

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

Florida International University, Modesto A. Maidique Campus Parking Garage 5 (PG5) Market Station, Room 155

To help prevent the spread of COVID-19, public access via http://webcast.fiu.edu/

Tuesday, June 16, 2020 11:00 a.m.

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Upon Adjournment of Previous Meeting

Chair: Cesar L. Alvarez Vice Chair: Natasha Lowell

Members: Jose J. Armas, Dean C. Colson, Donna J. Hrinak, Joerg Reinhold, Marc D. Sarnoff, Alexandra Valdes

AGENDA

Call to Order and Chair's Remarks

Cesar L. Alvarez

Cesar L. Alvarez **Approval of Minutes** 3. Action Items AP1. Tenure Nominations Kenneth G. Furton New Program Proposal: Master of Business Administration Elizabeth M. Bejar in Business Analytics AP3. New Program Proposal: Master of Science in Cognitive Elizabeth M. Bejar Neuroscience AP4. New Program Proposal: Ph.D. in Cognitive Neuroscience Elizabeth M. Bejar Kenneth G. Furton AP5. COVID-19 Guidelines for Repopulating FIU Campuses and Regional Academic Locations

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4. Information and Discussion Items

4.1 Academic Affairs Regular Reports

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•	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

Academic and Student Affairs
 Elizabeth M. Bejar

4.2 Authorization to establish a Graduate Medical Education
Program at the Miami Veterans Affairs Healthcare System Financial Presentation

Robert Sackstein

5. Student Government Updates Alexandra Valdes

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

Time: June 16, 2020 11:00 AM - 12:00 PM EDT

Location: FIU, Modesto A. Maidique Campus, Parking Garage 5 (PG5) Market Station, Room 155 --- to help prevent the spread of COVID-19, public access via http://webcast.fiu.edu/

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THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Academic Policy and Student Affairs Committee

June 16, 2020

Subject: Approval of Minutes of Meeting held February 26, 2020

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, February 26, 2020 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, February 26, 2020 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation: Minutes: Academic Policy and Student Affairs

Committee Meeting, February 26, 2020

Facilitator/Presenter: Cesar L. Alvarez, Academic Policy and Student Affairs

Committee Chair





FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MINUTES FEBRUARY 26, 2020

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 10:39 a.m. on Wednesday, February 26, 2020 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

General Counsel Carlos B. Castillo 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 (arrived late)*; Dean C. Colson; Joerg Reinhold; Sabrina L. Rosell; and Marc D. Sarnoff.

Board Chair Jose J. Armas was excused.

Board Chair Claudia Puig and Trustees Leonard Boord, Gerald C. Grant, Jr., Donna J. Hrinak, Gene Prescott, and Roger Tovar, and University President Mark B. Rosenberg were also in attendance.

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

Provost and Executive Vice President Kenneth G. Furton announced that following a national search, Dr. Michael Cheng was appointed as the next dean for the Chaplin School of Hospitality and Tourism Management. Provost Furton pointed out that Dean Cheng has been serving as the interim dean since December 15, 2017. Provost Furton indicated that Dean Cheng has more than 20 years of leadership experience in Culinology® and hospitality management and is the Editor-in-Chief of the Journal of Culinary Science and Technology.

In terms of potential impacts and academic continuity of operations, Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar provided an update on Coronavirus COVID-19. She explained that the University is closely monitoring updates from news outlets and from the Centers for Disease Control and Prevention (CDC). She pointed out that while the data is dynamic, total confirmed cases have exceeded 80,000 worldwide and presented an overview of countries/regions where there are 10 or more confirmed cases. She explained that guidance from the CDC and the World Health Organization is being followed and that FIU has suspended all

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University travel and study abroad programs to China, Singapore, Japan, South Korea and Italy. She indicated that students, faculty and staff who were on University business in those countries either have returned to the U.S. or are in the process of returning.

Sr. VP Bejar referred to the CDC's comment that it is not so much a question of if this will happen anymore, but rather more a question of when this will happen and how many people in this country will have severe illness. She added that similar to preparations for the hurricane season, preparations related to the Coronavirus ought to include contingencies and supplies should the situation arise requiring a quarantine at home for a minimum of 14 days. She pointed out that members of the University community who have traveled to China, Singapore, Japan, South Korea, or Italy, as well as those who have been in close contact with anyone recently arrived from said countries, are required to quarantine at home and avoid contact with others during a period of 14 days, even if no symptoms of illness are present.

Sr. VP Bejar indicated that the University has established an academic affairs communication and information dissemination workgroup and that the University has the technical capacity present should the need arise to transfer all courses online to ensure the continuity of the academic enterprise. She added that tutorials are online and available so that faculty may begin the process of using Canvas to its full capacity to host courses and commented on other digital platforms that are also available for remote instruction. Sr. VP Bejar explained that in order to identify strengths and opportunities to improve capabilities, a tabletop exercise for a pandemic scenario has been scheduled. In terms of prevention, she pointed out that while there is currently no vaccine to prevent the Coronavirus, the CDC recommends everyday preventive actions to help prevent the spread of the disease, namely, frequent hand washing with soap and water and that if soap and water are not readily available, an alcohol-based hand sanitizer with at least 60% alcohol should be used.

Board Chair Puig and Trustee Dean C. Colson commended the University's efforts. Trustee Colson inquired as to the University's response if a housing resident tests positive and how such a response would align with the emergency response of local, state, and federal government agencies. He further commented on the need for the University's response to be consistent with that of other institutions within the State University System. Vice President of Operations and Safety and Chief of Staff Javier I. Marques pointed out that the University is maintaining communication with local emergency managers to ensure that the University is staying abreast of best practices and that the tabletop exercise will cover the worst-case scenario of a complete shutdown of the University, County services, and beyond. Senior Vice President of External Relations Sandra B. Gonzalez-Levy pointed out that the University has issued, to-date, eight (8) updates relating to the Coronavirus. Trustee Leonard Boord stated that the potential threat of the spreading of the virus has created an opportunity for moving educational courses online.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the Minutes of the meeting held on December 5, 2019. Trustee Joerg Reinhold requested that the Minutes of the December 5, 2019 Meeting of the Academic Policy and Student Affairs Committee be amended to reflect that it is the goal for the vast majority of the Faculty Senate to complete the training modules (Faculty Senate Update).

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A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, December 5, 2019 as amended by Trustee Reinhold.

3. Action Items

AP1. Tenure as a Condition of Employment Nominations

Committee Chair Alvarez noted that, in anticipation of the meetings, Trustees received comprehensive supporting documentation on each of the Tenure as a Condition of Employment nominees. He solicited comments and/or questions from the Committee members regarding the tenure as a condition of employment nominations. There were no questions from the Committee members.

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

AP2. Proposed Amendments to Regulation FIU-108 Access to Student Education Records Sr. VP. Bejar presented the proposed revisions to Regulation FIU-108 Access to Student Education Records for Committee review. She explained that the Regulation was last amended in September 2008 and that the proposed revisions are aligned with governing federal laws of the Family Educational Rights and Privacy Act (FERPA) and with the corresponding Florida Board of Governors regulations. She indicated that after feedback from Trustee Reinhold, a few additional areas were reformatted, namely, that sections previously numbered VI, VII, and VIII were corrected and are now reflected as e, f, and g under the Definitions header.

Sr. VP Bejar provided an overview of the substantive changes, noting that these include: 1) additional custodian of records categories and the location of the records; 2) updated information concerning the annual notification to students; 3) clarifying language on the inspection of records, access to and release of records without consent, and requests to amend education records; and 4) updating directory information categories by removing student local and permanent address, telephone numbers, and date and place of birth. She indicated that grammatical changes have also been made as needed and that there are several revisions throughout the regulation, which include renumbering, re-formatting, and consolidating and moving sections for clarity and consistency.

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

AP3. New Program Proposal: Bachelor of Science in Cybersecurity AP4. New Program Proposal: Bachelor of Arts in English Education

AP5. New Program Proposal: Bachelor of Science in Behavioral Neuroscience

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AP6. New Program Proposal: Bachelor of Science in Rehabilitation and Recreational Therapy

Committee Chair Alvarez noted that, in anticipation of the meetings, Trustees received comprehensive supporting documentation on each of the agenda items and solicited comments and/or questions from the Committee members regarding the new program proposals, namely, agenda items AP3 – AP6. There were no questions from the Committee members.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the FIU Board of Trustees:

- Approve the Bachelor of Science in Cybersecurity (CIP 11.1003) new program proposal.
- Approve the Bachelor of Arts in English Education (CIP 13.1305) new program proposal.
- Approve the Bachelor of Science in Behavioral Neuroscience (CIP 42.2706) new program proposal.
- Approve the Bachelor of Science in Rehabilitation and Recreational Therapy (CIP: 51.2399) new program proposal.

4. Information and Discussion Items

4.1 Academic Affairs Regular Reports

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

4.2 Rankings Updates

Provost Furton explained that as part of the FIU Next Horizon Strategic Plan, the University set a goal of being recognized as a top 50 public university. He pointed out that in rankings released by the National Academy of Inventors and the Intellectual Property Owners Association, the University placed 61st in the world for utility patents in 2017 and that in 2018, the University ranked 15th in the nation among public universities and 33rd globally that were issued utility patents. He indicated that the University was ranked #41 in 2018 and #24 in 2019 in CollegeNet's Social Mobility Index. He added that the University is ranked #43 among public national universities in social mobility by *Washington Monthly Magazine*.

Provost Furton explained that the University dropped five spots to #105 in *U.S. News & World* Report rankings and described improvement initiatives, namely marketing strategies and the formation of 12 strategic execution teams to optimize class size and per-student spending. He pointed out that FIU ranked 30th Most Innovative Public University, 10th Top Performers on Social Mobility, and has 40 individual programs ranked in the top 50 by *U.S. News & World Report.* Provost Furton explained that the National Science Foundation's Higher Education Research and Development Survey is the primary source of information on research and development expenditures at U.S. colleges and universities. He provided an overview of University program rankings according to the 2018 Survey, noting that psychology is ranked fourth nationally and #1 in Florida.

In terms of progress towards 2025 Metrics, Provost Furton explained that the University has strategies in place to grow undergraduate and graduate degrees in areas of strategic emphasis. He

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described marketing efforts aimed at increasing the percentage of alumni giving annually to the University, which he noted is also part of *U.S. News & World Report* ranking factors. He provided an update on the University's projected 2019-20 Performance Based Funding points.

Provost Furton introduced Assistant Director of Strategic Data Analysis Paden Goldsmith and at the request of Provost Furton, Mr. Goldsmith facilitated a demonstration of the live *U.S. News & World Report* rankings tracker that the University developed. Mr. Goldsmith explained that the tool tracks each of the factors used by *U.S. News & World Report* and has goals established for what is currently the top 50 metric. Trustee Colson commented on the growing importance of *U.S. News & World Report* rankings at the state's legislative level.

5. Student Government Updates

Trustee Sabrina L. Rosell, President of the Student Government Council at the Modesto A. Maidique Campus, explained that Student Government leadership is responsible for the appropriation of the Activity and Student Service fee representing approximately \$20M. She commended the recent performance of the FIU Model UN team. She commented on her recent visit to FIU in DC and explained that the election cycle for Student Government Council leadership is underway with two candidates positioned for President.

6. Faculty Senate Updates

Trustee Reinhold, Faculty Senate Chair, explained that FIU's Faculty Senate consists of 62 senators elected proportionally by the faculty of its schools and colleges with each freestanding school or college having at least two senators. He pointed out that the Senate Vice Chair serves as a liaison between the Senate and the FIU Foundation and that the Senate Chair is as a member of the FIU Board of Trustees. He described the Senate's process for reviewing curriculum-related items and pointed out that the review of the Tenure and Promotion manual is in process.

7. New Business

Dean of the Herbert Wertheim College of Medicine (HWCOM) and Senior Vice President for Health Affairs Robert Sackstein explained that, as was discussed at the December 5, 2019 meeting of the FIU Board of Trustees Health Affairs Committee, plans to pursue the implementation of a pass/fail curriculum at HWCOM are underway. He pointed out that the National Board of Medical Examiners has announced that Step 1 will become a pass/fail scored standardized test. He indicated that the change could decrease the stratification perpetuated by the test and subsequent student ranking.

8. 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, February 26, 2020 at 11:34 a.m.

There were no Trustee requests.



Agenda Item 3 AP1

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Academic Policy and Student Affairs Committee

June 16, 2020

Subject: Tenure Nominations

Proposed Committee Action:

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

Background Information:

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

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

Supporting Documentation: Tenure Flowchart

Tenure Nominations

Tenure Nominees' Biographies

Facilitator/Presenter: Kenneth G. Furton



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A new tenure earning Assistant Professor is appointed to a tenure track Third-Year Review is conducted to review progress toward tenure. Reviews are *Upon determination of insufficient progress towards* completed by: the tenure goal, the application is denied and a letter Department or School Committee of non-renewal is issued Department Chair or School Director College Committee Dean **Provost** If no application is submitted, a letter of non-renewal In the sixth year of continuous service: is issued Tenure application is submitted and reviewed by: - External Reviewers (minimum of 5) *Upon determination of insufficient progress towards* - Department or School Committee the tenure goal, the application is denied and a letter - Department Chair or School Director of non-renewal is issued - College Committee - Dean Provost President Tenure application is submitted and *Upon determination of insufficient progress towards the* reviewed by the Academic Policy & tenure goal, the application is denied and a letter of Student Affairs Committee of the non-renewal is issued Board of Trustees Tenure application is submitted and *Upon determination of insufficient progress towards* reviewed by the Board of Trustees for the tenure goal, the application is denied and a letter of final decision non-renewal is issued

The Board of Trustees awards tenure



2019-2020 Tenure Candidates					
Name	Department	Proposed Rank			
College of Communicatio	n, Architecture + the Arts				
Desmond Leach	Architecture	Associate Professor			
Susan Lisa Jacobson	Journalism and Media	Associate Professor			
College of Arts, Sciences	and Education				
Katie Hart	Psychology	Associate Professor			
Aaron Mattfeld	Psychology	Associate Professor			
Joseph Raiker	Psychology	Associate Professor			
Elisa Trucco	Psychology	Associate Professor			
College of Engineering ar	nd Computing				
Priyanka Alluri	Civil and Environ Engineering	Associate Professor			
Mark Finlayson	Computer Info Sciences	Associate Professor			
David Garber	Civil and Environ Engineering	Associate Professor			
Seung Lee	Civil and Environ Engineering	Associate Professor			
Nipesh Pradhananga	Moss School of Const Infra Sus	Associate Professor			
College of Business					
Lina Bouayad	COB Info Sys and Bus Analytic	Associate Professor			
Min Chen	COB Info Sys and Bus Analytic	Associate Professor			
Min Yan	COB Info Sys and Bus Analytic	Associate Professor			
Steven J. Green School of	International and Public Affairs				
Jessica Adler	History	Associate Professor			
Susannah Ali	Public Policy and Admin	Associate Professor			
Qing Lai	Global and Sociocultural Stu	Associate Professor			
Eric Lob	Politics and Intl Relations	Associate Professor			
John Oates	Politics & International Relations	Associate Professor			
Robert Stempel College o	f Public Health & Social Work				
Miguel Cano	Epidemiology	Associate Professor			
Hui Huang	School of Social Work	Associate Professor			
Patria Rojas	Health Promo and Disease Prev	Associate Professor			



Jessica Lee Adler History Steven J. Green School of International and Public Affairs

Dr. Adler received her PhD in History from Columbia University in 2013 and received a joint appointment as Assistant Professor in the Departments of History and Health Policy & Management in 2014.

Dr. Adler is known for her work in the history of medicine and public health, a relatively new field. She brings together multiple disciplines and fields of study including medicine, public health, the history of the state and military history, showing a mastery of multiple literatures. Dr. Adler exceeded the History Department's written standards for tenure, with a published peer-reviewed monograph, 5 refereed articles, 1 refereed book chapter, and 5 referred book reviews, as well as 6 public interest pieces in venues such as the Washington Post and the Miami Herald. In addition, she currently has five active grants, including another one from the NEH and one from the Pan American Health Organization, where she is a co-investigator with faculty in the School of Public Health and Social Work.

Dr. Adler is considered an excellent teacher, with consistently high student evaluations. She teaches large classes, small specialized upper division classes, as well as graduate classes, and has been an innovator of both courses and pedagogy. She has added new classes to both the History Department and to Health Policy and Management — face-to-face, hybrid, and online. Dr. Adler also regularly mentors' graduate students and serves on multiple dissertation committees.

Dr. Adler contributes service in significant ways to both her Departments, Colleges, the University, her community and to her field. She has contributed as well to the design of the doctoral program in Health Systems Research and has served on committees in both units, History and Public Health. Her professional service includes membership on an NEH review board, peer reviewer for key journals in her field, and community outreach.

Susannah Bruns Ali Public Policy and Admin Steven J. Green School of International and Public Affairs

Dr. Ali received her PhD in Public Administration from the University of Maryland in 2014 and joined the Department of Public Administration and Policy that same year.

Dr. Ali's research focuses on the ways in which public employees adapt, cope and change career paths in turbulent times, a relevant topic for this generation. Dr. Ali brings an important and unique perspective to academia as someone who was a Presidential Management Fellow appointed by President Clinton, a highly selective and prestigious leadership development program at the federal level. In addition, she has published eight journal articles, one commentary, and one book review. She is currently working on a book manuscript under contract with Routledge that builds on her practitioner experience in federal government.

Dr. Ali continues to make major contributions at all levels of departmental degree activity, undergraduate, masters, and PhD, and her teaching evaluations are consistently very high. Dr. Ali has chaired three PhD dissertations and served on eight additional committees.

Regarding service, Dr. Ali has served on Department, College, and University committees. In addition to local community service, she serves as a reviewer for six major journals in the field.

Priyanka Alluri Civil and Environmental Engineering College of Engineering and Computing

Dr. Alluri received her PhD in Civil Engineering from Clemson University in 2010. She joined the Civil and Environmental Engineering Department in 2011 as a Research Associate and in January 2015, when she was hired as an Assistant Professor.

Dr. Alluri's research area is in the field of transportation engineering, such as transportation safety, both pedestrian and bicycle, and transformation infrastructure. She has 34 peer-reviewed manuscripts with 21 papers currently under review, has presented 51 referred conference papers, and developed 42 governmental reports. Dr. Alluri also has one patent disclosure and \$2M in external research funding as Principal Investigator and \$645,069 as a Co-PI. In 2019, she was awarded an FIU Faculty Convocation Award for excellence in Research and Creative Activities.

Regarding her teaching, Dr. Alluri has taught both undergraduate and graduate courses, mentors', graduate students, and has served on a number of PhD dissertation committees. Her teaching evaluations are considered excellent.

Dr. Alluri has engaged in service to the Department, College, and University. In her field, Dr. Alluri serves on two national committees of the Transportation Research Board (TRB) and a national committee for the American Society of Civil Engineers (ASCE).

Lina Bouayad Information System and Business Analytics College of Business

Dr. Bouayad completed a PhD in Management Information Systems in 2015 from the University of South Florida and she joined FIU in 2016 as an Assistant Professor.

Dr. Bouayad's work focuses on the design of health information systems and analytical methods to improve patient experience, augment provider effectiveness, and reduce overall healthcare costs. She has published 6 articles in peer-reviewed journals, with 6 in progress, and has presented at 16 conferences. Dr. Bouayad has served as co-investigator in federal funded research from agencies such as the National Institutes of Health and the U.S. Department of Veteran Affairs totaling approximately \$4.9M. In addition, the US. Department of Veterans Affairs has provided her with funding for professional engagements totaling approximately \$160,000.

Dr. Bouayad teaches in the Master of Science in Information Systems, the Master of Science in Health Informatics and Analytics, and the Master of Business Administration. Her student evaluations are excellent.

Regarding service, Dr. Bouayad contributes to her Department, College, University and her field. Professionally, she serves as associate editor for the International Conference on Information Systems, the premier information systems conference, and guest editor of a special issue on Blockchain for the *Journal of Health Systems*.

Carmen L Caicedo Nursing Undergraduate Nicole Wertheim College of Nursing and Heaslth Sciences

Dr. Caicedo received her PhD in Nursing from FIU and joined the faculty in the Department of Undergraduate Nursing as an Assistant Professor in 2013.

Dr. Caicedo focuses on the health and functioning of parents and children with special health care needs. She was awarded research grant funding from the Sigma Theta Tau International (STTI) Nursing Honor Society and has presented data-based peer-reviewed podium and poster presentations at research and clinical conferences. She has published in scholarly peer-reviewed journals in nursing and other disciplines; is sole author on four publications, first author on two, and co-author on eight other articles.

She has taught primarily in the Generic BSN undergraduate track. Dr. Caicedo has provided guest lectures for graduate research courses and research practica and has served on several dissertation committees. Her teaching has been evaluated as "good" to "excellent," which is significant in that Dr. Caicedo teaches some of the most difficult courses in the Nursing BSN Program.

Dr. Caicedo has contributed service to her Department, College, and University as well as in the community and in her field. She has engaged in regional level committees for Sigma Theta Tau and the Southern Nursing Research Society and serves as a reviewer for multiple professional journals as well as conference planning committees.

Miguel A Cano Jr Epidemiology Robert Stempel College of Public Health and Social Work

Dr. Cano received his PhD in Counseling Psychology from Texas A&M University in 2011 and was a postdoctoral research fellow in the Department of Health Disparities at the University of Texas MD Anderson Cancer Center. He joined FIU as an Assistant Professor in 2014.

Dr. Cano's research focuses on the prevention of substance use and psychiatric disorders as they pertain to reducing health disparities in the Hispanic community and other minority populations. He has published 58 peer-reviewed articles since 2014, serves as PI on a current K01, and is Co-Investigator on a grant from the National Institute on Minority Health and Health Disparities. In 2016, Dr. Cano received the National Award of Excellence in Research by a New Investigator from the National Hispanic Science Network on Drug Abuse.

He has developed and teaches graduate courses and serves as the PhD Program Director for the Dept. of Epidemiology and working with 21 current PhD students. He advises masters students as well and serves on multiple dissertation committees. His student evaluations are consistently very good to excellent.

Dr. Cano's service has been exemplary to the Department, College, University, the community, and to his field. He holds a leadership role in the National Hispanic Science Network on Drug Abuse and serves on editorial boards and as reviewer for several high-impact journals.

Min Chen Information System and Business Analytics College of Business

Dr. Chen received her PhD in Business/Managerial Economics from Northwestern University in Illinois in 2008 and joined FIU in 2011.

Dr. Chen is a health care informatics economist whose research focuses on health care quality and health care information technology. She has published 9 peer-reviewed publications, 7 since her appointment to the Department, and she has presented her work at 22 conferences and workshops. She also was recently appointed as a research economist by the National Bureau of Economic Research as a co-investigator on an NIH/AHRQ funded research grant.

She teaches in both undergraduate and graduate programs and her student evaluations average very good to excellent. She has developed and redesigned several graduate program courses and she has excelled in both face-to-face classrooms and online. Dr. Chen has also won several teaching awards in her College.

Regarding service, Dr. Chen has been actively engaged at the department, college, and university levels as well as in the community and in her field. She has been mentoring junior faculty members in addition to graduate and undergraduate students. Dr. Chen has been actively contributing to her field as conference chair, journal reviewer for more than ten premier journals and major international conferences, and presenter at professional and research seminars. In addition, Dr. Chen has been involved in the educational programs and professional development forums in South Florida.

Yan Chen Information System and Business Analytics College of Business

Dr. Chen received a PhD in Management Science from the University of Wisconsin in 2012. She joined FIU from Auburn University in 2017.

Dr. Chen's research focuses on behavioral security. Her work broadly looks at issues of individual reactions to security measures and helping people recognize and avoid security attacks. This in turn helps organizations to design security protocols and policies that promote greater individual compliance. Dr. Chen has 15 peer-reviewed articles and 17 papers in national and international conference proceedings, one of which was nominated for the best paper award. Dr. Chen's external reviewers commented on her "depth of domain knowledge, methodological maturity and output stability" and described her work as "groundbreaking."

She teaches undergraduate and master's courses, as well as a seminar for the PhD program. Recently she also led an effort to develop a Cybersecurity Track for the Master's program in Information Systems, which is a multi-disciplinary effort involving both the College of Business and the College of Engineering. Her student evaluations as well are uniformly very strong.

Regarding service, Dr. Chen contributes to her Department, College, University and her field. In her role as Academic Director of the Master of Science in Information Systems (MSIS) program—which is unusual for a junior faculty member—Dr. Chen helped to create the Cybersecurity and Business Analytics tracks. She also serves as a reviewer for a number of top-tiered refereed journals in her field.

Nazira El-Hage Department of Immunology and Nano-Medicine Herbert Wertheim College of Medicine

Dr. El-Hage received her PhD from the University of Kentucky in 2002 and joined the faculty as Associate Professor at FIU in 2014.

One of Dr. El-Hage's main research interests is the mechanism of autophagy of HIV infection and interaction with drugs of abuse and methods to inhibit the expression of Beclin 1 by nanoformulation. Dr. El-Hage was recruited to FIU when she was in her second year of her R01 grant which deals with the autophagy pathway of HIV infection in the context of morphine abuse. Since arriving at FIU, Dr. El-Hage has been the recipient of additional R03 and R21 grants from NIH and another Florida Department of Health grant, to study the neuropathogenesis of Zika virus infection. Dr. El-Hage also served as a Co-I on another R01 grant and she has more than 25 publications since joining FIU.

She teaches courses in the biomedical science program and serves on graduate mentoring committees in her Department. Dr. El Hage serves as a faculty mentor for PhD students, and is currently mentoring a post-doctoral research fellow in her lab, whom she recruited.

Dr. El-Hage's service has been exemplary to the Department, College, and University. She served in more than 14 NIH study sections and served as a faculty in the Senate-Graduate council committee at FIU and later as the Chair of the committee. Dr. El-Hage also served as a member of the Institutional Biosafety Committee, FIU IACUC committee, and Institutional Review committee for research integrity at FIU.

Mark Alan Finlayson Computer Information Sciences College of Engineering and Computing

Dr. Finlayson received his PhD in Computer and Information Sciences from the Massachusetts Institute of Technology in 2012. He joined the School of Computer and Information Sciences in the College of Engineering and Computing in the Fall of 2014 as an Assistant Professor.

Dr. Finlayson's research focus is in natural language processing, with contributions to artificial intelligence, cognitive science, and the digital humanities. He has a solid publication record, including 6 journal papers, 16 conference and workshop papers, and one book chapter. Dr. Finlayson has secured \$1,700,000 in external research funding as Principal Investigator and \$1,560,000 as a Co-PI, in addition to one patent while at FIU. He has also received several prestigious honors and awards, including the FIU Faculty Convocation Award for excellence in Research and Creative Activities in 2019.

He has taught undergraduate and graduate students and developed several courses. Dr. Finlayson has served on a number of PhD committees and has mentored several undergraduate students in his lab. His teaching evaluations are outstanding, and his teaching has been recognized by two awards, including an SCIS Excellence in Teaching award and an FIU Top Scholar for Teaching and Mentoring, both in 2018.

David B Garber Civil and Environ Engineering College of Engineering and Computing

Dr. Garber received his PhD in Civil and Environmental Engineering from the University of Texas at Austin in 2014 and joined FIU's Department of Civil and Environmental Engineering as an Assistant Professor in that same year.

Dr. Garber's research focus is on resilient and sustainable infrastructure systems and Accelerated Bridge Construction (ABC). He has participated in 14 research awards (\$1.14 million as PI and \$4.87 million at Co-PI, and as part of the UTC-ABC center). He has also published 13 refereed journal papers since his FIU appointment, 5 peer reviewed notes, 1 patent, 10 conference papers, and 6 government reports and monographs.

Dr. Garber has taught undergraduate and graduate courses, has served on a number of PhD committees, also mentors masters students, and his teaching evaluations are considered very good.

Regarding service, Dr. Garber's service to Department, College, University, and serves as a reviewer for journals in his field.

Katie Christine Hart Psychology College of Arts, Sciences & Education

Dr. Hart received her PhD in Clinical Psychology from the University of Buffalo, SUNY in 2012. In 2014, she was hired as a tenure-track Assistant Professor for Clinical Science in Child and Adolescent Psychology, having served as a Research Associate and Clinical Supervisor in FIU's Center for Children and Families before completing her PhD.

Dr. Katie Hart's research in the area of clinical psychology focuses on school readiness and early intervention development, evaluation of school-based interventions for children with ADHD, and implementation of early literacy interventions for young children in at-risk communities. She has published 24 peer-reviewed papers since joining FIU, has given over 65 professional presentations at national and international conferences, and currently is the PI on two Children's Trust grants totaling nearly \$7.3M, and a co-PI on two others totaling \$4.3M.

She has taught undergraduate as well as graduate courses, and regularly mentors masters and doctoral students as well as post-doctoral scholars, and her student evaluations are excellent. In addition, as the Director of the School Ready Lab for the CCF, she annually trains and supervises 35-40 undergraduate and graduate staff members, 10-20 Masters in Professional Counseling students, and Clinical Science Ph.D. students.

Dr. Hart's service has been exemplary to the Department, College, University, the community, and to her field. She is a member of FIU's Special Education Advisory Board and has coordinated several school-based initiatives within the community. She serves as a member of the MDC Superintendent's District Advisory Panel for Students with Disabilities and as Co-Chair of the Young Children with Special Needs and Disabilities Council of Miami-Dade County. She also serves as reviewer for important journals in her field. In 2019, she received the FIU Faculty Convocation Award for the excellence in Engagement.

Hui Huang School of Social Work Robert Stempel College of Public Health and Social Work

Dr. Huang received her PhD in Social Work from the University of Illinois at Urbana-Champaign in 2013 and joined FIU as an Assistant Professor in 2014.

Dr. Huang's research focuses on adolescents involved with the child welfare and juvenile justice systems, former foster youth trying to navigate post-secondary education, and substance-using parents in the child welfare system. She has published 31 peer-reviewed articles since 2014, and individually and as a member of a research group, she has compiled \$355,500 in sponsored research support.

She teaches undergraduate and graduate courses, advises masters and PhD students, and serves on multiple dissertation committees. Her student evaluations are consistently excellent.

Dr. Huang's service has been exemplary to the Department, College, University, the community, and to her field. In addition, she serves on various committees within the state and local communities in Miami-Dade and Broward Counties, representing FIU and strengthening university-community partnerships.

Susan Lisa Jacobson Journalism and Media College of Communication + The Arts

Dr. Jacobson received her PhD in Interdisciplinary Arts and Humanities from New York University in 2006 and joined the Department of Journalism + Media in 2013.

Dr. Jacobson focuses on the exploration and innovation in digital multimedia in journalism with an emphasis on environment, politics, and health/science. She has 10 publications in peer-reviewed journals, six refereed book chapters, more than 12 non-refereed publications, and 14 refereed conference papers. She has two manuscripts under review and is working on two manuscripts and a book proposal. In the area of applied research, Dr. Jacobson is the co-creator of the Sea Level Rise Toolbox, an interactive tool that allows the public to learn about their vulnerability to sea level rise, which has been covered by national media like CNN, The Weather Channel and Scientific American. She has earned seven awards and fellowships, including the AEJMC Innovative Outreach to Scholastic Journalism Award and the Scripps-Howard Journalism Entrepreneurship Institute Fellowship, and she has received support from several outside organizations.

Dr. Jacobson's teaching evaluations have consistently been excellent. She is a leading contributor to the development of the department's Digital Communication + Media STEM degree launched in 2016, and she teaches large undergraduate lecture courses as well as graduate courses.

Her service to the Department, College, the University and the community is exemplary. Through her environment-related work and the Sea Level Rise Toolbox, she has been a project lead for Code for Miami and has collaborated with the CLEO Institute and other community organizations. Dr. Jacobson also collaborated with Living Beyond Breast Cancer, a leading non-profit organization regarding issues of breast cancer.

Qing Lai Global and Sociocultural Studies Steven J. Green School of International and Public Affairs

Dr. Lai received his PhD in Sociology from the University of Michigan in 2014 and joined FIU as an Assistant Professor that same year.

Dr. Lai's research falls within the broad area of the sociology of China, with specific emphases on social stratification and inequality, family demography, and Muslim studies. He has published 11 peer reviewed journal articles, with 4 manuscripts submitted and currently under review. To date, he has received \$25,000 in research funding from small grant resources, as well as a ¥ 200,000 award from the Renmin University of China on which he is a Co-PI. In addition, Dr. Lai is Co-PI on a pending \$1.3 million NSF proposal.

He is considered an excellent teacher, with consistently very good to excellent student evaluations, and he revised the department's quantitative curriculum at the graduate and undergraduate levels. He teaches undergraduate and graduate classes and serves on multiple dissertation committees.

Dr. Lai contributes service to his Department, College, University, community and to his field. He has contributed as a peer reviewer for key journals in his field and has served as an NSF grant proposal reviewer. Dr. Lai also has established himself as a key evaluator of the work of others in the field of Chinese Muslim sociology.

Desmond Neil Leach Architecture College of Communication + The Arts

Professor Leach received his PhD in Architectural Theory from the University of Nottingham and joined FIU in 2015, having worked globally before he arrived at FIU.

Dr. Leach's work involves critically engaging the contemporary practice of digital design in terms of the western tradition of philosophy, including artificial intelligence. He has 40 peer-reviewed books, 111 chapters and 99 articles in the discipline, and some of those works constitute required reading in some of the most highly ranked professional architecture programs in the world. For his contributions to the field of architectural theory, Leach was elected in 2015 as an academician by the Academy of Europe, Europe's most prestigious scholarly academy.

He has taught at many of the most prestigious universities in the world. At FIU, he teaches Advanced Theory with classes of over 100 students, and Masters Project seminar, and studio. Dr. Leach has received high praise from his students for his efforts to incorporate new technologies in the design studio curriculum, and his student evaluations are good. He has distinguished himself among his peers and helped raise FIU's stature among architecture programs worldwide.

Dr. Leach's record of service includes Department, College, and University as well as to his field. Of note, he has served the Department of Architecture through his contribution to the development of the Doctor of Design (DDes) degree program. Professionally, Dr. Leach has served in leadership capacities, including 22 conference organizations, and as a reviewer for several publishing houses and for the Arts and Humanities Research Board. He has also served as PhD examiner for a number of institutions.

Seung Jae Lee Civil and Environ Engineering College of Engineering and Computing

Dr. Lee received his PhD in Civil Engineering from the University of Illinois at Urbana-Champaign in 2014 and joined FIU's Department of Civil and Environmental Engineering as an Assistant Professor in that same year.

Dr. Lee's research focus is in discrete mechanical modeling of granular materials and modeling of general discrete mechanical systems. He has secured a total funding of \$700,000 as PI and more than \$1.9 million as Co-PI, he has published seven journal papers, and has four more papers under review.

He has taught both undergraduate and graduate courses, has developed new courses and mentors graduate students. Dr. Lee has served on 27 PhD dissertation advisory committees and his teaching evaluations are considered excellent.

Dr. Lee has engaged in service to the Department, College, University, and in his field. Dr. Lee also was elected as member of 3 internationally prestigious technical committees.

Eric S Lob Politics and International Relations Steven J. Green School of International and Public Affairs

Dr. Lob received his PhD in Near and Middle Eastern Studies from Princeton University in 2013 and joined FIU as an Assistant Professor in 2014.

Dr. Lob's research interests focus on Iranian studies and Middle East politics. He has a single authored monograph, *Iran's Reconstruction Jihad: Rural Development and Regime Consolidation after 1979,* in press with Cambridge University Press, as well as 6 peer-reviewed journal articles, and 4 book chapters.

He is considered an innovative teacher, with consistently very good to excellent student evaluations. Dr. Lob teaches undergraduate and graduate classes, mentors masters and doctoral students, and serves on multiple dissertation committees.

Dr. Lob contributes service to his Department, College, University, community and to his field. He has contributed as a peer reviewer for key journals in his field and he has frequently been called upon to analyze events in Iran, Iranian foreign policy, and other Middle East questions.

Aaron T Mattfeld Psychology College of Arts, Sciences & Education

Dr. Mattfeld received his PhD in Neurobiology and Behavior from the University of California at Irvine in 2012. He completed a postdoctoral fellowship in developmental neuroscience at the Massachusetts Institute of Technology in 2014 and joined FIU in that same year.

Dr. Mattfeld's research focuses on experimental psychology with a focus on cognitive neuroscience. He has published 8 peer-reviewed articles and 33 conferences at national and international conferences, and — with Drs. T. Allen and A. Draper — he has one patent pending. Dr. Mattfeld serves as PI on a current R01 and a current R21, both from the National Institute of Mental Health (NIMH), totaling \$3.8M, and is Co-Investigator on two additional grants for an additional \$1.9M.

Dr. Mattfeld has taught undergraduate as well as graduate courses, and regularly mentors masters and doctoral students as well as post-doctoral fellows. His student evaluations are excellent.

His service has been exemplary to the Department, College, University, the community, and to his field. Dr. Mattfeld is an ad hoc reviewer for numerous peer-reviewed journals and serves as a reviewer for the National Science Foundation's Cognitive Neuroscience panel.

John Gabriel Oates Politics and International Relations Steven J. Green School of International and Public Affairs

Dr. Oates received his PhD in Political Science from Ohio State University in 2013 and joined the faculty at FIU in 2014 as Assistant Professor.

Dr. Oates's research examines dynamics of authority and legitimacy in global governance, a core area of International Relations. Dr. Oates explores how discourses and ideologies shape the legitimation of particular institutional arrangements in the 21st century. He has a monograph titled *Constituent Power and the Legitimacy of International Organizations: The Constitution of Supranationalism* that is forthcoming with Routledge. He is at work on a second single-authored monograph as well as 3 peer-reviewed journal articles.

Dr. Oates has consistently received very good to excellent student evaluations. He teaches undergraduate and graduate classes, mentors masters students, and serves on multiple dissertation committees.

He contributes service to his Department, College, University, and to his field. Of note is his substantial work in revising the International Relations Ph.D. curriculum and he has contributed as a peer reviewer for important journals in his field.

Nipesh Pradhananga Moss School of Construction and Infrastructure Sus College of Engineering and Computing

Dr. Pradhananga received his PhD in Civil Engineering from Georgia Institute of Technology in 2014 and joined FIU in that same year.

Dr. Pradhananga has an excellent publication record compared with his peers in the field of construction engineering and management. He has a very high quality portfolio of journal articles and conference proceedings as he has published in the top scientific journals his field which includes: Automation in Construction (Elsevier), Computing in Civil Engineering (ASCE), and Construction Engineering and Management (ASCE). Dr. Pradhananga has a solid publication record, which was considered by his colleagues and the external reviewers to be outstanding and to be well above expectations for tenure and promotion to the rank of Associate Professor.

Regarding his teaching, his Department Committee found Dr. Pradhananga to be "a valuable member of the Department of Construction Management and an exceptionally effective and caring teacher." Dr. Pradhananga also developed a new undergraduate course on Building Information Modeling, an emerging area of great importance to the building construction industry. Dr. Pradhananga oversees the Moss and Associates Built Environment and Informatics Laboratory (BEIL) and has used this state-of-the-art facility to supervise undergraduate student research and host several summer interns over the past few years.

Regarding Service, at the department level, Dr. Pradhananga served as the Graduate Program Director and as Director of the OSHA Training Institute (OTI) Host Site at FIU since 2018. Dr. Pradhananga's service to Department, College, University, and to his field is exemplary as well.

Joseph Stephen Raiker Jr Psychology College of Arts, Sciences & Education

Dr. Raiker received his PhD in Clinical Psychology from the University of Central Florida in 2014 and joined FIU in that same year.

Dr. Raiker's research focuses on understanding the underlying neurocognitive dysfunction in ADHD and his work was the first to test competing cognitive models of the impulsivity associated with ADHD. He has 26 peer-reviewed articles since joining FIU, 43 presentations at national conferences, and two book chapters. Dr. Raiker is a PI on a \$6.2M Children's Trust grant, on an NIMH for \$403k, and a Co-I on several other grants from the NIMH, the NSF, and the Children's Trust.

Dr. Raiker has taught undergraduate as well as graduate courses, and regularly mentors masters and doctoral students, as well as honors students, and his student evaluations are excellent. He is currently serving on nine master's committees and six doctoral committees.

His service has been exemplary to the Department, College, University, the community, and to his field. Dr. Raiker has served as a reviewer for numerous professional journals and funding agencies, he currently serves as an Associate Editor of the *Journal of Child and Family Studies*, and he is an Editorial Board member of the *Journal of Abnormal Child Psychology*.

Patria Rojas Health Promotion and Disease Prevention Robert Stempel College of Public Health and Social Work

Dr. Rojas received her PhD in Social Welfare from FIU in 2007. Having held various positions at FIU, she was hired as a tenure-track Assistant Professor in 2016.

Dr. Rojas's research focuses on the sociocultural determinants that shape HIV risk behaviors among US-born immigrant Latinos. She has published 47 peer-reviewed articles, presented at 21 conferences, and brought in approximately \$2.7M in funding as PI and CO-PI.

Dr. Rojas teaches undergraduate and graduate courses, including honors classes. She mentors and advises undergraduate, masters, and PhD students, and serves on multiple dissertation committees. Her student evaluations are consistently very good to excellent.

In terms of service, Dr. Rojas has contributed significantly to the Department, College, University, the community, and to her field. She has a history of community-engaged research and has contributed significantly to the immigrant communities with which she works.

Elisa M Trucco Psychology College of Arts, Sciences & Education

Dr. Trucco received her PhD in Clinical Psychology from the State University of New York at Buffalo, SUNY in 2012 and she joined FIU as an Assistant Professor in 2015.

Dr. Trucco's research focuses on the clinical psychology of adolescents, investigating the etiology of adolescent drug abuse. She has 23 peer-reviewed papers with three in press, one book chapter, and over 20 conference presentations at national and international conferences. Dr. Trucco is the PI on two grants totaling \$3.1 million. She is a Co-I on six additional grants totaling \$15.5M, including the NIH landmark \$12.7 million FIU-ABCD study. Dr. Trucco is the recipient of the Research Society on Alcoholism's 2015 Enoch Gordis Research Recognition Award and was designated as a 2016 Rising Star from the Association for Psychological Science. In 2015, she was recognized with an Emerging Scholar Spotlight from the Society for Research on Adolescence.

She teaches graduate courses and regularly mentors masters and doctoral students, as well as honors students, and her student evaluations are excellent. As director of the ReACH Lab, she mentors undergraduate students, clinical graduate students, and research assistants. She is currently serving on a number of master's and doctoral committees.

Dr. Trucco's service has been exemplary to the Department, College, University, and her field. Professionally, she is a member of the Education Committee for the Research Society on Alcoholism and on the Program Committee for the Society for Prevention Research Conference. On a national level, Dr. Trucco has served as an ad hoc reviewer for nearly three dozen journals and as a grant reviewer. She is also a consulting editor for the *Journal of Research on Adolescence*.

Hoshang Unwalla Department of Immunology and Nano-Medicine Herbert Wertheim College of Medicine

Dr. Unwalla He received his PhD from the National Institute of Immunology in India in 2002, followed by 6 years of post-doctoral training at City of Hope in HIV research. In 2014, Dr. Unwalla joined FIU as Associate Professor after 6 years in HIV Biology as Assistant Research Professor at the University of Miami.

Dr. Unwalla engages in new HIV research, including the senescence-associated markers and nanogels for brain drug delivery. He has 12 peer-reviewed publications while at FIU, two book chapters, and number of presentations at regional and national meetings. Dr. Unwalla also has continuous grant support from NIH (R21, R03), DoD, and research foundations. He served in most projects as PI and in July of 2019 was awarded a 4-year R01 NIH grant.

He teaches graduate level courses and is considered an excellent teacher. Dr. Uwalla also mentors undergraduate as well as graduate students, including PhD students, and one post-doctoral research fellow in his lab. He also serves on a number of PhD committees.



Agenda Item 3 AP2

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Academic Policy and Student Affairs Committee
June 16, 2020

Subject: New Program Proposal: Master of Business Administration in Business Analytics (CIP 52.1301)

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Business Administration in Business Analytics (CIP 52.1301) new program proposal.

Background Information:

The College of Business is proposing a new Master of Business Administration (MBA) in Business Analytics.

The proposed MBA in Business Analytics focuses on developing the essential skills required to pursue careers in big data, or as quantitative analysts. Students pursuing the 45-credit degree program will gain the broad overview offered in MBA programs as well as specialize in the application of statistical methods, techniques, and tools to large data sets proliferating across organizations, in an effort to address persistent and evolving business problems.

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: Master of Business Administration in Business Analytics

(CIP 52.1301) New Program Proposal Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar





THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Proposed Master of Business Administration in Business Analytics College of Business June 16, 2020

EXECUTIVE SUMMARY

The proposed Master of Business Administration (MBA) in Business Analytics focuses on developing the essential skills required to pursue careers in big data, or as quantitative analysts. As public and private entities accumulate ever-increasing stores of data assets, their ability efficiently and effectively analyze such assets constitutes a key core competency. Students pursuing the 45-credit degree program will gain the broad overview offered in MBA programs as well as specialize in the application of statistical methods, techniques, and tools to large data sets proliferating across organizations, in an effort to address persistent and evolving business problems. Students will gain hands-on experience applying statistical methods and techniques through use of decision support systems (DSS), expert systems (ES), business intelligence (BI) reporting tools, in addition to business analytics (BA) data mining tools.

The following labor outlook information certainly does not reflect today's COVID-19 situation, however this STEM-based business degree will certainly be valued-added to any graduate's job search following a projected December 2022 program completion. The U.S. Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook reports demand for Operations Research Analysts (15-2031) positions to increase by "26% (much faster than average)" from 2018 through 2028 (see https://www.bls.gov/ooh/math/operationsresearch-analysts.htm). The publication notes that employers often "prefer to hire applicants with a master's degree. Analysts typically have a degree in business, operations research, management science, analytics, mathematics, engineering, computer science, or another technical or quantitative field." The BLS May 2018 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates for the "Miami-Fort Lauderdale-West Palm Beach, FL" metropolitan area show employment at 1,050; employment relative standard error (RSE) of 6.7%; employment per 1,000 jobs of 0.407; location quotient of 0.56; median hourly wage of \$33.03; mean hourly wage of \$35.92; annual mean wages of \$74,720; and mean wage RSE of 1.9% (see https://www.bls.gov/oes/current/oes_33100.htm).

Further, Burning Glass Technologies, the leading job market analytics firm, notes that within the Miami-Fort Lauderdale-Palm Beach metropolitan market, the 2018 employment for in the area of business intelligence with a masters-level degree stood at 12,170 positions

at an average salary of \$97,540 and some 429 positions posted in January of 2020, with a projected growth of 35.8% through 2028. For business analysts' positions requiring a masters, Burning Glass reports the 2018 employment at 37,710 positions at an average salary of \$83,795 and some 1,010 positions posted in January of 2020, with a projected growth of 21.3% through 2028. Moreover, CNN Money rates business analytics as one of the "best jobs in America" with a job growth rate of 41.2% through 2022 (see http://money.cnn.com/pf/best-jobs/2012/snapshots/84.html). Accordingly, the *Harvard Business Review* has dubbed business analyst the "sexiest job of the 21st century." Further, Brad Fisher, Partner and U.S. Leader for Data and Analytics with KPMG, explains that business analytics "represents the ability to acquire, consolidate and transform simple data into relevant information, allowing knowledge to drive business decisions and actions."

Within the South Florida market, employers across a broad spectrum of industries have brought business analytics related projects to the Department of Information Systems and Business Analytics' (ISBA's) ATOM (Analytics, Technology, and Operations Management) Think Tank, an internal consultancy group, overwhelming the group's ability to take on all projects. Business analytics is relevant to a broad spectrum of industries from healthcare and financial services, to manufacturing and tourism related sectors. Undergraduate students minoring in Business Analytics or completing the ISBA's existing Bachelor of Business Administration in Business Analytics and Master of Science in Information Systems with a Business Analytics track have been hired by Carnival Cruise Lines, Deloitte Consulting, Fiat Chrysler, Price Waterhouse Coopers, and Wells Fargo Banking, among many others.

The Chapman Graduate School of Business and Department of Information Systems and Business Analytics (ISBA) developed content relevant courses as part of their Graduate Certificate in Business Analytics and Graduate Certificate in Advanced Business Analytics as well as ISBA's undergraduate Bachelor of Business Administration in Business Analytics and Business Analytics Minor. Coupled with courses common to the proposed degree and the existing Professional MBA and graduate certificates, the proposed degree will make use of existing capacity in these course offerings. Clearly, as a STEM program, the MBA in Business Analytics will help FIU and the State to "Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis". Further, the new degree program will open doors to expanding existing experiential learning opportunities readily available through ISBA's internal consultancy initiative, the ATOM Think Tank, thus contributing greatly toward the goal to "Increase Levels of Community and Business Engagement". Finally, the MBA in Business Analytics will provide much needed and highly in demand skills in South Florida, speaking directly to the goal to "Increase Community and Business Workforce".

Implementation Timeframe	Projected Enrollment (From Table 1)	
	НС	FTE

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost

Year 1	30	41.26
Year 2	60	56.26
Year 3	60	56.26
Year 4	60	56.26
Year 5	60	56.26

0	0	0	\$891,000	\$891,000
0	0	0	\$1,215,000	\$1,215,000



Agenda Item 3 AP3

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Academic Policy and Student Affairs Committee June 16, 2020

Subject: New Program Proposal: Master of Science in Cognitive Neuroscience (CIP: 42.2706)

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Science in Cognitive Neuroscience (CIP: 42.2706) new program proposal.

Background Information:

The College of Arts, Sciences, and Education is proposing a new Master of Science & Ph.D. in Cognitive Neuroscience.

The proposal will move an existing Ph.D. Cognitive Neuroscience major in Psychology to a stand-alone 75-credit degree under a new STEM CIP code. In addition, this proposal will move an existing M.S. Cognitive Neuroscience major in Psychology to a stand-alone 36-credit degree under the same new STEM CIP code. FIU does not directly admit students into this Masters-level program; the M.S. program is needed as a potential off-ramp for the newly-proposed Ph.D. in Cognitive Neuroscience for students who are unsuccessful in reaching doctoral candidate status.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

Supporting Documentation: M.S. in Cognitive Neuroscience (CIP: 42.2706) New Program

Proposal Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar





THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Proposed M.S. in Cognitive Neuroscience (CIP: 42.2706)

Department of Psychology

College of Arts, Sciences, and Education

June 16, 2020

EXECUTIVE SUMMARY

The Department of Psychology in Florida International University's (FIU) College of Arts, Sciences, and Education (CASE) is proposing the addition of two new degree programs, an M.S. and a Ph.D. program in Cognitive Neuroscience under a STEM CIP code (42.2706, Behavioral Neuroscience). These proposed degrees will be offered at the Modesto A. Maidique Campus (MMC) at FIU.

The proposal will move an existing Ph.D. Cognitive Neuroscience major in Psychology to a stand-alone 75-credit degree under a new STEM CIP code. In addition, this proposal will move an existing M.S. Cognitive Neuroscience major in Psychology to a stand-alone 36-credit degree under the same new STEM CIP code. FIU does not directly admit students into this Masters-level program; the M.S. program is needed as a potential off-ramp for the newly-proposed Ph.D. in Cognitive Neuroscience for students who are unsuccessful in reaching doctoral candidate status.

Addition of a stand-alone Cognitive Neuroscience program would accomplish several key areas of strategic emphasis toward FIU and SUS missions, including increasing the number of graduate STEM degrees awarded, increasing graduate participation in research, contributing to increased innovation, strengthening the quality and relevance of FIU, and increasing the quality of enrolling graduate students.

Cognitive neuroscience is a fast-growing field. Understanding basic neurobiological principles that govern behavior can enrich basic research programs in a number of disciplines. Further, there is enormous potential for the application of neuroscience to the clinical, medical and educational fields—cognitive neuroscience research informs clinical psychological therapeutics, pharmaceutical development, medical interventions, and educational practice.

The M.S./Ph.D. program's purpose is to provide a rigorous, broad-based graduate education with an emphasis on topic-specific skills in neuroscience research

methodology and data analysis, cognitive, developmental, and behavioral neuroscience, learning and memory, and neuropsychological disorders, combined with broader STEMrelated skills. The overarching goal of the program is to train students to be scientists in basic research with an expertise in cognitive neuroscience that emphasizes research analysis and design skills that will be useful in the laboratory and in a variety of the fastest-growing professions across the Miami-Dade region, State of Florida, and nationwide. For example, students graduating with a Ph.D. in Cognitive Neuroscience will be competitively prepared for research careers in neuroscience, medical science, pharmacology, neuropsychology, biomedical sciences, brain-machine interface technologies, and various areas within the field of psychology more broadly. The U.S. Bureau of Labor Statistics reports that these sectors are growing at a "faster than average" rate for 2018-28. Likewise, a number of growing employment sectors in Miami-Dade County (e.g., 14% growth, Professional, Scientific, and Technical Services; 11% growth, Education and Health Services) will be filled by neuroscience-trained graduates with higher degrees (Florida Department of Economic Opportunity, Fastest-Growing Projections, Occupations, 2016-2024 Statewide and Regional http://www.floridajobs.org/labor-market-information/data-center/statisticalprograms/employment-projections). In addition, Cognitive Neuroscience Ph.D. graduates can work as postdoctoral fellows and research scientists at Florida research universities and research institutions, such as the Florida Biomedical Translational Research Institute, Scripps Research Institute Florida, Max Planck Florida Institute for Neuroscience, Torrey Pines Institute for Molecular Studies, and the Florida Center for Biosciences (formerly the Vaccine and Gene Therapy Institute of Florida).

If students only earn a Master's degree in Cognitive Neuroscience, this will also afford graduates opportunities at the state level, as researchers at several of the aforementioned institutions within Florida. Moreover, the State of Florida Department of Economic Opportunity Employment Projections out to 2027 suggest growth in a number of specific job areas for which Master's students could be employed, and the national Bureau of Labor Statistics projections mirror the state projections. Potential employment avenues include the following disciplines and their projected growth at the state and national levels: Social Science Research Assistants (6% state); Biological Technicians (10.8% state; 7% national); Life, Physical, and Social Science Technicians (10.1% state; 7% national); Psychology Teachers, Postsecondary (14.6% state; 13% national); and Technical Writers (15.5% state; 8% national). This degree would also be desirable in applying to advanced training in medical and health professions.

The current Cognitive Neuroscience Ph.D. major, started in 2015, has 22 matriculated students from diverse undergraduate backgrounds (e.g., neuroscience, psychology, physics, biology) and includes a high number of women who are generally underrepresented in STEM fields. The FIU-RCMI (Research Center in Minority Institutions) grant specifically funds such students and includes Cognitive Neuroscience faculty as PIs. Twelve of the 13 current Cognitive Neuroscience Faculty have active NIH or NSF funding, totaling over \$42M across 23 neuroscience-related

rewards in recent years that support students in the program. Several of our Cognitive Neuroscience faculty have collaborations with State University System (SUS) neuroscience researchers, providing training and networking opportunities for students (e.g., 10 faculty across SUS institutions recently formed the Florida Consortium for the Neurobiology of Cognition (FCNC) to share ideas and technology at annual meetings).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	НС	FTE
Year 1	15	15
Year 2	20	20
Year 3	20	20
Year 4	22	22
Year 5	20	20

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$24,255	\$363,824	\$364,967	n/a	\$728,791
\$19,243	\$384,858	\$482,369	n/a	\$867,227



Agenda Item 3 AP4

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Academic Policy and Student Affairs Committee
June 16, 2020

Subject: New Program Proposal: Ph.D. in Cognitive Neuroscience (CIP: 42.2706)

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Ph.D. in Cognitive Neuroscience (CIP: 42.2706) new program proposal.

Background Information:

The College of Arts, Sciences, and Education is proposing a new Master of Science & Ph.D. in Cognitive Neuroscience.

The proposal will move an existing Ph.D. Cognitive Neuroscience major in Psychology to a stand-alone 75-credit degree under a new STEM CIP code. In addition, this proposal will move an existing M.S. Cognitive Neuroscience major in Psychology to a stand-alone 36-credit degree under the same new STEM CIP code. FIU does not directly admit students into this Masters-level program; the M.S. program is needed as a potential off-ramp for the newly-proposed Ph.D. in Cognitive Neuroscience for students who are unsuccessful in reaching doctoral candidate status.

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: Ph.D. in Cognitive Neuroscience (CIP: 42.2706) New

Program Proposal Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar





THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Proposed Ph.D. in Cognitive Neuroscience (CIP: 42.2706)

Department of Psychology

College of Arts, Sciences, and Education

June 16, 2020

EXECUTIVE SUMMARY

The Department of Psychology in Florida International University's (FIU) College of Arts, Sciences, and Education (CASE) is proposing the addition of two new degree programs, an M.S. and a Ph.D. program in Cognitive Neuroscience under a STEM CIP code (42.2706, Behavioral Neuroscience). These proposed degrees will be offered at the Modesto A. Maidique Campus (MMC) at FIU.

The proposal will move an existing Ph.D. Cognitive Neuroscience major in Psychology to a stand-alone 75-credit degree under a new STEM CIP code. In addition, this proposal will move an existing M.S. Cognitive Neuroscience major in Psychology to a stand-alone 36-credit degree under the same new STEM CIP code. FIU does not directly admit students into this Masters-level program; the M.S. program is needed as a potential off-ramp for the newly-proposed Ph.D. in Cognitive Neuroscience for students who are unsuccessful in reaching doctoral candidate status.

Addition of a stand-alone Cognitive Neuroscience program would accomplish several key areas of strategic emphasis toward FIU and SUS missions, including increasing the number of graduate STEM degrees awarded, increasing graduate participation in research, contributing to increased innovation, strengthening the quality and relevance of FIU, and increasing the quality of enrolling graduate students.

Cognitive neuroscience is a fast-growing field. Understanding basic neurobiological principles that govern behavior can enrich basic research programs in a number of disciplines. Further, there is enormous potential for the application of neuroscience to the clinical, medical and educational fields—cognitive neuroscience research informs clinical psychological therapeutics, pharmaceutical development, medical interventions, and educational practice.

The M.S./Ph.D. program's purpose is to provide a rigorous, broad-based graduate education with an emphasis on topic-specific skills in neuroscience research

methodology and data analysis, cognitive, developmental, and behavioral neuroscience, learning and memory, and neuropsychological disorders, combined with broader STEMrelated skills. The overarching goal of the program is to train students to be scientists in basic research with an expertise in cognitive neuroscience that emphasizes research analysis and design skills that will be useful in the laboratory and in a variety of the fastest-growing professions across the Miami-Dade region, State of Florida, and nationwide. For example, students graduating with a Ph.D. in Cognitive Neuroscience will be competitively prepared for research careers in neuroscience, medical science, pharmacology, neuropsychology, biomedical sciences, brain-machine interface technologies, and various areas within the field of psychology more broadly. The U.S. Bureau of Labor Statistics reports that these sectors are growing at a "faster than average" rate for 2018-28. Likewise, a number of growing employment sectors in Miami-Dade County (e.g., 14% growth, Professional, Scientific, and Technical Services; 11% growth, Education and Health Services) will be filled by neuroscience-trained graduates with higher degrees (Florida Department of Economic Opportunity, Fastest-Growing Projections, Occupations, 2016-2024 Statewide and Regional http://www.floridajobs.org/labor-market-information/data-center/statisticalprograms/employment-projections). In addition, Cognitive Neuroscience Ph.D. graduates can work as postdoctoral fellows and research scientists at Florida research universities and research institutions, such as the Florida Biomedical Translational Research Institute, Scripps Research Institute Florida, Max Planck Florida Institute for Neuroscience, Torrey Pines Institute for Molecular Studies, and the Florida Center for Biosciences (formerly the Vaccine and Gene Therapy Institute of Florida).

If students only earn a Master's degree in Cognitive Neuroscience, this will also afford graduates opportunities at the state level, as researchers at several of the aforementioned institutions within Florida. Moreover, the State of Florida Department of Economic Opportunity Employment Projections out to 2027 suggest growth in a number of specific job areas for which Master's students could be employed, and the national Bureau of Labor Statistics projections mirror the state projections. Potential employment avenues include the following disciplines and their projected growth at the state and national levels: Social Science Research Assistants (6% state); Biological Technicians (10.8% state; 7% national); Life, Physical, and Social Science Technicians (10.1% state; 7% national); Psychology Teachers, Postsecondary (14.6% state; 13% national); and Technical Writers (15.5% state; 8% national). This degree would also be desirable in applying to advanced training in medical and health professions.

The current Cognitive Neuroscience Ph.D. major, started in 2015, has 22 matriculated students from diverse undergraduate backgrounds (e.g., neuroscience, psychology, physics, biology) and includes a high number of women who are generally underrepresented in STEM fields. The FIU-RCMI (Research Center in Minority Institutions) grant specifically funds such students and includes Cognitive Neuroscience faculty as PIs. Twelve of the 13 current Cognitive Neuroscience Faculty have active NIH or NSF funding, totaling over \$42M across 23 neuroscience-related

rewards in recent years that support students in the program. Several of our Cognitive Neuroscience faculty have collaborations with State University System (SUS) neuroscience researchers, providing training and networking opportunities for students (e.g., 10 faculty across SUS institutions recently formed the Florida Consortium for the Neurobiology of Cognition (FCNC) to share ideas and technology at annual meetings).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	НС	FTE
Year 1	15	15
Year 2	20	20
Year 3	20	20
Year 4	22	22
Year 5	20	20

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$24,255	\$363,824	\$364,967	n/a	\$728,791
\$19,243	\$384,858	\$482,369	n/a	\$867,227



Agenda Item 3 AP5

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

Academic Policy and Student Affairs Committee
June 16, 2020

Subject: COVID-19 Guidelines for Repopulating FIU Campuses and Regional Academic Locations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the COVID-19 Guidelines for Repopulating FIU Campuses and Regional Academic Locations.

Background Information:

In alignment with the Board of Governor's Blueprint for Opening the State University System for Fall Semester 2020 and our NextHorizon2025 Strategic Plan, Florida International University has developed a COVID-19 Guidelines for Repopulating.

Repopulating will occur in phases as local conditions allow with the university reserving the discretion to determine when a transition between phases can occur as well as whether a return to any phase is warranted based on guidance and data from the Centers for Disease Control and Prevention, state, local, and university health professionals.

Supporting Documentation: COVID-19 Guidelines for Repopulating FIU Campuses and

Regional Academic Locations

Facilitator/Presenter: Kenneth G. Furton



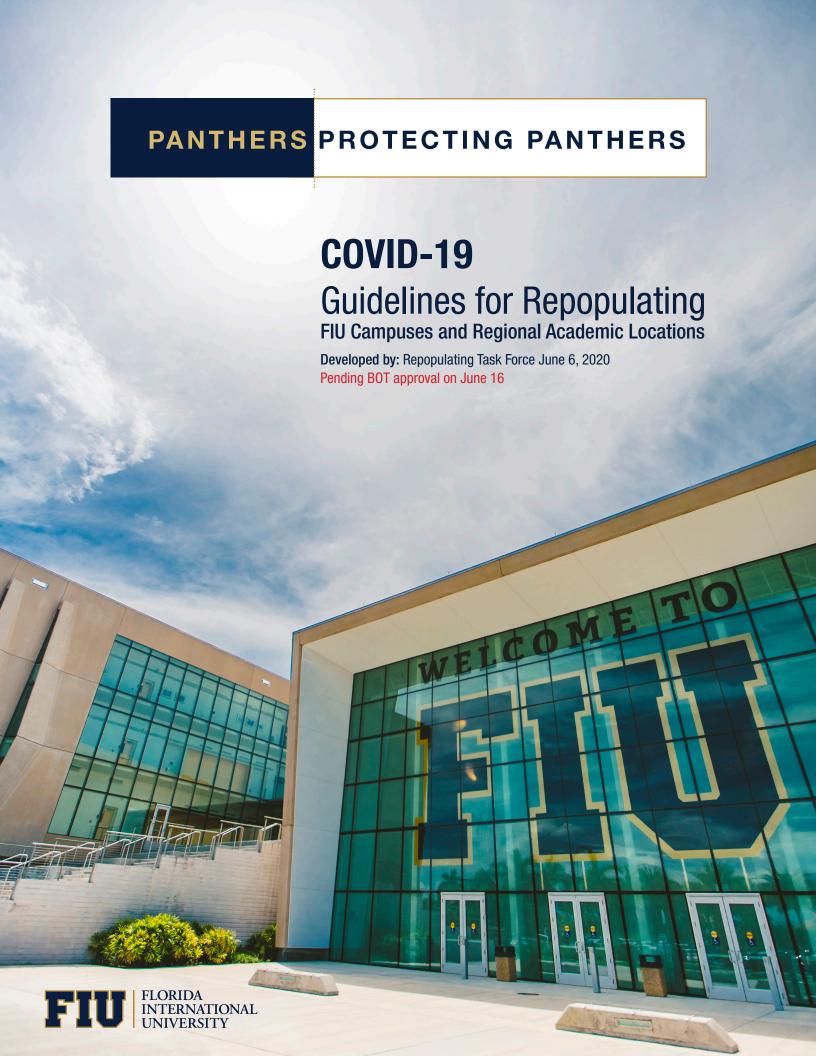


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GUIDELINES FOR REPOPULATING CAMPUSES

INTRODUCTION

As the anchor public research institution in South Florida, Florida International University (FIU) is home to over 58,000 students and over 10,000 faculty and staff members. With a population size similar to that of a small city and our location within a hotspot area, the COVID-19 pandemic presents a unique challenge to our institution. Our response to this challenge has been a months-long effort and will continue as we prepare to repopulate our university for the fall 2020 semester.

FIU's response to COVID-19 began in late January when we began to witness study abroad and other academic opportunities impacted in Asia by the COVID-19 outbreak. As the disease spread throughout the world, FIU prepared for its possible arrival in our community by hosting a pandemic tabletop exercise with university leadership and Emergency Operations Center staff. The focus was on steps we would need to take to maintain our operations without sacrificing student learning and success. On March 11, FIU transitioned over 5,000 courses to remote instruction and initiated a remote learning environment that has been and continues to be in place. The transition to remote work was made on March 16.

While university operations were largely transitioned to a remote environment, a small contingency remained on-site. FIU health clinics continued to provide care for our students and patients; animal care continued; time-sensitive research went on; FIU police continued their duties; residential staff, custodial and food vendors remained to support our students unable to return home. A robust team of facilities, parking and transportation staff and others staggered schedules to minimize risk to one another to keep FIU operational. And of course, additional staff remained on site to support the tremendous technological infrastructure now required for remote learning and working.

On April 18, 2020, a Repopulating Task Force of university administrators, faculty, staff, medical professionals and emergency management was created to develop the framework for repopulating FIU. Following federal, state and local guidelines, FIU adopted a phased approach to repopulating with the following assumptions and guidelines:

Planning Assumptions

- Our repopulation plan and its accompanying implementation plan are living documents and subject to change based on federal,
 state and local guidance
- · Coordination, information sharing and consistent messaging across all university units are critical to a successful repopulation
- Actions outlined may not occur sequentially and will be implemented in relation to ongoing, potentially quickly changing conditions
- Faculty, staff and students will be required to observe physical distancing and wear a face covering when there is a possibility of not being at least six feet away from another person
- Herd immunity and a vaccine will not exist for a considerable period of time which increases the risk of resurgence of the virus when states and communities begin reopening
- Increased numbers of infections or a second wave of the virus will be the threshold that will require re-implementation of mitigation measures that must be executed immediately
- Protocols for immediate identification and isolation of potential exposures are in place
- Employees will receive at least 1 week of notice prior to implementation, if conditions allow, of each phase and/or reimplementation of the mitigation measures unless other circumstances dictate a different timeline

General Guidelines

- Decisions about changes to mitigation measures or implementation of additional measures must be evidence-based and datadriven
- Mitigation measures are intended to minimize potential exposure to the virus of returning faculty, staff, students, contractors and vendors and reduce opportunities for community transmission emanating from FIU
- During early phases of repopulation, the number of visitors to our facilities may be limited
- Increased frequency of cleaning of common areas and high touch areas will be continuous
- Occupancy in buildings and classrooms will increase as appropriate and operate with physical distancing measures of at least 6
 feet among occupants in place
- · Safety, security and minimized risk of exposure to the university community will remain a priority during all phases of repopulating
- Adaptations for self-disclosed individuals of high-risk populations (i.e. underlying health conditions, above 65, caring for a sick family member, etc.) will be considered
- Travel restrictions in each phase will be determined using Centers for Disease Control (CDC) and State Department advisories
 with recommendations from the university's International Travel Committee
- Non-essential travel should be restricted, particularly during earlier phases of repopulating
- · Remote working will transition back to on campus working
- Classes will gradually transition from remote learning to hybrid or face-to face
- Frequent and proper hand washing, physical distancing, staying home when sick and wearing of face coverings while around others will be continued during each phase

EXECUTIVE SUMMARY

In alignment with the Board of Governor's *Blueprint for Opening the State University System for Fall Semester 2020* and our *NextHorizon2025* Strategic Plan, FIU is committed to carrying on as a beacon of hope and opportunity in our community. We will do so by continuing to engage in groundbreaking research, adopting new forms of pedagogy, and preparing the next generation of teachers, healthcare professionals, lawyers, social workers, engineers, artists and other professionals with the skills they need for a rapidly changing, diverse world in a collaborative effort with our students, faculty and staff.

With the new normal that is soon to become our normal, we must ensure that faculty, staff and students returning to our campuses have a sense of confidence that appropriate risk mitigation measures have been taken by FIU. Ongoing communication and education are paramount to that effort and will be our most important tools as we move to repopulate our campuses.

Repopulating will occur in phases as local conditions allow with the university reserving the discretion to determine when a transition between phases can occur as well as whether a return to any phase is warranted based on guidance and data from the Centers for Disease Control and Prevention, state, local, and university health professionals.

A Healthy Campus Environment

- Faculty, staff and students will be required to complete the screening questions on the Panthers Protecting Panthers (P3) FIU app prior to coming to campus to discourage anyone with symptoms from coming onto campus
- FIU has developed this P3 app as a screening tool to support our university's internal ability to monitor and maintain a healthy campus environment. Daily completion of the screening tool will be a requirement for all students, faculty and staff before coming

onto university grounds on any given day. For residential students and staff, completion will be required prior to them leaving their housing and partaking of the university environment. The results of this daily screening check-in tool will also initiate a testing protocol established by the university's workgroup. Testing is delineated further in this document. Holistically, our robust screening, testing, tracing and disinfection protocols will support and maintain the health of our campus

- The Panthers Protecting Panthers theme will be used to educate and highlight the risk mitigation measures put into place and serve as a reminder of the shared responsibility of protecting one another. The campaign will include messaging to all faculty, staff, students and FIU community members, informational videos covering mitigation strategies such as how to properly wear your facial covering, summaries of what will be different on campus upon return and signage throughout the university reminding individuals to take the proper precautions while on campus
- Reusable cloth face coverings will be mandated and provided to faculty, staff and students returning to campus
- Supervisor and employee guidelines provide disciplinary measures for any member of the university community not adhering to the use of face coverings; the student conduct code will address students
- · Employees will be reminded to engage in frequent hand washing or use of hand sanitizers
- · Protective shields will be used in areas with high density customer interactions
- Frequent cleaning of high touch areas will be continuous
- Disinfecting wipes will be made available in all classrooms to allow faculty and students to clean their spaces before and after each class
- EPA-approved cleaning supplies that kill the COVID-19 virus as well as electrostatic sprayers will be used to disinfect areas such as clinics on a regular basis
- Decontamination vendors are in place
- · Supervisor and employee guidelines have been developed outlining the new normal requirements
- All student engagement/extracurricular activities, including, but not limited to, Greek organizations, clubs, intramural sports
 and social gatherings, requesting on-campus experiences will be reviewed to ensure university guidelines on gatherings are
 considered and planned
- The university has worked extensively to develop process, guidelines and protocols with its professional staff in athletics, housing
 and medical staff to ensure that the athletics repopulation plan provides the optimal environment to mitigate the impact of
 COVID-19 on our campus

A Healthy Community Environment

- The university acknowledges that one of the most effective measures in supporting a healthy community environment is the importance of personal responsibility for self and for the greater community
- The Panthers Protecting Panthers campaign mentioned above will extend to all of our stakeholders including parents, visitors, and vendors of the university
- FIU has developed an app as a screening tool to support our university's internal ability to monitor and maintain a healthy campus environment
- Federal, state and local guidelines will be adhered to and the foundation of any procedures implemented
- The university has identified an action plan for members of the university who are non-compliant with established procedures/ guidelines and directives in response to COVID-19
- All students, faculty and staff will be encouraged to receive a flu shot

- Town hall meetings continue with university units to address concerns and answer questions.
- · Town hall meetings continue with faculty to discuss different teaching modalities and address safety

COVID-19 Virus Testing

- On a daily basis, faculty, staff and students will be required to utilize P3, FIU's screening app, to answer questions prior to coming to campus to discourage anyone with symptoms from coming onto campus
- Testing will be available to anyone experiencing symptoms or based on known contact with a positive case
- Testing will also be available for healthcare staff, researchers working with human subjects, sentinel residential populations and high-density groups such as our student athletes, spirit groups, band, etc.
- As repopulation continues, a baseline will be established for those who tested positive for COVID-19 during our remote period
 and documentation of 2 negative COVID-19 tests from the same type of tests will need to be provided before being allowed to
 return to campus
- FIU is in pursuit of CLIA certification for two on-campus labs to allow for in-house testing
- FIU has multiple relationships both with ambulatory and hospital health systems in the South Florida region
- The FIU COVID-10 Prevention and Response Team in collaboration with university leaders will develop specific response plans to clusters of cases depending on the nature of the clusters
- Responses could include and are not limited to testing groups of people associated with the cluster, review of the environmental
 factors and enhanced cleaning and disinfection, enhanced health education efforts, and potentially limiting or discontinuing
 specific activities

Contact Tracing and Surveillance

- Contact tracing for students and employees will be conducted by the COVID-19 Prevention and Response Team
- After interviewing employees and students who test positive for COVID-19, the Team will contact the identified close campus contacts to advise them to obtain a COVID-19 test and to quarantine themselves. The Team will also contact the Facilities Department to clean and disinfect any affected buildings
- The Team will provide clearance documentation to students and employees who have recovered from COVID-19 infection and have had two negative COVID-19 test results at least 24 hours apart
- FIU will have a web-based COVID-19 Surveillance Dashboard which will have university COVID-19 and community COVID-19 surveillance data. The data will be shared with the university and broader community through the Dashboard
- The epidemiologist in the COVID-19 Prevention and Response Team will monitor the university surveillance data with respect to both trends and any clusters (hotspots) of cases on FIU's campuses
- Student housing has been identified to quarantine/isolate any positive cases and plans for supportive services for students are in
 place inclusive of medical care and academic continuity support

Academic Program Delivery

• Several delivery modes will be made available, including face-to-face (F2F) with physical distancing, certified hybrid, synchronous remote and quality-designed fully online

- All delivery modes will be encouraged to use Canvas for course content and assignments to allow for a seamless move to remote should it be needed
- Classrooms and workspaces will be reconfigured to ensure recommended CDC guidelines of physical distancing measures are in place
- Course mode of delivery prioritization will be made using a tiered-approach
- · Communication campaign to students outlining different modalities
- Outline of process/options for faculty or students who need teaching and learning alternatives due to illness/underlying predispositions/conditions
- Town hall meetings continue with faculty to discuss different teaching modalities and address on going professional development opportunities



PHASED APPROACH TO REPOPULATION

Repopulating will occur in phases as local conditions allow with the university reserving the discretion to determine when a transition between phases can occur as well as whether a return to any phase is warranted based on guidance and data from the Centers for Disease Control, state, local, and university health professionals.

PHASE 1 will recall limited numbers of employees to return to work on-campus while maintaining physical distancing, wearing face coverings and enacting other protective measures to prevent community transmission at FIU. Labs, classrooms and workspaces will be reconfigured to ensure physical distancing and shifts/days may be staggered. Employees who self-disclose a vulnerability associated with COVID-19 will continue to work remotely. Increased frequency of cleaning of common areas and high touch areas will be continuous.

PHASE 2 will allow business unit heads to recall additional employees to work on-campus to increase unit capacity and functionality based on university needs while adhering to the Supervisor Guidelines to ensure appropriate risk mitigation. Onsite student learning may increase in specific labs or other approved areas with appropriate risk mitigation measures in place.

PHASE 3 will be a return to a "new normal" with additional on-campus staffing while continuing to utilize alternate scheduling, remote work, and other measures to maintain physical distancing and flexibility. Those who self-disclosed as vulnerable may return to campus under Phase 3. Remote work policies will be revised to reflect measurable performance goals for those employees who will continue to work remotely. Students will return to campus in accordance with a defined student repopulation plan that may include modifications in class schedules and course delivery to ensure student success while maintaining required risk mitigation measures.

Phase 1

CRITERIA

Phase 1 will begin when FL Department of Health data indicate a 14-day downward trajectory of positive cases of COVID-19 in SE FL (Palm Beach, Broward, Miami-Dade counties) and increased testing and contact tracing is available. FIU will continue to follow federal, state and local guidelines during this phase while increasing the number of employees reporting to campus to continue university operations.

OBJECTIVE

To recall limited numbers of employees to return to work on-campus while maintaining physical distancing and protective measures to prevent community transmission. Labs, classrooms and workspaces will be reconfigured to ensure physical distancing and shifts/days may be staggered.

GUIDELINES

Following risk mitigation guidelines from Human Resources, supervisors and business unit heads will determine which employees will be required to return to on-campus work during this phase. Positions critical to ongoing operations will be prioritized according to the following criteria:

- 1. Campus safety
- 2. Preparing for further reopening of the unit
- 3. Work that cannot be effectively completed from home

All employees working on-campus will complete the COVID-19 questionnaire (Panthers Protecting Panthers (P3 app)) before each work day as permitted by the Americans with Disabilities Act (ADA). Employees will be required to maintain physical distancing and wear face coverings when there is a possibility of not being at least six feet away from another person. Employees will be required to engage in frequent hand washing or use of hand sanitizers. Employees who self-disclose a vulnerability associated with COVID-19 should continue to work remotely. FIU will follow appropriate, enhanced cleaning and disinfecting procedures following CDC and/or state or local guidelines.

Phase 2

CRITERIA

Phase 2 will begin when FL Department of Health data indicate there is a sustainable 14-day downward trajectory of new cases per day, and the number of new cases and percentage of positive COVID-19 tests are in the single digits in SE FL (Palm Beach, Broward, Miami-Dade counties); increased testing and contact tracing is available; and FIU has determined readiness to increase on-campus workforce and student capacity. FIU will continue to follow federal, state and local guidelines during this phase while increasing the number of employees reporting to campus to continue university operations.

OBJECTIVE

Business unit heads will recall additional employees to work on-campus to increase unit capacity and functionality based on university needs while adhering to the Supervisor Guidelines to ensure appropriate risk mitigation. Onsite student learning may increase in specific labs or other approved areas with appropriate risk mitigation measures in place.

GUIDELINES

Following risk mitigation guidelines from Human Resources, business unit heads and supervisors will determine which additional employees will be required to return to on-campus work during this phase; ensure workspaces have been reconfigured; ensure new risk mitigation requirements (face coverings, physical distancing, etc.) have been communicated to employees; and on-campus work schedules have been adjusted to minimize risk.

The use of the P3 app will continue as permitted by the Americans with Disabilities Act (ADA). Employees will be required to maintain physical distancing and wear face coverings when there is a possibility of not being at least six feet away from another person. Employees will be required to engage in frequent hand washing or use of hand sanitizers. Employees who self-disclose a vulnerability associated with COVID-19 should continue to work remotely unless other action is required by the ADA. FIU will follow appropriate, enhanced cleaning and disinfecting procedures following CDC and/or state and local guidelines.

Phase 3

CRITERIA

Phase 3 will begin when FL Department of Health data indicate there is little to no community spread per the number of cases reported, no evidence of a resurgence of cases, and robust testing and contact tracing is widely available in SE FL (Palm Beach, Broward and Miami-Dade counties).

OBJECTIVE

Return to a "new normal" with additional on-campus staffing while continuing to utilize alternate scheduling, remote work, and other measures to maintain physical distancing and flexibility. Those who self-disclosed as vulnerable may return to campus under Phase 3. Remote work policies will be revised to reflect measurable performance goals for those employees who will continue to work remotely. Students will return to campus in accordance with a defined student repopulation plan that may include modifications in class schedules and course delivery to ensure student success while maintaining required risk mitigation measures.

GUIDELINES

Institutionalize and monitor appropriate health (if permitted by the ADA) and safety risk mitigation measures as cultural norms. Employees with underlying health conditions who self-disclose will work with the Office of Inclusion, Diversity, Equity & Access (IDEA) if a reasonable accommodation is requested. Employees will be required to engage in frequent hand washing or use of hand sanitizers. Transition into a full return to pre-COVID-19 conditions will depend upon the development and availability of different therapeutic modalities to prevent and/or treat COVID-19. FIU will follow appropriate, enhanced cleaning and disinfecting procedures following CDC and/or state or local guidelines.

A HEALTHY CAMPUS ENVIRONMENT

At the core of our repopulation plan is the health and welfare of our students, our employees and all those who step foot on our campus. However, we also know that minimizing the risk to our university community will require every single stakeholder to take responsibility for following all newly established procedures.

FIU is committed to educating and communicating these procedures via our Panthers Protecting Panthers campaign. The campaign will focus on sharing the risk mitigation measures put into place by our university as well as our "new normal" upon returning to campus.

The campaign will provide informational videos and materials covering topics such as how to wear the required face coverings, how to properly wash your hands, what physical distancing means, how reconfigured classrooms will work, etc. Additionally, signage throughout campus will serve as a constant reminder on mitigation strategies (see Appendix for examples).



As we begin to repopulate our university, guidelines from the Centers for Disease Control and Prevention (CDC), state and local authorities will be followed. This includes but is not limited to the mandating of facial coverings for all faculty, staff and students, enforcement of physical distancing and frequent hand washing. FIU will be providing all faculty, staff and students with reusable

cloth face coverings. Additionally, all faculty, staff and students will be required to check in via the Panthers Protecting Panthers (P3) screening application before arriving on any of our locations for the day.

The university will also be reconfiguring public spaces, installing plastic shields for high customer interactions and ensuring that every department has developed guidelines that outline our "new normal." These measures will be complimented with frequent cleaning of high-touch areas, use of EPA-approved cleaning supplies known to kill COVID-19 and contracts for decontamination services should they be needed.

As part of our education campaign, FIU will be encouraging all faculty, students and staff to get a flu vaccine this year.

Extracurricular Activities

To ensure that all university guidelines are followed, all student engagement/extracurricular activities including, but not limited to, Greek organizations, clubs, intramural sports and social gatherings requesting on-campus experiences, will be reviewed.

Our Student Government Association and Greek organizations have plans for all large-scale regularly planned and new events to remain virtual for fall 2020. However, smaller event such as workshops will be considered for in-person delivery in appropriately sized rooms that allow for the implementation of physical distancing requirements. Additionally, each Greek council will work on a recruitment plan that includes virtual and hybrid events. Any in-person student event will require the use of student ID scanners to provide an accurate attendance record and facilitate contact tracing should the need arise.

Housing

To allow for a safe return to our residence halls in the fall there will be a structured move-in process, as well as changes to staff interactions and use of shared common spaces. Ongoing education to our students about wearing face coverings, frequent hand washing, staying home when sick and maintaining physical distancing will continue. A plan inclusive of 65 spaces for quarantine and isolation will guide the response to any positive cases within the housing community.

Student Athletes

The university has worked extensively with its professional staff in athletics, housing and the medical staff to ensure that the athletics repopulation plan provides the optimal environment to mitigate the impact of COVID-19 on our campus. All athletes and athletics strength training/conditioning and coaching staff are being testing upon return to campus. Residential student athletes will be isolated in single university apartments until their COVID-19 test returns a negative result. Once the student athletes confirm negative for COVID-19 they will be moved into their university housing placement for the year.

Our comprehensive athletics repopulation plan is being developed which outlines procedures, guidance and protocols by sport and by phase to ensure the highest level of safety standards are utilized in accordance with CDC, NCAA, state and local guidelines to support the successful strength training, conditioning, practice and competitive environment possible. Our goal is to ensure that we can have a successful athletics season in every sport and minimize the potential negative impacts of COVID-19 within our athletics unit as well as the broad university community.

The athletics plan developed will also be a working document so that the university can be responsive to changes in the virus that may impact our community of athletes as they engage in a safe competitive sports season.

A HEALTHY COMMUNITY ENVIRONMENT

One of the most effective measures in supporting a healthy community environment is the importance of personal responsibility for self and for the greater community. As such, FIU has launched the Panthers Protecting Panthers campaign which will extend to all of our stakeholders including parents, visitors, and vendors of the university.

In support of the educational campaign, FIU has developed an app as a screening tool to support our university's internal ability to monitor and maintain a healthy campus environment. Daily completion of the screening tool will be a requirement for all students, faculty and staff before coming onto university grounds on any given day. For residential students and staff, completion will be required prior to them leaving their housing and partaking of the university environment. The results of this daily screening checkin tool will also initiate a testing protocol established by the university's workgroup. Testing is delineated further in this document. Holistically, our robust screening, testing, contact tracing, and disinfection protocols will support and maintain the health of our campus.

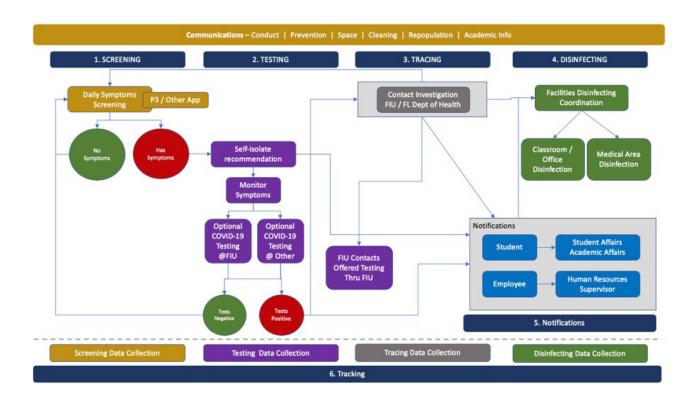
With over 40,000 of our faculty, staff and students coming from Miami-Dade or Broward County, it is critical for the health and well-being of our university community that we educate and urge our communities to adhere to CDC guidelines in place to promote a healthy environment.

As we prepare for our return to campus, we know can help prevent exposures and take personal responsibility to keep ourselves and others safe by adhering to very important safety measures recommended by the Center for Disease Control (CDC). Effective immediately, anyone permitted on campus – faculty, staff, students, and vendors – must observe social distancing and wear a face covering when there is a possibility of not being at least six feet away from another person. Furthermore, all individuals permitted on campus are required to wear a face covering when in the presence of others and in public settings such as hallways, restrooms and elevators. These measures are crucial to help prevent the spread of the virus.

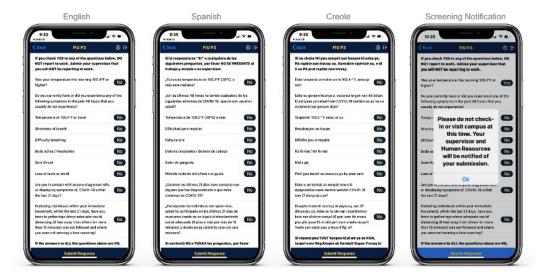
Led by the University's VP for Human Resources the university has established a subcommittee which recommended a disciplinary action plan for members of our university community who do not adhere to institutional policies/guidelines and directives established due to COVID-19. This 4-step action plan outlines the importance of personal responsibility in adhering to such and recognizes as a community that in the best interest of the health and welfare of our community, we have a responsibility to hold those accountable who are non-compliant.

FIU will continue to work with our government leaders, community business owners, health care providers and the FL Department of Health as we navigate our COVID-19 response. FIU is currently in negotiations to provide a large pool of students to assist with contact tracing efforts at the FL Department of Health.

COVID-19 VIRUS TESTING



Checking in on the Panthers Protecting Panthers (P3) screening application will be a requirement for all students, faculty and staff before coming onto university grounds on any given day. The short survey will give guidance to each individual on whether they should or should not come onto campus based on their response.



The results of the daily check-in will also initiate a testing protocol established by our workgroup on Guidelines for Screening, Testing, Tracing and Disinfection. Testing will be available for anyone experiencing symptoms or based on known contact with a positive case. Testing will also be available for healthcare staff, researchers working with human subjects, sentinel residential populations and high-density groups such as our student athletes, spirit groups, band, etc.

Additionally, a self-reporting assessment will help us establish a baseline of those affected by COVID-19 throughout our remote period and ensure that we have appropriate documentation (i.e. two negative COVID-19 tests) before returning to campus.

It is our goal to receive CLIA certification for two on-campus labs allowing us to develop an in-house testing protocol. This would augment efforts at FIU's testing site at the Tamiami Youth Fairgrounds, a collaboration with Miami-Dade County, as well as ongoing testing at our Ambulatory Care Clinic and Student Health Clinic. Students, faculty and staff also may have tests through area providers and other county sites.

FIU has multiple relationships both with ambulatory and hospital health systems. Our integrated health system partners across South Florida include Baptist Health; Mount Sinai Hospital; Tenet Health; HCA Health; Jackson Health System; Memorial Health and Cleveland Clinics.

CONTACT TRACING AND SURVEILLANCE

Contact tracing for students and employees will be conducted by the COVID-19 Prevention and Response Team. This team will be led by a registered nurse manager or similarly trained person and will include an epidemiologist and staff with experience in social work, clinical psychology or public health. The Florida Department of Health at Miami-Dade is responsible for the contact investigation related to residents of Miami-Dade County. However, in an effort to safeguard the campus as rapidly as possible, the FIU COVID-19 Prevention and Response Team will ask all students and employees who have a positive test result for COVID-19 to voluntarily share any close contacts they had on campus and where they were on campus while they were infectious. Discussions are on-going with the Florida Department of Health at Miami-Dade about sharing FIU's campus contact investigation information with the Florida Department of Health. The team will contact the close campus contacts to advise them to obtain a COVID-19 test and to quarantine themselves. The team will also contact the Facilities Department to clean and disinfect any affected buildings. The team will serve as a resource for students and employees about COVID-19 and available support services.

The team will check in with isolated students who have tested positive for COVID-19 on an ongoing basis to identify any medical, social and academic-related needs they may have. The team will provide clearance documentation to students and employees who have recovered from COVID-19 infection and have had two negative COVID-19 test results at least 24 hours apart.

FIU will conduct several types of surveillance. Because FIU is interconnected to the South Florida community, surveillance efforts will include surveillance of cases and case rates in Broward and Miami-Dade County. These data obtained from https:// floridahealthcovid19.gov/ will be imported into the FIU COVID-19 Dashboard. In addition, syndromic surveillance (monitoring levels of COVID-19-like symptoms) on campus will include monitoring rates of daily reported symptoms on the P3 app among students and employees, monitoring visits to Student Health, and monitoring employee absenteeism rates. Surveillance of cases will include monitoring the number and rate of positive COVID-19 cases among faculty/staff and students. Sentinel surveillance will be conducted by testing small groups of students [10-20/week] on an ongoing basis in residential housing to identify outbreaks early. Sentinel surveillance of other groups including FIU's clinical staff and students who are doing clinical training and are in contact with patients in area hospitals is also being considered.

The epidemiologist in the COVID-19 Prevention and Response Team will monitor the university surveillance data with respect to both trends and any clusters (hotspots) of cases on FIU's campuses. The COVID-10 Prevention and Response Team in collaboration with university leaders will develop specific response plans to clusters of cases depending on the nature of the clusters (e.g. social clusters of students or clusters within particular buildings) as well as levels of COVID-19 in the community and trends on campus.

The number and rates of students, faculty and staff with positive COVID-19 test results will be monitored by specific campus, buildings and departments. The epidemiologist in the COVID-19 Prevention and Response Team will monitor the university surveillance data. If hot spots are identified, the COVID-10 Prevention and Response Team in collaboration with university leaders will develop specific response plans to clusters of cases depending on the nature of the clusters (e.g. social clusters of students or clusters within specific buildings). These responses could include testing groups of people associated with the cluster, review of the environmental factors, enhanced cleaning and disinfection, enhanced health education efforts, and potentially limiting or discontinuing specific activities.

FIU's Housing and Residential Life (HRL) team has been identified as a critical component of our contact tracing and surveillance efforts. Should residential students become positive with COVID-19, HRL has set aside housing options which are ideal for quarantine/isolation. The university has identified and set-aside 65 individual apartments on our campus, which are the best suited to support our students who become ill and also further protect the university from further transmission. Our university apartments are single story, individual exterior door units with independent HVAC systems which are conducive to isolation and quarantine.

Once a student has been confirmed as a positive case, the student HRL team will make arrangements to have the student's immediate belongings moved to the assigned on-campus apartment. The student may remain there while recovering from the illness. For students on a dining contract, food services will be delivered to their door. Students will be supported by the university student health clinics, student ombuds as well as the Dean of Students team and may continue (so long as health allows) to attend classes remotely. The university's contact tracing team will work with the student to determine the other members of the university community who may have been in close contact and potentially need to isolate for 14 days based on current CDC guidelines. Appropriate support by all of these teams will also be provided to all members of the university community who fall under such category.

We will continue to monitor the health environment at our university, in Miami-Dade County and surrounding areas, and quickly respond to any significant changes.

ACADEMIC PROGRAM DELIVERY

Fall 2020 at FIU will feature a mix of new and old modes of delivery to allow for us to provide a high-quality education to all our students while accommodating physical distancing guidelines and the needs of our faculty and students. In response to COVID-19 the university has created a new mode of instructional delivery – approved synchronous remote teaching as well as expanded its prior use of hybrid delivery of classes.

The four primary methods of instruction that we will utilize are outlined below:

FACE-TO-FACE: These classes will meet on campus at scheduled days and times. Instruction is expected to be delivered in a classroom adjusted to accommodate physical distancing.

CERTIFIED HYBRID: These classes will meet online/face-to-face in a mix of 1/3 online vs. 2/3 on campus or vice versa. Certified hybrid instructors will stay in this mode. There will be a mixed meeting pattern.

APPROVED SYNCHRONOUS REMOTE: These classes will be remote on a temporary basis at scheduled days and times and require approval from the university's Academic Continuity Team.

QUALITY-DESIGNED FULLY ONLINE: These classes will be fully online with expanded capacity. All instruction will be delivered through Canvas. All courses will be quality matters certified. Students will continue to pay a distance learning fee to enroll in these classes.

As part of the preparation for Fall 2020, the schedule of classes is being reviewed, and modes of delivery are being adjusted by the academic units to account for the needs of faculty who may not be able to immediately return to campus due to illness and/or underlying predisposition/conditions. Our Provost, Vice Provost for Faculty Success, Deans, Chairs and Faculty have been meeting regularly to ensure that the academic needs of the unit are being met in support of student success as well as balanced with the health, safety and welfare of the university community.

Once repopulation begins, should any student or faculty become ill or need to be isolated due to the potential exposure to a positive COVID-19 person, the appropriate arrangements and support structures will be put into place. If a faculty member, he/she may continue to teach and the course will be transitioned to remote; if not, an alternate faculty will be assigned to continue the course with the support of the departmental chairperson. If a student, the university student ombuds will work with the student and his/her faculty during the semester to either the transition the student to a remote option of the course or if too ill to continue, to mitigate any negative impact to the student's progression and develop an appropriate semester completion plan once the student recovers from illness.

ACADEMIC PROGRAM DELIVERY - PROFESSIONAL DEVELOPMENT

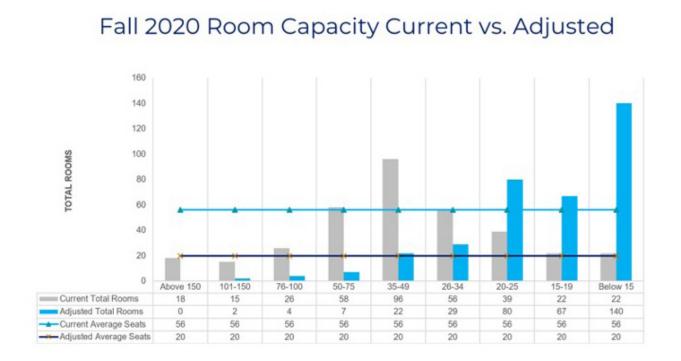
The quality of our FIU is contingent on the quality of our teaching and learning enterprise. As such the university's Center for the Advancement of Teaching, Media Technology Services and FIUOnline teams came together in an immediate collective response to COVID-19. This collective support has continued to support the ongoing response needed to address professional development needs for faculty who may be managing and teaching in new modalities. The university has continued its support from instructional designers and professional development for FIUOnline courses. The university has expanded its existing professional development for hybrid classes. Additionally, the university established an FIU Micro-Credential in the form of a digital badge that will better prepare faculty to teach remotely.

All instructors who have not taught online and will be teaching online are encouraged to participate in the Remote Teach Ready Badge. Instructors who have previously taught a fully online or a certified hybrid section in the past do not need to participate in these workshops, as they have already received information about this set of skills. The curriculum includes trainings, workshops, and hands-on activities which focus on Canvas, Zoom, Honorlock, FERPA, course design, alternative assessments, and more. As of today, the university has had over 600 faculty participate in this professional development micro-credential.

Fall 2020 Delivery Modes



The need for physical distancing has significantly reduced capacity of classrooms at FIU leading to the development of a process for prioritization of which courses will be able to be delivered face-face.

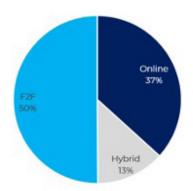


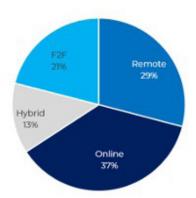
Current Seat Distribution

New Seat Distribution

If Maximum Capacity is Reached

If Maximum Capacity is Reached





Course and classroom prioritization for face-to-face will be made based on a tiered-approach which gives priority to courses in which remote delivery is not possible and that must remain in the term followed by introductory classes and classes with high FTIC enrollment. Last on the priority list would be courses with low enrollment.

Tiers

Used to identify course and classroom prioritization in terms of priority for Face-to-Face classrooms

01

- No reasonable remote or online instruction
- Cannot be deferred to another term

02

- · Intro classes
 - Gateway
- · FTIC Critical Courses

03

- Low Enrollment Capacity
- Used to fill remaining classroom space

These tiers allow us to optimize the use of classroom space with student outcomes and risk mitigation measures as driving factors, to ensure that our most vulnerable students (e.g. FTIC) can benefit from the learning support found in in-class learning experiences and to provide a mix of modalities to best meet student needs.

All delivery modes will be encouraged to use Canvas for course content and assignments in order to allow for a quick return to remote should it be needed based on changes in the health environment.

Our Academic Continuity Team consisting of our Center for the Advancement of Teaching, Educational Technology Services and FIU Online, will continue to provide all faculty members with added training and support as they navigate new software and non-traditional modes of delivery. This added support includes a Remote Teach Ready micro-credential for faculty aimed at professional development/ training on key technology tools and skills to teach remotely.

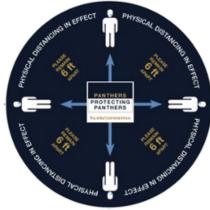
Click here to view Phased Implementation Document

APPENDIX: SIGNAGE EXAMPLES

FLOOR STICKER - SOCIAL DISTANCE GUIDANCE

16" Diameter





Size: 8" x 72"



Size: 16"x 20"



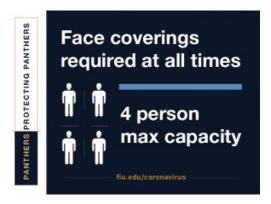


Size: 16"x 20"



ELEVATORS

Elevator Wall Signs (Mounted - 7" x 10")





STAIRWELLS

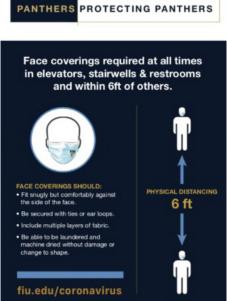
Size (Mounted -7" x 10")



A-FRAMES / POSTER BOARD

Size: 24" x 36"







• PHASED IMPLEMENTATION

PHASED IMPLEMENTATION

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Summary	Phase 1 will begin when a 14-day downward trajectory of positive cases of COVID-19 per FL Department of Health data occurs and increased testing and contract tracing is available. FIU will continue to follow federal, state and local guidelines during this phase while increasing the number of employees reporting to campus to continue university operations. Labs and workspaces will be reconfigured to allow for physical distancing and shifts/days may be staggered. Based on pre-determined guidelines, supervisors will determine the numbers of employees returning during this phase. Students and vulnerable populations will continue to learn and work remotely.	Phase 2 will begin when FL Department of Health data indicate there is a sustainable 14-day downward trajectory of new cases per day, and the number of new cases and percentage of positive COVID-19 tests are in the single digits in SE FL (Palm Beach, Broward, Miami-Dade counties); increased testing and contact tracing is available; and FIU has determined readiness to increase oncampus workforce and student capacity. FIU will continue to follow federal, state and local guidelines during this phase while increasing the number of employees reporting to campus to continue university operations.	Phase 3 will begin when FL Department of Health data indicate there is little to no community spread per the number of cases reported, no evidence of a resurgence of cases, and robust testing and contact tracing is widely available in SE FL (Palm Beach, Broward and Miami-Dade counties).
Objective	Recall limited numbers of employees to return to work on-campus while maintaining physical distancing and protective measures (i.e., face coverings, hand sanitizers) to prevent community transmission. Labs, classrooms and workspaces will be reconfigured to ensure physical distancing and shifts/days may be staggered.	Business unit heads will recall additional employees to work on-campus to increase unit capacity and functionality based on university needs while adhering to the Supervisor Guidelines to ensure appropriate risk mitigation. Onsite student learning may increase in specific labs or other approved areas with appropriate risk mitigation measures in place.	Return to a "new normal" with additional oncampus staffing while continuing to utilize alternate scheduling, remote work, and other measures to maintain physical distancing and flexibility. Those who self-disclosed as vulnerable will work with the Office of Inclusion, Diversity, Equity & Access (IDEA) if a reasonable accommodation is requested. Remote work policies will be revised to reflect measurable performance goals for those employees who will continue to work remotely. Students will return to campus in accordance with a defined student repopulation plan that may include modifications in class schedules and course delivery to ensure student success while maintaining required risk mitigation measures.

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Guidelines The University reserves the discretion to determine when a transition between phases can occur as well as whether a return to any phase is warranted based on such factors as federal, state, and local orders, and guidance from the CDC and from state, local, and University health professionals.	 Following risk mitigation guidelines from Human Resources, supervisors and business unit heads will determine which employees will be required to return to on-campus work during this phase. Positions critical to ongoing operations will be prioritized according to the following criteria: Campus safety Preparing for further reopening of the unit Work that cannot be effectively completed from home All employees working on-campus will complete the COVID-19 questionnaire (Panthers Protecting Panthers (3P app)) before each work day as permitted by the Americans with Disabilities Act (ADA). Employees will be required to maintain physical distancing and wear face coverings when there is a possibility of not being at least six feet away from another person. Employees will be required to engage in frequent hand washing or use of hand sanitizers. Employees who self-disclose a vulnerability associated with COVID-19 should continue to work remotely. FIU will follow appropriate, enhanced cleaning and disinfecting procedures following Centers for Disease Control (CDC) and/or state or local guidelines. 	• Following risk mitigation guidelines from Human Resources, business unit heads and supervisors will determine which additional employees will be required to return to on-campus work during this phase; ensure workspaces have been reconfigured; ensure new risk mitigation requirements (face coverings, physical distancing, etc.) have been communicated to employees; and on-campus work schedules have been adjusted to minimize risk. The use of the 3P app will continue as permitted by the Americans with Disabilities Act (ADA). Employees will be required to maintain physical distancing and wear face coverings when there is a possibility of not being at least six feet away from another person. Employees will be required to engage in frequent hand washing or use of hand sanitizers. Employees who self-disclose a vulnerability associated with COVID-19 should continue to work remotely unless other action is required by the ADA. FIU will follow appropriate, enhanced cleaning and disinfecting procedures following CDC and/or state or local guidelines.	• Institutionalize and monitor appropriate health (if permitted by the ADA) and safety risk mitigation measures as cultural norms. Employees with underlying health conditions who self-disclose will work with the Office of Inclusion, Diversity, Equity & Access (IDEA) if a reasonable accommodation is requested. Employees will be required to engage in frequent hand washing or use of hand sanitizers. Transition into a full return to pre-COVID-19 conditions will depend upon the development and availability of different therapeutic modalities to prevent and/or treat COVID-19. FIU will follow appropriate, enhanced cleaning and disinfecting procedures following CDC and/or state or local guidelines.

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Academic & Student Affairs Elizabeth M. Bejar	 Continue remote learning for students for Summer A/C and Summer B If CDC guidance allows, a few options of experiential labs may be offered during Summer B Begin preparations for eventual return of students to campus 	Remote learning for students continues and begins preparations to transition back to face to face classes begin	Transition back to face to face classes in reconfigured classrooms to allow for physical distancing; stagger class schedules
Athletics Elizabeth M. Bejar	 No athletic events per NCAA Assign schedules and appointments for local student-athletes or those unable to leave campus to utilize the weight training facility and other athletic facilities as deemed safe with physical distancing One entrance point and another exit point per building to limit/monitor numbers and only allow staff/student-athletes to be permitted in buildings Assign alternate on-campus work schedules to ensure appropriate physical distancing As permitted by NCAA/Conference USA (CUSA) allow early fall sports access to return to oncampus housing Ensure adequate PPE for athletic trainers before any rehabbing of student athletes begins Rehab is by appointment only Health questionnaire must be completed by all prior to entering any facility Limited practices may begin with early fall sports of football, men's and women's soccer and volleyball maintaining physical distancing by reducing numbers and staggering groups in weight rooms, training rooms, arena courts, fields, batting cages, etc. Implementing enhanced cleaning procedures for highly activated areas (weight room equipment, training rooms, etc.) United Soccer League Miami FC activities permitted as determined per campus/county orders Camps (sport and others) activities permitted as determined per campus/county orders 	 No athletic events per NCAA Limited practices begin and/or continue CUSA determining triggers and adjusted return to play and competition scenarios based on NCAA actions and directives Secure PPE for athletic trainers, strength coaches and other coaches 	Athletic events resume with modifications

DEPARTMENT		PHASE 1			PHASE 2				PHASE 3	
		g ential: Take-away e-Portioned, Drop change Closed No self serve	MODIFICATION To-go only Associates serve pre-	Residential: T Catering: Pre EXPERIENCE DINNING ROOM	ntial: Limited Sea ake-away -portioned, initial CHANGE	Illy wrapped MODIFICATION Tables arranged for S.D.	L	Retail/ Reside	red by associate ential: Limited Se Fake-away endant served	ating MODIFICATION Cleaning every 30 min
			packaged or pick-up window	FOOD STATIONS	No self serve	Associates serve pre- packaged or pick-up window		FOOD STATIONS	Open	Served by associate, no self-serve
	DISHWARE	Limited or no fountain Not used	Bottled/disposable All disposable	BEVERAGE	Limited fountain/ bottles	Bottled/disposable cups		BEVERAGE	Fountain open	Cleaning every 30 min
	FLATWARE	Not used	All disposable	DISHWARE	Support take-away service	To-go packaging		DISHWARE	Available	Served by associate
Business Services Aime Martinez	managemen Following CI recommenda Masks as a runiforms Enhanced hat glove manage Enhanced cle Additional ur when recome Potential for guidelines Adaptation to	DC guidelines and ations new component of andwashing, hand pement eaning and disinfulform protection	of associate d sanitization and ecting procedures as necessary uilable per	management Following CD recommenda Masks as a nuniforms Enhanced hat glove manage Enhanced cle Additional unwhen recomment Potential for the guidelines Adaptation to	C guidelines and tions ew component of the component of	of associate d sanitization and ecting procedures as necessary illable per	•	management Following CD recommenda Masks as a n uniforms Enhanced ha glove manag Enhanced cle Additional un when recomm Potential for guidelines Adaptation to	OC guidelines and ations are component of andwashing, hand ement eaning and disinfection are component of the component of th	reporting to work f associate I sanitization and ecting procedures as necessary ilable per eartment

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DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Children's Creative Learning Center Elizabeth M. Bejar	 Remains closed Staff continue remote work Develop plan following Department of Children and Families (DCF) guidelines for reopening (limited group size) Create virtual tour of Center building to post on website for interested parents Add chat or enrollment inquiry information to website for interested parents 	 Center remains closed Staff continue remote work Teachers allowed to return to the Center to begin classroom breakdown and setup for next session (summer camp or school year) following staggered work schedule Communicate with families to determine realistic interest/need for next session (summer camp or school year) New Family Orientation conducted virtually Review reopening plan following DCF guidelines and realistic enrollment confirmations Custodial continues daily disinfecting procedures 	 Center reopens with reduced hours following DCF guidelines on group size and staffing ratios. Priority will be given to currently enrolled children of staff that physically work on campus. Post virtual tour of building on Center website to limit visitors in building Custodial continues daily disinfecting procedures

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
	Clinic entry and patient protocol:	Clinic entry and patient protocol:	Clinic entry and patient protocol:
	All clinic sites across campus continue to be operational	All clinic sites across campus continue to be operational	All clinic sites across campus continue to be operational
	Continue to enforce entry criteria by screening every patient via a CDC questionnaire for potential exposure	Continue to enforce entry criteria by screening every patient via a CDC questionnaire for potential exposure	Continue to enforce entry criteria by screening every patient via a CDC questionnaire for potential exposure
	Every patient and companion are required to use face coverings, hand sanitizer, available at entrances, and temperatures from all patients are taken outside prior to entering the waiting room	Every patient and companion are required to use face covering, hand sanitizer, available at entrances, and temperatures from all patients are taken outside prior to entering the waiting room	Every patient and companion are required to use face covering, hand sanitizer, available at entrances, and temperatures from all patients are taken outside prior to entering the waiting room
	Scheduled appointments respond to the screening questionnaire at the reminder call of the appointment	Scheduled appointments respond to the screening questionnaire at the reminder call of the appointment	Scheduled appointments respond to the screening questionnaire at the reminder call of the appointment
	Walk-ins call from the outside to be screened accordingly prior to entry and subsequently follow the aforementioned protocol	Walk-ins call from the outside to be screened accordingly prior to entry and subsequently follow the aforementioned protocol	Walk-ins call from the outside to be screened accordingly prior to entry and subsequently follow the aforementioned protocol
Clinics	Sitting arrangement in the waiting areas comply with physical distancing guidelines of six feet of separation	Sitting arrangement in the waiting areas comply with physical distancing guidelines of six feet of separation	Sitting arrangement in the waiting areas comply with physical distancing guidelines of six feet of separation
Eneida D. Roldan	COVID-19 testing will be being done outside at all clinic sites to mitigate exposure to staff and other patients	COVID-19 testing will be being done outside at all clinic sites to mitigate exposure to staff and other patients	COVID-19 testing will be being done outside at all clinic sites to mitigate exposure to staff and other patients
110100011	Employee protocol:	Employee protocol:	Employee protocol:
	Health care employees continue to follow protocol with PPE when appropriate and regular PPE as per medical evaluation and management protocol	Health care employees continue to follow protocol with PPE when appropriate and regular PPE as per medical evaluation and management protocol	Health care employees continue to follow protocol with PPE when appropriate and regular PPE as per medical evaluation and management protocol
	All employees have their temperature taken daily and a log is kept	All employees have their temperature taken daily and a log is kept provided it is recommended	All employees have their temperature taken daily and a log is kept provided it is recommended by
	Reopening of regular preventive visits with an appointment:	by the CDC and permitted under the Americans with Disabilities Act (ADA)	the CDC and permitted under the ADA Continue regular preventive visits with an
	During the month of May, regular appointments are being scheduled	Reopening of regular preventive visits with an appointment Regular appointments are being askeduled.	appointment Regular appointments are being scheduled-
	Telemedicine will continue to be part of the operations for those patients not wanting to visit the clinic.	 Regular appointments are being scheduled Telemedicine will continue to be part of the operations for those patients not wanting to visit 	Telemedicine will continue to be part of the operations for those patients not wanting to visit the clinic.
	Clinics:	the clinic.	Clinics:
	All Clinics will comply with strict daily cleaning protocols as recommended by the CDC and/or state or local guidelines.	All Clinics will comply with strict daily cleaning protocols as recommended by the CDC and/or state or local guidelines.	 All Clinics will comply with strict daily cleaning protocols as recommended by the CDC and/or state or local guidelines.

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DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Clinical Rotations - Health Sciences; COM students Elizabeth M. Bejar	 Follow guidance from clinical partnership site leads Established working Academic Health Care group – The Office of the General Counsel (OGC) is institutional working lead 	 Follow guidance from clinical partnership site leads Established working AHC group – OCG is institutional working lead. 	Based on clinical partnership sites and professional disciplines – rotations would proceed as planned and well as additional rotations (where possible) to ensure students can "catch up" if rotation time is behind.
Division of IT Robert Grillo	 Continue to support remote learning and working, adjusting accordingly as needed PantherTech will continue to function on a limited basis Continue to provide the following channels of customer support · - Call Center (x2284) - AskIT (Self Support – Web), KB articles - Chat Continue to update relevant information about IT guidelines pursuant to remote learning and working needs Provide on call 24/7 onsite support of services if necessary Address support through established communication channels with the IT administrators (ITAs), University Call Center Managers, Academic Continuity Taskforce, Panthersoft Liaisons Begin supporting course capture recording services for Summer and Fall classes in classroom and the studio Limited service in the Faculty Resource Center will be provided Limited services from Media Operations will be provided Begin resuming AV integration projects Prepare DolT services at the MMC and BBC libraries such as Resource Center, Media support, Help Desk walk up support and Computer labs including other non-Library areas in order to support Faculty and student services 	 Gradual increase to an onsite workforce shall be implemented, but maintain a remote support for learning and administrative functions shall be maintained and shall be adjusted accordingly PantherTech will continue to function on a limited basis Channels of remote customer support will continue to be encouraged: - Call Center (x2284) - AskIT (Self Support – Web), KB articles - Chat Continue to update relevant information about IT guidelines Data Center services will continue to provide remote and onsite support on a rotating and limited basis DoIT services at the MMC and BBC libraries such as Resource Center, Media support, Help Desk walk up support and Computer labs including other non-Library areas in order to support Faculty and student services Continue to leverage support through and with the ITAs, University Call Center Managers, Academic Continuity Taskforce, Panthersoft Liaisons 	 Resume a pre-COVID onsite learning and administrative workforce if possible with enhanced social distancing/COVID-19 guidelines as recommended by CDC and/or local guidelines. Re-establish PantherTech normal operations with enhanced social distancing/COVID-19 guidelines as recommended by CDC and/or local guidelines DoIT services at the MMC and BBC libraries such as Resource Center, Media support, Help Desk walk up support and Computer labs (including non-library areas) will resume normal operations if possible with enhanced social distancing/COVID-19 guidelines as recommended by CDC and/or local guidelines Resume normal Field Team operations if possible Continue to maintain normal customer channels: Call Center, AskIT and Chat Continue to assess remote work options

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Enrollment Services Kenneth G. Furton	 University Registrar Configure the office space to ensure that employees who must work during this phase can practice physical distancing Need to assign alternate, flexible schedules, to ensure appropriate physical distancing. Employees are encouraged to continue to work remotely if they can perform their jobs from home. Identify the types and amounts of additional onsite support for Phase I workforce to return to campus (imaging, scanning, processing incoming and outgoing mail, subpoenas, processing diplomas); stagger schedules for coverage Reduced onsite open hours for students and by appointment only for those needing to pick up diplomas/transcripts, or notarized documents for apostilles University Admissions Maintain current remote schedule for employees Continue virtual campus tours and campus events Maintain pause on all recruitment travel Financial Aid 	University Registrar Continue to assign alternate, flexible schedules, to ensure appropriate physical distancing as more employees' transition from remote work to on-campus. Configure the office space to ensure that employees who must work during this phase can practice physical distancing Employees are encouraged to continue to work remotely if they can perform their jobs from home. Schedule appointments for students who need to come to the office in-person to maintain physical distancing (ex: picking up diplomas/transcripts, need notarized documents for apostilles) University Admissions Maintain current remote schedule for employees Continue virtual campus tours and campus events Maintain pause on all recruitment travel Decrease event capacity for all on-campus recruitment events by 50% Create a meeting space in PC 140 lobby for visits with individual families in order to maintain appropriate physical distancing	 University Registrar Employees transition back on campus University Admissions Daily information sessions – reconfigure multipurpose room to ensure appropriate distancing Follow guidelines for high school and college visits as established by institution or school district Follow guidelines for college fairs as established by organizer Financial Aid Employees transition back on campus. Decide about Live Chat Team coming back to campus or staying remote. CRM & Enrollment Communications Transition back to the office using the staggered schedule discussed during phase 1. Wipe down all areas in the office. Continue supporting division on critical communication needs and feature enhancements
	events Maintain pause on all recruitment travel	 recruitment events by 50% Create a meeting space in PC 140 lobby for visits with individual families in order to maintain 	Continue supporting division on critical communication needs and feature

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DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Enrollment Services Kenneth G. Furton (Continued)	 CRM & Enrollment Communications Maintain current remote schedule for employees Discuss transition schedule with staff members with children at home due to school closures until fall in preparation for later phases Discuss staggered schedule to set 6 feet of separation with the rest of the team for the later phases Continue supporting division on critical communication needs and feature enhancements Continue working on projects prior to remote work environment Admissions Operations Maintain current schedule of rotating on campus staff for document processing Maintain current remote work schedule for all other staff One Stop All full-time staff can answer phones, chat, and emails fully remotely Due to the proximity of the workspace at the front counter and the call center, we must protect staff from students and each other and are encouraged to continue to work remotely Maintain current remote schedule MMC and BBC International Admissions Maintain current remote schedule for employees Continue virtual recruitment and yield activities Offer Zoom office hours for students in addition to WhatsApp, UniBuddy and email support Maintain pause on all recruitment travel 	Financial Aid Continue to assign alternate, flexible schedules, to ensure appropriate physical distancing as more employees' transition from remote work to on-campus. Configure the office space to ensure that employees who must work during this phase can practice physical distancing Employees are encouraged to continue to work remotely if they can perform their jobs from home. Live Chat Team will continue to work remotely CRM & Enrollment Communications Maintain current remote schedule for employees Continue supporting division on critical communication needs and feature enhancements Continue working on projects prior to remote work environment Admissions Operations Maintain current schedule of rotating on campus staff for document processing Adjust schedule as needed based on hard copy volume Maintain current remote work schedule for all other staff Relocate 50% of mail/scanning team to 1st Floor to maintain proper distancing measures One Stop Due to the proximity of the workspace at the front counter and the call center, we must protect staff from students and each other, and are encouraged to continue to work remotely. Direct OS Tech Team to reconfigure/reduce workstations at front counter and the call center. Maintain current remote schedule MMC and BBC	 One Stop Add hand sanitizer stations in OS office area, and student waiting area Reduce face-to-face office hours, allow by appointment only via QLess Decrease seating in student waiting area for One Stop. Provide FIU issued laptops to FWS to allow One Staffing at 100% Rotate in person staff on alternate shifts (MMC and BBC) International Admissions Students seen by appointment only to ensure proper physical distancing Coordination with TTS to insure proper physical distancing among staff Continue virtual recruitment and yield activities Offer Zoom office hours to encourage students not to come to campus and for students who come to campus without appointments Coordinate international recruitment travel with internal FIU travel committee recommendations, US Consulates recommendations, and our recruitment partners Work with tour organizers and other international recruitment colleagues to determine the best options for virtual recruitment and revisiting options we liked previously but could not afford while using the budget for travel

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Enrollment Services Kenneth G. Furton (Continued)	Office of Scholarships Configure the office space to ensure that employees who must work during this phase can practice physical distancing Need to assign alternate, flexible schedules, to ensure appropriate physical distancing Employees are encouraged to continue to work remotely if they can perform their jobs from home Identity the types and amounts of additional onsite support for Phase I workforce to return to campus (check processing); note that two employees work on-site one day a week as needed to process checks	International Admissions Maintain remote work schedule Continue virtual recruitment and yield activities Offer Zoom office hours for students in addition to WhatsApp, UniBuddy and email support. Maintain pause on all recruitment travel Office of Scholarships Continue to assign alternate, flexible schedules, to ensure appropriate physical distancing as more employees' transition from remote work to on-campus. Configure the office space to ensure that employees who must work during this phase can practice physical distancing Employees are encouraged to continue to work remotely if they can perform their jobs from home. Schedule appointments for students who need to come to the office in-person to maintain physical distancing (ex: dropping off scholarships checks that cannot be dropped off in Student Financials Drop Box)	Office of Scholarships Assess remote staff's ability to return to campus Employees sharing offices/space come back on staggered schedule Transition most of the staff back to PC138 Continue to assess staff needs until 100% of team transitions back to campus

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Environmental Health & Safety Tamece Knowles	 Continue to provide safety guidance and training for PPE use, good hygiene practices, physical distancing, etc. for units Continue with established staggered schedule for non-essential personnel Support Facilities Management Division (FMD) with decontamination of buildings as needed Continue to work with Office of Research and Economic Development (ORED) to provide additional oversight for research involving COVID-19 Conduct walk-throughs of spaces to identify and report any areas of concern Continue to provide limited EH&S services (hazardous waste disposal, equipment certifications, inspections in high hazard areas and areas of concern) - ensure vendors adhere to University requirements for face covering and physical distancing 	 Resume EH&S services that require limited face-to-face interactions Continue to provide training and guidance on PPE use, good hygiene practices, physical distancing, etc. for units Increase walk-throughs as additional personnel occupy spaces to identify and report any areas of concern Continue with staggered EH&S schedule (non-essential personnel continue remote work)d. 	 Transition back to providing in-person safety training keeping physical distancing requirements in mind when planning Resume all EH&S Services - prioritize areas based on immediate need with strict adherence to physical distancing Coordinate with outside agencies to resume regulatory inspections Continue to provide training and guidance on PPE use, good hygiene practices, physical distancing, etc. as needed Continue walkthroughs as additional personnel occupy spaces to Identify and report any areas of concern (focus on popular gathering areas) Continue with virtual safety seminars and workshops to limit large gatherings while encouraging maximum participation

Communications are being sent to over 100-event managers, giving them the most up-to-date information we have and asking them to reach out to us for help in creating a virtual event. In all phases-continuing to do weekly protocol trainings via zoom and focusing on virtual event. In all phases-continuing to do weekly protocol trainings via zoom and focusing on virtual event. In all phases-continuing to do weekly protocol trainings via zoom and focusing on virtual event. In all phases-continuing to do weekly protocol trainings via zoom and focusing on virtual event. In all phases-continuing to do weekly protocol trainings via zoom and focusing on virtual event. In all phases-continuing to do weekly protocol trainings via zoom. Establish and communicate physical distancing and safety standards for events and safety standards for events in Internal events only, less than 200 people Requirally reaching out to our community partners zoom events. President's Council (PC) Roundtables created and will continue during all phases, until FIU resumes normal event operations. These roundtables are hosted by our PC Chair, who moderates a topic with our PC members **Communications are being sent to over 100-event managers, giving them the most up to date information, we have and asking them to reach out to us for help in creating a virtual events. In all phases-continuing to do weekly protocol trainings via zoom. Establish and communicate physical distancing and safety standards for events in Internal events only, less than 200 people. Requirally reaching out to our community partners zoom events. President's Council (PC) Roundtables created and will continue during all phases, until FIU resumes normal event operations. These coundtables are hosted by our PC Chair, who moderates a topic with our PC members.	
	 Communications are being sent to over 100+event managers, giving them the most up-to-date information we have and asking them to reach out to us for help in creating a virtual event. In all phases-continuing to do weekly protocol trainings via zoom and focusing on virtual events and how to create them. No physical events; all remote In all phases, continually reaching out to our community partners in weekly newsletter emails giving them latest information, webinars available, our experts list to have them serve as panelists for our community partners zoom events. President's Council (PC) Roundtables created and will continue during all phases, until FIU resumes normal event operations. These roundtables are hosted by our PC Chair, who moderates a topic with our PC members Communications are being sent to over 100+event managers, giving them the most up to date information we have and asking them to reach out to us for help in creating a virtual event. In all phases-continuing to do weekly protocol trainings via zoom. Establish and communicate physical distancing and safety standards for events Internal events only, less than 50 people Regularly reaching out to our community partners in weekly newsletter emails giving them the most up to date information we have and asking them to reach out to us for help in creating a virtual event. In all phases-continuing to do weekly protocol trainings via zoom. Establish and communicate physical distancing and safety standards for events Internal events only, less than 50 people Regularly reaching out to our community partners in weekly newsletter emails giving them the most up to date information we have and asking them to reach out to us for help in creating a virtual event. In all phases-continuing to do weekly protocol trainings via zoom. Reeview and update physical

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
External Relations Sandra Gonzalez-Levy	 Continue communicating latest decisions through university-wide emails i.e., explain decisions as they are made Keep the coronavirus website updated and the FAQs fresh Develop new questions related to repopulating the campus in accordance with the plan Continue monitoring social channels and addressing students' concerns Continue looking for additional effective ways to deliver important messages, such as videos, infographics, and segmented communications, where appropriate Continue facilitating our experts' media interviews Tell stories about how FIU is helping; research stories On-going campus feature stories Develop messages and create campus signs (posters and EMBs) and floor stickers Announced the existence of the Repopulation committee and begin rolling out the protocol for returning to campus at the appropriate time 	 Continue communicating latest decisions through university-wide emails i.e., explain the repopulation plan and decisions as they are made Develop customized communication for students (FTIC, transfers, others), on-campus residents, faculty/staff, new faculty, parents, other specific audiences. Mailer to students' homes Secure visuals of classroom and residence halls before and after physical distancing adjustments Keep the coronavirus website updated and the FAQs fresh Continue monitoring social channels and addressing students' concerns Continue looking for additional effective ways to deliver important messages, such as videos, infographics, etc. Continue facilitating our experts' media interviews Tell stories about how FIU is helping; research stories On-going campus feature stories 	 Continue communicating latest decisions through university-wide emails i.e. explain the plan and decisions as they are made Keep the coronavirus website updated and the FAQs fresh Continue monitoring social channels and addressing students' concerns Put out content around students moving back to housing, events resuming, campus life coming back Continue looking for additional effective ways to deliver important messages, such as videos, infographics, etc. Continue facilitating our experts' media interviews Tell stories about how FIU is helping; research stories On-going campus feature stories

DEPARTMENT PHASE 1	PHASE 2	PHASE 3
Support reduced academic and research operation tempo (OPTEMPO) with appropriate levels of facilities staffing. Stagger work schedule as possible. Continue all construction projects that can be conducted safely and observing physical distancing requirements Accelerate projects that benefit from reduced population on campus Monitor construction projects for compliance with Covid-19 protocols Decontaminate building/location in response to confirmed Covid-19 contamination Disinfect Student Health Clinic (SHC) and Ambulatory Care Clinic (ACC) with electrostatic dispenser on every other day basis. Maintain normal daily cleaning Define enhanced cleaning with enough detail to set expectations. Definition should identify high traffic, high touch points and cleaning frequency In Phase 1 FMD performs daily cleaning of high touch common areas including doorknobs, handles, handrails, manual light switches, elevator buttons (inside cabs & in lobbies), water fountains, and countertops Identify cleaning activities that will be can be re-prioritized to enhance cleaning of high traffic, high touch areas	 Refine protocols based on most current CDC and local guidance Continue all Phase 1 activities consistent with guidance Increase on-site work force as needed to support academic/research mission and OPTEMPO. Options include: Raise percentage of non-remote work force along the spectrum from 50% to 100% as needed and feasible. Recall select individuals working remotely who occasionally work on-site to fulfill job requirements (e.g., Building Code Administration, Construction Project Managers) to work full time on-site. Re-assess capacity of work force to work remotely, with specific focus on technology and equipment needs. Evaluate effectiveness of those working remotely Assist Academic Space Management (ASM) in spacing classrooms, work areas and common spaces to comply with physical distancing requirements Identify off-campus storage options for classroom furniture given lack of on-campus storage space Clarify physical distancing spacing options for classrooms with fixed seating Pre-stage cleaning materials in anticipation of Phase 3 	 Refine protocols based on most current CDC and local guidance Continue all Phase 1 and Phase 2 activities consistent with guidance Continue to re-assess remote work capability and effectiveness Address resource requirements for increase in cleaning of areas used by students Train an in-house group of custodial volunteers to effectively decontaminate a COVID-19 contaminated location; coordinate with EH&S for training on the proper donning, use, removal and disposal of full Personal Protective Equipment (PPE) suits for FMD volunteers Until trained and properly authorized, FIU's decontamination capability will depend on 3d party vendors

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Facilities John Cal (Continued)	 Monitor government agencies (CDC, EPA, DOE, OSHA) and industry organizations like APPA for guidance Perform maintenance activities that can be conducted safely while observing physical distancing and wearing face covering Accelerate maintenance activities that benefit from a reduced population level on campus Modify FMD conference rooms and common spaces to comply with physical distancing guidelines (e.g., selectively remove chairs & tables) Begin testing workforce for Covid-19 as testing is available. Priority to non-remote work force, then remote workers as availability permits Analyze utilities data as soon as available to determine savings from reduced on-campus activities 		
General Counsel Carlos C. Castillo	 Continue to provide legal support Continue to work from home unless it is critical for a face-to-face meeting; anticipate that this will be the exception 	Increase onsite workforce to support academic/ research mission with staggered schedules	Resume normal operations while following recommendations for minimizing the spread of infection

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Graham Center and Wolfe University Center Elizabeth M. Bejar	 Reduced building operating hours to allow access for meal pick-ups and provide staff access to businesses and offices Closed to the general public Computer Lab, student areas, game room, food court seating are closed and off limits Restrict reservation and event-related inquiries to phone and/or chat service Prepare a studio space that allows for events to be broadcasted and/or recorded while ensuring distancing protocols Safety and cleaning protocols: Install Plexiglass shields at customer service locations Enhance sanitizing during the day and thoroughly disinfect all offices and open areas every night with an electrostatic sprayer Use stanchions/install signage encouraging social distancing, place stickers on floors to promote social distancing locations include food service, retail spaces, information desk, etc. Increased availability of hand sanitizers at entrances, lobbies, elevators, stairwells, lounges and common areas Reduce available restrooms and restrict the use of water fountains in the facility Develop a sanitizing guide for staff to use for workspace and equipment Signage encouraging able-bodied individuals to use stairs Adjust maximum capacities and occupancy for all event spaces, common areas, lounges, and customer-facing offices, based on safety protocols and recommendations 	 Reduced building operating hours to allow access for meal pick-ups and provide staff access to businesses and offices Closed to the general public Computer Lab and food court seating open limited hours while maintaining appropriate spacing and cleaning protocols Game room and student areas are closed Encourage reservation and event-related inquiries to phone and/or chat service Restricted number of on-premise events with modified layouts ensuring distancing protocols and other safety measures No tabling Follow all safety and cleaning protocols from Phase I 	 All departments and services reopen fully while adhering to recommended spacing and cleaning protocols Close building early to provide time for thorough cleaning procedures On-premise events with modified layouts ensuring distancing protocols and other safety measures Tabling activities resume with modified layout Follow all safety and cleaning protocols from Phase I

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Human Resources El pagnier K. Hudson	 Continue remote work for positions that can perform optimally in the remote model and are not deemed required for on-campus presence to promote social distancing and reduce physical presence on campus in this phase Ensure adequate staffing is on-campus to accommodate student/faculty/staff presence where customer-facing roles are necessary to support on campus activities Provide COVID-19 training outlining new methods of working, incorporating social distancing, describing etiquette for interactions in COVID-19 environment, and related topics of experience Worksites will need re-configuration to accommodate CDC guidelines In each phase, incorporate the Next Horizon Strategic Plan elements associated with remote work as we communicate the repopulation plan Build on what we've already proven has worked with the overall operations of FIU in mind Repopulation determinations should consider the success of the remote work model keeping in mind, many have expressed greater verifiable productivity through the remote work experience Faculty/staff repopulation beginning with those whose work is in direct proportion to research and degree of student presence would be a priority This would include positions critical to effective operations as well as those largely unable to work remotely because their work directly related to grant implications and the strategic direction of FIU – research, grant-based; student facing positions including faculty with lab work, etc. Vulnerable staff – In keeping with CDC guidelines, vulnerable and immunocompromised populations which self-disclose should continue to work remotely 	 Incorporate Change Management strategies to assist in culture shift during return of new normal Continue to provide COVID-19 training outlining new methods of working, incorporating social distancing, describing etiquette for interactions in COVID-19 environment, and related topics of experience As student populations increase, research activities increase, and onsite services expand, increase return of faculty and staff presence with remote work continuing to be our primary model to facilitate social distancing Increased presence should be prioritized and predicated on need to support faculty/staff/ student operations and research, in person This should include, but not be limited to, more of those positions that are unable to successfully work remotely due to work shortages posed by no customer facing interactions and are dependent on volume of student presence and/or campus occupied presence Virtual programs continue to reduce visitor presence on campus such as Virtual New Employee Experience, Virtual Interviews, Virtual Trainings, etc. Establish contingency plan for depopulation in the event of such a resurgence 	 Continue with Change Management strategies to assist in culture shift during return of new normal. All employee types (faculty/staff/student employees, temporary employees) should able to return into new work environment Supervisors are determining which roles are best suited to continue remote work model as normal course of business Through Benefits Administration Leaves Office, continue to monitor COVID-19 reported cases and quarantine exposure cases for increased levels which may inform of possible resurgence among on-campus populations

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Internships/ Placement Elizabeth M. Bejar	 All internships/placements currently cancelled unless they could transition to virtual support. School placements all cancelled due to school closures. Academic units identifying alternatives with their professional discipline Launched Virtual Microinternship Initiatives On campus task force for Placements is being led by Senior Associate Dean for Education and Human Development As units/businesses open communication with the appropriate academic discipline and students will have to be established. 	 Academic units identifying alternatives with their professional discipline as conditions change regarding school closures Launched Virtual Microinternship Initiatives On campus task force for Placements continues as needed Businesses will need to communicate with the academic discipline to let them know they are open and ensure their compliance to local/ state guidelines on safety and welfare 	
International Students Pablo G. Ortiz	 Maintain current remote schedule for International Student and Scholar Services (ISSS) employees (MMC and BBC Offices) Continue offering virtual comprehensive ISSS services (immigration, programming) Continue offering Virtual Office Services daily Continue to offer Virtual Appointments- for individual meetings student-ISSS advisor Continue to provide a comprehensive program of activities/workshops/events to maintain international student engagement 	 Increase repopulation of staff presence pursuant to social distancing guidelines pursuant to CDC and/or county government and supervisors to address operational needs. Maintain current remote schedule for employees (MMC and BBC Offices) Continue offering virtual comprehensive ISSS services as necessary (immigration, programming) Continue offering Virtual Office Services daily Continue to offer Virtual Appointments- for individual meetings student-ISSS advisor Continue to provide a comprehensive program of activities/workshops/events to maintain international student engagement Staff interacting with students will have appropriate PPE and a Plexiglas or similar shield In-person visitors allowed to enter the ISSS area one by one to maintain social distance protocol 	 Increased repopulation of staff presence will continue pursuant to social distancing guidelines pursuant to CDC and/or county government with safety continuing to be our priority Continue to offer Virtual Office hours/Virtual appointments to encourage students not to come to campus and for students who come to campus without appointments Coordinate our new international student pre-arrival information with FIU International Travel Committee recommendations (ITC), US Consulates, and institutional recommendations based on CDC, federal, state and local guidelines at the time of international student arrival on campus –if applicable (quarantine, physical distancing) Continue to provide a comprehensive program of activities/workshops/events to maintain international student engagement

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DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Libraries Kenneth G. Furton	Employees: Each department will coordinate rotation schedule with a combination of on-site/remote work for the faculty/staff in their departments to insure proper physical distancing If necessary, we might consider using Group Study Rooms as alternative workspaces Staff Lounges should remain closed All meetings remain virtual No F2F Library Instruction/Workshops Alternatively, present sessions live via ZOOM and record for future use LiveChat reference services will continue Research consultations will be available by appointment and remain virtual Interlibrary loan will continue to fill requests that can be fulfilled and delivered electronically Date to resume borrowing of physical items from other libraries is TBD With the exception of Special Collections, suspend acceptance of gift books GL 4th floor tenants will need access Operations will follow the Council of State University Libraries (CSUL) guidelines Visitors remain limited to campus	 Limit hours – initially perhaps 10am-4pm and expanding as circumstances allow Limit access to 2nd floor at Green Library and 1st floor at Hubert Library by appt only to departments located on other floors Group study rooms will remain closed Monitor and limit the number of people allowed in at any given time - Only FIU students, faculty, staff Rearrange furniture to encourage physical distancing Limit of one person per booth or group study table Books and other library materials may be requested via links in the Libraries' online catalog Staff will retrieve materials and have them ready for pick-up at Circulation Desk Temporarily return to NO Food/Drink policy in the Libraries No F2F Library Instruction/Workshops Alternatively, present sessions live via ZOOM and record for future reuse. LiveChat reference services will continue Research consultations will be available by appointment and virtual Access to materials in Special Collections will be by appointment Any library lectures, exhibits, and other events will remain virtual 	All departments and services will gradually transition to full service while adhering to recommended distancing and cleaning protocols per CDC, state and/or local guidelines

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Parking & Transportation Thomas G. Hartley	 Place additional signage promoting on-campus requirements: screening, physical distancing, facial coverings and hygiene Develop on-line order form for signs, floor stickers, banners, clings Continue on-campus cleaning, maintenance and essential operations Continue with remote workforce call center and support operations Personnel/Scheduling Remote: Encourage telework Essential Non-Essential – no more than 20% Identify critical tasks Off campus: Remote Call Center/IT Support/Data Analysis/Fiscal/Admin Support On campus: Essential Personnel/Custodial/Maintenance/Sign Shop/Technical Support Continue to Clock-in on "When iWork" (WIW) mobile app (remote & on-campus workforce) On Campus: Daily Tasks On campus: Cleaning/Repair & Maintenance/Electrical/Camera Maintenance & Installation/Sign Shop/Field Team Management will develop policy and procedure recommendations based upon repopulation guidelines Daily completion of Employee Self-Screening Electronic submission (WIW) Self-identifying employees with high vulnerabilities 	 All the above actions/protocols established in Phase 1 will remain the same in Phase 2 except for an increase in non-essential personnel as appropriate In preparation for Phase 3, we will expand on the following: Assess sensors versus pushbutton for ADA doors Assess floor stickers to encourage single pedestrian flow to the right Assess portable hand-washing stations for University events Prepare seat covers and communication for bus shuttles to depict seating layout based on physical distancing protocols Assess traffic signal crosswalk timing sequence/sensor to mitigate need for crosswalk button Assess plexiglass options for vehicles 	All of the above actions/protocols established in Phases 1 and 2 will continue through in Phase Three with non-essential personnel at 100% and the addition of the following: Implement full-service operations In addition to signage placed in Phase One the following will be added to transportation locations: Modesto Maidique Campus Biscayne Bay Campus Engineering Center FIVIFICATIONAL INTERNATIONAL INTE

DEPARTMENT PHASE 1 On site managers Adhere to Personnel Hygiene Protocol and Vehicle/ Golf Cart Use protocol • Explore installation of sinks in common outdoor work locations and high-volume areas I.e. Cage, PG4/PG3 Personnel Hygiene Protocol and Vehicle/Golf Cart Use protocol Vehicle/Golf Cart Use protocol Prior to use: · Wipe-down of all high-touch areas · Steering wheel Seats · Railings End of shift: Parking & · Wipe-down of all high-touch areas **Transportation** · Steering wheel Thomas G. · Seats Hartley · Railings **Customer Service Center** (Continued) · Remote Call Center **Custodial/Pressure Cleaning Custodial Cleaning Protocol** · PG5 Office Area: · Equipment: Lysol Disinfectant Wipes · Disinfecting and cleaning of high touch areas: · Doorknobs Doors Bathrooms Kitchen · Floors · Common areas of PG5

-PHASE 1 SAMPLES-





PolyJohn Portable Hand Washing Station, HandStand PSW1-1000

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Wanufacturer PolyJohn
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Availability: High Demand - Ships in 12+ Week

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PHASE 3

 Ensure physical distancing and cleaning protocols for buses, shuttles, and panther movers are properly maintained

Communication / Signage

- Communication to include transportation services seating arrangement layout
- Add physical distancing message to TV in first floors of all garage elevator landings
- Maintain physical distancing in certain designated areas, (e.g., elevators).
- Avoid congregating in break rooms. Do not form groups of 10 or more.

Customer Service Center

- Encourage online activity
- Physical distancing in lobby

Enforcement

Barnacle Protocol Barnacle:

- Disinfect each device that you will be using during your shift.
- Place barnacles in vehicle (car or golf cart).
- When deploying make sure you apply your gloves prior to deployment of the device.
- Once shift is complete, disinfect the barnacles that are remaining in the vehicle.

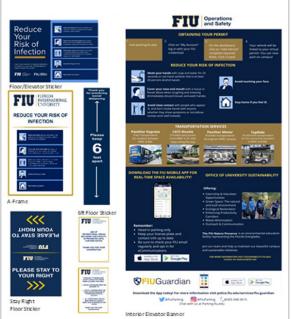
Barnacle Drop Box and Retrieval:

- Apply Gloves
- · Cleaning disinfectant

DEPARTMENT PHASE 1 · Garage Cleaning Wipe-down: Elevator buttons Elevator rails Stairwells Rails · Doors EV charging stations/cables Pay-by-plate machines · Trashcan lids and other high touch areas **Events / Field Operations Event Staff Transportation Protocol** (All vehicles/equipment must be decontaminated by team on a per use basis) Staff member confirms implementation of safety Parking & face coverings, gloves when checking-in for **Transportation** shift. Shift duties will be provided to the staff member Thomas G. via WIW. Hartley Ensure passengers abide by physical distancing (Continued) seating arrangements as per physical distancing requirements Disinfect vehicle/equipment upon return. **Additional note** • All vehicle resource listings (NuPark, EMS & Parking@fiu.edu) will be adjusted to half total capacity **Parking Attendant Protocol** Staff member confirms implementation of safety face covering, gloves and safety vest when checking-in for shift. Shift duties will be provided to staff via WIW. If needed, use designated events golf cart to commute to assigned job site. (Only one staff member is permitted per vehicle as per physical distancing requirements).

-PHASE 1 SAMPLES-

Samples of signs, floor stickers, banners, clings that can be ordered on-line





- Disinfect the drop box handle
- Open drop box then Retrieve device
- Disinfect device, place device in vehicle (car or golf cart)

PHASE 3

- Return the device to its proper storage area.
- Disinfect device before placing it onto the shelf.

Support Services

Maximize staffing on campus

Sustainability

Volunteers/Interns protocol

Interns

- Interns if available will be encouraged to do remote work assigned by Manager.
- Seating arrangements in Office will be provided.
- Assigned computers/laptops will need to be cleaned when received or when returned
- If working with tools in the field:
- Plastic gloves need to be worn under the cloth gloves
- Tools must be cleaned before and after use.

Volunteers

- Volunteers, if available, will be given assignments that are spread out through the areas where possible.
- If working with tools in the field:
- Plastic gloves need to be worn under the cloth gloves
- Tools must be cleaned before and after use.

Technical Support

Maximize Staffing on Campus

Transportation Services

- · Resume GPE/CATS/PANTHER MOVER
- · Start of Shift:
- Driver:
 - · Prior to shift wipe down all high-touch areas

DEPARTMENT PHASE 1 Park golf cart in safe location. Maintain standing and attentive presence while facilitating event. Contact supervisor/Manager for any assistance When returning golf cart, wipe off any area on the golf cart in which the staff member contacted with disinfectant. Traffic cones and plastic barricades are located in PG 3 storage area behind the car wash. If needed, a bollard key will be provided by management (All equipment must be decontaminated on a per use basis) Post event Protocol Barricades (All equipment must be decontaminated on a per use basis) Parking & Plastic barricades are stored in the East PG 3 Transportation storage area behind the car wash. Thomas G. Staff member must wear safety face covering & Hartley gloves when handling barricades. (Continued) Flatbed golf cart or truck must be used to transport barricades. When placing barricades, ensure that the barricades are locked together, and the footers are facing opposite directions for maximum stability. Secure barricades with sandbags or water weights. Confirm barricade set up with management. Traffic Cones (All equipment must be decontaminated on a per use basis) Traffic cones are stored in the East PG 3 storage area behind the car wash. • Staff member must wear safety face covering & gloves when handling traffic cones.

-PHASE 1 SAMPLES -Continued

Samples of signs, floor stickers, banners, clings that can be ordered on-line







- Steering Wheel
- · Shift knob
- · Handles
- · End of shift, Vehicle Return:

PHASE 3

Driver:

- · Wipe down all high-touch areas
- · Steering wheel
- · Shift knob
- · Handles
- Physical distancing seating/seating chart
- Signage & communication depicting seating layout
 - · Seating layout for Panther Express
 - · Proposed a-frame signage
 - Seating layout for CATS
 - · Proposed a-frame signage





infection

DEPARTMENT PHASE 1 Flatbed or designated events cart must be used to transport traffic cones. • Confirm traffic cone set up with management. Bollards (All equipment must be decontaminated on a per use basis) Bollard kevs are kept my management Staff member must wear safety face covering & gloves when handling bollards/key. Management and/or maintenance will assist with bollard training/set-up. Instructional video is available for bollards setup assistance. Return bollard key back to manager once bollards have been retracted. Parking & **Transportation** Signage Placement/Collection Protocol Thomas G. **Event signage/COVID-19 awareness** Hartley Signage Placement (Continued) (All equipment must be decontaminated by custodial team on a per use basis) Staff member confirms he/she has safety face covering, gloves and safety vest when checking-in for shift via "Event Signage Placement" chat (WhatsApp). • A signage placement map will be attached to signage or a digital version will be provided to the staff member. Place signage on a-frame, a-frame must have "Panther Pride" (or Covid-19 awareness) sign on the back of the a-frame (a-frames are located in the storage area behind the carwash in PG 3). Use flatbed golf cart or an electric events golf cart to place signage as indicated on the attached map (Only one staff member is permitted per vehicle).

-PHASE 1 SAMPLES -Continued

Samples of seat sign/stickers and construction sign ordered on-line



COVID-19 CONSTRUCTION JOB SITE MANDATORY COMPLIANCE GUIDELINES Facial covering, whether cloth or disposable, is required for all personnel on this site. | Itse you been asked to self-querantine or been diagnosed with COVID-197 | Itse you been asked to self-querantine or been diagnosed with COVID-197 | Itse you been counter or been diagnosed with COVID-197 | Itse you been on any domestic through within North America in the last 14 days? | Itse you been on any domestic through within North America in the last 14 days? | Any person(s) with has been asked to self-queration. | Any person(s) with has been asked to self-queration or the last 14 days? | Any person(s) with has been asked to self-queration to the last 14 days? | DO NOT allow anyone who answers yes to any of these questions to enter the office or jobsite facilities.



Driver Protocol

- · Load from the rear forward
- · Seat covers



PHASE 3

Fleet Maintenance/Process Academy Cleaning Process

- Coronavirus COVID-19 Vehicle Cleaning Procedure
- All Academy vehicles are to be thoroughly cleaned daily.
- In every vehicle, both the passenger and driver HIGH TOUCH areas must be disinfected
- HIGH TOUCH areas are handrails/holds, arm rests, steering wheels, dashboards, lavatory surfaces, buttons, handles, switches, window rails, fareboxes, etc.
- The HIGH TOUCH areas must be cleaned of any visible dirt using a cleaning detergent
- The HIGH TOUCH area must then be thoroughly wiped with disinfectant
- Our disinfectant to be used is: MICRO-CHEM PLUS Detergent Disinfectant Cleaner
- Micro-Chem Plus must be mixed with water according to the manufacturer's directions: 2 ounces per gallon of water is effective against coronavirus.

DEPARTMENT	PHASE 1	PHASE 3
	 Use 2 water weights to secure each a-frame. Water weights are located in the storage area 	Fleet Maintenance/Process Academy Cleaning Process
	behind the carwash in PG 3	Coronavirus COVID-19 Vehicle Cleaning Procedure
	Use water supply on the column located south of the carwash.	All Academy vehicles are to be thoroughly
	Once a-frame signage is placed, fully unravel the Velcro strap to wrap around the base of the a-frame. (Ensure Velcro is set up correctly and	cleaned daily. In every vehicle, both the passenger and driver HIGH TOUCH areas must be disinfected
	excess is tucked in the back to keep the A-Frame signage aesthetically pleasing.)	HIGH TOUCH areas are handrails/holds, arm rests, steering wheels, dashboards, lavatory
	Signage Collection(All equipment must be regularly	surfaces, buttons, handles, switches, window rails, fareboxes, etc.
	decontaminated by custodial team on a per use basis) Staff member confirms he/she has safety face covering, gloves and safety vest when checking-in for shift via "Event Signage"	The HIGH TOUCH areas must be cleaned of any visible dirt using a cleaning detergent
Parking & Transportation		The HIGH TOUCH area must then be thoroughly wiped with disinfectant
		Our disinfectant to be used is: MICRO-CHEM PLUS Detergent Disinfectant Cleaner
Thomas G. Hartley (Continued)	 Use flatbed golf cart or an electric events golf cart to collect signage/water weights as indicated on digital map (Only one staff member is permitted per vehicle). 	 Micro-Chem Plus must be mixed with water according to the manufacturer's directions: 2 ounces per gallon of water is effective against coronavirus.
, ,	Empty water weights after removal from a-frame.	Restock the lavatory with sanitizer and extra toilet tissue.
	 Return water weights to their designated area (storage are in PG 3). 	As a final step after the bus has been thoroughly cleaned and all staff are off the bus, one
	 Remove event signage from the a-frame (leave Panther Pride or Covid-19 awareness sign attached to back of a-frame) and place the signage next to the a-frame in the storage area (currently located behind the car wash in PG 3). Confirm signage collection (quantity and verbiage) on "Event Signage Placement" (WhatsApp). 	cleaning staff person will spray disinfectant mist on the interior of the bus starting at the back, including lavatory. The spray mist should be directed onto contact surfaces and the staff member should back down the aisle going from back to front spraying both sides of the vehicle.
		The vehicle may then be parked, and the surfaces permitted to air dry.
	 Signage shop staff will then collect signage to be filed away in the signage inventory library. (Staff member must where safety face covering and gloves) 	

DEPARTMENT	PHASE 1	PHASE 3
golf cart is disinfectal Fixed / M Daily r Fixed/Mo Garag Daily Vehi Surfact Surfact Daily Vehi Daily Dail	lobile ALPR Reads leads and reports lobile ALPR Protocol les: y download of all garage vehicle entries licle permit analysis limary provided limunication to non-permitted vehicles licle permit analysis linmary limunication to non-permitted vehicles licle permit analysis licle permit a	REMEMBER: • All Academy cleaning staff should wear gloves when cleaning the vehicles. • The spray cleaning staff will wear personal protective equipment (protective eyewear, respirator, gloves and protective coveralls) and must also wash hands when finished. • Whenever gloves are removed hands must be thoroughly washed. Cage Keeper Protocol: • Golf Cart/Panther Mover Dispatch: • Unplugs vehicle where applicable • Ensures team member fully wipes down all high-touch areas • Steering wheel • Seats • Raillings • Golf Cart/Panther Mover Return: • Wipe-down of all high-touch areas • Steering wheel • Seats • Raillings • Raillings • Keeper parks vehicle and plugs in

Parking & Transportation Thomas G. Hartley (Continued) Parkinued Remote and on campus as needed Technical Support Remote and on campus as needed Remote and on campus as needed Remote and on campus as needed Maintaining Digital Displays – Internal/External
Technical Support Cleaning Protocol Disinfecting and cleaning: Interactive Displays PG1, PG3 & Lot 3 Lot pay-by-plate meters

DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Regional Academic Locations Pablo G. Ortiz	 Continue remote work for positions that can perform optimally in the remote model and are not deemed required for on-campus presence to promote social distancing and reduce physical presence on campus in this phase Ensure adequate staffing is on-campus to accommodate student/faculty/staff presence where customer facing roles are necessary to support on campus activities In any on-site instances, faculty/staff are required to wear face coverings and maintain social distancing within workspaces Worksites will likely need configuration to accommodate CDC guidelines Building owners other than FIU will need to provide guidelines and safety precaution details to ensure all CDC requirements are being met in each location I-75, Brickell, MBUS At BBC, coordinate repopulation plans with MDCPS and RCCL to ensure FIU guidelines are adhered to and sufficient support staff is available to assist with repopulation 	 Increase repopulation of staff presence with remote work continuing to be our primary model (following HR recommendations) Increased presence should be prioritized and predicated on need to support faculty/staff/student operations and research, in person Building owners other than FIU will need to provide guidelines and safety precaution details to ensure all CDC requirements are being met in each location I-75, Brickell, MBUS Museums (Wolfsonian and Jewish Museum of Florida) will begin repopulation in advance of reopening to public These locations may be open to public prior to the complete repopulation of the university Continue regular communications with MDCPS and RCCL as to the status of FIU Phased system 	 Complete repopulation of staff presence with safety continuing to be our priority (following HR and Facilities recommendations) Repopulation should be prioritized and predicated on need to support faculty/staff/student operations and research, in person while ensuring highest level of safety Building owners other than FIU will need to ensure guidelines and safety precautions are in place to ensure all CDC requirements are being met in each location I-75, Brickell, MBUS Continue regular communications with MDCPS and RCCL as to the status of FIU Phased system
Research Andres G. Gil	There may be controlled reopening of some research operations by following guidelines specific to guidance from NIH and FIU research protocol.	Research operations remain very similar to Phase 1 except the ability to conduct research that was related to restricted travel, some less essential research will be allowed.	
Strategic Partnerships Elizabeth Bejar	 FPL Call Center would like to return as soon as they are allowed by government orders and appropriate measures have been put into place They have requested I provide them clarity on what we will require for them to return to work and then they will submit a plan for our review and approval 		

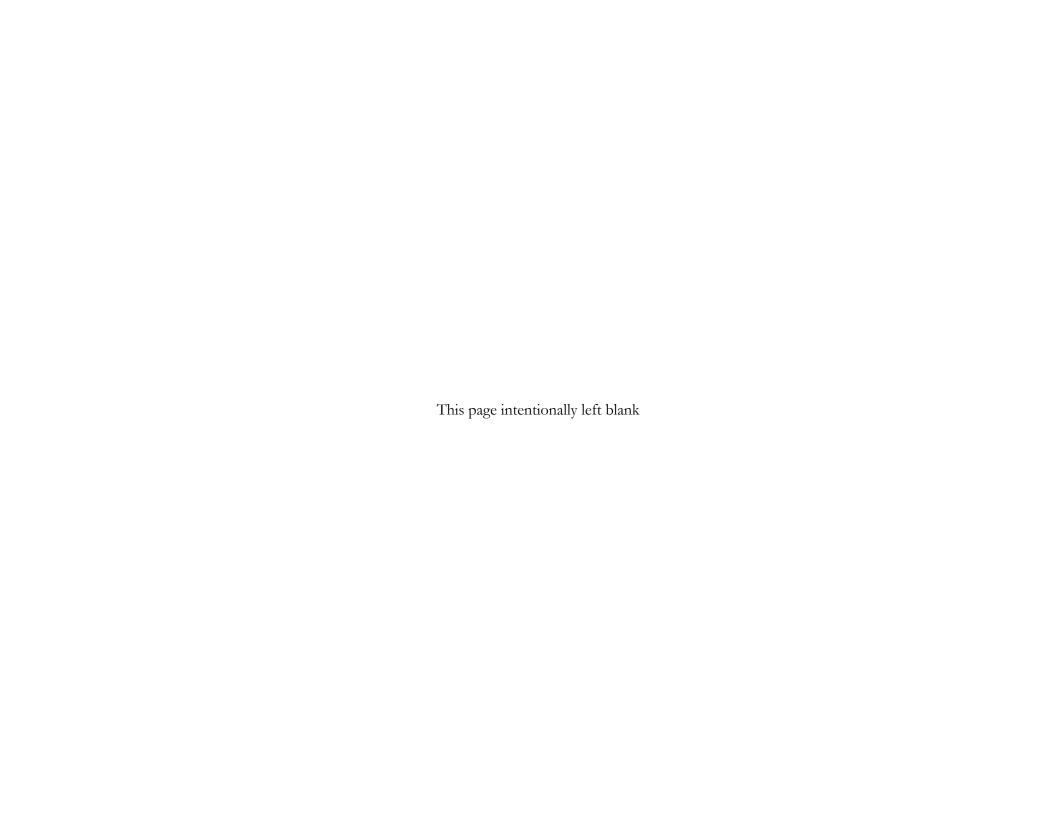
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DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Education (Study) Abroad Pablo G. Ortiz	 Continue to provide a comprehensive program of remote activities/workshops/events to maintain interest in education abroad Travel and safety restrictions will strictly guide the development of new Study Abroad opportunities. No payments to vendors or partner institutions will be collected or disbursed at this time 	 Continue to provide a comprehensive program of activities/workshops/events to maintain interest in education abroad Increased remote or in person presence should be prioritized and predicated on need to support faculty/staff/student operations and research Travel and safety restrictions will strictly guide the development of new Study Abroad opportunities Predicated on need to support faculty/staff/student operations and research No payments to vendors or partner institutions will be collected or disbursed at this time Staff interacting with students will have appropriate PPE and a Plexiglas shield Partnership renewals for existing programs can begin discussions of possible travel during the semester that would have travel restrictions lifted 	 Increased repopulation of staff presence will continue with safety continuing to be our priority Travel and safety restrictions will continue to guide the development of new Study Abroad opportunities Payment collections and disbursements to vendors or partner institutions will begin at this time Continue to offer Virtual Office hours to encourage social distancing Coordinate any future education abroadrelated information/plans with FIU International Travel Committee recommendations (ITC), US Consulates, and institutional recommendations based on CDC, federal, state and local guidelines Travel and safety restrictions will continue to guide the development of new Study Abroad opportunities Continue to provide a comprehensive program of activities/workshops/events to maintain international student engagement

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DEPARTMENT	PHASE 1	PHASE 2	PHASE 3
Wellness & Rec Centers Elizabeth M. Bejar	 Remain closed Establish patrons' expectations and develop marketing material to communicate safety protocols. Place physical safety materials throughout the facility (i.e., Plexiglas Shields Membership Desk, etc.) Staff orientation for sanitation and service expectations 	 All patrons will check-in giving their ID number verbally instead of handing their ID to limit exposure. Machines may not be utilized without 6 ft. of distance among them. Machines and equipment must be wiped down before and after each use. May reopen half of the facility based on traffic and/or staff availability Face coverings required for all staff and patrons. Regular disinfecting/decontamination of all spaces and equipment Continue fitness and competitive programs virtually. Number of patrons in the facility may be restricted to manage spacing and cleaning protocols Reduced operating hours to allow for thorough decontamination at night No events or camps Periodic closure of sections for thorough cleaning/sanitizing Increased cleaning minutes in high-traffic areas Suspend laundry service and reduce high touch/person to person interactions (i.e., equipment check-out) Gymnasium, fields and external locations closed until physical distancing protocols are removed 	





ACADEMIC AFFAIRS REGULAR REPORTS

- 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 & Student Affairs



I. STRATEGIC PLANNING

1. Next Horizon 2025

At the direction of the provost, a group of 12 strategic execution teams (see Table below) began initial work in early 2020, developing strategies to best impact the three strategic priorities and 10 goals outlined in the Next Horizon 2025 strategic plan. The strategic execution teams will present these strategies to the 2025 Commission on Strategic Investments, which will make final decisions regarding the execution of the strategic plan goals during the 2020-2021 academic year and continue to make regular progress reports to the FIU Board of Trustees.

Table showing Strategic Execution Teams

Team	Leader
Finish in 4 Campaign	Valerie Johnsen, MA, Associate Provost for Academic and Career Success
Optimal Class Size	Hiselgis Perez, PhD, Associate Vice President for Analysis and Information Management
Top 50 Marketing and Peer Assessment	Eduardo Merille, MBA, Assistant Vice President for Marketing and Branding
Alumni Giving	Sara DuCuennois, BA, Associate Executive Director of FIU Foundation, Inc.
Higher Student Expenditures	Christopher Townsend, MPA, Assistant Vice Provost for Planning and Finance
Improving 6-year Graduate Rate of Pell Students	Elizabeth Bejar, PhD, Senior Vice President for Academic and Student Affairs
Top 25 Percent in Class (First time in college)	Kevin Coughlin, PhD, Vice President for Enrollment Management and Services
Strategic Growth Degrees	Andres Gil, PhD, Vice President for Research and Economic Development and Dean of the University Graduate School
12 Month University	Pablo Ortiz, EdD, Vice President for Regional and World Locations and Vice Provost for Biscayne Bay Campus
Gateways	Kathleen Wilson, EdD, Vice Provost for Faculty Leadership and Success
Building Career Blocks	Robert Grillo, MBA, Vice President for Information Technology and Chief Information Officer
Lean FIU	Barbara Manzano, MPA, Associate Provost for Planning and Finance



2. 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 April 15, 2020, the University had its 13th ComPASS session which focused on Retention and Graduation. Despite full remote operations, all planning and reporting efforts for the exercise were executed without issue. The session, conducted via zoom webinar, had 92 participants and over 430 attendees watching via a live webcast. The session identified specific strategies that were implemented by each of the university's 11 colleges to improve the retention of students, particularly those that may have withdrawn as a result of the change in modality due to COVID-19. The session also focused on efforts implemented to assist students to graduate on time to achieve a target 48% 4-year graduation rate for the university. 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.

The next ComPASS session will be in Summer of 2020 with an emphasis on Enrollment and Employment.

II. ACADEMIC AND CAREER SUCCESS

1. Advising in a Remote Environment

As soon as FIU moved to a remote work environment on Monday, March 16th, all academic advisors moved to virtual advising using Zoom to continue to provide support to FIU's students without disruption. Between March 16th and May 1st, there were 22,994 advising appointments created by 14,912 distinct students. This is more than a 20% increase in the number of advising appointments over the same time period in 2019.

Advisors are continuing to conduct outreach and appointment campaigns through Panther Success Network (PSN) to ensure that continuing Freshman students register for the upcoming Fall 2020 semester. Additional outreach will include phone calls to Freshmen who have a GPA below 2.0 but could improve their GPA with enrollment in Summer B courses. These students will be contacted prior to the start of Summer B and offered the opportunity to take advantage of College Life Coaching.

2. Orientation in a Remote Environment

All Transfer and Freshmen Orientations are being held remotely using Zoom. As of May 1st, there have been three remote Transfer Orientations with a total of 562 new transfer students. The first Freshmen Orientation was held on May 18th and had 336 students registered to attend.

During the day-long, remote Orientation sessions, students and their families will interact with support services across campus. The office of Orientation and Family Programs, as well as partner offices throughout the University, will present to the incoming students and



parents in the morning through a Zoom webcast. Students will have opportunities to meet with their Peer Advisors for support and motivation throughout the day. In the afternoon, students are directed to a general advising presentation in a Zoom breakout session where they will meet in College-specific groups with advisors to learn about college and major requirements and then individually with their advisor to address the students' specific academic goals and concerns as well as to ask any questions, review transfer credits, and to plan out their coursework for the upcoming semesters.

3. Tutoring in a Remote Environment

The Center for Academic Success (CfAS) transitioned to remote operations on March 16, 2020. All services, individual tutoring, study halls, and learning strategies workshops, were transposed to an online format. Training sessions, data collection methods, and online instructional strategies were reviewed with all CfAS Administration and Tutors. A CfAS remote operations webpage was added to the original website to educate students, faculty, and staff about the changes in modality. Appointments for individual tutoring are requested via email (cfas@fiu.edu). CfAS Administration and Tutors have notified faculty and collaborating departments that tutoring sessions will take place via Zoom. From the onset of remote operations through the end of Spring term, there were 2,172 visits via Zoom. There was a total of 7,599 visits for the entire Spring 2020 term, a 17% decrease in comparison to the Spring 2019 term.

Visits increased in several subject areas, specifically the learning strategies workshops for biology, chemistry, and physics. Out of the 7,599 visits for Spring 2020, 65% of those visits were attributed to the learning strategies workshops. Overall, students have responded much more to reviewing course material in small groups with their tutors than with individual tutoring. Students who needed more intensive, individualized instruction met with their assigned tutors. Students who activated an Academic Success Plan (ASP) for the Spring term met with their tutors and academic coach several times a week to mitigate the transition to remote learning. The combined total visits for Fall 2019 and Spring 2020 is 17,655. Tutoring will resume the first week of Summer A/C term, May 11, 2020 and continue throughout the entire summer.

III. ENGAGEMENT REPORT

1. Carnegie Community Engagement Classification

Florida International University has been selected by the Carnegie Foundation for the Advancement of Teaching as one of 119 U.S. colleges and universities to classify as a community engaged university in 2020. The announcement was released on January 30th, 2020.

The classification recognizes institutions that demonstrate a distinctive institutional focus on engagement in local, regional, national and global communities. To be selected, FIU provided descriptions and examples of institutionalized practices of community engagement that demonstrate alignment among campus mission, culture, leadership and resources. FIU was first designated as an engaged university in 2010. The submission was



developed by the university-wide FutureIsUs Board led by VP for Engagement, Saif Ishoof, and SVP for Academic and Student Affairs, Dr. Elizabeth Bejar.

2. Future of Work: Urban Potential Laboratories (UP Labs)

UP Labs Cohort III, consisting of twenty-seven, non-traditional adult learners began the 14-week healthcare-focused curriculum on March 2nd, 2020 and will complete the program on June 19th, 2020. This cohort transitioned to an online learning environment on March 16th, 2020 due to the COVID-19 pandemic. Currently, 100% of the cohort has been retained and this multi-generational group has adapted to online learning. Two students have been offered full time positions within local health systems and the rest are getting prepared to begin 100 hours of experiential learning with local hospital partners.

3. Community Outreach: 305 Cafecito Chats and TDN/LSSF Webinar Series

The Office of Engagement began multiple series of online community engagement activities immediately following campus closures and community quarantine due to the COVID-19 pandemic.

305 Cafecito Chats, a daily engagement talk show, features local and national community leaders, FIU faculty, staff and students and other local celebrities as featured guests. An average of 120 people watch the show, which is broadcast live via Zoom and Facebook Live. The show was created by the office in an effort to continue outreach and engagement activities and has featured guests such as former Governor, Jeb Bush, former Obama White House staffer, Cecilia Munoz, and current FIU Dean of Chaplin School, Michael Cheng. The tagline for the show: social distancing does not have to equal social isolation.

In addition to 305 Cafecito Chats, the Talent Development Network and Life Sciences of South Florida host twice weekly webinars on topics relevant to the initiatives. Over 500 participants have engaged in these topic-specific webinars.

IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

1. University Enrollment

New FTIC student matriculation is currently flat over last year, the slight increase in Fall matriculants is making up for the slight decrease in summer matriculants. New transfer enrollment is behind an overall 29% for both summer and fall. Normally a downward shift in the economy would mean an upward shift in education, however social distancing and other factors may have a negative impact to this trend.

As we await guidance from the Florida Board of Governors as it relates to standardized testing, FIU continues to work with the other 11 state universities to discuss the challenges at hand. This includes how to move forward with fall events such as the State University System High School Counselor Tour and new student recruitment. As a group there has been discussion about participating in virtual college fairs and on-line events as a system to



help with costs and to encourage talented high school students to stay in the State of Florida after high school.

For the class of 2020, FIU is communicating with them mostly via email and phone calls. The admission staff has been reaching out since early March. There exists a May 1 deposit date, however messages have been sent out about flexibility and understanding. We are working with students on a more individualized basis because each student has individual challenges. We continue to host Instagram Live sessions for incoming undergraduate students and virtual information sessions for freshmen, transfer and graduate students who want to come or are coming to FIU. FIU hosted a virtual admitted student day on April 25 for new undergraduate students and a session "Coaching Your College Student" for parents and family members in the evening of April 28.

Table 1
Spring Point in Time Headcount Comparison table (04/22/2019 compared to 04/21/2020)

	Point in Time (PIT)	
Classification	Spring 2019	Spring 2020	Diff.
Overall Headcount			
Undergraduate	40,568	40,952	384
Graduate	9,239	9,495	256
Degree Seeking Subtotal	49,807	50,447	640
Dual Enrollment/Non-Degree*	5,620	6,133	513
Overall Enrollment	55,427	56,073	646
New For Term Degree Seeking Students**			
FTIC	561	759	198
Undergraduate Transfer	2,884	2,923	39
2nd Baccalaureate	175	180	5
Graduate I (Masters)	875	1,060	185
Graduate II (Doctoral)	138	105	-33
Total	4,633	5,027	394

^{*} The Dual Enrollment Headcount for spring 2019 is end of term (not Point in time)

2. International Admissions

As of April 24, 2020, our international numbers for FTIC 2020 are down across all student levels. We anticipated a drop since international students are sensitive to changes in the SAT requirements; this effects our increased selectivity based on test scores by the increasing number of test optional universities and the more limited number of testing sites

^{**} New graduate student headcounts exclude Law and Medicine



available. The coronavirus is having an impact on admissions; prospective students are encountering cancelled test dates, fewer testing locations, and closed Embassies (increasing the difficulty associated with obtaining visas).

For the academic year 2020-2021, FTIC matriculated student numbers are down 28.45% (33 FTIC all terms) when compared to this point in the 2019-2020 cycle. In previous terms, we made up year to year fall differences with larger numbers of students admitted into spring; however, we are slightly behind in students admitted to spring 2021 when compared to spring 2020.

We believe that decreases in travel restrictions and improvements in Embassy services in regards to granting visas, will lead to a rebound in spring numbers. As of 05/01/2020, we are also working closely with international high school counselors to ensure that they have updates concerning our operations and expectations for populating our physical campuses.

Our international transfer numbers are impacted by the coronavirus pandemic in a similar way to the FTIC students. In addition to these considerations, the Kuwaiti Cultural Mission is limiting the number of Kuwaiti sponsored students at FIU. They will not fund students who apply for admission after 01/29/2020. Once we graduate a substantial number of our current students funded by the Kuwaiti mission, we will be reinstated as a funded host institution.

We acknowledge that international recruitment will be difficult in the coming months, as a result we are shifting our priorities to partner programs, working closely international universities and ministries of education for pipeline agreements to welcome a greater number of transferring students to address international student sensitivity to cost and test score requirements among issues with visa processing.

Summer, Fall, and Spring 2020-21 Point in Time Comparisons 4/24/2020

									Actu Diffe	al rence		Percentage Difference	
		SU19	FA19	SP20	SU20	FA20	SP21	SU	FA	SP	SU	FA	SP
	Applied	319	974	171	268	976	50	-51	2	-121	-16%	0%	-71%
FTIC	Admitted	187	226	97	119	239	5	-68	13	-92	-36%	6%	-95%
	Matriculated	54	55	7	34	48	1	-20	-7	-6	-37%	-13%	-86%
	Enrolled	0	0	0	1	0	0	1	0	0	100%	0%	0%
	Applied	416	1,069	51	232	911	27	-184	- 158	-24	-44%	-15%	-47%
Transfer	Admitted	225	272	2	116	199	4	-139	-73	2	-55%	-27%	100%
	Matriculated	203	104	0	82	78	1	-121	-26	1	-60%	-25%	100%
	Enrolled	53	5	0	22	5	0	-31	0	0	-58%	0%	0%



3. Transfer and Transition Services

Transfer Credit Processing and Course Equivalencies

Our team transitioned to remote work on March 16, 2020. In spite of the speed with which we made this move and the overarching circumstances, we transitioned without having a negative impact on the services that we provide for transferring students. Our *Transfer Credit Processing* team continues to update student records (e.g., transfer and test credit, posting of degrees, milestones) focusing efforts on summer and fall 2020 admits. Our *Course Equivalency* team also continues to evaluate courses for domestic, international, online, and military transfer students. Moreover, they provide preliminary course evaluations and/or pre-enrollment advising to prospective fully online students, student-athletes, and adult learners. Our continuity of service includes our traditional email to submit course descriptions and syllabi, and we added a daily Live Chat. All teams, including Connect4Success, are completing special projects (assigned pre- and post-COVID-19) and/or engaging in fully online professional development opportunities via FIU *Skillport* and *LinkedIn Learning*.

In response to COVID-19, and in partnership with University Admissions, Orientation and Family Programs, we began offering transition programming virtually, including the weekly "Transfer Sessions" for students seeking to learn more about FIU, transfer resources and services, and the transfer process. Starting April 9, we offered our "Keys to Success" presentation via Zoom (webinar) as part of New Student Orientation. The format includes a live presentation from one of our staff members and Q&A. The April 9 transfer orientation, reserved for transfer students in STEM disciplines, had 100 students in attendance, while the April 14 transfer orientation (open to all transfers), had 250 students in attendance.

FIU co-hosted the fourth annual *Transfer Success Network Meeting* on April 29 via Zoom. This annual meeting provides transfer professionals in Florida with an opportunity to share best practices, discuss transfer student retention, and transfer-relevant legislation at the state and national level. In attendance will be representatives from FAMU, FAU, FIU, FSU, UCF, UF, USF, UWF, Florida Consortium of Metropolitan Research Universities, Helios Foundation, and the President of the National Institute for the Study of Transfer Students (NISTS).

Connect4Success

In February, MDC and FIU offered newly designed information sessions for MDC students intending to pursue a biology degree at FIU. The sessions familiarize students with the degree, course sequencing, course planning, and career and educational options post-graduation. This, and similar efforts, are part of the MDC-FIU STEM Seamless Transfer Pathways grant funded by the Michael & Susan Dell Foundation.

As part of the transition to remote work on March 16, Bridge Advisors, housed at Miami Dade College, Broward College, and Palm Beach State College, began offering advising appointments via Zoom and phone. Students have responded well to this adjustment and continue to schedule appointments.



In partnership with our CRM team (Salesforce), we sent emails (March 11 and April 3) to C4S students in the 2017 and 2018 cohorts reminding them to begin the transition process if they planned for an FIU summer or fall start. We continue to monitor Salesforce analytics and the impact of our "call to action" to determine next steps. Our team is also reworking our in-person transition workshop to be presented as a live webinar for students planning an FIU fall start. We are working closely with each of our largest partner colleges as we facilitate student transition to FIU, while concurrently welcoming new students into the C4S program.

Brainware for Transcripts (BFT) Strategic Initiative

The implementation of *BFT*, our optical character recognition solution, was delayed due to COVID-19 by approximately one month. The delay required us to push back the go live date from June to July 2020. Since the delay, key technical milestones have been reached and our status check is *on track*.

4. Financial Aid

Disbursement

For the Spring 2020 Semester \$204.6 million in aid has been delivered as of April 27th, 2020 compared to \$199 million for the entire Spring 2019 semester.

COVID-19 Response/CARES Act Direct Student Grants

The Financial Aid Office began moving to remote operation the week of March 16th, 2020 and by March 30th had 100% of staff working remotely. In addition, our Financial Aid Live Chat Team were completely remote by March 23rd.

Based on guidance from the US Department of Education we were able to disburse Federal Work Study funds to Students in a lump sum for the hours they lost in the move to remote work from the first two pay periods of remote work. We will do this again after the last payroll for the Spring 2020 semester is posted. So far 96 students have been directly funded \$26,785.

Working closely with the Office of Scholarships, President Rosenberg's CARES Task Force and the Office of Research and Economic Development, FIU was able to successfully apply for and receive \$19 million in Federal Funds for CARES direct grants to students. Awarding and disbursement of these funds began April 27th, 2020. See the Scholarships Office section of this report for details.



5. Office of Scholarships

Emergency Aid related to COVID-19

The Office of Scholarships leads the student emergency aid process and is working collaboratively with the Office of Financial Aid to administer the 19 million dollars we have been allocated by for student cash grants from the CARES Act.

President Rosenberg established an emergency aid task force on April 9, 2020. The taskforce has extensively discussed the requirements of the CARES Act, U.S. Department of Education guidance, and how to make the process as efficient as possible. The taskforce included members representing the General Counsel's office, the Scholarship office, Financial Aid, Academic Affairs, and University Compliance.

General Guidelines

- Assist students negatively financially impacted as a result of FIU's transition to remote learning and closing of our campuses due to COVID-19.
- Ensure students meet basic eligibility requirements based on guidance and applicable regulations from the U.S. Department of Education.
- Ensure students receive funds quickly.
- Ensure our most financially vulnerable students receive funding. FIU will prioritize
 the applications of our Pell Grant recipients particularly the students with a \$0
 Estimated Family Contribution (EFC), students close to graduation, and other
 students with compelling circumstances.

Process

- FIU will use an application process through PantherSoft (my.fiu.edu) that ensures an accessible, secure, and authenticated process.
- Students will attest to being impacted by COVID-19 as required by the CARES Act.
- Students are requested, but not required, to upload supporting documentation and given the opportunity to further explain their circumstance if documentation is unavailable or cannot otherwise be provided.
- Grant amounts are consistent with our published Cost of Attendance for living expenses, technology, health care, and childcare, but in no event shall exceed the maximum Pell Grant.



Impact to date

We opened the application for CARES Act Funding on 4/22 and received 14,191 requests for assistance.

As of June 5th, we have awarded 100% of the \$19,150,979.00 CARES Act dollars to 9,550 students. We have 1,922 eligible students who have applied and we were not able to fund. We are trying to find funding for those students.

We also have about 2,200 students who were not eligible for CARES. Students who are ineligible for CARES Act funding, may be eligible for Institutional and Foundation funding, we are working on allocating those dollars.

6. University Registrar

Repeated course functionality

To reduce excess credits and improve graduation rates within the four-and-six-year time frames, additional enrollment functionality for repeating courses was added to PantherSoft/Campus Solutions.

Students who have completed an undergraduate course, which is not repeatable for credit, with a grade of "C" or better or who currently have an "IN" incomplete grade, are not allowed to self-enroll for the course again. This includes all courses taken at FIU, transfer, test and other credits with a C grade or better. Students may only self-enroll/repeat courses in which they received a grade of "W," "DR", U," "D," or "F". Students will need permission from their academic advisor to re-enroll in courses for which they have received a grade of "C" or better.

Updated FIU Regulation 108, Access to Student Education Records

FIU-108 regulation was last revised in September of 2008; some information was outdated, and obsolete and other information was missing. Additional updates were needed to be aligned with governing Federal laws of the Family Educational Rights and Privacy Act (FERPA) codified in 20 U.S.C. section 1232g, and sections 1002.225 and 1006.52 of Florida Statutes and the corresponding Board of Governors regulations. Substantive changes included: 1) Additional custodian of records categories and the location of the records; 2) Updated information concerning the annual notification to students; 3) Clarifying language on the inspection of records, access to and release of records without consent, and requests to amend education records; 4) Updating FERPA directory information categories since it included what some data deemed as personally identifiable information, such as date and place of birth; additional information removed was student local and permanent address, and telephone numbers, and 5) Adding a new section for reporting of violations. These changes will enhance the way in which FIU secures education records in a confidential and secure manner.



The University FERPA website and corresponding release of information form were also revised: https://onestop.fiu.edu/student-records-myfiu/personal-records/privacy-ferpa/.

Exception to grading system for Spring 2020 due to COVID-19

To assist students with any disruption that might impact their grades due to the COVID-19 pandemic, FIU is offering students two additional grade options for Spring B and C courses that will not be factored into their GPAs. Once grades for Spring term are posted, students have 10 days to opt-in to an alternative grade of "No Credit" for failed courses (F) or "Pass" for others. The opt-in grade period will run from April 30th until May 11, 2020 at 11:59pm. Additionally, a Frequently Asked Questions (FAQ's) was created at: https://go.fiu.edu/covidgradechange for detailed information and qualifying criteria.

Additional services that were provided to support changes due to COVID-19

- ❖ Extended last day to drop (DR) grade/withdrawal for Spring 2020 term to minimize student academic impact due to the COVID-19 pandemic. Date was extended from March 16th to April 2nd.
- ❖ Leveraged PantherSoft/Campus Solutions functionality to enable tracking of classes that transitioned in Spring and Summer terms due COVID-19. Various attributes that indicated which class sections were transitioned to remote teaching/learning were added and used to provide outreach and support to instructors. This provided the capability of reporting data to more quickly and efficiently.
- Working with academic departments/colleges and other student support service offices to allow flexible submission of all forms.

Electronic submission of petitions

Effective April 8, 2020, the petition submission process was enhanced to allow students the ability to submit petitions on-line, including uploading appropriate documentation. This new process allows students to submit petitions electronically through their login to my.fiu.edu account and streamlines the process of students having to go to the University in person to submit documents. The website information and corresponding forms were also updated: https://onestop.fiu.edu/classes/student-petitions/.

7. OneStop

FIU began remote operations on March 14th and during the first two weeks, we had to rotate staff into the office to answer calls in the call center. On March 31st we were able to secure FIU issued laptops (with the appropriate software and licenses), that allow for each full time staff member to answer calls to our call center from their home. We encountered and resolved technical difficulties quickly.



Our statistics reflect the volume from students represent an expected increase in demand for services due to the time of year (end of term for spring and the beginning of summer). Our customer satisfaction surveys for the week of April 20th highlight the effectiveness of our transition to remove operations. With a 2% response rate to our initial survey, 92% of the students rated their interactions were as satisfied or very satisfied, equaled to a 92% satisfaction rate. The chart below indicates the handle rate of the calls to our call center.

First Month Summary of Incoming Calls

Summer/Fall 2020 First Peak Month	Calls Presented	Calls Handled	Calls Abandoned	Calls DE Queued	Handle Rate
03/16 - 03/20	1762	1324	335	103	75%
03/23 - 03/27	1013	574	338	101	57%
03/30 - 04/03	2089	1219	515	355	58%
04/06 - 04/10	1741	1430	249	62	82%
04/13 - 04/17	2022	1709	200	113	85%
04/20 - 04/24	2427	1984	315	128	82%
Total	11054	8240	1952	862	75%

8. Customer Relationship Management (CRM) Update

Our last update in January mentioned that our area was working on the Salesforce Lightning upgrade. Since then, we have migrated the University of Admissions Office as planned into the new version of the system. We are preparing training material and a training environment for the next group of departments that will join Salesforce Lightning. These departments include International Admissions, Processing, and Registrar. We are happy to report that we are still on track for our fall 2020 completion date, despite the recent changes in our work environment.

Starting May 1, we will begin our yearly process of reviewing all communications in preparation for the next recruitment cycle. This includes Undergraduate and Graduate 1 populations. We are still collaborating with our external constituents and will be reaching out to them for any updates to their communication plans.

The Search Piece campaign for the University Admissions office is active. This campaign targets high achieving rising seniors in the country. This project is a multifaceted digital and hardcopy marketing campaign. We recently mailed out the hard copy pieces of this project to students that were engaged in our digital marketing communication. Close to 8,500 students will receive either a brochure or postcard. These items have a *call to action* that is



trackable and their dedicated recruiter will be reaching out in the event that they respond. This campaign will run until November 1, 2020.

Due to the COVID-19 state, our office has sent out numerous communications to students on behalf of our different department within the division. Some communications that have historically been sent via snail mail are now digital. One example is our Financial Aid Notice to new students. This project has multiple phases to ensure students review their Financial Aid package. We have setup different automations to accommodate reminders, and have been extremely mindful of population selection and frequency to avoid information overload and spamming students.

We have also setup new queues in Salesforce to accept cases for students in different circumstance. For example, PC's for Panthers, Term Switch, and the Admissions' email inbox have also been moved as a queue to Salesforce.

Our area is also currently training the Student Financials department with the use of Live Chat. By the end of April, Student Financials will have dedicated chat personnel. These cases and chat transcripts will route into Salesforce for tracking purposes and data mining for the future. This was a new project for our area, and required additional setup. Due to our remote work environment this became critical to assist our students properly.

Since our remote work environment has taken place the CRM office has completed 83 projects. These projects include feature enhancements, email automation projects, new field requests, and new report requests. These projects do not include our *day-to-day/business as usual* activities with regard to our Lightning upgrade. We have completed 7 sub-projects that deal with the Salesforce Lightning upgrade.

V. INFORMATION TECHNOLOGY REPORT

1. Transition to Remote Learning/Remote Work

Over the past several weeks, the Division of IT has dedicated all its resources to ensure that the FIU community can continue to operate as smoothly and effectively as possible in a remote work/remote learning environment. The Division has provided and continues to make available all tools necessary for users to securely access FIU resources in order to work and learn remotely. These tools allow the community to stay vigilant against phishing attempts while offering cybersecurity measures for users to implement while working from home. There has been a considerable increase in the usage of applications that the division supports such as Zoom, Microsoft Teams, Canvas and Office 365. In addition, there has been an increase in users accessing the Virtual Private Network (VPN), enrolling in Two-Factor Authentication (2FA) and over 500 users accessing the Virtual Desktop Infrastructure (VDI).

2. IT Security Enhancement Strategy Update



The Division of IT recently went live with a new login page for FIUmail (faculty and staff email system) and Panthermail (student email system). The newly redesigned login page offers additional features such as two-factor authentication (2FA). Over 15,000 email accounts now have access to use two-factor authentication (2FA) to help increase security and better protect university resources and users' information. Two-factor authentication provides an additional layer of security that helps minimize the risk of compromised accounts caused by phishing, social engineering and password attacks which have increased during the shift to remote work and remote learning.

3. Secure Miami 2020 Cybersecurity Conference

For the fourth year in a row, the Division of IT in partnership with the Digital Era Group hosted the Secure Miami Cybersecurity Conference on Saturday, February 8, 2020 at the Modesto Maidique Campus. This year's conference theme "Expect a Breach: Don't Sleep on Cyber" explored innovations in cybersecurity automation, diversity of incident response plans across organizations, and the impact of a breach. This full-day event brought together IT security experts and professionals from across the country to give attendees the opportunity to network with the most highly sought-after security experts. This year, fifteen (15) IT security experts spoke on their experiences and knowledge including Hector Monsegur who is considered one of the most controversial hackers of this generation. The conference was attended by over 300 IT security professionals.

VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

The value of total awards received through March 31, 2020 total over \$120M, with an overall facilities and administrative rate of 22%. Compared with the same period last fiscal year, this represents a 16% increase (from \$103M). Federal funds received through March represent 81% of total awards received, whereas private/other sources and state/local government represent 8% and 11% respectively. Awards received by centers and institutes were 24% higher (\$56.9M) when compared with the same period last fiscal year (\$46M). Notable increases include several Preeminent Programs:

Center for Children and Families (104% to \$12.3M), Center for the Administration of Justice (90% to \$2M); Institute of Water and Environment (75% to \$6.5M); Institute for Neuroimmune Pharmacology (61% to \$1.7M); and the International Forensic Research Institute (41% to \$1.2M). Proposals submitted through March 2020 increased by 23% when compared with the same period last fiscal year. March 2020 saw a marked increase in the value of submitted proposals (\$117M), when compared with the value of proposals submitted in March 2019 (\$36M).

2. Innovation, Partnerships and Economic Development

StartUP FIU is working individually with 20 faculty, two PhD candidates and one undergraduate student to commercialize their research. One faculty team successfully



completed the Regional I-Corps program and was accepted to the National I-Corps program (\$50,000 grant). Another faculty team successfully completed the National I-Corps program (\$50,000 grant) and is applying for a \$250,000 NSF Partnerships for Innovation grant. Lastly, another faculty is expected to complete the last requirement in order to be awarded a \$3 million NIH STTR grant. Four faculty teams are currently completing a five-week virtual Regional I-Corps program at FIU, through a partnership with UCF that gives participants the required NSF legacy, making them eligible to apply to the National I-Corps program. An undergraduate student is an Entrepreneurial Lead on one team for the first time. As part of our work as an Ashoka Changemaker campus, we are working to develop a social innovation resources map for students. This quarter, we worked with 100 students and 10 faculty members through 27 events and presentations towards that effort. During the period between January 1 and March 31, 2020, FIU researchers disclosed 19 inventions, applied for 13 patents and received 14 patents. We are on track to surpass FIU records in IP license agreements, licensing income, and research grants awarded as a consequence of IP Licensing Agreements.

3. University Graduate School (UGS)

UGS has thus far received 2,061 applications for doctoral programs, an 11% decrease when compared to last year. Both domestic and international applications decreased (9% and 15%, respectively). We have admitted 326 doctoral students, a 5% increase compared to last year but the number of enrolled students thus (492) is 15% smaller than the same period last year. The application deadline for masters' program is June 1, and UGS has received 4,831 applications, an 8% decrease compared to last year. We have admitted 1,490 masters' students, a 2% decrease compared to last year. However, master's enrollment increased by 7% compared to last year at this time. In January, UGS held its second Three- Minute Thesis Competitions in a new format. UGS received 48 applications from doctoral students from all colleges. We ran the semi-final heats and 10 students competed in the final representing the College of Business, College of Arts and Sciences and Education, and the College of Engineering and Computing. Ms. Tanja Zerulla, a PhD student in Biological Sciences, won the first place and the popular vote award. Ms. Sana Nasim, a PhD student in Biomedical Engineering, won the second place. Ms Tanja Zerulla represented FIU in the competition held at the Annual Meeting of the Conference of Southern Graduate Schools in early March.

Given the current COVID19 situation, we were not able to host the Graduate Student Appreciation Week (GSAW) and Provost Awards Ceremony. Nevertheless, 106 abstracts were selected to be presented as posters during GSAW and are currently posted at UGS' website. Provost Awards were given to recognize outstanding publication in STEM (doctoral student Fahmida Alam, Electrical and Computer Engineering), non-STEM (doctoral student Tessa Garcia-Collart, Business Administration, Marketing), community engagement (doctoral student Carissa Gervasi Bloom, Earth and Environment), creative project (doctoral student Amir Kumar Sikder, Electrical and Computer Engineering) and teaching assistant (doctoral student Laura Garcia Barcia, Biological Sciences). Mentorship awards were presented to Dr. Andy Pham (Counseling, Recreation, and School



Psychology), Valentina Bruk-Lee (Industrial and Organizational Psychology), and graduate program director Dr. Shaoming Cheng (Public Policy and Administration).

VII. ACADEMIC & STUDENT AFFAIRS REPORT

1. Student Health & Wellness

The end of Spring term did not turn out as many of us would have hoped, but given the added stressors placed on our students, it was more important than ever to keep continuity of services. A few highlights include: (1) Turning the annual FIU Out of the Darkness campus walk virtual! Through our university-wide efforts, we raised over \$10,000 for the American Foundation for Suicide Prevention (AFSP). This brought us into their "Savvy Sixteen" – meaning we were the top 16 universities for fundraising in the country. (2) With the exception of direct services like massage therapy and acupuncture, we were able to convert all services to remote. This allowed us to keep the same level of access for our students. Additionally, we reinvented our outreach and health education initiatives by hosting ~80 activities via Instagram Live or Zoom.

2. Housing and Residential Life

Housing and Residential Life staff remain onsite throughout the spring semester to support the 507 students who were homeless, could not return to their country, or had no safe place to go. The Department of Housing and Residential Life processed rent credits for rent credits to 2,781 on-campus housing residents who had to leave early due to COVID-19. The refunds totaled \$2.86 million.

The Wellness and Recreation Centers on both campuses are collaborating to offer virtual programming. Virtual events can be found at go.fiu.edu/virtualwrc. Since March 23 to date, over 3,982 participated in virtual programming offered by the WRC. Events include: Core & More, SoBe Buns, Power Lunch HIIT Workout, Cardio & Sculpt, Zoom Zumba, Mindful Moment & Meditation, Yoga for Chair or Mat, Power Yoga, Yoga for Stress, Depression & Overload, Mindfulness & Visualization, Spin Circuit Training, Bootywork Sculpt, Bootywork Dance, Spinning, TRAC Remote Workshop, Talk With An Athletic Trainer and FIFA 20 Tournament.

3. Micro-Credentials for Professional Development

The Division of Academic & Student Affairs partnered with the Division of Human Resources to provide professional development opportunities to over 400 student employees. Students were given access to earn up to three Micro-Credentials: Initiative, Fundamentals of Financial Literacy, and Resilience. Students who complete the quizzes and assessments within each course with an 80% or higher are eligible to earn a Micro-Credential in the form of a digital badge. Digital badges are digital representations of competencies that students have earned; once earned, students can share these digital badges to LinkedIn or other social media platforms, as well as embed it on their resume.



4. Student Programming

In addition to a variety of interactive Instagram stories featuring content related to health, self-care, food, and other topics, the Student Programming Council at BBC has held three Instagram-Live events called "Off the Record with SPC-BBC" since we moved to a remote learning environment. These events were designed to provide students an opportunity to discuss current trends, inspirations, and aspirations with a popular or favorite performance artist. The first event featured a DJ party followed by a virtual meet and greet with a celebrity DJ. The next two events featured moderated and interactive discussions with a variety of performers who students at BBC have requested to see at SPC concerts. Attendance at the three events has totaled just under 250 students, and the artists have enjoyed interacting with our students so much that one has offered to waive his fee to perform on campus when we're able to hold our next concert. More "Off the Record with SPC-BBC" events are being planned for the Summer terms.

5. Disability Resource Center

The Disability Resource Center has remained committed in extending support and services across different modalities and venues by developing and delivering programming for students while collaborating with faculty and staff to foster a community of access and inclusion at FIU. DRC has partnered with several FIU departments to host virtual workshops on a variety of topics related to disability, such as the Social Model on Disability, Universal Design and Learning, and Academic Accommodations in Remote Learning among others. DRC also offers specialized virtual trainings for students, faculty, and staff on our website related to topics such as Service and Emotional Support Animals and Disability Sensitivity. Additionally, the DRC has also developed a comprehensive resource hub for faculty and staff related to resources available to them when creating accessible courses in person and online that includes articles, books, and step by step instructions on accessibility features available through tools such as Zoom and Honorlock.

- Virtual Appointments (students/faculty and staff) available through Zoom, Skype, or the telephone. Students can contact the DRC at drc@fiu.edu to schedule a meeting with their access consultant in whatever format is most convenient for them. We have a standardized email communication for follow up allowing us to provide necessary forms and information consistently across the department.
- Updated COVID-19 FAQs address the implementation of accommodations and disability resources in the remote setting and can be accessed here: https://studentaffairs.fiu.edu/get-support/disability-resource-center/covid-19/index.php
- Assistive Technology Software Resources students who require assistive technology during remote learning may learn about software available to them with detailed step by step instructions and information on how to request it using the following link: https://studentaffairs.fiu.edu/get-support/disability-resource-center/adaptive-technology/assistive-technology-software/index.php
- Cori's Corner Increases affinity and student engagement by providing zoom virtual backgrounds and other resources Cori related with just a click of a button.



DRC's mascot, Cori, serves to spread awareness on all DRC related topics such as social justice and diversity, accessibility, and inclusion on campus: https://studentaffairs.fiu.edu/get-support/disability-resource-center/about/drc-team/coris-corner/index.php

Educational trainings/workshops:

- Virtual Trainings DRC has specialized trainings on topics such as Service and Emotional Support Animals, Disability Sensitivity, and Universal Design that can be accessed via the following link: https://studentaffairs.fiu.edu/get-support/disability-resource-center/faculty-and-staff/trainings-and-resources/index.php
- Faculty Resources for Remote Learning DRC has compiled a list of websites, books, articles, and step by step instructions on several software used during remote learning to facilitate comprehension of a variety of disability related topics. This page also offers a personalized FAQs for faculty. These resources can be accessed here: https://studentaffairs.fiu.edu/get-support/disability-resource-center/faculty-and-staff/drc-resources/index.php





THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

The Herbert Wertheim College of Medicine Graduate Medical Education Program at the Miami Veterans Affairs Medical Center June 16, 2020

EXECUTIVE SUMMARY

Florida International University's Herbert Wertheim College of Medicine (HWCOM), in collaboration with the Miami Veterans Affairs Healthcare System (Miami-VAHCS), intends to establish a seamlessly interactive, fully cooperative primary care internal medicine residency program. The primary focus of this program is to serve our veterans through the creation of highly skilled physicians capable of managing the highly complex medical and social problems, often life-long, that our veterans confront after returning to civilian life. In addition, this collaboration will benefit the South Florida community directly by attracting and retaining skilled physicians to our community increasing healthcare capacity, developing scholarship, and generating translational and clinical research opportunities. Importantly, the collaboration between HWCOM and Miami-VAHCS will provide HWCOM medical students with unique training opportunities, including inpatient care with outstanding academic faculty and state-of-the-art primary care-based outpatient clinics. Lastly, but not the least, this cooperative training program will foster mutually beneficial communication between FIU and a leading health care delivery system, more efficiently advancing the application of novel translational therapeutics developed within FIU to address unmet medical needs. Similarly, VAHCS needs will drive FIU investigational activities to improve patient outcomes. The three-year program expects to have a full complement of 18 residents, with the first six residents projected to start July 1, 2022. The program will be funded by HWCOM, through a recurring State of Florida appropriation for the expansion of primary care graduate medical education and federal funding available to the Miami-VAHCS.

HWCOM, through State of Florida legislation, receives \$830,000 yearly (recurring funds) for the express purpose of helping HWCOM create and support primary care training programs to serve our South Florida Community. From this recurring funding, we have \$3.6M HWCOM carry-forward restricted by appropriation to training residents in the primary care residency programs we

create in addition to our yearly, recurring funding. Other monies to support the internal medicine training program will come through federal funding of GME through the VAHCS. Total HWCOM expenditures per year are anticipated to range between \$707K and \$824K as shown in the pro forma below.

We anticipate approval of our application to become accredited as a Sponsoring Institute by October 2020. Shortly thereafter we will submit our application for a primary care internal medicine program; once approved, it will allow the first class of 6 residents to start July 1, 2022, achieving our full complement of 18 residents by July 2025. By the entry date of our first class we anticipate having approximately \$4.5M held in restricted State funding that will help provide support as the program matures. Based on our financial analysis, we should be able to support this program in perpetuity with no additional support needed.

	SCEN	ARIO 1	SCEN	SCENARIO 2		
		sident Stipends Resident Stipends		Resident Stipends Resident Stipends		
Program costs - 18 Residents	VA	НЖСОМ	VA	HWCOM		
Resident Stipends	1,038,709	348,015	901,371	485,354		
IM Program Director	162,990	162,990	162,990	162,990		
Administrative Staff		60,431		60,431		
Operating Expenses	17,285	135,737	37,285	115,737		
TOTAL	1,218,984	707,173	1,101,646	824,512		

