and non-SUS institutions.

The U.S. Bureau of Labor Statistics predicts a 4% growth in demand for architects, while projecting a 10.6% growth in demand for Postsecondary Architecture Teachers from 2016 to 2026. https://www.bls.gov/ooh/architecture-and-engineering/architects.htm "On net, there will be a projected need for approximately 25,000 new architecture positions over the coming decade—5,000 due to industry growth and 20,000 due to retirements and other losses to the architecture labor force" https://www.architectmagazine.com/aia-architect/aiafeature/how-many-architects-does-our-economy-need_o

In May 2018, according to the Bureau of Labor Statistics, Florida ranks 5th in the country with the highest employment of architects with an annual mean wage of $82,710. https://www.bls.gov/oes/current/oes171011.htm#st

Dr. William Braham, Professor of Architecture at the Department of Architecture at the University of Pennsylvania served as the external consultant for this program proposal. Professor Braham stating that the need for this degree supports both professional research: "In response to the demands of new technologies, new environmental challenges, and new regulatory mandates, the professional practice of architecture has developed teams and specialized consultants pursuing research or analysis and academic positions: "There are limited positions in PhD programs at US Universities, so this is can be a substantial pool of potential students."

The 60-credit DDes is needed to train candidates for key leadership positions in design

investigation and the growing related technology field. The interdisciplinary course of study, which includes up to 75% on-line learning, prepares candidates for national and international careers in the design professions, industry, applied research, teaching, as well as leadership positions in public agencies and municipalities. This doctoral program responds to the changing requirements for two specific career paths in Architecture. First, large multidisciplinary architectural firms are increasingly pursuing applied research as part of their design services. Research informs design choices at many levels including building function, responding to social and cultural needs, environmental performance, visualization and fabrication, material development and construction methods. Career paths in architectural research are opening up across the profession, requiring architects with specific research skills beyond the Masters level. Secondly, Architectural programs in Universities globally are requiring faculty to hold doctoral degrees and pursue research as part of their academic positions.

Nationwide, a series of peer and aspirational institutions have recently developed doctorate programs to prepare students for leadership roles in both practice and academia. The following universities have Doctor of Design degrees: Harvard University, NC State University Design and Louisiana State University College of Art and Design (Doctor of Design in Cultural Preservation). Washington University in St. Louis, has the Doctor of Sustainable Urbanism.

This proposed program, unique in the State of Florida, builds upon the strength of the existing accredited programs and talented faculty at the School of Architecture [SoA]. In addition, the program is supported by a growing roster of state-of-the-art technology-focused facilities in the college, including a Robotics and Digital Fabrication Laboratory [RDF Lab], an Integrated Computer Assisted Virtual Environment [I-CAVE], a Structural + Environmental Technologies Lab [SET Lab], and an Innovation Lab at the Miami Beach Urban Studios.

This proposed program is well positioned to serve traditionally underrepresented groups by educating and graduating minority architects. The feeder program, the MArch program, successfully attracts underrepresented students to FIU. Of the 479 students enrolled in MArch program in 2017, 53% are women, 66% Latino, 12.5% international (non-resident alien), 7% African-American.   These numbers compare favorably with national averages: 40% women, 20% Latino, 5% African-American. The DDes increases program efficiency by enhancing course offerings for graduate students in MArch program.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	5	2.50	$11,444	$28,610	0	$30,000	$58,610
Year 2	10	6.88					
Year 3	15	9.38					
Year 4	15	9.38					
Year 5	16	9.88	$12,510	$123,598	$102,400	$38,400	$264,398

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 5, 2019

Subject: New Program Proposal: Master of Science in the Internet of Things

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Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Science in Internet of Things (CIP 15.999) new program proposal.

Background Information:

The Department of Electrical and Computer Engineering in the College of Engineering and Computing at Florida International University is proposing a new Master of Science degree in Internet of Things (IoT) under Science, Technology, Engineering, and Mathematics (STEM).

The proposed degree program aims to establish a new 30-credit master degree in the area of Internet of Things (IoT). The program is a graduate level degree without any concentration, track, or specialization. It enables BS graduates in computing and related areas, including our new BS in IoT, to pursue a graduate degree in a very competitive and growing discipline. In this fast-growing area, this degree provides a sought-after set of technological skills. Graduates of this program can expect jobs as IoT Hardware, Software, and Application Engineers; Technical Architects; Senior Electrical Architects; Platform Technical Product Managers; and Data Scientists. The MS in IoT furthers the student's research capabilities in developing and analyzing IoT related challenges. The current growth and demand for professionals with the skill sets for developing and implementing IoT will have significant potential for employment locally, statewide, nationally and internationally.

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: Executive Summary: Master of Science in Internet of Things (CIP 15.999) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

New Degree Proposal: Master of Science in Internet of Things (CIP: 15.999)

Department of Electrical and Computer Engineering
College of Engineering and Computing

EXECUTIVE SUMMARY

The Department of Electrical and Computer Engineering in the College of Engineering and Computing at Florida International University is proposing a new Master of Science degree in Internet of Things (IoT) under Science, Technology, Engineering, and Mathematics (STEM).

The proposed degree program aims to establish a new master degree in the area of Internet of Things (IoT). The program is a graduate level degree without any concentration, track, or specialization. It enables BS graduates in computing and related areas, including our new BS in IoT, to pursue a graduate degree in a very attractive discipline. In this fast-growing area, this degree provides a sought-after set of technological skills. This graduate program has the potential to create opportunities for its graduates to become entrepreneurs or gain other job applicable skills to develop new jobs and businesses that will be enabled by the 5G and IoT revolution. The MS in IoT furthers the student's research capabilities in developing and analyzing IoT related challenges.

The curriculum consists of 30 credit hours. The graduates of the program can seek employment in any area related to the tech industry including smart homes, smart grid, smart transportation and smart medical devices. The current growth and demand for professionals with the skill sets for developing and implementing IoT will have significant potential for employment locally, statewide, nationally and internationally. IoT technologies are being adopted by an overwhelming majority of manufacturers and vendors, requiring researchers and a talented workforce. These students will join the workforce, which is expected to achieve 4.5 million IoT developer related new jobs by 2020 [1] with an expenditure of $1.29 trillion [2]. This growth is expected to reach $3 trillion by 2025 [3].

Graduates of this program can expect jobs as IoT Hardware, Software, and Application Engineers; Technical Architects; Senior Electrical Architects; Platform Technical Product Managers; and Data Scientists. A main focus of the MS in IoT is the potential to provide support for Florida's current and growing employment demand for high-tech jobs.

These graduates will fill jobs within the state associated with current businesses expanding their product offerings with IoT and new companies establishing a Florida presence in technology to fulfill the product demands for new IoT solutions. An opportunity of the MS in IoT degree is that many of its graduates will establish start-up companies within the state creating greater economic development in the region. In Florida, graduates may also find jobs in companies such as ADT, Assurant, and Honeywell. Top hiring companies for IoT related jobs in the US include Intel, HP, Amazon and The Product Development Company, PTC, which provide technology solutions that transform how products are created and serviced, helping companies achieve product and service advantage.

[1] https://centricdigital.com/blog/internet-of-things/internet-of-things-developers/
[2] https://www.i-scoop.eu/internet-of-things-guide/iot-spending-2020/
[3] https://www.ariasystems.com/blog/internet-things-3-trillion-market-2020/

The tuition charged for this program ($17,142 for 30 credits) is below the maximum rate of $900 per credit allowed by BOG Regulation 8.002 Continuing Education.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	16	20*				$ 274,276	$ 274,276
Year 2	20	25					
Year 3	22	27.5					
Year 4	24	30					
Year 5	28	35				$ 479,983	$ 479,983

*Students enroll in 30 credits per year (one FTE = 24 credits).

ACADEMIC AFFAIRS REGULAR REPORTS
September 2019

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

I. STRATEGIC PLANNING

NextHorizon2025
Since approval of the NextHorizon2025 Strategic plan, implementation committees are being formed with a plan launch date of Fall 2019 to charge the committees.

FIU ComPASS
FIU's Communication Protocol for Accountability and Strategic Support (ComPASS) was developed in 2016 to aid in the University's achievement of its FIU*BeyondPossible*2020 Performance Funding goals.

On July 23, 2019, the University had its 11th ComPASS session which focused on the Percent of Bachelors and Graduate degrees awarded in areas of Strategic emphasis. The session identified specific strategies that were implemented by each college to improve the proportion of the university's overall production of both bachelors and graduate degrees in areas of strategic emphasis as identified by the Florida Board of Governors. Several follow-up meetings with university senior leadership and college leads have already been planned as a result of the session to reduce or eliminate the institutional roadblocks identified during the session. It is expected that these sessions will have a positive impact on strategic degree production thereby reversing the negative trend currently being experienced by the university specifically for this metric

The next ComPASS session will be in Fall of 2019 with an emphasis on Rankings and Research.

FIU*BEYONDPOSSIBLE*2020 STRATEGIC PROJECTS
FIU*BeyondPossible*2020 strategic project plans have made progress within the last quarter. Below is a brief status report highlighting progress of some of the 33 projects.

Connect for Success (C4S)
Connect4Success (C4S), the University's guided transfer pathway that guarantees admission to FIU to students who complete their AA degree within 3 years at any Florida College System institution is welcoming 1,443 new students to the 2019-2020 cohort. The annual C4S Kickoff, the official welcome event for new students, has taken place at Broward College and Palm Beach State College. C4S Miami Dade College (MDC) Kickoff will take place in October 2019, in an attempt to pilot an evening format with its largest sending partner. To ensure new C4S students at MDC connect with FIU Bridge Advisors housed at MDC campuses, the team has developed flyers, which have been distributed widely at (MDCs) new student orientation. As part of a new collaboration with FIU Education Effect, the number of students recruited from low-income, high unemployment communities into C4S from has increased

to 163 in 2018-2019. C4S Bridge Advisors have had over 1,600 appointments with students through 2018-2019, 190 being through humanities Bridge Advisors, who are grant-funded. Based on our data, Fall-to-Fall retention rate for C4S students from Miami Dade College is 95%, which is higher than non-C4S FTIC students (85%).

Panther Alumni Recruitment Team (PART)

PART Volunteers program, in which alumni can volunteer on campus events, college fairs, note campaigns or receptions, has 25 new volunteers in FY19. Part volunteers have 42 engaged volunteers and 312 alumni to-date have expressed interest in volunteering (4% increase YOY). PART has also collaborated with the domestic and international admissions team to celebrate accepted students (Admitted Student Receptions) in hopes of increasing the number of committed students. FIU Alumni volunteered for each event to participate in a Q&A panel through their personal FIU experience. PART has held 4 out-of-area receptions (Tampa, West Palm Beach, Orlando, Jacksonville) with 36% student attendance increase, and one international FIU reception in the Bahamas, celebrating the alumni and new students in the area.

Through PART Legacy program (sending birthday cards and gifts to FIU Alumni's children and grandchildren until the age of 16), Alumni Relations has gained 70 new qualified enrollments in FY19 (259 total to-date) and has shipped 175 legacy gifts (271 total to-date). Within the next months, PART will be launching note-campaigns to a wider spread of students, meeting with international alumni in order to create a stronger international presence, and beginning to recruit volunteers for college fairs.

II. ACADEMIC AND CAREER SUCCESS

1. College Life Coaching

College Life Coaching offers undergraduate students valuable support through individual sessions and group workshops, as well as University-wide collaborations. An analysis of the College Life Coaching Program demonstrated that students who have utilized these services performed better academically as indicated by an increase in their grade point average. 60% of coaching students had an improvement in their cumulative GPA in Spring 2019. During Summer 2019, the College Life Coaching team targeted 2018 FTIC freshmen who completed the spring semester with a GPA below 2.0. These students were encouraged to enroll in summer courses and to utilize coaching services with the goal of increasing their GPA to 2.0 or higher by the start of Fall 2019. 137 of this outreach population enrolled in summer courses, 82 agreed to coaching or expressed interest in coaching services. In an effort to reach more students, the College Life Coaching team has collaborated with multiple departments, most recently the advising department in the School of International and Public Affairs (SIPA), to provide additional services for struggling students. These collaborations have

allowed students the opportunity to benefit from various methods of support at once; for example, 111 out of 142 warning/probation students from SIPA who completed a coaching workshop and advising meeting requirement had above a 2.0 Term GPA by the end of Spring 2019.

2. National Student Exchange

National Student Exchange (NSE) inspires academic enrichment, personal exploration, and student development by facilitating accessible collegiate study away among member colleges and universities throughout the United States, Canada, Guam, Puerto Rico, and the U.S Virgin Islands. FIU has been a participating member of the NSE organization since 1990. Our students can participate for up to one academic year. During AY 18/19, 50 FIU students participated and 66 students from other schools studied at FIU through the program. For some students, this is their first time away from our area and their first time in a residence hall. Many of our returning students describe NSE as a life-changing experience which has made them more independent, self-confident and resourceful; expanded their risk-taking capabilities; and helped them better define their academic and career objectives. NSE operates with tuition reciprocity and federal financial aid portability (for eligible students) within the US.

3. Common Reading Program

The Common Reading program is targeted specifically at incoming first-year students as an introduction to the academic expectations of the university. It is an effort to create a sense of community and a shared intellectual point of engagement for first-year students. All students receive a copy of the book at orientation and are asked to read it before classes begin. In the First Year Experience course, students join with faculty and peers to discuss and think critically about key concepts. We are in our twelfth year for the Common Reading Program and have been fortunate to host the author on campus every year. This year's book selection is **Determined, One Boy's Holocaust Survival Story** by Martin Baranek. Martin spoke on campus this Summer, with over 300 students at the MMC presentation and over 50 at BBC. Students waited in line over an hour to have Martin sign their books and to take pictures with him. We also coordinate additional events related to the Common Reading Program throughout the year. This Summer, Oren Stier (Religious Studies) chartered a bus to take first-year students from MMC to the Jewish Museum on Miami Beach. In the Fall, Hillel will be sponsoring an intimate author reception after the BBC presentation.

III. ENGAGEMENT REPORT

1. Future of Work: Urban Potential Laboratories (UP Labs)

The second cohort of Urban Potential Laboratories (UP Labs) is scheduled to begin on July 22nd, 2019 and will focus on the healthcare industry. Supported by the J.P. Morgan Chase Foundation, UP Labs is able to serve underemployed populations in Miami-Dade County

and expand economic opportunity. In May, Microsoft announced an investment in UP Labs as well.

UP Labs graduated its first cohort on June 15th, 2019. The ceremony was attended by students, families, FIU executives, and partners. The cohort was launched on March 2nd, 2019. This 14-week certificate program began with a group of twenty-three learners, varying significantly in age, race, and ethnicity and drawing from multiple communities in South Florida. All learners were retained and graduated. The ceremony celebrated the learners' new skills in medical terminology, medical office procedures, medical assistant duties and other general health care administration tasks. The program elevates those with high school diplomas, certifies them with health care skills, and helps them find well-paying jobs that require more than a high school diploma, but less than a bachelor's degree.

Housed in FIU's Office of Engagement, the program's curriculum was developed by FIU's Office of Continuing Education in collaboration with industry advisors from Baptist Health South Florida, Memorial Health System and Health Foundation of South Florida. The goal is that all UP Labs learners complete the program and attain full-time positions within the healthcare industry and/or continue their education to attain a degree.

2. Community Coalitions: Talent Development Network (TDN)

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

In collaboration with the Miami-Dade County Public Schools Career & Technical Education Department, this is the fourth year that the Talent Development Network supported the placement of over 70 high school students participating in the Summer Youth Internship Program (SYIP) in units across the university for a 6-week, paid internship experience. As part of the collaboration, TDN hosted more than 1,500 parents for three parent information sessions at both MMC and BBC. A graduation ceremony for the students is confirmed for August 1st, 2019.

3. Public-Private Partnerships: Royal Caribbean Cruises, Ltd. (RCL)

Following the revision of the amendment to the MOU between FIU and RCL in May of 2017, the partnership has gained traction in term of outcomes. 29 FIU students began a 10-week paid internship experience within multiple departments at RCL's headquarters. Over the Spring 2019 and Summer 2019 semesters, over 100 students in the Theatre and Music departments have participated in behind-the-scenes ship tours and master classes taught by RCL leaders. Finally, RCL's Corporate Responsibility team has committed to investing $18,000 in research with FIU CASE; $4,000 to FIU's UPE ShellHacks Hackathon; and there is

a forthcoming research proposal for sponsored research with the FIU College of Engineering & Computing.

Following a letter from President Rosenberg to RCL President Richard Fain on June 13, 2019, the partnership is now exploring ways of better integration between FIU's emerging technology research and RCL's Digital Transformation Project.

4. Community Outreach/Events: Tostada Tuesdays + Aspen Institute Socrates Series

On July 9th, 2019, the Office hosted the 10th Tostada Tuesday at FIU. Over the last two years, these signature bi-monthly community gatherings have engaged over 1,200 community members. In July, the theme was *Miami Made: Food as Art & Opportunity* and featured food entrepreneurs from StartupFIU Food and refreshments from the FIU Brew Lab. In May, the theme was *Tost.Ai.da Tuesday: How emerging technologies will transform learning* and featured thinkers, practitioners, and leaders in the field, including Joseph Riquelme of FIU Online, Amy Renshaw of CodeArt, and Andres Campo of Axxis Solutions.

The Aspen Institute Socrates Program partnered with the FIU Office of Engagement and WeWork to host a day-long seminar titled: The Inclusive Republic Summit Miami on May 17th, 2019. The Inclusive Republic Summit in Miami focused on the rich history of America while wrestling with threats to our national pursuit of life, liberty, and happiness. The discussions explored the context in which our founding documents were written, discussed the state of our democratic institutions, and examined our expectations for national leaders. Discussion throughout the seminar aimed to build bridges of understanding across diverse experiences and backgrounds. Mayor of Miami, Francis Suarez, keynoted the program.

IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

1. University Admissions

Summer 2019

As of July 23, 2019, 40,236 students have enrolled in courses for the summer 2019 term. This represents a 2% or 674 student increase as compared to summer 2018 enrollment of 39,562.

Fundable FTE's have increased by 6% or by 500, from 8,139 in summer 2018 to 8,639 in summer 2019. Student credit hour production increased by 16,934 or 6%, from 270,375 in summer 2018 to 287,309 in summer 2019.

Fall 2019

As of July 23, 2019, 39,919 students have enrolled in courses for the fall 2019 term. This represents a 3% or 1,075 student increase as compared to fall 2018 enrollment of 38,844.

Fundable FTE's have increased by 1% or by 115, from 13,447 in fall 2018 to 13,562 in fall 2019. Student credit hour production increased by 9,461 or 2%, from 418,120 in fall 2018 to 427,581 in fall 2019.

Thursday, July 25, 2019

HEADCOUNT

Headcount	Summer Term Comparisons				Headcount	Fall Term Comparisons			
	Summer 2019	Summer 2018	Difference	% Difference		Fall 2019	Fall 2018	Difference	% Difference
	40,236	39,562	674	2%		39,919	38,844	1,075	3%

FUNDABLE FTE'S

FTE	Summer Term Comparisons				FTE	Fall Term Comparisons			
	Summer 2019	Summer 2018	Difference	% Difference		Fall 2019	Fall 2018	Difference	% Difference
	8,639	8,139	500	6%		13,562	13,447	115	1%

STUDENT CREDIT HOURS

SCH	Summer Term Comparisons				SCH	Fall Term Comparisons			
	Summer 2019	Summer 2018	Difference	% Difference		Fall 2019	Fall 2018	Difference	% Difference
	287,309	270,375	16,934	6%		427,581	418,120	9,461	2%

FUNDABLE STUDENT CREDIT HOURS

	Summer Term Comparisons					Fall Term Comparisons			
UG SCH	Summer 2019	Summer 2018	Difference	% Difference	UG SCH	Fall 2019	Fall 2018	Difference	% Difference
	228,071	212,616	15,455	7%		371,098	370,097	1,001	0%
G SCH	Summer 2019	Summer 2018	Difference	% Difference	G SCH	Fall 2019	Fall 2018	Difference	% Difference
	24,881	25,234	-353	-1%		33,157	31,678	1,479	5%

The incoming fall class preeminence cohort is expected to have the highest average GPA and standardized test scores in university history. There is one freshman orientation in August, however the class averages have held at 4.27 GPA and 1296 SAT or 28 ACT scores.

With the incoming class wrapping up, the Office of Admissions has started implementing recruitment efforts for the class of 2020. The "Apply in July" campaign kicked off on June 28 and over 60,000 postcards and emails encouraging students to start the application process were sent to prospective freshmen from all over the world. The first application was received on July 1, 2019, from a prospective student in Illinois. She was sent an FIU sweatshirt and we recognized her on social media. The hashtag, #FIU24 has been launched.

On July 14, 2019, the Office of Admissions hosted an "Apply in July" event for students who participate in FIU dual enrollment. Out of the 57 students who attended the event, 47 of them applied on site. The Office of Admissions will begin to make admission decisions on September 1, 2019.

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2. Transfer & Transition Services

Transfer & Transition Services (TTS) launched the automation of student-specific transfer rules, which are meant to satisfy requirements for a singular student as opposed to articulating a transfer rule applicable to all students. Due to our large transfer student enrollment, the number of student-specific rules are not insignificant. In any given term, they can represent approximately 50% of the transfer rules that we program into the PS system. This automation allows our team to focus more of their efforts on universal transfer rules, managing special cases, and accommodating late transfer student applicants. In addition to the increased processing efficiency, this enhancement will allow prospective transfer students to review their transfer credits in a more timely manner.

The team also inaugurated the 2.0 version of our equivalency e-form, which allows university-wide advisors to submit requests electronically, and our processing team to complete requests more efficiently. Several upgrades, rooted in user-feedback, were made to improve workflow, such as adding identifiers to special student populations and course combinations, as well as auto-populating key areas for approvers working on multiple courses.

TTS purchased "Brainware for Transcripts," an Optimal Character Recognition (OCR) software that allows for the review and posting of hard copy transcripts directly to PeopleSoft. The software is expected to significantly improve the processing time for hard copy transcripts—now done manually—from weeks to days. We are in the final contract stages and expect to move forward with implementation in the coming weeks.

3. Financial Aid

Disbursement

As of July 19, 2019 The Financial Aid Office has disbursed $511.2 million to 43,428 students. For the same time period last year $496.5 million was disbursed to 42,843 students. This represents a 3% increase in funds disbursed.

Year-Round Pell

During the summer 2019 term, we implemented our second year of "Year-Round Pell Grant." As of July 24, 2019 The Financial Aid Office has disbursed $16.7 million to 9,618 students. For Summer 2019, for Summer 2018 we disbursed $13.2 million to 7,849 students

Bright Futures

This Summer 2019 marks another change in the Florida Bright Futures Program. Both Florida Academic and Medallion Scholars may use their scholarship for summer enrollment. As of July 22, 2019 we have disbursed $4.7 million to 3,167 current students and $544,644.20 to 488 Early Fall Freshman.

Fall 2019 Awarding

Awarding of incoming Fall 2019 Undergraduates continues. Our current numbers as of July 19th, 2019.

Awarding Group	Count of Students
Early Fall Freshman	2,343
Fall Freshman	3,193
Fall Transfers	4,091
Total	9,627

We will continue to award new incoming Fall 2019 students on a weekly basis leading up to the beginning of Fall semester.

4. Office of Scholarships

During the Spring 2019 semester, we successfully launched the Emergency Aid appeal process. Students can now submit petitions via email to case using SalesForce or directly through the website by completing a Qualtrics form. In adition to distributing posters, flyers, and emails, the EAB team uses our emergencyaid.fiu.edu to market this emergency aid program. Students can request aid for various reasons including but not limited to: tuition, car trouble, rent, utility bills, medical emergency, or any other financial emergency. The idea is to help students ease the burden of financial stress that ultimately affects academic performance and personal health.

As of the go-live date on February 22nd we have received approximately 138 petitions. They were submitted either by email or Qualtrics form. Of those, we were able to assist about 30% with some type of e`mergency aid ranging from $200-$1500. Students not approved are referred to alternative resources such as alternative loans or available financial aid. Currently, funding is limited; however, we help students with funding from the Braman

completion grant, retention grants, financial aid, and numerous colleges and schools across FIU.

5. University Registrar

On May 12, 2019 we went live with enhancements to the *Manage Classes* tile in PantherSoft Campus Solutions (MyFIU). These updates provided students with an improved and more mobile-friendly user experience. This created a new look and feel to the registration process, and a faster and more efficient search engine to search for classes and browse the course catalog for students. Other enhancements to improve services to students included: 1) creation of student communication templates for the Registrar's office SalesForce cases, and 2) revised student communications to be more succinct and clearer.

Additional efficiencies are being prototyped and expected in production within the next several months include:

a. Adding the Post Enrollment Requisite Checking (PERC) process between sessions in addition to between terms. We have pilot tested this process.

b. Adding extra dates to report student enrollment to the National Student Clearinghouse (NSC) beginning in Fall 2019. These dates will be more aligned with the National Student Loan Data System (NSLDS) reporting for financial aid and auditing purposes; working with financial aid to improve overall reporting processes.
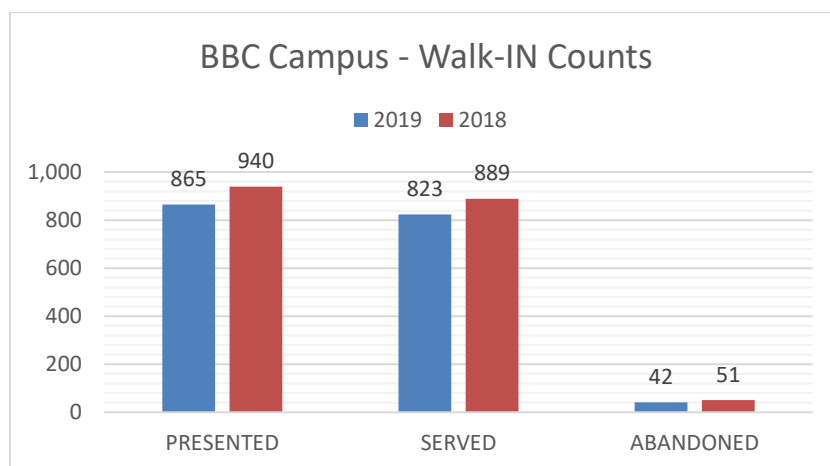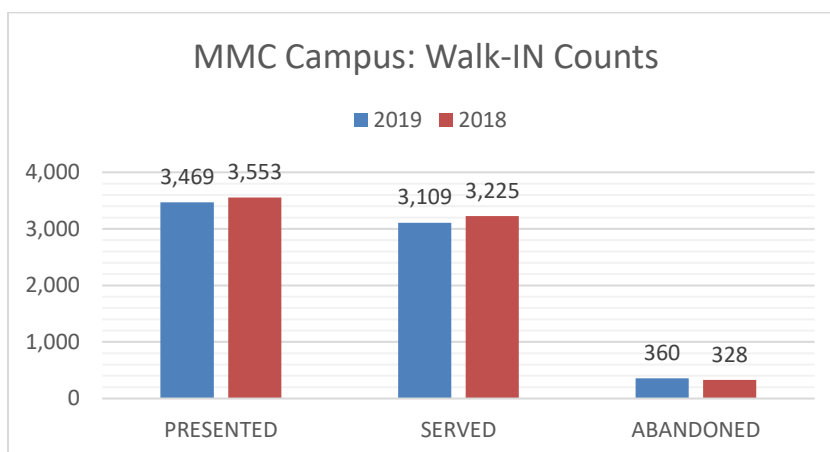
6. OneStop Summer 2019 Summary

Summer A/C
During the Summer A/C 2019 peak period, May 6- 17, 2019, OneStop served 3,932 students in person at the MMC and BBC campuses to answer questions regarding Financial Aid, Registration, and Admissions. At the MMC OneStop, we were able to meet and serve 90% of the students who visited us in person. During this most recent peak service cycle, we achieved 95% service rate at BBC. Due to our continued focus on providing a 360 degree services, our average service time increased. The department received 107 surveys during this period of time and achieved an 89% satisfaction rate.

Summer B
During the Summer B 2019 peak period, June 17-28, 2019, OneStop served 3,605 students in person at the MMC and BBC campuses. At the MMC OneStop, we were able to meet and

serve 90% of the students who visited us in person. During this most recent peak service cycle, we achieved 94% service rate at BBC. The department received 113 surveys during this period of time and achieved a 84% satisfaction rate.

MMC Campus: Walk-IN Counts

■ 2019 ■ 2018

	PRESENTED	SERVED	ABANDONED
2019	3,469	3,109	360
2018	3,553	3,225	328

BBC Campus - Walk-IN Counts

■ 2019 ■ 2018

	PRESENTED	SERVED	ABANDONED
2019	865	823	42
2018	940	889	51

Due to our commitment to continuous improvement in service quality and delivery, the National Association of College and University Business Officer's (NACUBO) recognized FIU's OneStop a "pioneer" in the area of student enrollment and financial services.   As a facet of this recognition, NACUBO selected FIU to host the NACUBO conference on "Integrating Student Services: Demonstrating a Culture of Service Excellence." This national conference will draw more than 200 participants from all over the country.

Additionally, this summer, OneStop successfully assisted the University Health Services department as they moved to the SASC building. This included the addition of that department to OneStop's line management system.

During the summer 2019 term, OneStop and Financial aid also implemented a new collaboration with EdFinancial Services as a third-party consultant that can support our efforts to address financial aid questions via incoming phone calls to the University. As part of this service enhancement, we increased the operational hours of our OneStop. Specifically, we extended our phone and chat service hours (adding 11 hours per week to our telephone services and 23 hours per week to our chat support area).

Through this project, we will dramatically increase our incoming call handle rate across all areas of operation, enhance our financial aid delivery, and improve student experience. In the first week of the enhanced operations (07/17/2019-07/23/2019), we served 3,096 students via the phone and 766 students via chat; these numbers constitute a 43% increase over the number of students served during the same week in 2018.

7. CRM

The CRM Office is concluding 2019-2020 recruitment projects and continuing to build communication enhancements in preparation for the 2020-2021 recruitment season.

The project updates include:

a. Replacing antiquated inquiry forms existing on several websites with Several *Request for More Information* links; this will enhance our efforts to collect lead information; we integrateged these updated forms with our SalesForce CRM, and we will place these leads into appropriate communication strategies via automation.
b. Developing and implementing new communication streams for undergraduate and graduate prospective students.
c. Completing the migration of the Chaplin School of Hospitality & Tourism Management from their ad-hoc spreadsheets into Salesforce. This includes establishing communication plans, report generation, interface & security setup for this college, training, and support since they went live.

d. Working with the Management and Global Affairs (MAGA) department in the School of International & Public Affairs to develop new communication plans for their programs and integrate these plans into SaleForce.

To implement the initiatives described above, we continue to conduct training sessions across the Enrollment Management Division and all areas of the university that use our Salesforce instance.

V. INFORMATION TECHNOLOGY REPORT

1. FIU Business Intelligence Student Success Initiative Update

As the University's central technology provider, the Division of Information Technology continues to uphold and support the university's mission to create high-tech, innovative solutions that will impact our students' success. The Division of IT continues to enhance the PantherSoft functionality and user experience by leveraging analytics and data for a more intuitive Progress to Degree for students and advisors that will help ensure timely graduation. The Panther Degree Audit Analytics Project expands on the data foundation created by the Institutional Business Intelligence and Analytics projects to include cross-referenceable degree audit data for all students. This project allows administrators and executives deeper insight into a student's path towards completing their degree, capacity planning for courses, support personnel and possible efficiencies and alternatives in order for a student to complete their degree in four (4) years. The Panther Degree Audit informs advisors of those students that are eligible for graduation or coming up on eligibility for graduation based on their degree requirements. It also allows advisors to more accurately forecast which students are eligible within the short term for graduation. Once deployed to the multiple colleges across the university, this functionality is expected to significantly impact the metrics, specifically graduation rates and first- and second-year retention.

2. FIU Check-In, Attendance Solution

During the summer of 2019, the Division of Information Technology along with Academic Affairs successfully deployed a soft-launch of FIU Check-In for all of the 207 general classrooms. Between summers A, B and C, 149 class sections made use of FIU Check-In. FIU Check-In is a cloud-based attendance tracking solution that helps assess student engagement from orientation to graduation. With the use of a mobile application, students are able to scan a QR code in each classroom to mark themselves present. Real-time analytics integrates with the University's Learning Management System (LMS) allowing faculty to view and augment attendance data.

3. Zoom Web Conferencing

Members of the University community, including the Division of Information Technology, FIU Online, and faculty representatives completed a successful yearlong pilot to select the best web conferencing tool for FIU. Zoom was selected as FIU's official web conferencing application for real-time course lectures, meetings, and tutoring. Zoom was made available to all students, faculty and staff on April 8, 2019. This application provides a more intuitive user experience, better stability, and fewer interruptions of service and will also provide all users the ability to host their own video conferences. The Division of IT in conjunction with FIU Online has hosted in-person and online training workshops and in addition, has made on-demand training videos available to all users. Zoom will be fully adopted by January 1, 2020.

VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

External awards received during fiscal year (FY) 2018-2019 totaled $154.7M, a 10% increase from FY 2017-2018 ($140.34M). Gifts for research increased considerably from $680,364 to $2.5M in FY 2018-19. Federal sources accounted for 75% of the value of grants received, private/other sources and state/local government accounted for 14% and 12%, respectively. Among colleges, the Green School of International and Public Affairs had a 52% increase, from $5.87M to $8.93M; the Stempel College of Public Health and Social work experienced a 28% increase, from $17M to $21.9M. The increase for the Stempel College is in the heels of an increase of 57% in FY 2017-18 and a 70% increase in 2016-17. Essentially, during the past three years the Stempel College has increased research awards by 242%. The College of Arts & Sciences increased by 30%, from $43M to $56M. The College of Engineering increased by 7%, from $29.2M to $32.1M. The top 5 centers, in terms of awards, performed as follows:

CENTERS	FY 2017-18	FY 2018-19	% Change
Institute for Water & the Environment	$13,372,813	$16,096,671	20%
Center for Children and Families	$9,851,636	$12,047,795	22%
Applied Research Center	$9,481,280	$5,735,147	-40%
Extreme Events Institute	$4,496,644	$5,208,559	16%
CRUSADA	$3,491,164	$3,774,381	8%

2. University Graduate School (UGS)

For the Academic Year, 3,192 master's degrees were awarded (1% increase compared to the previous year). There was an increase of 7.5% in research doctorates (from 200 to 215), and 432 BOG Preeminence doctoral degrees were awarded, a 7% increase from the 200 awarded the prior year. As of the end of the fiscal year, UGS received 2,580 applications for doctoral programs, and thus far, we have admitted 635 doctoral students, a 7.4% increase compared to last year. We have received 7,655 applications for master's degrees (28% increase compared to last year) of which 3,398 were admitted (4.9% increase compared to last year), and 703 have enrolled, a 7.3% increase compared to last year. UGS continued focusing on applying to and promoting the relevance of external funding for graduate students.

We are focusing on increasing external funding and fellowships for our doctoral students, these efforts have produced three significant grant awards.

- First, in partnership with SAS and CEC, UGS was awarded the National Sciences Foundation Bridge to the Doctorate program. The program supported its first cohort of fellows in the spring and will enroll its second cohort in the fall.

- Second, the Biomolecular Sciences Institute (BSI), UGS was also awarded a National Institute of General Medicine training grant (T32) to support PhD students annually in transdisciplinary biomedical sciences.
- Third, the Center Children and Families (CCF) was awarded a National Institute on drug Abuse T32 to support and train both PhD students and postdoctoral fellows. Fourth, the Community-Based Research Institute submitted a T32 grant application to the National Institute on Minority Health & Health Disparities.

UGS hosted Dr. Michael Westrate from Villanova University to provide a series of workshops to our graduate students in STEM, Social Sciences and Humanities on identifying and applying for external funding sources. UGS hosted the Conference of Florida Graduate Schools, where graduate school leadership and staff exchanged ideas and best practices in graduate education. Graduate students from all SUS institutions and the University of Miami presented posters and participated in the 3-Minute Thesis Competition. FIU's representative in the 3-Minute Thesis Competition won second place. UGS has also initiated a Graduate Program Director professional development program to strengthen the engagement of these faculty and enhance their mentoring skills. We offered informational workshops on UGS policies and best practices, and collaborated with CAPS to provide workshops on student mental health topics.

3. Innovation, Partnerships and Economic Development

Thirteen companies from Empower and Proof of Concept participated in Emerge Americas as pitch presenters or exhibitors. A company from Cohort 2 of the Empower Accelerator raised $750,000 in seed stage capital. StartUP FIU launched a new one-week Student Entrepreneurship Boot Camp, hosted a workshop at the College of Engineering & Computing (CEC) on Opportunity and Entrepreneurship, and designed and presented the first Research Boot Camp for faculty and graduate students. They facilitated the visit by Ikove (an investment fund that focuses on investment and commercialization of university intellectual property—IP) to meet with three research professors from CEC and one from CASE. Ikove selected three of the technologies for further research as the first step in due diligence. StartUP FIU staff also facilitated sessions in design thinking for staff at CEC and HR. StartUP FIU is working with both SIPA and the College of Business to create new badge programs for entrepreneurship and fourth industrial revolution (4IR) technologies. Additionally, staff is helping to design two new incubators at the College of Business, including the new program funded by KPMG.

The new Discover Your Major course was designed by StartUP FIU and piloted during Spring 2019. StartUP FIU staff is updating modules based on student feedback, as well as developing curriculum and courses for the new Doctorate in Athletic Training, which features a specialization in entrepreneurship. StartUP FIU Procurement conducted training with staff and small businesses from the community on using the GovQuote software for

FIU purchases and fulfillment. As a result, 13 small business/minority contractors are participating in the General Contractor Incubator. StartUP FIU Food held its first ever Miami Food Makers Show on May 8 during which prior and new entrepreneur highlighted their products and included a segment on Channel 10 news.

During fiscal year 2018-2019, FIU researchers disclosed 91 inventions and filed 60 patent applications. FIU had 63 patents granted (for the 2018 calendar year we had 66 patents granted). In 2018 FIU was ranked 33rd in the world for US patent production amongst worldwide universities and ranked 15th overall amongst public universities. The staff in Technology Management and Commercialization (TMC) provided numerous training sessions across the university to faculty and students on IP and commercialization related topics, as well as met with numerous faculty and students regarding IP and/or commercialization matters. TMC staff also provided intellectual property support to ORED with contract reviews and negotiations of IP related terms and conditions for contracts entered into by ORED. TMC also entered into seven options/licenses with third parties during the FY and one startup was created.

VII. STUDENT AFFAIRS REPORT

1. Graham Center Leads the Centralized Reservations Pilot Project

On August 1, 2018, the Centralized Reservations Project – housed at the Graham Center -- was launched as the first-ever, university-wide, centralized space reservations office. This University initiative grew out of concerns for real-time knowledge of who and what groups were gathered on campus, and also to address the shortage of event and meeting spaces for student organizations and University departments. The Graham Center was central in the initial conception stage of the project, due to years of experience in event space operations and in-depth knowledge of the reservations software.

Partnerships and collaboration efforts with the Division of Finance, and assistance from the Division of Information Technology, have made this project possible. Initially, in Phase I, 11 units with multiple venues joined the pool of event spaces, including Miami Beach Urban Studios, Biscayne Bay Campus, and FIU in Washington, DC. In addition, related services providers, such as, Facilities Management, Parking & Transportation, FIU Police, Risk Management, and Media Technology Services, were included in the project for a complete and comprehensive support to event sponsors. Efforts by the Graham Center continue to expand the inventory of event and meeting spaces across all FIU campuses.

The implementation of the university-wide centralized reservation system has brought the much-needed convenience of a one-stop shop for event sponsors, mainly student groups and University departments. There is also an online access to event space reservations through

the website reservations.fiu.edu.   Overall, this system allows for greater transparency, efficiencies, and improved space utilization across the many spaces FIU has.

The centralized reservation system has also reduced the University's risk exposure, as it facilitates the delivery of numerous Policies and Procedures, and Terms and Conditions, to event and program sponsors using space on campus. These include:

- Alcohol Policy for the sale and service of alcoholic beverages on campus
- Hazardous Activity Policy to address standards for temporary structures (stages and tents), open flames, fireworks, temporary power supply, barbeque grills, and deep fryers.
- High Level of Public Attention Policy to provide guidelines in the presentation of controversial topics or public figures
- Crowd Movement Policy for FIU Police and Parking & Transportation to manage the large groups travelling within campus
- Filming & Photography Policy for third party entities on campus to report to External Relations and obtain their direction.
- Catering by Third Party Policy ensures external catering entities have adequate liability insurance and a business license
- Food Handling Policy has the Environmental Health & Safety guidelines to prevent food poisoning; directed especially to student organizations who are selling food to fundraise.
- Minors on Campus Policy addresses the conditions and requirements for having underage guests, and establishes standards for the chain of custody of minors.

2. CAPS/VEP Outreach Accomplishments

CAPS/VEP reaches their largest social media audience to date with a combined 6,908 followers. The outreach team created collaborations with over 30 departments across campus resulting in 397 events that included information and education about overall wellness and reducing stigma about seeking mental health treatment. More than 37,980 interactions (mental health screenings, activities, and surveys) within the FIU community, of which over 8,000 were unique encounters with students actively participating were recorded.

3. Division of Academic and Student Affairs Reorganization

In an effort to streamline processes and achieve our student success goals, the Division of Academic and Student Affairs has begun to reorganize internal structures with intentionality.

Academic & Student Affairs Auxiliary Operations will now provide university-wide leadership and collaboration across FIU campuses to provide facilities that promote and advance the University's mission and strategic plan. This includes leadership and administrative oversight for the Department of Housing and Residential Life, University

Graham Center, Wolfe University Center, Wellness and Recreation Centers, Children's Creative Learning Center, and Academic and Student Affairs facilities development, planning, and construction.

Student Health and Wellness will provide leadership over key areas of Dean of Students, Counseling & Psychological Services, Healthy Living, Victim Empowerment Program and Student Conduct and Conflict Resolution. This unit will work across academic and student affairs, and collaboratively with units across campus, to support the university's strategic goals related to building and supporting a culture of healthy living, promoting mental health initiatives across the university and representing the university at the state level on such matters.

4. FIU Receives *Seal of Excelencia* in Recognition for Serving Hispanic Students

FIU was one of nine institutions throughout the nation to receive the *Seal of Excelencia* from Excelencia in Education. To receive the seal, an interdisciplinary team, led by the Division of Academic & Student Affairs, submitted an application outlining FIU's commitment to serving Hispanic/LatinX students. According to Deborah Santiago, CEO of Excelencia in Education, "institutions that strive for, and most particularly those that earn the Seal of Excelencia, have demonstrated their capacity to grow our country's highly-skilled workforce and develop leaders —in other words, these institutions are ensuring America's future."

5. Cyber-CAP Apprenticeship

An interdisciplinary team from the Division of Academic & Student Affairs, Division of IT, and College of Engineering and Computer Science received a 2 million dollar grant to create and scale an apprenticeship program related to cybersecurity. FIU was the only university in the state of Florida to receive this grant. The purpose of the grant is to train 800 apprentices who are currently underemployed, unemployed, or in need of re-skilling over a 4-year period to fill the critical cybersecurity gap throughout the nation.

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