



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

Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Wednesday, February 26, 2020
10:00 a.m.

or

Upon Adjournment of Previous Meeting

Chair: Cesar L. Alvarez

Vice Chair: Natasha Lowell

Members: Jose J. Armas, Dean C. Colson, Joerg Reinhold, Sabrina L. Rosell, Marc D. Sarnoff

AGENDA

- | | |
|---|--------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Action Items | |
| AP1. Tenure as a Condition of Employment Nominations | Kenneth G. Furton |
| AP2. Revisions to Regulation FIU-108 Access to Student Education Records | Elizabeth M. Bejar |
| AP3. New Program Proposal: Bachelor of Science in Cybersecurity | Elizabeth M. Bejar |
| AP4. New Program Proposal: Bachelor of Arts in English Education | Elizabeth M. Bejar |
| AP5. New Program Proposal: Bachelor of Science in Behavioral Neuroscience | Elizabeth M. Bejar |
| AP6. New Program Proposal: Bachelor of Science in Rehabilitation and Recreational Therapy | Elizabeth M. Bejar |

4. Information and Discussion Items *(No Action Required)*

4.1 Academic Affairs Regular Reports

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

4.2 Rankings Updates

Kenneth G. Furton

5. Student Government Updates

Sabrina L. Rosell

6. Faculty Senate Updates

Joerg Reinhold

7. New Business *(If Any)*

Cesar L. Alvarez

8. Concluding Remarks and Adjournment

Cesar L. Alvarez

FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

Time: February 26, 2020 10:00 AM - 11:30 AM EST

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

Description:

FIU Board of Academic Policy and Student Affairs Committee Meeting

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	<ul style="list-style-type: none"> • Enrollment Management and Services 	Kevin B. Coughlin	
	<ul style="list-style-type: none"> • Information Technology 	Robert Grillo	
	<ul style="list-style-type: none"> • Research and Economic Development/ University Graduate School 	Andres G. Gil	
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	4.2 Commercialization of the University's Patent Inventory	Andres G. Gil	
5.	Student Government Updates	Sabrina L. Rosell	
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Section	Agenda Item	Presenter	Page
7.	New Business (<i>if any</i>)	Cesar L. Alvarez	
8.	Concluding Remarks and Adjournment	Cesar L. Alvarez	

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
February 26, 2020

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of three (3) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

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

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

Supporting Documentation:	Tenure as a Condition of Employment Nominee Overview
	Tenure as a Condition of Employment Nominee Bio
	Tenure as a Condition of Employment Nominees Curriculum Vita

Facilitator/Presenter:	Kenneth G. Furton
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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
DECEMBER 5, 2019**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 11:20 a.m. on Thursday, December 5, 2019 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*; Jose J. Armas, *Board Vice Chair (arrived late)*; Dean C. Colson; Michael G. Joseph (*arrived late*); Joerg Reinhold; and Sabrina L. Rosell.

Trustee Marc D. Sarnoff was excused.

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

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

2. Approval of Minutes

Committee Chair Alvarez requested that the Minutes of the September 18, 2019 Meeting of the Academic Policy and Student Affairs Committee be amended to reflect that he was marked as excused due to the September Board meetings being rescheduled for another date that he was not available to attend.

A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, September 18, 2019 as amended by Committee Chair Alvarez.

3. Action Items

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 honorary degree nomination and the

tenure as a condition of employment nomination. There were no questions from the Committee members.

AP1. Honorary Degree Nomination

A motion was made and unanimously passed to recommend that the Florida International University Board of Trustees endorse Dr. Enid Curtis Pinkney as a recipient of a doctoral degree *honoris causa* from Florida International University.

AP2. Tenure as a Condition of Employment Nomination

A motion was made and unanimously passed to recommend to the Florida International University Board of Trustees the approval of one (1) candidate for Tenure as a Condition of Employment.

AP3. 2020-2021 Legislative Budget Request

Provost and Executive Vice President Kenneth G. Furton presented the 2020-2021 Legislative Budget Request (LBR) for the Committee's review, indicating that the request pertains to \$15.15M in recurring funding for the Program of Distinction in Environmental Resilience. Provost Furton indicated that while the funding is not guaranteed, the Florida Board of Governors (BOG) has accepted the LBR proposal. He explained that the Program is positioned to help address environmental challenges that are faced locally, nationally, and globally.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to The Florida International University Board of Trustees approval of the 2020-2021 Legislative Budget Request:

- Program of Distinction in Environmental Resilience Request: \$15,150,000

AP4. Industrial HEMP Pilot Project

Vice President of Research and Economic Development Andres G. Gil presented for the Committee's review, the University's request to implement an Industrial HEMP Pilot Project in accordance with Florida Statutes. He explained that Florida Statutes (Section 1004.4473) allow universities to implement industrial hemp pilot projects under the circumstances that are set forth in the statute and pointed out that the statute states, in relevant part, that "[t]he purpose of the pilot projects is to cultivate, process, test, research, create, and market safe and effective commercial applications for industrial hemp in the agricultural sector in this state." He indicated that among the statutory requirements is that "a university must obtain the authorization of its board of trustees before implementing an industrial hemp pilot project", adding that the statute defines "Industrial hemp pilot project" as "a project that includes research of industrial hemp and any aspect of cultivation, harvesting, processing, market research, and sales of approved industrial hemp agricultural, industrial, and commercial products." VP Gil stated that industrial hemp is defined as "all parts and varieties of the cannabis sativa plant, cultivated or possessed by an approved grower under the pilot project, whether growing or not, which contain a tetrahydrocannabinol concentration that does not exceed 0.3 percent on a dry-weight basis."

VP Gil explained that while FIU is part of a State University System consortium on state-funded medical marijuana research led by UF, the current request does not pertain to medical marijuana research. He further stated that FIU has signed an agreement with the National Institutes of Health (NIH) that restricts the medical marijuana research that the University can engage in.

VP Gil pointed out that the statute also requires that a university must partner with a “Qualified project partner”, which is defined as a public, nonprofit, or private entity that: (1) has a principal place of business in this state; (2) has access to a grow site and research facility located in this state; (3) submits a comprehensive business or research plan acceptable to the partnering university; and (4) provides proof of prior experience in or knowledge of, or demonstrates an interest in and commitment to, the cultivation, processing, manufacturing, or research of industrial hemp, as determined by the department. VP Gil explained that the pilot project authorized by a university must be registered with the Florida Department of Agriculture and Consumer Services and must comply with rules adopted by the Department.

VP Gil indicated that Associate Vice President for Research and Professor William “Bill” T. Anderson will be the contact person within the Office of Research and Economic Development who will be responsible for oversight of the pilot projects. VP Gil stated that Green Point Research LLC has been identified as a potential Qualified Project Partner, adding that the University will work towards establishing a contractual relationship with that partner.

In response to Trustee Natasha Lowell’s inquiry, VP Gil explained that the current pilot project request will not foreseeably create any potential conflicts with the restrictions set forth by the NIH. Committee Chair Alvarez advised that the University should consider providing clarity when referring to the project in terms of specifying that the research is not related to marijuana. Provost Furton pointed out that statute dictates the name of the research, specifically industrial hemp pilot project.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that The Florida International University Board of Trustees authorize the University to implement an industrial hemp pilot project in accordance with the requirements of Section 1004.4473, Florida Statutes.

Trustee Lowell voted against the motion.

AP5. New Program Proposal: FIU Embrace Education Program

Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar presented the FIU Embrace Education Program new program proposal for the Committee’s review. She explained that the University is proposing a Florida Postsecondary Comprehensive Transition Program (FPCTP) designed to provide a three-year academic and experiential program for individuals, ages 18-28, with intellectual disabilities. She pointed out that the proposed non-credit program focuses on job training and academic development with the goal of eventual independent living. She indicated that a certificate of completion will be issued upon the successful completion of all components of the program. She stated that for programs to be approved by the Center, the FPCTP must first gain approval through the FIU Board of Trustees and the State University System Chancellor, adding

that the eventual approval by the Center will allow the program students access to Title IV Financial Aid funds.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees approval of the New Program Proposal: FIU Embrace Education Program.

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 Commercialization of the University's Patent Inventory

In response to a request from Trustee Board, VP Gil presented a comprehensive implementation plan for the commercialization of the University's patent inventory. He indicated that the University is focused on advancing public impact research, which he explained is exemplified by discoveries and advances that lead to cutting-edge methods and solutions that improve society and educate students. He stated that research innovation is demonstrated through high impact publications, new discoveries and new inventions, and the ability to obtain external funding.

VP Gil described the lengthy process from research to achieving commercialization. He illustrated the example of Professor and Chair of Biomedical Engineering Dr. Ranu Jung, noting that Dr. Jung and her team developed a prosthetic hand with "human feel" which is currently in clinical trials and is FDA approved. He stated that the technology has seven related patents and that the first disclosure occurred in 2006. VP Gil pointed out that the first NIH grant was awarded in 2006 and that subsequent grants were awarded from the U.S. Department of Defense. He explained that the technology was recently featured in the NIH Director's blog and then presented a video from the blog, which introduced Mr. Jason Little who is the first recipient of the prosthetic hand.

VP Gil provided a historical overview of the University's patent production. He delineated the goals of patent production, namely partnerships with industry that increase research funding from the private sector, collaboration opportunities for FIU faculty with industry, opportunities for FIU students to engage with industry, application of FIU inventions to solutions in the marketplace and FIU income through: (1) recovery of patent costs, (2) licensing revenue and (3) research awards from industry and federal sources.

In terms of the commercialization unit within the Research office, VP Gil pointed out that current staffing consists of four FTEs, namely a director, who is an electrical engineer, holds an MBA, and is also a patent lawyer, one licensing manager, and two licensing associates. In terms of FTEs in relation to research funding levels, he provided an overview of staffing ratios for USF, UF, FSU, and UCF. He discussed the University's plans to add one licensing associate, one technology marketing associate, and one contract specialist over the next two years, adding that the staffing additions will be funded from F&A and will bring the FIU ratio to one FTE per \$31M in research based on FIU's current research funding level.

VP Gil presented an overview of the goals relating to licensing through 2024-25. In terms of the progress towards fiscal year 2020 goals, he reported that the University has reached, thus far, eight licensing agreements and four new start-up companies. He described recent commercialization metric improvements, indicating that eight license option agreements were secured between 2008 and 2016 and that in 2019, the University has achieved seven license agreements, the largest in any given year in FIU history. In terms of patents and license option agreements within the context of the State University System, he noted that FSU had nine, 13, and 15 license option agreements in each of the past three fiscal years and that UCF has 965 patents and had 27 license option agreements in the past fiscal year.

VP Gil indicated that two companies are in negotiations with the University to license two solar energy patents and provided an overview of recent patent commercialization. He pointed out that Platinum Group Metals Ltd. launched a new venture, “Lion Battery Technologies Inc.” to accelerate the development of next-generation battery technology, adding that the agreement has a licensing component that includes a \$50K option fee, and a \$3M research award to continue the research. He explained that the University’s Transforming Antennas Center is led by Professor Stavros Georgakopoulos, adding that the research has patents in Physically Reconfigurable and Deployable Multifunctional Antennas and has led to funding from the U.S. Department of Defense, as well as industry. Furthermore, he stated that the research has also led to health care industry applications through the creation of a startup company, Innovelix, Inc., Wireless Transmission of Power and Data for Wearable Wireless Sensors. VP Gil reported that Ginko Bioworks is collaborating with the University to respond to a request from the Defense Advanced Research Projects Agency for a project to develop new techniques to address vector-borne diseases, such as malaria, for U.S. troops, adding that the project will include a license option and \$3M for the research.

In response to Committee Chair Alvarez’s inquiry, VP Gil explained that the University’s licensing revenues totaled \$30K in 2017, while the total in 2018 rose to \$64K. In terms of the current year, he stated that licensing revenues are currently \$49K, adding that revenue growth is expected as the number of licensing agreements increase. President Mark B. Rosenberg stated that the Committee might want to continue the discussion at a future meeting in order to address Trustee Tovar’s comments on the potential income and revenue as it relates to marketing the University’s patent inventory and also to review UCF’s patent distribution with respect to the related research areas.

5. Student Government Updates

Trustee Sabrina L. Rosell, President of the Student Government Council at the Modesto A. Maidique Campus, thanked Trustee Tovar for dedicating of his time to tour the University’s Engineering Center. She congratulated the FIU Model UN team for being ranked as the No. 1 team nationally. She stated that entrepreneur David Grutman, responsible for brands such as Komodo, Swan, and Club LIV, brought his talents in hospitality to the University as he taught a class at FIU known as “The David Grutman Experience: The Class.”

6. Faculty Senate Updates

Trustee Joerg Reinhold, Faculty Senate Chair, indicated that the Faculty Senate is currently reviewing curriculum-related items. He noted the Faculty Senate’s commitment to student mental health, adding that training modules will be available to students, faculty, and staff in the Spring semester.

He explained that the modules will help to educate and inform in terms of recognizing at-risk students, adding that the training will also provide important information relating to the appropriate and available resources. He pointed out that the vast majority of the Faculty Senate has completed the training.

7. New Business

Provost Furton referred Trustees to the supplemental materials, namely the U.S. News & World Report rankings tracker and the metrics dashboard. In response to Provost Furton, Trustee Colson recommended that the Committee continue to receive the referenced materials as part of regular reporting.

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 Thursday, December 5, 2019 at 12:11 p.m.

There were no Trustee requests.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
February 26, 2020

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of one (3) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

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

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Supporting Documentation:	Tenure as a Condition of Employment Nominee Overview
	Tenure as a Condition of Employment Nominee Bio
	Tenure as a Condition of Employment Nominees Curriculum Vita

Facilitator/Presenter:	Kenneth G. Furton
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Florida International University
Tenure as a Condition of Employment Nominations

Name	College	Department	Proposed Rank
Miguel Aguirre-Urreta	College of Business	Information Systems & Business Analytics	Associate Professor
Xugang Xia	Robert Stemple College of Public Health and Social Work	Environmental Health Sciences/ Torrey Pines	Professor
Hongxia Zhou	Robert Stemple College of Public Health and Social Work	Environmental Health Sciences/Torrey Pines	Professor

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Miguel I. Aguirre-Urreta
Department of Information Systems & Business Analytics
College of Business

Dr. Aguirre-Urreta's research is well aligned with our [the Department of Information Systems and Business Analytics] department and has helped us increase the prestige and recognition of our department. His research is focused on systems analysis and design technology selection and use, and research methodologies. He has published 24 articles in premier information systems discipline journals including the *Information Systems Research*, *MIS Quarterly*, *The DATA BASE for Advances in Information Systems*, *IEEE Software*, *Journal of Computer Information Systems* along with over 30 international conference proceedings and three book chapters.

Dr. Aguirre-Urreta has published 24 peer-reviewed works in the top journals in the field of information systems as well as a variety of highly-regarded journals in related fields including research methods and accounting information systems. Four of his peer-reviewed works appear in journals appearing on the prestigious UT-Dallas journal list. In addition, his work appears in over 30 peer-reviewed proceedings of both national and international conferences within the field, as well as three book chapters in highly regarded compendiums and collections. Dr. Aguirre-Urreta has presented his scholarly work over 30 times in both national and international venues and maintains a laudable pipeline of works in progress focused on scholarly work within his field. The totality of this suggests a leading role in nationally and internationally recognized collaborative/team-based scholarship.

Dr. Aguirre-Urreta has measurable experience in preparing and teaching numerous courses within the information systems catalog. He has successfully taught at the undergraduate, Master's, and doctoral levels and has consistently achieved student evaluation scores above both the departmental and college levels at both FIU, Texas Tech, and DePaul University. Adding to this, Dr. Aguirre-Urreta has extensive experience in curriculum development at all levels and has held numerous academic teaching leadership roles throughout his career. Dr. Aguirre-Urreta's record of student mentoring is both well-recognized and well-respected within his discipline.

Dr. Aguirre-Urreta has demonstrated an active interest and aptitude for teaching and curriculum development. He has taught several courses while at FIU at the post-graduate level. He has been instrumental in the launch of the Doctorate in Business Administration degree program. In summary, his accomplishments are clear evidence of a demonstrated success in the classroom and a dedication to a continued success in the future within this realm.

Dr. Aguirre-Urreta possesses a demonstrated record of service to both his home institutions and to his disciplinary field throughout his career.

Dr. Aguirre-Urreta played a significant role within the University community, serving as the Faculty Director for the FIU Innovation Hub numerous service assignments during his tenure at both DePaul and Texas Tech. Within the field of information systems, Dr. Aguirre-Urreta has actively participated throughout his career in the editorial process and has served on the editorial boards for several top journals in his field. He is extremely active in the various roles associated with the top international conferences in the field of information systems and is a highly respected member of that community. Dr. Aguirre-Urreta has served as Chair of several international special interest groups and as a member of multiple editorial boards and conference committees.

Xugang Xia
Department of Environmental Sciences
Torrey Pines Molecular Institute
Robert Stempel College of Public Health and Social Work

Dr. Xia is a well-respected researcher and mentor. He has an excellent record of research, teaching and service to his former universities.

With a strong background in clinical medicine (MD) and research (PhD), Dr. Xia is interested in understanding why brain cells die in Parkinson's disease (PD) and amyotrophic lateral sclerosis (ALS) and to develop effective therapeutics for these brain conditions. Since having his independent research laboratory in 2006, Dr. Xia has been continuously funded by the NIH over \$16 million dollars. He currently has four major grants, with his name listed as principal investigator (PI) on three projects and as Co-PI on another one. Dr. Xia is well-recognized for his expertise in creating genetic experimental models for studying PD and ALS. His high impact work has been published in well-respected journals such as J. Clin. Invest, Acta Neuropathol, Proc. Natl. Acad. Sci., and EMBO J. In summary, Dr. Xia is a well-accomplished neuroscientist with an outstanding record of extramural funding and publications.

Dr. Xia has experience in teaching at undergraduate, graduate and post-graduate levels in a wide range of subjects such as neuropharmacology, neuroanatomy, physiology, and molecular biotechnology. He has mentored and trained undergraduates, graduates, as well as postdoctoral fellows. Under his mentorship, his trainees have moved on to become faculty at other universities. Overall, Dr. Xia has an excellent record of teaching and mentoring.

Dr. Xia has extensively served as a reviewer for numerous journals and grant review panels. He also serves on editorial boards for two journals. He provided extensive services to his former institutions by serving on various committees such as IACUC, IRB, tenure & promotion, and PhD/MD admissions. Dr. Xia's service record is excellent.

Dr. Hongxia Zhou
Department of Environmental Health Sciences, and Torrey Pines Institute for
Molecular Studies
Robert Stempel College of Public Health & Social Work

Dr. Zhou completed her doctoral degree of medicine in pharmacology in 2002, at the University of Freiburg College of Medicine, Freiburg, Germany. In 2002 Dr. Zhou joined a renowned amyotrophic lateral sclerosis (ALS) research lab at the University of Massachusetts Medical School (UMASS) as a post-doctoral fellow to develop gene therapy for treating neurological disorders. In 2008 she joined the faculty at Thomas Jefferson University where she created a transgenic rat core facility and produced a number of valuable rat models recapitulating the phenotypes of ALS and cortical dementia. Her animal models have been deposited to the NIH-designated rat model center and have widely been used by research fellows across the continents. Her team has discovered a novel gene that mediates neuron death in ALS. Her findings were broadcasted by various scientific journals and news media. She has published research articles in prestigious journals such as the JCI, PNAS, EMBOJ, and PLOS Genetics.

In recognition of her outstanding research, Dr. Zhou has continuously been awarded with a number of NIH RO1 grants across her tenure as a faculty. In the last ten years, as the PI or co-PI, she has received five NIH RO1 grants worth about \$11 million in total costs. Currently, she has four active RO1 grants for the next five years and two additional RO1 pending for review. In addition to being a productive and well-funded brain researcher, Dr. Zhou is committed to teaching and mentoring students. Under her guidance and training, her former trainees have been very productive and most of them have moved on to become faculty at other universities. Dr. Zhou has also provided extensive services by serving on multiple university committees and as ad hoc reviewers for scientific journals and funding agencies.

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MIGUEL I. AGUIRRE-URRETA

Department of Information Systems and Business Analytics
College of Business, Florida International University
11200 SW 8th St., RB258A, Miami, FL 33199
Office: 305.348.8356 **Email:** miguel.aguirreurreta@fiu.edu

EDUCATION

2004 – 2008 **University of Kansas, Lawrence, KS**
Ph.D. in Business (Information Systems)

Dissertation Title: An Empirical Investigation into the Moderating Relationship of Computer Self-Efficacy on Performance in a Computer-Supported Task

Dissertation Advisor: George M. Marakas

2002 – 2004 **Indiana University, Bloomington, IN**
Master of Business Administration, Information Systems & Finance

1995 – 1999 **Universidad de Buenos Aires, Argentina**
Public Accountant

PROFESSIONAL EXPERIENCE

2020 – present **Florida International University, Miami, FL**
Associate Professor

2018 – 2019 **Florida International University, Miami, FL**
Visiting Associate Professor

2014 – 2018 **Texas Tech University, Lubbock, TX**
Assistant Professor (Tenured March 2018)

2008 – 2014 **DePaul University, Chicago, IL**
Instructor (2008), Assistant Professor (2009 – 2014)

2004 – 2008 **University of Kansas, Lawrence, KS**
Graduate Assistant – Instructor

2003 **Brown & Williamson Tobacco, Louisville, KY**
Summer Associate – Information Systems

2002 – 2004 **Indiana University, Bloomington, IN**
Graduate Assistant – Global Programs Office

2000 – 2002 **Movicom Bellsouth, Buenos Aires, Argentina**
Senior Analyst – Accounting

1999 – 2000 **Arthur Andersen, Buenos Aires, Argentina**
Auditor

RESEARCH INTERESTS

Systems analysis and design, technology selection and adoption, organizational consequences of IT, technology use and performance effects, research methodology, virtual reality

TEACHING INTERESTS

Introduction to information systems, strategic aspects of information systems, business/data analytics, business intelligence, quantitative research methods

REFEREED JOURNAL PUBLICATIONS

1. Aguirre-Urreta, M. and Marakas, G. "Comparing Conceptual Modeling Techniques: A Critical Review of the EER vs. OO Empirical Literature," *The DATA BASE for Advances in Information Systems*, 2008, 39:2, pp. 9-32.
2. Aguirre-Urreta, M. and Marakas, G. "Is It Really Gender? An Empirical Investigation into the Moderating Gender Variable in Technology Adoption," *Human Technology: An Interdisciplinary Journal on Humans in ICT Environments*, 2010, 6:2, pp. 155-190.
3. Aguirre-Urreta, M. and Marakas, G. "Exploring Choice as an Antecedent to Behavior: Incorporating Alternatives into the Technology Acceptance Process," *Journal of Organizational and End User Computing*, 2012, 24:1, pp. 82-107.
4. Aguirre-Urreta, M. and Marakas, G. "Revisiting Bias Due to Construct Misspecification: Different Results from Considering Coefficients in Standardized Form," *MIS Quarterly*, 2012, 36:1, pp. 123-138.
5. Aguirre-Urreta, M., Sun, W. and Ellis, M. "Performance of a Proportion-Based Approach to Meta-Analytic Moderation: Results from Simulations," *Research Synthesis Methods*, 2012, 3:1, pp. 11-29.
6. Aguirre-Urreta, M., Marakas, G. and Ellis, M. "Measurement of Composite Reliability in Research Using Partial Least Squares: Some Issues and an Alternative Approach," *The DATA BASE for Advances in Information Systems*, 2013, 44:4, pp. 11-43.
7. Zhou, M. and Aguirre-Urreta, M. "Financial Closing Time and Cost of Equity: The Role of Senior Information Systems Executives," *Review of Business Information Systems*, 2013, 17:1, pp. 41-51.
8. Aguirre-Urreta, M. "Improving Experimental IS Research through the Use of Latent Variables: An Introduction and Some Examples," *Communications of the Association for Information Systems*, 2014, Vol. 34 Article 30.
9. Reychar, I. and Aguirre-Urreta, M. "Adoption of the Internet for Knowledge Acquisition in R&D Processes," *Behaviour & Information Technology*, 2014, 33:5, pp. 452-469.
10. Aguirre-Urreta, M. and Marakas, G. "PLS and Models with Formatively-Specified Endogenous Constructs: A Cautionary Note," *Information Systems Research*, 2014, 25:4, pp. 761-778.
11. Aguirre-Urreta, M. and Rönkkö, M. "Sample Size Determination and Statistical Power Analysis in PLS Using R: An Annotated Tutorial," *Communications of the Association for Information Systems*, 2015, Vol. 36 Article 3.

12. Aguirre-Urreta, M. and Marakas, G. "A Rejoinder to Rigdon et al (2014)," *Information Systems Research*, 2014, 25:4, pp. 785-788.
13. Sun, N., Marakas, G. and Aguirre-Urreta, M. "The Effectiveness of Pair Programming: Software Professionals' Perceptions," *IEEE Software*, 2016, 33:4, pp. 72-79.
14. Ellis, M., Aguirre-Urreta, M., Lee, K., Sun, W., Mao, J. and Marakas, G. "Categorization of Technologies: Insights from the Technology Acceptance Literature," *Journal of Applied Business and Economics*, 2016, 18:4, pp. 20-30.
15. Aguirre-Urreta, M., Rönkkö, M. and Marakas, G. "Omission of Causal Indicators: Consequences and Implications for Measurement," *Measurement: Interdisciplinary Research and Perspectives*, 2016, 13:3, pp. 75-97.
16. Aguirre-Urreta, M., Rönkkö, M. and Marakas, G. "Omission of Causal Indicators: Consequences and Implications for Measurement – A Rejoinder," *Measurement: Interdisciplinary Research and Perspectives*, 2016, 13:4.
17. Wang, Y., Aguirre-Urreta, M., and Song, J. "Investigating the Value of Information in Mobile Commerce: A Text Mining Approach," *Asia Pacific Journal of Information Systems*, 2016, 26:4, pp. 367-384.
18. Sun, W., Aguirre-Urreta, M. and Nam, H. "Search and Research on Economics of Pair Programming," *Journal of Computer Information Systems*, 2019, 59:1, pp. 15-31.
19. Aguirre-Urreta, M. and Rönkkö, M. "Statistical Inference with PLS using Bootstrapped Confidence Intervals," *MIS Quarterly*, 2018, 42:3, pp. 1001-1020.
20. Aguirre-Urreta, M., Rönkkö, M. and McIntosh, C. "A Cautionary Note on the Finite Sample Behavior of Maximal Reliability," *Psychological Methods*, 2019, 24:2, pp. 236-252.
21. Aguirre-Urreta, M. and Hu, J. "Detecting Common Method Bias: Performance of the 'Harman's Single-Factor Test'," *The DATA BASE for Advances in Information Systems*, 2019, 50:2, pp. 45-70.
22. Rönkkö, M. and Aguirre-Urreta, M. "Cautionary Note on the Two-step Transformation to Normality," forthcoming at the *Journal of Information Systems (American Accounting Association)*.
23. Aguirre-Urreta, M., Rönkkö, M. and Hu, J. "Polynomial Regression in IS Research: Issues and Consequences," forthcoming at *The DATA BASE for Advances in Information Systems*.
24. Zhou, M. and Aguirre-Urreta, M. "Financial Closing Time, IT Capability and Quarterly Earnings Patterns," accepted at the *Review of Business Information Systems*.

BOOK CHAPTERS

1. Aguirre-Urreta, M. and Marakas, G. "Requirements Elicitation Technique Selection: A Theory-Based Contingency Model", in *Advanced Principles for Improving Database Design, Systems Modeling and Software Development*, Siau, K. and Erickson, J. eds., IGI Publishing, 2009.

2. Marakas, G., Aguirre-Urreta, M. and Lee, K. "Computer Self-Efficacy," in *Computer Science Handbook (3rd edition)*, Tucker, A., Gonzalez, T., Topi, H. and Diaz-Herrera (eds.), Chapman and Hall/CRC, 2014.
3. Aguirre-Urreta, M. and Marakas, G. "Modeling Choice between Competing Technologies: A Comparison of Mechanisms and Information Integration," in *Developing Business Strategies and Identifying Risk Factors in Modern Organizations*, Tavana, M. ed., IGI Publishing, 2014.

WORK UNDER REVIEW

1. Aguirre-Urreta, M. and Marakas, G. "Computer Self-Efficacy in the Nomological Network of Task Performance: Results from Two Studies," revise and resubmit at *The DATA BASE for Advances in Information Systems*.
2. Wang, Y., Song, J. and Aguirre-Urreta, M. "The Informative Role of Online Reviews in Digital Markets: A Longitudinal Investigation into Multilevel Online Reviews," under review at the *Journal of Management Information Systems*.
3. Wang, Y., Aguirre-Urreta, M. and Song, J. "Multilevel Analysis of Unstructured Data: Some Issues and a Proposed Text Mining Approach," under review at the *Journal of the Association for Information Systems*.
4. Rönkkö, M., Aalto, E., Tenhunen, H. and Aguirre-Urreta, M. "Eight Simple Guidelines for Improved Understanding of Transformations and Nonlinear Effects," revise and resubmit at *Organizational Research Methods*.

SCHOLARLY PROCEEDINGS AND PRESENTATIONS

1. Wang, Y., Aguirre-Urreta, M. and Song, J. "Online Customer Reviews and Product Sales: The Moderating Role of Signal Characteristics," 23rd Americas Conference on Information Systems, Boston, 2017.
2. Aguirre-Urreta, M., Hu, J. and Rönkkö, M. "Polynomial Regression and Measurement Error: Implications for IS Research," 23rd Americas Conference on Information Systems, Boston, 2017.
3. Wang, Y., Aguirre-Urreta, M. and Song, J. "What Affects Mobile Application Downloads? The Role of In-Store Information," 22nd Americas Conference on Information Systems, San Diego, 2016.
4. Aguirre-Urreta, M., Rönkkö, M. and Marakas, G. "Omission of Causal Indicators: Consequences and Implications for Measurement," *Academy of Management Annual Meeting*, Anaheim, CA, 2016.
5. Aguirre-Urreta, M. and Rönkkö, M. "Between-Group Equivalence in Comparisons Using PLS: Results from Three Simulation Studies," 36th International Conference on Information Systems, Fort Worth, TX, 2015.
6. Wang, Y., Song, J. and Aguirre-Urreta, M. "An Empirical Investigation of Factors Impacting Application Downloads in Mobile App Stores," 14th Pre-ICIS SIGHCI Workshop, Fort Worth, TX, 2015.

7. Sun, W., Aguirre-Urreta, M. and Marakas G. "Effectiveness of Pair and Solo Programming Methods: A Survey and an Analytical Approach," *21st Americas Conference on Information Systems*, Puerto Rico, 2015.
8. Rönkkö, M. and Aguirre-Urreta, M. "Formative Measurement when Indicators Contain Error: Analysis of Ten Alternative Approaches," *Academy of Management Annual Meeting*, Philadelphia, PA, 2014 – Best Paper Proceedings.
9. Aguirre-Urreta, M. and Marakas, G. "Differential Effects of Omitting Formative Indicators: A Comparison of Techniques," *33rd International Conference on Information Systems*, Orlando, FL, 2012.
10. Sun, N. and Aguirre-Urreta, M. "The Economics of Pair Programming Revisited," *18th Americas Conference on Information Systems*, Seattle, WA, 2012.
11. Zhou, M. and Aguirre-Urreta, M. "Reporting Capabilities, Financial Closing Time and Effects on Cost of Equity Capital," *18th Americas Conference on Information Systems*, Seattle, WA, 2012.
12. Zhou, M. and Aguirre-Urreta, M. "Financial Closing Time and Cost of Capital: The Role of Senior Information Executives," *Annual Meeting of the American Accounting Association*, Washington, DC, 2012.
13. Zhou, M. and Aguirre-Urreta, M. "Financial Closing Time and Cost of Equity Capital: The Role of Senior Information Systems Executives," *3rd International Symposium on Accounting Information Systems (ISAIS)*, Melbourne, Australia, 2012.
14. Aguirre-Urreta, M. "The Internal-External Efficacy Model: Towards the Integration of Computer Self-Efficacy and Task Technology Fit into a Comprehensive View," *10th Annual Workshop on HCI Research in MIS*, Shanghai, China, 2011.
15. Aguirre-Urreta, M., Ellis, M., Sun, W., Liu, Y. Lee, K., Mao, J. and Marakas, G. "How Many Technology Types Are There? Preliminary Results from the Technology Acceptance Literature," *16th Americas Conference on Information Systems*, Lima, Peru, 2010.
16. Aguirre-Urreta, M. "An Information-Processing Perspective on IS-Business Integration: A Review of Research and a Conceptual Model," *Journal of the Association for Information Systems Theory Development Workshop*, Phoenix, AZ, 2009.
17. Aguirre-Urreta, M. and Marakas, G. "An Empirical Investigation into the Moderating Relationship of Computer Self-Efficacy on Performance in a Computer-Supported Task," *Eighth Annual SIG IS Cognitive Research Exchange Workshop*, 2009.
18. Marakas, G. and Aguirre-Urreta, M. "When More Isn't Necessarily Better: Conceptualization and Use of the Experience Construct in IS Research," *Eighth Annual SIG IS Cognitive Research Exchange Workshop*, 2009.
19. Aguirre-Urreta, M., Sun, W. and Ellis, M. "Performance of a Proportion-Based Approach to Meta-Analytic Moderation: Results from Simulations," *Academy of Management Annual Meeting*, Chicago, IL, 2008.

20. Aguirre-Urreta, M. and Marakas, G. "The Use of PLS when Analyzing Formative Constructs: Theoretical Analysis and Results from Simulations", *29th International Conference on Information Systems*, Paris, France, 2008.
21. Aguirre-Urreta, M. and Marakas, G. "When More Isn't Necessarily Better: Conceptualization and Use of the Experience Construct in IS Research", *39th Annual Meeting of the Decision Sciences Institute*, Baltimore, MD, 2008.
22. Ellis, M., Aguirre-Urreta, M., Sun, N. and Marakas, G. "Establishing the Need for Measurement Invariance in Information Systems Research: A Step-By-Step Example Using Technology Acceptance Research", *39th Annual Meeting of the Decision Sciences Institute*, Baltimore, MD, 2008.
23. Aguirre-Urreta, M., Marakas, G., Ellis, M. and Sun, N. "A Monte Carlo Investigation of Partial Least Squares, With Implications for Evaluating Measurement Models", *14th Americas Conference on Information Systems*, Toronto, Canada, 2008.
24. Sun, N., Aguirre-Urreta, M., Ellis, M. and Marakas, G. "There All Along? A Preliminary Meta-Analysis of the Moderating Gender Effects in Technology Acceptance Research", *14th Americas Conference on Information Systems*, Toronto, Canada, 2008.
25. Sun, N., Aguirre-Urreta, M., Ellis, M. and Marakas, G. "There All Along? A Preliminary Meta-Analysis of the Moderating Gender Effects in Technology Acceptance Research", *6th Big XII MIS Research Symposium*, Lubbock, TX, 2008.
26. Aguirre-Urreta, M. "A Dynamic Model of the Trust Basis of DSS Usage", *38th Annual Meeting of the Decision Sciences Institute*, Phoenix, AZ, 2007.
27. Aguirre-Urreta, M. and Marakas, G. "Requirements Elicitation Technique Selection: A Theory-Based Contingency Model", *13th Americas Conference on Information Systems*, Keystone, CO, 2007.
28. Aguirre-Urreta, M. and Marakas, G. "Exploring Choice as an Antecedent to Behavior: Incorporating Choice into the Technology Acceptance Process", *5th Big XII MIS Research Symposium*, Lawrence, KS, 2007.
29. Aguirre-Urreta, M., Marakas, G. and Ilie, V. "A Deeper Look at Technology Adoption: Moderation and Technology Selection", *12th Americas Conference on Information Systems*, Acapulco, Mexico, 2006 – Best Paper Award.
30. Aguirre-Urreta, M. and Marakas, G. "Extending Acceptance Research into Technology Evaluation and Selection", *4th Big XII MIS Research Symposium*, Waco, TX, 2006.
31. Aguirre-Urreta, M. and Marakas, G. "A Deeper Look at Technology Adoption: Moderation and Technology Selection", *3rd Big XII MIS Research Symposium*, Norman, OK, 2005.

WORK IN PROGRESS

1. Aguirre-Urreta, M. and Marakas, G. "When More Isn't Necessarily Better: Conceptualization and Use of the Experience Construct in IS Research," in progress, first draft completed.
2. Aguirre-Urreta, M., Rönkkö, M. and Marakas, G. "Reconsidering the Implications of Formative vs Reflective Measurement Model Misspecification," being revised for submission.

3. Rönkkö, M., McIntosh, C. and Aguirre-Urreta, M. "Development and Evaluation of a Simple, More Accurate Alternative to Consistent PLS," in progress, first draft completed.
4. Aguirre-Urreta, M. and Marakas, G. "The Internal-External Efficacy Model: Towards the Integration of Computer Self-Efficacy and Task Technology Fit into a Comprehensive View," in progress, first draft completed.
5. Aguirre-Urreta, M. and Rönkkö, M. "A Second Look at PLS Estimation of Hierarchical Models," in progress, first draft completed.
6. Aguirre-Urreta, M., Rönkkö, M. and McIntosh, C. "Too Small to be (Both) Significant and Accurate: Underpowered Studies and Estimate Bias," in progress, first draft completed.

TEACHING EXPERIENCE

ISM6021 – Management of Information Systems (Florida International University)

Fall 2019 – Flex MBA Program, Spring 2020 – International MBA Program

ISM7345 – Seminar on IS and Organizations: Design and Impact (Florida International University)

Spring 2019 – PhD Program

MAN6830 – Organization Information Systems (Florida International University)

Spring 2019 – International MBA Program, Professional MBA Program

QMB7910 – Quantitative Research Methods (Florida International University)

Fall 2018, 2019 – Doctorate in Business Administration

GEB7910 – Advanced Quantitative Research Methods (Florida International University)

Fall 2018, 2019 – Doctorate in Business Administration

ISQS 3344 – Introduction to Productions/Operations Management (Texas Tech University)

Spring 2018 – Lab Section

ISQS 4385 – Strategic IT and Telecommunications Management (Texas Tech University)

Fall 2017

ISQS 7341 – Doctoral Seminar in MIS Research and Methods (Texas Tech University)

Fall 2016

ISQS 5331 – Information Technology and Operations Management (Texas Tech University)

Fall 2016, Summer 2017, Fall 2017

ISQS 7342 – Big Data Strategy (Texas Tech University)

Fall 2015, Spring 2016, Spring 2017, Spring 2018

ISQS 3358 – Business Intelligence (Texas Tech University)

Fall 2014, Spring 2015

MIS 555 – Management of Information Technology (DePaul University)

Autumn 2010, Spring 2011, Autumn 2011, Summer 2012

MIS 340/140 – Introduction to Information Systems (DePaul University)

Autumn 2008, Spring 2009, Autumn 2009, Spring 2010

ACC 535/ 610 – Accounting Information Systems (DePaul University)

Autumn 2008, Spring 2009, Autumn 2009, Spring 2010, Autumn 2010, Spring 2011, Autumn 2011, Winter 2012 (online), Spring 2012, Winter 2013 (online and face-to-face), Spring 2013, Autumn 2013, Winter 2014 (online), Spring 2014

ACC 503 – Accounting Information Systems and Auditing (DePaul University)

Winter 2009, Winter 2010, Winter 2011, Winter 2012, Spring 2014

IST 301 – Introduction to Information Systems (University of Kansas)

Fall 2005, Spring 2006, Fall 2006, Fall 2007

DISSERTATIONS SUPERVISED

Ying Wang (co-chaired with Jaeki Song). The Impact of Online Reviews on Product Sales: A Longitudinal Investigation in the Signaling Role of Reviews. Defended Summer 2017. Initial placement: Northern Illinois University.

DISSERTATION COMMITTEE MEMBERSHIP

Tianxi Dong (chaired by Eric Walden). The Effect of Information Asymmetry on the Market Reaction to Information Technology Announcements. Defended Spring 2016. Initial placement: Trinity University.

Gabriel Cogo (chaired by Donald Jones). Understanding DevOps: From its Enablers to Impact on IT Performance. Defended Summer 2019.

INSTITUTIONAL SERVICE

Faculty Director – Innovation Hub, Florida International University, Spring 2019 – present

Faculty Recruitment Committee, Texas Tech University, Fall 2017

College Awards Committee, Texas Tech University, 2015 – present

MS in Data Science Admissions Committee, Texas Tech University, 2016 – present

MentorTech, Texas Tech University, 2015 – 2016

Rawls Business Leadership Program (student mentoring), Texas Tech University, 2015 – present

Rawls Business Leadership Program (project supervision), Texas Tech University, 2016 – present

University Research Council, DePaul University, 2013 – 2014

Faculty Advisory Council, College of Commerce, DePaul University, 2011 – 2013

Master of Accountancy (MAcc) Review Committee, DePaul University, 2010 – 2012

Online Learning Group – Online MSA, DePaul University, 2011 – 2012

Faculty Assembly Representative, *Association of Business Doctoral Students*, University of Kansas, 2005 – 2006.

SERVICE TO THE FIELD

Doctoral Consortium Co-Chair – AMCIS 2019, Cancún, Mexico

Associate Editor – International Conference on Information Systems (2019)

Co-Track Chair – Human-Computer Interaction Track, AMCIS (2014 – present)

Senior Editor – The DATA BASE for Advances in Information Systems (2013 – present)

Associate and Guest Senior Editor – Decision Sciences Journal (2016)
Advisory Board Member - Special Interest Group on Human-Computer Interaction (SIGHCI)
Past Chair – Special Interest Group on Human-Computer Interaction (SIGHCI) (2016-2017)
Chair – Special Interest Group on Human-Computer Interaction (SIGHCI) (2015-2016)
Chair Elect – Special Interest Group on Human-Computer Interaction (SIGHCI) (2014-2015)
Associate Editor – International Conference on Information Systems (Research Methods Track, 2014)
Workshop Co-Chair – Annual Workshop on HCI Research in MIS (2015, 2016)
Program Co-Chair – Annual Workshop on HCI Research in MIS (2012, 2013, 2014)
Editorial Board Member – AIS Transactions on Human-Computer Interaction (2012-2014), Journal of Organizational and End User Computing (ongoing)
Secretary/Treasurer – Special Interest Group on Human-Computer Interaction (SIGHCI) (2013-2014)
Faculty Mentor – AMCIS 2010 Doctoral Consortium, Lima, Peru.
Journal Reviewer – Information Systems Research, MIS Quarterly, The DATA BASE for Advances in Information Systems, European Journal of Information Systems, Behavior Research Methods, Journal of Organizational and End User Computing, Decision Sciences, Behaviour & Information Technology, Communications of the Association for Information Systems, AIS Transactions on Human-Computer Interaction
Conference Reviewer – Big XII MIS Research Symposium, WITS, DSI, ICIS, AMCIS, ECIS, HCIIB
Discussant – International Conference on Information Systems
Program Committee Member – Annual Workshop on HCI Research in MIS (2009, 2010, 2011)

AWARDS AND RECOGNITIONS

Outstanding Service Award – Special Interest Group on Human-Computer Interaction (2016)
 Outstanding Research Award – Rawls College of Business, Texas Tech University (2016)
 Research Methods Division (Academy of Management) – Best Doctoral Student Paper Award (2014)
 Academy of Management Annual Meeting – Best Paper Proceedings (2014)
 Quality Matters Star Award for Quality Online Teaching, DePaul University
 Best Reviewer Award, 9th Annual Workshop on HCI Research in MIS
 Holmes Teaching Excellence Award, University of Kansas
 John O. Tollefson Doctoral Student Teaching Award, University of Kansas
 Doctoral Consortium Delegate, AMCIS 2007, Keystone, CO
 KU School of Business Dissertation Fellowship, 2008
 12th Americas Conference on Information Systems (Acapulco, 2006) – Best Paper Award
 KU School of Business AIS Scholarship, 2004, 2005, 2006, 2007
 KU School of Business Summer Research Fellowship, 2005
 Kelley School of Business, Indiana University – Graduated Academic Excellence
 University of Buenos Aires, Argentina – Graduated Cum Laude

PROFESSIONAL REFERENCES

Dr. George M. Marakas

Professor of Information Systems
College of Business
Florida International University
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Worcester Polytechnic Institute
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Dr. Ramesh Venkataraman

Professor
Kelley School of Business
Indiana University
Business School, Room 242
1309 E. Tenth Street
Bloomington, IN 47405
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Curriculum Vitae

Xugang Xia, M.D., Ph.D.

Home Address: 8435 Reymont Street
Orlando, FL 32827
Tel: 407-866-9238
Email: xugang.xia@gmail.com

Education

1985-90 MD (equivalent), clinical medicine, Hunan Medical University, China
1992-95 MS, neurological rehabilitation, Hunan Medical University, China
1999-01 PhD (equivalent), neuroscience, University of Tubingen Medical School, Germany

Postgraduate Training and Fellowship Appointments

2002-05 Post-doctor, University of Massachusetts Medical School, Worcester, USA

Faculty Appointments

1990-92 Resident, Department of Neurology, Huaiha Hospital Affiliated to Hengyang Medical University, Hunan Province, China
1995-97 Assistant Professor, Department of Neurology, Guangdong Medical University, China
1997-99 Associate Professor, Department of Neurology, Guangdong Medical University, China
2005-06 Instructor, Department of Biochemistry, University of Massachusetts Medical School, Worcester, USA
2006-09 Assistant Professor, Department of Pathology, Anatomy & Cell Biology, Thomas Jefferson University Medical School, Philadelphia, USA
2010-13 Associate Professor, Department of Pathology, Anatomy & Cell Biology, Thomas Jefferson University Medical School, Philadelphia, USA
2014-17 Professor, Department of Pathology, Anatomy & Cell Biology, Thomas Jefferson University Medical School, Philadelphia, USA
2017-19 Professor, School of Biomedical Sciences, College of Medicine, University of Central Florida, Orlando, Florida
2019- Professor of environmental health science
Associate Vice President for Translational Neuroscience
Torrey Pines Institute for Molecular Studies, Florida International University, Florida

Academic leadership

1997-99 Vice Chair, Department of Neurology, Guangdong Medical University, China
Trained to manage the department of 25 faculty
2015-17 Head, Neuroscience Program, Department of Pathology, Thomas Jefferson University
Mentored to effectively manage an academic department by Dr. Peiper who is the Chair of the department and the Vice President of the University

Awards and Honors

1995 Excellent Essay Award, the Scientific and Technology Committee of Hunan Province, China
2000 Scientific and Technology Innovation Award, Zhanjiang Government, Guangdong, China

Membership in professional and scientific societies

2000- member, the Society for Neuroscience
2002- member, American Association for the Advancement of Science
2006- member, the Society for Neurochemistry
2010- member, the Society of Cell Biology
2015- member, the International Society for Transgenic Technologies

Editor of Academic Journals

2008- Academic editor, the Editorial Board of PLoS One
2009- Handling editor, Journal of Neurochemistry

Service on University Committees:

2010-2015 the Research Committee, Thomas Jefferson University
Served initially as a member and then as vice chair and chair of the committee
2012-2016 the Promotion Committee, Thomas Jefferson University
2014-2016 the Tenure Committee, Thomas Jefferson University
2013-2016 the IRB Committee, Thomas Jefferson University
2011-2015 Chair, the Committee on Neuroscience Seminars, Thomas Jefferson University
2013-2016 the IRB Committee, Thomas Jefferson University
2014-2016 MD admissions and recruitment, Thomas Jefferson University
2017-2019 the Bylaw Committee, College of Medicine, University of Central Florida
2017-2019 the Promotion and Tenure Committee, College of Medicine, University of Central Florida
2018-2019 PhD admissions and recruitment, Burnett School of Biomedical science, UCF

Service on grant review panels, study sections, and committees:

2008 ad hoc reviewer, British Medical Research Council, United Kingdom
2009 ad hoc reviewer, the NURD, US Veterans Health Administration
2010 ad hoc reviewer, British Medical Research Council, United Kingdom
2010 ad hoc reviewer, Motor Neuron Disease Association, Canada
2011 ad hoc reviewer, the CNNT study section, the NIH
2012 ad hoc reviewer, the CMND study section, the NIH
2012 ad hoc reviewer, the CDIN study section, the NIH
2012 ad hoc reviewer, the NURD, US Veterans Health Administration
2012 ad hoc reviewer, the NOMD study section, the NIH
2013 ad hoc reviewer, the NURD, US Veterans Health Administration
2013 ad hoc reviewer, the CDIN study section, the NIH
2014 ad hoc reviewer, the NURD, US Veterans Health Administration
2014 ad hoc reviewer, the CDIN study section, the NIH
2014 ad hoc reviewer, the CMND study section, the NIH
2015 ad hoc reviewer, the CDIN study section, the NIH
2015 ad hoc reviewer, the BCMB study section, the NIH
2015 ad hoc reviewer, the CNN study section, the NIH
2016-22 permanent reviewer, the CDIN study section, the NIH

Service as a peer reviewer for scientific journals:

Acta Neuropathologica
Brain
Cell Reports
EMBO Journal
EMBO Molecular Medicine
eNeuro
International Journal of Biological Sciences
Journal of Biological Chemistry
Journal of Clinical Investigation
Journal of Experimental Medicine
Journal of Neurochemistry
Journal of Neuroscience
Molecular Cell
Molecular Neurodegeneration
Nature Medicine
Nature Neuroscience
PLOS Biology
PLOS Genetics
PLOS Medicine
PLOS One
Proceedings in National Academy of Sciences (PNAS)

Sponsorship (Primary Mentorship) of Candidates for Postgraduate Degree:

2008-2013 Fangfang Bi
Title: TDP-43 and RNA missplicing in Neurodegeneration
2009-2014 Tian Tian
Title: Aberrant interaction between TDP-43 and alpha-synuclein in DA Neurons

Sponsorship (Primary Mentorship) of Postdoctoral Fellows:

2007-2014 Cao Huang
Promoted to assistant professor at Thomas Jefferson University
2007-2010 Mei Yang
Became research assistant professor, University of Maryland
2009-2013 Jian-Bin Tong
Became professor and director, Institute for Brain Homeostasis, Central South China University, China
2010-2014 Yan-Min Xu
Became professor and vice chair, department of neurology, College of Medicine, West China University, China
2013-2014 Limo Gao
Assistant professor, department of ophthalmology, Third Hospital, Xiang-Ya Medical School, Central South China University, China
2013-2015 Jing-Shan Shi
Assistant professor, department of anesthesia, Guizhou Province Hospital, China
2013-2019 Xuan Chen
Research assistant professor, UCF
2016-2019 Guixiu Yuan
Became professor, department of anesthesia, Second Xiang-Ya Hospital, Central South China University, China
2019- Fei Liu
2019- Ailing Du

Sponsorship (Primary Mentorship) of undergraduate:

2017-2019 Jordan Beardsley
Accepted by PhD program, University of Central Florida
2017-2019 Ryan Herchan
Accepted by MS program, University of Central Florida
2018-2019 Alma Catala-Valentin
Accepted by PhD program, Florida State University

Mentoring junior faculty:

2014-2016 Cao Huang
Assistant professor, Thomas Jefferson University
Mentored to successfully obtain his first R01 grant from the NIH
2015-2016 Erin Seifert
Assistant professor, Thomas Jefferson University
Mentored to obtain her first R01 grant from the NIH
2014-2016 Hui Zhang
Assistant professor, Thomas Jefferson University
Mentored to obtain her first R01 grant from the NIH
2014-2016 Jun He
Research assistant professor, Thomas Jefferson University
Mentored to obtain her K99 grant from the NIH
2017-2019 Yoon-Seong Kim
Associate professor, University of Central Florida
Mentored to successfully renew his R01 grant
2017-2019 Jack Chen
Associate professor, University of Central Florida
Mentored to regain his NIH grant after discontinuation of his NIH for 4 years

Teaching responsibilities:

- 2008-2016 neuropharmacology (NS.690.01), 10 PhD students per class, 3 credits, 1 lecture/week
1 semester/year, Thomas Jefferson University College of Medicine
- 2009-2016 neuroanatomy (IDPT.150.01), 40 MD students per class, 3 credits, 1 lecture/week
2 semesters/year, Thomas Jefferson University College of Medicine
- 2010-2016 physiology, 50 physician-assistant students per class, 2 credits, 1 lecture/week
1 semester/year, Thomas Jefferson University College of Medicine
- 2018-2019 advanced seminar course, 2 credits, 3 hours lectures/week
Burnett School of Biomedical Sciences, University of Central Florida
- 2018-2019 molecular biotechnology (MCB4912-0105), 2 hours lectures/week, undergraduates
Burnett School of Biomedical Sciences, University of Central Florida

Lectures by Invitation

- 2006 University of Chicago Medical School, Department of Neurology
- 2007 Thomas Jefferson University, Neuroscience Program
- 2008 Temple University Department of Biology
- 2008 University of Florida Medical School, Department of Neuroscience
- 2009 Medical University of South Carolina, Department of Neuroscience
- 2009 International Annual Neuroscience Meeting
- 2010 **Keynote speaker**, Japanese Annual ALS and FTLN Conference, Japan
- 2011 Jinan University medical School, China
- 2011 University of Minnesota Medical School, Department of Neuroscience
- 2011 University of Pennsylvania Medical School, Center for Neurological Disease
- 2012 Florida State University Medical School, Department of Biomedical Sciences
- 2012 University of California Riverside, Department of Biomedical Sciences
- 2013 **Keynote speaker**, Canada ALS Association Annual Meeting
- 2014 The Society for Neuroscience annual meeting
- 2015 The Society for Neuroscience annual meeting
- 2015 University of Pittsburgh Medical School, Department of Pathology
- 2016 West China University Medical College, Department of Neurology
- 2016 Central South China University Medical School, Department of Neurology
- 2016 Guangdong Medical University, Department of Neurology
- 2016 University of Tennessee, Department of Pathobiology
- 2016 Temple University Medical School, Children's Hospital
- 2017 University of Texas at San Antonio, Department of Biochemistry
- 2017 University of South Alabama College of Medicine, Department of Biochemistry
- 2018 University of South Florida School of Medicine, Institute for Neuroscience
- 2018 University of Toledo College of Medicine, Department of Neuroscience
- 2019 University of Kentucky Medical School, Department of Biochemistry
- 2019 Cold Spring Harbor Asian, biochemistry of membrane proteins (July 2-7), China
- 2019 the 15th transgenic technology meeting (April 7-10), Kobe, Japan
- 2019 University of California at Davis Medical School, Department of Pathology

Manuscripts in preparation:

Our research is focused on the *in vivo* analysis of neurodegeneration in novel rat models created in our own laboratory. Since our lab was established in 2006, we have created more than 40 lines of new transgenic and knockin rats that express different disease genes causative to amyotrophic lateral sclerosis, Parkinson's disease, and frontotemporal lobar dementia. When our lab was relocated to the University of Central Florida where a brand new animal facility was just installed, we were thus required to rederive all rat strains for breeding the animals in the super-clear new facility. The rederivation of rat strains has costed us tons of efforts and years of time, causing an unexpected pains and delays in our research. Because we study aging-related neurodegeneration in rat's model, we have to wait for 500 to 600 days to get the rats ready for analysis. Fortunately, we have formed a highly collaborative team with complementary expertise which affords us the ability to collect sufficient data for renewing our two R01 grants this year, having proven our competitiveness in the research field. At present, we are preparing multiple manuscripts for publication in prestigious journals. After we have successfully obtained two mega NIH R01 grants this year, we are confident in publishing high-quality papers very soon.

Publications, peer-reviewed

1. Huang B, Wu Q, Zhou H, Huang C, **Xia XG**. Increased Ubqln2 expression causes neuron death in transgenic rats. **J Neurochem** 2016, 139 (2): 285-293 (PMID: 27456931)
2. Wu Q, Liu M, Huang C, Liu X, Huang B, Li N, Zhou H, **Xia XG**. Pathogenic Ubqln2 gains toxic properties to induce neuron death. **Acta Neuropathol** 2015, 129 (3): 417-428 (PMID: 25388785)
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Active grants:

- NIH RF1** (AG064822): 07/15/2019—03/31/2024
 Title: Gene Deregulation in Cortical Dementia
 Detailed budget: \$722,538/year; \$3.6 million for 5 years
 Role: PI
- NIH R01** (NS110455): 04/15/2019—03/31/2024
 Title: Study on PFN1 Pathobiology Using Rat Models
 Detailed budget: \$589,651/year; \$3 million for 5 years
 Role: PI
- NIH R01** (NS095962): 03/15/2016—02/28/2021
 Title: Study on hnRNPA1 Pathobiology in ALS
 Modular budget: \$314,775/year; \$1.6 million for 5 years
 Role: PI
- NIH R01** (NS089701): 08/15/2014—05/30/2020
 Title: Redesign Rat Model for ALS Research
 Modular budget: \$314,775/year; \$1.6 million for 5 years
 Role: co-PI (PI: Zhou)

Pending grants:

- NIH R01** (AG067700): 4/01/2019—8/31/2025
 Title: Pathomechanism of Cortical Dementia
 Detailed budget: \$722,538/year; \$3.6 million for 5 years

Role: co-PI (PI: Zhou)

Status: pending for scientific review in November 2019

NIH R01 (NS115039): 4/01/2020—3/31/2025

Title: TMEM230 and Neurodegeneration in Parkinson's Disease

Modular budget: \$375,000/year; \$1.9 million for 5 years

Role: PI

Status: pending for scientific review in November 2019

Completed grants (role: PI)

NIH R01 (NS084089): 5/01/2013—4/30/2019

Title: Mechanisms of Neurodegeneration in ALS

NIH R01 (NS072113): 9/01/2010—7/31/2016

Title: Pathogenic Mechanisms of ALS-Linked TDP Gene Mutation

NIH R01 (ES016760): 12/01/2008—2/28/2014

Title: Environmental Toxins and Genetic Factors in Parkinson Disease

NIH R01 (NS064042): 8/01/2009—7/30/2011

Title: Mechanisms of Selective Neurodegeneration in Parkinson Disease

NIH R21 (RRR024586): 9/01/2007—3/01/2010

Title: Accelerating reverse genetics in mice by RNAi multi-knockdowns

NIH R21 (NS072696): 9/01/2010—8/31/2012

Title: Developing in vivo and in vitro Models for ALS Caused by Mutant FUS

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September 16, 2019

Dr. Hongxia Zhou
8435 Reymont Street
Orlando, FL 32827

Dear Dr. Zhou:

On behalf of my colleagues, I am pleased to offer you a full-time, twelve-month, in-unit faculty position as Professor in the Department of Environmental Health Sciences in the Robert Stempel College of Public Health and Social Work at Florida International University (FIU) effective November 15, 2019. Your appointment will carry 12-month annual salary of \$250,000. It is expected that upon being hired at FIU you will transfer your current research grants to FIU. It is also expected you will generate external funding to cover 40% of your annual salary. Salary savings from any external grant effort above the minimum 40% will be returned to you for use in a research account. Additionally, during the first year of your appointment, 5% of the F&A produced by grants in which you are the PI will be returned to you for use in a research account; in subsequent years, you will receive 10% of the F&A into the same research account.

The Torrey Pines Institute for Molecular Studies (TPIMS), located in Port St. Lucie, Florida, will be your principal place of employment, although it is possible that you will have assignments at other FIU locations. All of the support needed as a faculty member and carrying out your research including administration of your grants will be managed at TPIMS and by the Office of Research and Economic Development (ORED). Your assignment will focus on research. Your specific assignment will be determined in consultation with Dr. Kim Tieu, Chair of the Department of Environmental Health Sciences. If in the future your research laboratory is moved to the Modesto Maidique Campus in Miami, your faculty position will convert to 9-month, with summer term focused on research. At your 12-month salary base, your 9-month salary base would be \$186,781.61; the remaining 3 months would be covered by your research funding.

All the administrative support for your grants and research will be managed at TPIMS and by the Office of Research and Economic Development (ORED). The University has a very attractive benefit program which is detailed on our website at <https://hr.fiu.edu/prospective-employees/>.

It is intended that your appointment will be with tenure. This is contingent upon review and recommendation by the Tenure and Promotion Committee of the Robert Stempel College of Public Health and Social Work, the Provost and the President. On the basis of

these reviews the President would then recommend to the University's Board of Trustees that your appointment carry tenure at the next available BOT meeting. If you accept this appointment, we will initiate the process immediately.

The University will provide \$500,000 in startup funds to support your research in accordance with university policies; plus 3 doctoral students (stipend+tuition) for three years. The startup funds do not have an expiration date, and to use these funds you will provide the VPR an estimated amount for the fiscal year in which they will be used. The University will fulfill your equipment list based on the list that you have provided. The equipment will be acquired through a combination of equipment that you may transfer from your current position, may be purchased from your current employer or may be newly purchased.

A moving allowance of \$5,000 will be provided by the university in accordance with the policies and procedures of the University. You may read about this complete policy and procedure by visiting <https://policies.fiu.edu/files/563.pdf> and <https://policies.fiu.edu/files/564.pdf> respectively. Moving expenses of laboratory equipment will be paid separately by the University with prior approval.

The Immigration Reform and Control Act of 1986, as amended, requires that the University verify your eligibility to work in the United States. Your employment is contingent upon your submitting original documents to verify your identity and your employment eligibility. If you have not completed this verification form within three (3) days of your employment, the University will be required by Federal law to stop your employment.

Your employment is contingent upon the satisfactory completion of all pre-employment requirements, and the University making a final determination regarding the suitability for employment, per the University pre-employment requirements policy <http://policies.fiu.edu/files/76.pdf>. Pre-employment requirements should be completed prior to the effective date of the employment. In the event they are not, the employment may be terminated if negative results from any pre-employment requirement are received after the hire date.

Additionally, your employment is contingent upon our receipt of official transcripts from the awarding institution of your highest degree and your participation in our direct deposit program. The transcripts must be received on or before the effective date of the appointment, and come directly to FIU from the awarding institution. If you are unable to comply with either of these two requirements, please contact me immediately.

FIU is committed to promoting a healthy-work environment for all its employees, students, and visitors. To that end, we are pleased to make available programs such as an Organic Farmer's Market, a recycling program, fitness programs, and health promotion services. We are especially proud to have recently joined many other institutions throughout the United States in becoming a tobacco-smoke free campus! For information regarding this initiative, please visit <http://tobacco-free.fiu.edu>.

University employees are required to report any outside activity which might be a conflict of interest with University employment or any outside professional activity for which compensation is received. If you are involved in compensated outside activity, or any other activity which may present a potential conflict of interest, please notify me in advance.

Your acceptance of this offer shall not be deemed a waiver of the right to process a grievance with respect thereto in compliance with the Board of Trustees-United Faculty of Florida Agreement (BOT-UFF) or a complaint in compliance with the BOT-UFF Process for Neutral, Internal Resolution of Disputes. Upon employment, the BOT-UFF Collective Bargaining Agreement prohibits discrimination against any employee based upon race, color, sex, religious creed, national origin, age, veteran status, disability, political affiliation, marital status, sexual orientation, or employee rights related to union activity as granted under Chapter 447, Florida Statutes. Claims of such discrimination by the Board or the university may be presented as grievances pursuant to the Grievance Procedure set forth in the BOT-UFF Collective Bargaining Agreement.

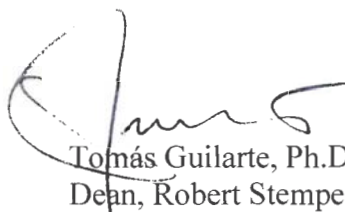
Please confirm your acceptance of this offer by returning a signed copy of this letter to my office within three days. Once you have accepted, you will receive an e-mail with instructions on how to complete our on-line sign on package.

On behalf of FIU, I wish to express our sincere hope that you will accept this offer. Should you have questions about the appointment, please do not hesitate to contact me.


Sincerely,



Andrés G. Gil, Ph.D.
Vice President Office of Research & Economic
Development & University Graduate School Dean



Tomás Guilarte, Ph.D.
Dean, Robert Stempel College
of Public Health & Social Work

ACCEPTED 

Hongxia Zhou, PhD

DATE 9/19/2019

c: Office of Academic Budget and Personnel

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
February 26, 2020

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

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the revisions to Regulation FIU-108 Access to Student Education Records, and delegate authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

Background information:

Regulation FIU-108 Access to Student Education Records is being amended to clarify definitions, directory information categories, and provide updated information regarding the privacy of and access to student education records. This regulation was last amended in September of 2008.

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

The proposed changes include: 1) Additional custodian of records categories and the location of such records; 2) Updated information concerning the annual notification to students; 3) Providing clear and concise language on the inspection of records, access to and release of records without consent, and requests to amend education records; 4) Updating directory information categories by removing student local and permanent address, telephone numbers, and date and place of birth.

Supporting Documentation:

Summary of Changes to Regulation FIU-108 Access to Student Education Records

Regulation FIU-108 Access to Student Education Records

Facilitator/Presenter:

Elizabeth M. Bejar

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Summary of Changes to Regulation FIU-108 Access to Student Education Records

Summary of Changes

There are several revisions throughout this regulation which include renumbering, re-formatting, and consolidating and moving sections for clarity and consistency since this regulation was last revised in September of 2008. Changes made are 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 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; 4) updating directory information categories by removing student local and permanent address, telephone numbers, and date and place of birth. Grammatical changes have also been made as necessary.

Section 1

- Clarified and added definitions of agent, student, custodian of records, directory information, education records, sole possession records, law enforcement records, treatment records, pre-enrollment records and personally identifiable information.

Section 2

- Updated information concerning the annual notification to students.
- Added graduate and undergraduate catalogs, website and e-mail to students as means of providing notification of student rights.

Section 3

- Included additional custodian of records categories and the location of the records.
- Added the following categories: Athletic Records, Student Financial Records, Veteran Records, and College of Medicine Records.
- Clarified language in the above categories.

Section 4

- Simplified and categorized Inspection of Education Records to be clear and concise in a separate category.

Section 5

- Added groups of persons and organizations that are allowed access to student education records without prior student consent.
- The added categories include other institutions in which the student wishes to enroll, persons and/or organization providing financial aid to the student, accrediting agencies, and judicial orders or subpoenas.

Section 6.

- Updated directory information categories by removing student local and permanent address, telephone numbers, and date and place of birth.
- Simplified language.

Sections 7 and 8

- Simplified and re-categorized for clarity and succinctness.

Section 9

- Added/updated information on who to contact at the University and how to request access for education records for research or contracts.

Section 10

- Added new section for reporting of violations.

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

NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION NO.: **FIU-108**

REGULATION TITLE: **Access to Student Education Records**

SUMMARY: This regulation is being amended to clarify definitions, directory information categories, and provide updated information regarding the privacy of and access to student education records.

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

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

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

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

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

DATE OF PUBLICATION: January 24, 2020

THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW:

FIU-108 Access to Student Education Records.

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

The University will not release or permit access to education records, or the personally identifiable information contained therein, maintained on a Student except as otherwise permitted by law and this Regulation. Responsibility for custody of all Student educational records and personally identifiable information within them ultimately belongs to the University Registrar. Any University official in possession of education records is required to comply with FERPA and this Regulation. The University Registrar or designated custodian shall ensure that the procedures required by law and this Regulation are in place to control access to and disclosure of Student education records and personally identifiable information contained therein.

1. Definitions.

- a. Agent is any individual or organization who, pursuant to a written agreement, has expressed or implied authorization to represent or act for the University. All agreements designating an Agent with access to Education Records must be reviewed by the University Registrar.
- b. Custodian of Records is the University Registrar and any other designated University employee or agent in possession of education records.
- c. Directory Information means information designated by the University that may be, in the University's sole discretion, disclosed upon request without Student consent. Students may opt out of the University's ability to disclose such information by logging in to the myFIU portal.
- d. Education Records means records maintained by the University and its Agents that contain information directly related to a Student or applicant. A record is any information or data recorded in any medium, including, but not limited to handwriting, print, or digital/electronic, USB drives, or cloud storage. Education Records do not include:
 - i. Sole Possession Records. Personal records created by a University employee or agent that are created as a personal memory aid, kept in the sole possession of the University employee or agent who created it; and the record has not been disclosed to any other persons, including the Student, except to a temporary substitute.
 - ii. Employment Records. Records used only in relation to an individual's University employment. However, the following are education records rather than Employment Records:
 1. Records relating to a Student's University employment if the position in which the Student is employed depends on their status as a Student; and
 2. Records relating to a Student's University employment if the Student receives a grade or credit based on their performance as an

employee.

- iii. Alumni Records. Records created after a Student has graduated from the University.
- iv. Law Enforcement Records. Records created and maintained by the University Police Department used solely for law enforcement purposes. No member of the University Police Department shall have access to Education Records where this Regulation authorizes release.
- v. Treatment Records. Records made, used, or maintained by a physician, psychiatrist, psychologist acting in their University recognized professional capacity used only in connection with treatment of the Student, and disclosed only to individuals providing the treatment. For purposes of this definition, treatment does not include remedial educational activities or activities that are part of any academic program or activity.
- vi. Pre-enrollment Records are records relating to an individual's application for admission to the University prior to the individual's enrollment in the program for which the application was made. Although Pre-Enrollment Records are not considered education records under FERPA, section 1006.52, Florida Statutes, requires Pre-enrollment Records to be treated in accordance with FERPA.
- vii. Personally Identifiable Information means information which includes a personal identifier, such as the Student's social security number or a Student number, or a list of personal characteristics which would make the Student's identity easily traceable.
- viii. Student means an individual enrolled at the University, on or off-campus, including on-line courses and non-degree seeking Students.

2. **Annual Notification.** The University will publish a notice of Student rights under FERPA on its website and in the graduate and undergraduate catalogs. Additional means of notification may be utilized including e-mails to Students. The notice will include, but is not limited to, Student rights relating to educational records, including the right to file complaints, the procedures to be followed in order to exercise such rights, and the types of information entered in the educational records maintained by the University.

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

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

- b. **Academic Records** are maintained by the University Registrar
 - c. **Athletic Records** are maintained by Athletics Compliance Office
 - d. **College of Medicine Records** are maintained by the College of Medicine Registrar.
 - e. **Continuing Education Records** are maintained by the Executive Director of Continuing and Professional Studies.
 - f. **Disciplinary Records** are maintained in the Student Conduct and Academic Integrity Office.
 - g. **Housing Records** are maintained by the Director of University Housing.
 - h. **International Student Records** are maintained by the Director, International Student Services.
 - i. **Personal Non-Academic Counseling Records** are maintained by the Director of, Counseling and Psychological Services.
 - j. **Placement Records** are maintained by the Director of Career and Talent Management.
 - k. **Student Financial Aid Records** are maintained by the Director of Financial Aid.
 - l. **Student Financial Records** are maintained by the Director of Student Financials.
 - m. **Veteran Records** are maintained by the Director of the Office of Veterans and Military Affairs.
4. **Inspection of Education Records.** Students who wish to review their education records should submit a written request to the University Registrar and/or designated Custodian of Records. The request must be in writing and sufficiently identify the education records sought.
- a. Educational records shall be open for inspection, only to the Student, or parents of dependent Students as defined in Section 152 of the Internal Revenue Code. The Custodian of Records shall require the Student, or parents of the Student when applicable, requesting access to present proper identification.
 - b. The University Registrar or designee shall advise the Student when and where the records will be available for review. Access to Education Records shall be granted within a reasonable period, but in no case later than forty-five (45) calendar days after the University Registrar or designee receives the Student's written request. The University Registrar or designee shall be present while the Student reviews the education records and retains custody of the records.
 - c. When Education Records contain Personally Identifiable Information about more than one (1) Student, a Student may only inspect the information which relates to that Student.
 - d. A Student's right to review their education records does not entitle the Student to copies of their records. In the sole discretion of the University Registrar or designee, the Student must demonstrate that failure to provide the Student with copies of requested education records will effectively deny the Student the right to review such records. In the majority of cases, copies will not be provided to the Student.
 - e. The University will charge the following fees for furnishing copies of Education Records, or any material included therein:
 - i. Copies of official transcripts – Ten dollars (\$10.00);

- ii. Copies of all other educational records – Fifteen cents (\$.15) per page for copying, plus any supplies and mailing costs.
- f. The University reserves the right to refuse a Student's ability to review the following records:
 - i. The financial records of a Student's parents or any information contained therein;
 - ii. Statements and letters of recommendation prepared by University employees or submitted with the Student's application for admission placed in the Student's file prior to January 1, 1975, or which the Student has waived their right of access; or
 - iii. Records excluded from the definition of Education Record.
- g. The University will maintain records of the individuals requesting access to Education Records.

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

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

6. Directory Information. Directory Information is designated as:

- a. Student's name;
- b. Major and minor fields of study;

- c. Student classification;
- d. Participation in officially recognized activities and sports;
- e. Weight and height of members of athletic teams;
- f. Dates of attendance;
- g. Degrees and/or awards;
- h. Most recent previous educational institution attended; and
- i. Student's photographic image.

7. Requests to Amend Educational Records.

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

a. Hearing Rights and Procedures.

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

business days in which to issue a final determination on the issues raised in the appeal. If a determination is made that the information in the education record does not require correction, then the Student or a parent of a dependent Student shall have the right to place a statement in the record commenting that the information has been challenged and the reason for the challenge.

8. Waiver of Right of Access.

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

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

9. Requests for Education Records in Research or Contracts.

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

10. Violations

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

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

~~FIU-108 Access to Student Education Records.~~

~~(1) General. The University will not release or permit access to education records and personally identifiable information kept on a student except as otherwise permitted by law and this regulation. Responsibility for custody of all student educational records belongs to the vice president or other University officials in charge of the area in which the records are maintained. Each vice president or designated custodian shall ensure that the procedures required by federal and Florida law, and this regulation are in place to control access to and disclosure of student education records and personally identifiable information contained therein.~~

~~(2) Categories and Custodians of Education Records. The following categories of student education records are maintained by the University and are kept under the supervision and control of the designated custodian(s):~~

~~(a) Cumulative Academic Records are maintained by the University Registrar whose office is located on the University Park campus. At times the dean, chairperson or faculty of the department in which the student completed coursework may have unofficial copies of academic records relating to specific coursework.~~

~~(b) Law Enforcement Records are maintained by the Director, University Public Safety Department, whose office is located on the University Park campus.~~

~~(c) Placement Records are maintained by the Director, Career Planning and Placement, whose office is located on the University Park campus.~~

~~(d) Continuing Education Records are maintained by the Executive Director of Continuing and Professional Studies whose office is located on the Biscayne Bay campus.~~

~~(e) Housing Records are maintained by the Director of University Housing whose office is located on the University Park campus.~~

~~(f) Disciplinary Records are maintained in the Student Conduct and Conflict Resolution Office located on the University Park campus.~~

~~(g) Personal Non-Academic Counseling records are maintained by the Director, Counseling Center, whose office is located on the University Park campus.~~

~~(h) Student Financial Aid records are maintained by the Director of Financial Aid, whose office is located on the University Park campus.~~

~~(i) International Student Records are maintained by the Director, International Student and Scholar Services, whose office is located on the University Park campus and the Associate Director of International Student and Scholar Services whose office is located on the Biscayne Bay campus.~~

~~(j) Academic Counseling records are maintained by the Vice President of Student Affairs and Undergraduate Education, whose office is located on the University Park campus. Additionally, academic counseling records may be maintained by departments for students who are majoring in fields of study taught by the department.~~

~~(3) Policies and Procedures for Access and Release. Personally identifiable information contained in student education records shall be released, or open for inspection, only to the student, or parents of dependent students as defined in Section 152 of the Internal Revenue Code of 1986. "Personally identifiable" means that the data or information includes the name of a student, the student's parent, or other family member, the address of the student, a personal identifier, such as the student's social security number or a student number, a list of personal characteristics which would make the student's identity easily traceable or other information which would make the student's identity easily traceable. The custodian of the~~

~~records shall require the student, or parents of the student when applicable, requesting access to or release of the records to present proper identification such as a valid driver's license or passport. The request must be in writing and signed by the person seeking access or release. A copy of the request for access or release shall be retained in the student's file. The custodian shall have thirty~~

~~(30) days in which to comply with the request. When the record includes information on more than one student, the custodian shall release, or permit access to only that part of the record which relates to the student who is the subject of the request. Students requesting the release to others of personally identifiable information contained in the student's education records must provide the custodian of such records with a signed, written request specifying the information to be released, the purpose(s) for such release, and the person or organization to whom such information shall be released. A copy of all requests for access and release shall be retained by the custodian of the records and shall be available for inspection and review by the student or a parent. The University reserves the right to deny a request for copies of education records made by a student or a parent when there is an financial obligation to the University which has not been satisfied or when there is an unresolved disciplinary action pending against the student.~~

~~(4) Access to and Release of Records Without Consent. The following persons and organizations are considered "university officials" and may have access to personally identifiable information without the student's prior consent:~~

~~(a) Faculty, administrators, staff and consultants employed by the University, the Florida International University Board of Trustees, or the Florida Board of Governors whose work involves:~~

- ~~1. Performance of administrative tasks which relate to students;~~
- ~~2. Performance of supervisory or instructional tasks which relate to students; or~~
- ~~3. Performance of services which benefit students.~~

~~(b) Other persons who are authorized by federal and state law and regulations to have access to or receive copies of such information.~~

~~(5) Directory Information.~~

~~(a) It is the University's policy to release and publish directory information regarding its students. "Directory Information" includes:~~

- ~~1. Student's name, local and permanent address, and telephone number(s);~~
- ~~2. Date and place of birth;~~
- ~~3. Student classification and major and minor fields of study;~~
- ~~4. Participation in officially recognized activities and sports;~~
- ~~5. Weight and height of members of athletic teams;~~
- ~~6. Dates of attendance, degrees and awards received;~~
- ~~7. The most recent previous educational agency or institution attended by the student; and~~
- ~~8. Photographic image.~~

~~(b) In order to prevent access to or release of directory information, a student, or the parents of a dependent student, must so notify the designated custodian of record in writing within the time provided in the annual Notice of Rights. Access to, or release of directory information will be withheld until further written instruction is received from the student, or the parents of a dependent student.~~

~~(6) Requests to Amend Education Records.~~

~~(a) Students who challenge the correctness of student education records shall file a written~~

~~request for amendment with the custodian of the records. The student shall also present to the custodian of the records copies of all available evidence relating to the data or material being challenged. The custodian of the records shall consider the request and shall notify the student in writing within fifteen (15) school days whether the request will be granted or denied. During that time, any challenge may be settled informally between the students, or the parents of a dependent student and the custodian of the records, in consultation with other appropriate University officials. If an agreement is reached, it shall be in writing and signed by all parties involved. A copy of such agreement shall be maintained in the student's records. If an agreement is not reached informally, or, if the request for amendment is denied, then the student or the parents of a dependent student shall be informed in writing of the denial and the right to a hearing on the matter. A student or the parents of a dependent student shall not have the right to challenge through this process the evaluation reflected by a grade which an instructor has assigned to student coursework.~~

~~(b) Hearing Rights and Procedures.~~

~~1. Rights of Appeal. A student whose request for amendment to education records has not been settled or has been denied may file a request for a hearing within thirty (30) days of the receipt of the letter of denial. The request shall be in writing and shall be filed with the Vice-President for Academic Affairs. The request shall set forth the legal and factual basis for seeking correction of the student's education records. Upon receipt, the Vice-President shall appoint a disinterested University official to serve as a hearing officer. The hearing officer shall schedule a hearing within twenty five (25) days of the date of receipt of the request for a hearing. The student shall be given written notice of the time, date and place of the hearing allowing sufficient time for the student to prepare his or her appeal.~~

~~2. Hearing Procedures. The hearing shall be informal in nature but shall afford the student a full and fair opportunity to present evidence relative to the issues raised in the appeal. The student shall be entitled to be assisted or represented by an individual of his or her choice and expense, including an attorney. The custodian of records shall have the same rights as the student.~~

~~3. Hearing Officer's Recommended Order. The hearing officer shall issue a recommended order within twenty five (25) days of the close of the hearing. In rendering a recommended order, the hearing officer shall consider only such evidence as was offered at the hearing. The hearing officer shall include in the recommended order a summary of the evidence presented and the reasons for his or her recommendations. The original report shall be filed with the Vice-President and a copy of the recommended order shall be sent to the student or the parents of a dependent student and to the custodian of records. Upon receipt, the Vice-President shall have ten (10) days in which to issue a final determination on the issues raised in the appeal. If a determination is made that the information in the education record does not require correction, then the student or a parent of a dependent student shall have the right to place a statement in the record commenting that the information has been challenged and the reason for the challenge.~~

~~(7) The University will charge the following fees for furnishing copies of student records and reports, or any material included therein:~~

~~(a) Copies of official transcripts — Ten dollars (\$10.00).~~

~~(b) Copies of all other educational records — Fifteen cents (\$.15) per page for copying, plus any administrative costs incurred for search, retrieval and mailing.~~

~~(8) The University shall provide notification annually to students of their rights relating~~

~~to education records, including the right to file complaints, the procedures to be followed in order to exercise such rights, the types of information entered in the education records maintained by the University, and the University's policy to support the law. Notifications are published in the University catalog, the Student Handbook and the Fall semester class schedule.~~

~~(9) Waiver of Right of Access.~~

~~(a) Students and parents of dependent students have the right to waive their right of access to confidential letters of recommendation and other documents which evaluate student academic performance. Such waivers shall be in writing and made a part of the official academic record. A waiver of right to access shall be effective only when the student or the parents of a dependent student are notified, upon request, of the names of all persons who are submitting confidential recommendations or evaluations and when the confidential letters of recommendation and other evaluative documents are used solely for the purpose intended.~~

~~(b) The University may not condition admission to the University, grants of financial aid, or receipt of any other service or benefit offered by the University, by another public educational institution in the State of Florida or by any other public agency upon being provided a waiver of the right to access by the student or the parents of a dependent student.~~

~~(10) Requests for Information in Connection with Research.~~

~~(a) All requests for academic research dealing with data from student education records shall be referred to the University Registrar and to the Provost. Such requests must be in writing and must set forth specifically the type(s) of information to which access is requested and the intended scope of the research project.~~

~~(b) The applicable custodian of records and the Provost shall determine whether to grant the request, in whole or in part, and may condition access upon a guarantee that the researcher will appropriately safeguard the data; that no personally identifiable information about any individual will be published or made available to others; or, upon other reasonable conditions.~~

~~*Specific Authority Resolution of the Florida Board of Governors dated January 7, 2003.*~~

~~*History Formerly 6C8-1.06(3), Amended 4-3-84, 11-2-89, 1-3-93, 11-3-02, Formerly 6C8-*~~

~~*11.003, Amended 9-12-08.*~~

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

February 26, 2020

Subject: New Program Proposal: Bachelor of Science in Cybersecurity

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Bachelor of Science in Cybersecurity (CIP 11.1003) new program proposal.

Background Information:

The School of Computing and Information Sciences in the College of Engineering and Computing at Florida International University is proposing a new Bachelor of Science degree in Cybersecurity under Science, Technology, Engineering, and Mathematics (STEM).

The proposed Bachelor of Science in Cybersecurity program will generate cybersecurity professionals who would meet the security job demand in South Florida as well as state and national levels. Consequently, this will improve the security of information and systems at regional, state, and federal levels and thereby strengthen organizations.

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

Supporting Documentation: Executive Summary: Bachelor of Science in Cybersecurity (CIP 11.1003) New Program Proposal Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar

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Proposed Bachelor of Science in Cybersecurity
School of Computing and Information Sciences
College of Engineering and Computing
Florida International University

EXECUTIVE SUMMARY

The School of Computing and Information Sciences in the College of Engineering and Computing at Florida International University is proposing a new Bachelor of Science degree in Cybersecurity under the Science, Technology, Engineering, and Mathematics (STEM) CIP code 11.1003.

This is a 120-credit degree and requires math-based programming knowledge to complete at least 42 upper division credits (33 core credits and 9 elective credits) in Cybersecurity and graduate with the cyber expertise necessary for meeting several workforce needs. This program will provide opportunities to a large base of the student population to pursue applied cybersecurity careers. Employment opportunities include: Computer Security Specialist, Computer Systems Security Analyst, Information Security Analyst, Internet Security Specialist, and Network Security Analyst. In addition to tremendous employment opportunities, these program graduates may pursue our MS in Cybersecurity and MS in Information Technology degree programs.

At present, several funded [cyber security research](#) projects are in progress at FIU with graduate student engagement. Undergraduate capstone projects can be created as smaller sub-projects within these larger research endeavors, thus accelerating the overall project. Many small projects of these research are suitable for capstone projects of the proposed and enriching the undergraduate experience. Students from this program with an interest and acumen in research and its applications will be steered towards our STEM graduate programs. Overall this would strengthen our research program and would increase the potential for new research funding.

Currently only two SUS universities (USF and UWF) offer a bachelors in cybersecurity. Neither is a minority-serving institution. These programs have been recently created and they can meet only a very small fraction of the industry needs. The proposed Bachelor of Science in Cybersecurity program will generate cybersecurity professionals who would meet the security job demand in South Florida as well as state and national levels. Consequently, this will improve the security of information and systems at regional, state, and federal levels and thereby strengthen organizations. As a result, industry revenue will increase thus fostering the economy.

The [Bureau of Labor Statistics](#) (BLS), which is the leading analyst of job outlook statistics in the country, states that the number of cybersecurity positions is expected to

grow by 32% through 2028. According to a September 2019 report, the number of jobs in 2018 was 112,300 nationwide (5,600 in Florida) with 2018 median annual wage of \$98,350 nationwide (\$91,950 Florida) – more than twice the median wage for all workers. Employment projection data available from the Florida Department of Economic Opportunity (FDEO) list for Miami-Dade County an 11% growth (over 1500 jobs) in cybersecurity related fields.¹ Thus, this new degree aligns with FDEO goals to strengthen the technology sector in the state of Florida.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	145	124	\$2,542	\$315,234	0	0	\$315,234
Year 2	220	196					
Year 3	255	228					
Year 4	285	256					
Year 5	310	280	\$2,450	\$686,042	0	0	\$686,042

¹ <http://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections>

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

February 26, 2020

Subject: New Program Proposal: Bachelor of Arts in English Education

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Bachelor of Arts in English Education (CIP 13.1305) new program proposal.

Background Information:

The College of Arts, Sciences, and Education (CASE) is proposing a new Bachelor of Arts in English Education.

The B.A. in English Education degree provides students with an academic and skills-based program that prepares them for careers in education. The proposed degree would support FIU's mission of serving the diverse population of South Florida, providing an opportunity for our students--many of them first-generation college students rooted to the area--to gain the skills and training needed to become secondary educators teaching literacy skills to the community. The proposed degree builds on the foundation of the existing English Education track, which has been available since 2011.

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: Bachelor of Arts in English Education (CIP 13.1305) New Program Proposal Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar

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New Degree Proposal: Bachelor of Arts in English Education
College of Arts, Sciences, and Education

EXECUTIVE SUMMARY

The College of Arts, Sciences and Education (CASE) is proposing a Bachelor of Arts in English Education. This program of study is currently available as a track under the B.A. in English. A new degree is proposed to provide more visibility to the existing program and earn recognition by the Board of Governors as a Program of Strategic Emphasis. The B.A. in English Education provides students with an academic and skills-based program that prepares them for careers in education. The proposed degree would support FIU's mission of serving the diverse population of South Florida, providing an opportunity for our students--many of them first-generation college students rooted to the area--to gain the skills and training needed to become secondary educators teaching literacy skills to the community.

The degree will offer training in pedagogy, literature, and writing skills essential for the 21st century global workplace. Graduates will be trained to teach literacy skills to a variety of learners, including students with limited English proficiency and students with varying degrees of disabilities. The ability to think critically and analytically and to communicate effectively are highly valued assets. The state of Florida for the 2019-2020 school year has deemed English as a teacher shortage area that the students from this degree program can fill.¹

The proposed degree builds on the foundation of the existing English Education track, which has been available since 2011. In a 2018-2019 survey (which covered degree completers from the 2017-2018 cohort), employers rated FIU English Education recent graduates as effective or highly effective stewards of the discipline for their: content knowledge, ability to use that knowledge to help students learn, engagement in cross-disciplinary activities in the service of learning, ability to experiment with pedagogical techniques, and ability to evaluate the results of their pedagogical experiments. All graduates from this cohort were rehired for a second year. FIU believes that we will continue to effectively place graduates once we establish a new standalone degree program.

The B.A. in English Education is designed to attract a variety of students:

- 1) Students who want to teach English to secondary education students in grades 6-12.
- 2) Students interested in reading and writing.
- 3) Students interested in teaching and mentoring, who want to make a difference in another student's life, as their teachers have done for them.

The proposed B.A. in English Education is a program of strategic emphasis that provides

¹ <http://www.fldoe.org/core/fileparse.php/7584/urlt/CTSA1920.pdf>

students with the training and skills needed to become teachers of English Language Arts (ELA) at the secondary level. The Florida Department of Education has included English and English for Speakers of Other Languages (ESOL), both of which are served by this proposal, on its list of critical teacher shortage areas, and English Education is an area of critical need for FIU's local community. More than six weeks into the 2019-2020 school year, four schools in Miami-Dade County did not have an English teacher, while Broward County was short 14 English teachers, which speaks to the importance of this degree for South Florida.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	29	24.8	\$7,407	\$183,699			\$183,699
Year 2	59	50.4					
Year 3	67	56.8					
Year 4	73	61.6					
Year 5	75	63.8	\$4,371	\$278,847			\$278,847

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

February 26, 2020

Subject: New Program Proposal: Bachelor of Science in Behavioral Neuroscience

Proposed Committee Action:

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

Background Information:

The Department of Psychology in the College of Arts, Sciences, and Education (CASE) at Florida International University is proposing a new Bachelor of Science in Behavioral Neuroscience.

The proposed degree program will be the first STEM program offered through the Department of Psychology reflecting a growing field-wide emphasis on neuroscience in experimental and clinical psychology. The degree will provide a rigorous undergraduate education with an emphasis in science-based clinical neuroscience, systems and behavioral neuroscience, neuroplasticity, mental health disorders, research methodology, statistics, and data analysis, in addition to foundational STEM courses needed to fulfill the competitive requirements of the fastest growing career sectors for medical and science-based professional career paths.

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

Supporting Documentation: Executive Summary: Bachelor of Science in Behavioral Neuroscience (CIP 42.2706) New Program Proposal
Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar

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Proposed Bachelor of Science in Behavioral Neuroscience
Department of Psychology
College of Arts, Sciences, and Education
Florida International University

EXECUTIVE SUMMARY

The Department of Psychology in the College of Arts, Sciences, and Education (CASE) is proposing the addition of a strategic STEM B.S. in Behavioral Neuroscience, requiring 120 hours under CIP code 42.2706 (Behavioral Neuroscience). The proposed degree will be offered at the Modesto A. Maidique Campus (MMC).

The B.S. in Behavioral Neuroscience is a top strategic priority for FIU. The B.S. degree will be the first STEM program offered through the Department of Psychology reflecting a growing field-wide emphasis on neuroscience in experimental and clinical psychology. The degree will provide a rigorous undergraduate education with an emphasis in science-based clinical neuroscience, systems and behavioral neuroscience, neuroplasticity, mental health disorders, research methodology, statistics, and data analysis, in addition to foundational STEM courses needed to fulfill the competitive requirements of the fastest growing career sectors for medical and science-based professional career paths.

Behavioral Neuroscience degree programs are in high demand across the state and country. There is a high level of student interest for this program at FIU with over 150 students expected to enroll by 2025. Detailed survey data from students enrolled in cognitive neuroscience area courses (n=258) show a resounding 74.41% were likely to pursue a B.S. in Behavioral Neuroscience degree if offered by the Department of Psychology.

Students graduating from the B.S. in Behavioral Neuroscience will be competitively prepared for advanced graduate study in neuroscience, medicine, pharmacology, veterinary medicine, neuropsychology, biomedical sciences, brain-machine interface technologies, and various areas within psychology. The U.S. Bureau of Labor Statistics report 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 will be filled by neuroscience-trained graduates with bachelor’s or higher degrees. For example, a B.S. in Behavioral Neuroscience will immediately qualify students to pursue professions including Substance Abuse and Behavioral Disorder Counselors, Medical and Clinical Laboratory Technician, Medical and Health Services Manager, Statistician, Technical Writer, Market Research Analyst, Health Educator, and Technical Writer, among others (Florida Department of Economic Opportunity, Fastest-Growing Occupations, 2016-2024 Statewide and Regional Projections, <http://www.floridajobs.org/labor-market-information/data-center/statistical->

[programs/employment-projections](#)). These jobs will yield significantly higher median incomes relative to current wages of bachelor's graduates in Florida.

The importance of neuroscience to medicine and the economy has exploded in recent years, with corresponding increases in awards funded through NIH and NSF. For example, the NIH BRAIN Initiative (Brain Research for Advancing Innovative Neurotechnologies) is a significant federal investment in neuroscience research, with projected funding levels of \$500M by 2021 in addition to increased emphasis on neuroscience applications in the missions of standing NIH institutes.

FIU cognitive neuroscience researchers have taken advantage of these funds with the acquisition of 23 neuroscience-related awards in recent years, totaling over \$42M. Increased funding offers unprecedented opportunities for undergraduates to train in labs at FIU and fill critical roles in research and discovery in Florida. Research engagement is the best way to obtain practical experience, and predicts future career success (e.g., PSY 4916 Independent Research). More students involved in research will yield greater funding and innovation development (e.g., peer-reviewed publications, patents, presentations, etc.), in line with the BOG strategic plan. Several of our psychology faculty have collaborations with 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 collaborate on research agendas and technology at annual meetings). Addition of a Neuroscience & Behavior undergraduate degree will be a compliment to the existing Cognitive Neuroscience major within the Ph.D. in Psychology and will strengthen the quality, reputation, and relevance of FIU.

As an institution that serves an underrepresented population generally, and specifically in the field of neuroscience, the addition of this major would educate and train a largely underrepresented minority in the field, promoting diversity of thought and background. This diversity leads to innovative methodological implementations as well as a broader interpretation of research findings, which can affect productivity, reproducibility and the overall impact of the research.

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	65	54	\$3,412	\$184,222	n/a	n/a	\$184,222
Year 2	128	108.4					
Year 3	136	117.8					
Year 4	150	129					
Year 5	152	131	\$3,838	\$502,747	n/a	n/a	\$502,747

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

February 26, 2020

**Subject: New Program Proposal: Bachelor of Science in Rehabilitation and
Recreational Therapy**

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Bachelor of Science in Rehabilitation and Recreational Therapy (CIP: 51.2399) new program proposal.

Background Information:

The Recreation and Sport Management Program in the Department of Counseling, Recreation and School Psychology in the College of Arts, Sciences, and Education at Florida International University is proposing a new Bachelor of Science in Rehabilitation and Recreational Therapy.

The new proposed degree, B.S. in Rehabilitation and Recreational Therapy, is a degree in an area of strategic emphasis with a health focus. The proposed degree is currently offered as Recreational Therapy tracks under the B.S. in Recreation and Sport Management. The new proposed degree will increase the number of bachelor's degrees in strategic areas, promote student success and access in programs related to health, facilitate target advising, streamline graduate and reporting requirements, facilitate more efficient tracking of student progress, offer a degree name that fits the training and career goals of students, prepare critical workforce in health, and allow program to pursue specialized program accreditation.

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

Supporting Documentation: Executive Summary: Bachelor of Science in Rehabilitation and Recreational Therapy (CIP: 51.2399) New Program Proposal Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar

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Proposed Bachelor of Science in Rehabilitation and Recreational Therapy
Department of Counseling, Recreation and School Psychology
College of Arts, Sciences, and Education
Florida International University

EXECUTIVE SUMMARY

The Recreation and Sport Management Program in the Department of Counseling, Recreation, and School Psychology in FIU's College of Arts, Sciences and Education (CASE) is proposing the addition of a strategic degree, a B.S. in Rehabilitation and Recreational Therapy, requiring 120 hours under CIP code 51.2399.

The new proposed degree, B.S. in Rehabilitation and Recreational Therapy, is a degree in an area of strategic emphasis with a health focus. We currently offer the proposed degree as Recreational Therapy tracks under our B.S. in Recreation and Sport Management. Our tracks are already functioning independently and have enough demand to be a standalone degree, with student numbers for freshmen through seniors at ~600. The new proposed degree will increase the number of bachelor's degrees in strategic areas, promote student success and access in programs related to health, facilitate targeted advising, streamline graduate and reporting requirements, facilitate more efficient tracking of student progress, offer a degree name that fits the training and career goals of students supporting their increased competitiveness in the marketplace, prepare critical workforce in health, and allow program to pursue specialized program accreditation.

Immediate Post-B.S. Employment

The new proposed degree, B.S. in Rehabilitation and Recreational Therapy, will have 2 tracks: 1) Rehabilitation Therapy Track, and 2) Recreational Therapy track.

The Rehabilitation Therapy track will prepare students for entry-level positions within healthcare, rehabilitation, long-term care, disability services, social assistance, and human service environments. This track will continue to be attractive to students who want to continue their education and pursue graduate degrees in allied healthcare and rehabilitation professions such as Physical Therapy, Occupational Therapy, Athletic Training, Rehabilitation Counseling, Audiology and Speech-Language Pathology, Art Therapy, Music Therapy, and Child Life Specialist. The courses in this track emphasize the broad spectrum of health care through treatment, education, and the provision of professional rehabilitative services, all of which are instrumental to improving and maintaining physical, cognitive, emotional, & social functioning, preventing secondary health conditions, and enhancing overall quality of life. Students who choose the

rehabilitation track to pursue other allied healthcare professions, will have good prospective employment, as the labor and employment market for health and rehabilitation fields is very strong. According to the U.S. Bureau of Labor Statistics, healthcare occupations are projected to add more jobs than any of the other occupational groups, with a 14% projected growth from 2018 to 2028.

The Recreational Therapy track will be attractive to students who wish to gain employment as Recreational Therapists and obtain certification as Certified Therapeutic Recreation Specialist (CTRS). The United States Bureau of Labor Statistics recorded that the mean annual wage for Recreational Therapists in 2018 is ~\$50,640 with an entry level education (bachelor's degree). This cost-effective healthcare profession uses recreation, leisure, sports, play, and community participation to improve the well-being and functional outcomes for individuals of varying abilities, diagnoses, and health conditions. Recreational Therapy is a fast-growing profession. According to the Occupational Outlook Handbook by the U.S. Department of Labor, employment of recreational therapists is projected to grow 7 percent from 2018 to 2028, faster than average for all occupations. The increase in the number of aging adults is generating recreational therapy jobs nationwide, but especially in Florida, as Florida is the state with the highest percentage of persons ages 65 and over. Recreational Therapy jobs are also growing due to the prevalence of disability in our society. According to the CDC, 1 in 4 adults in the U.S. have some type of disability. The demand for Recreational Therapy includes a variety of settings such as physical medicine and rehabilitation, schools, behavioral/mental health facilities, military services organizations, community-based and disability organizations, parks and recreation departments, government, and home health care. The Bureau of Labor Statistics reported that in 2018, the largest employers of recreational therapists were hospitals (38%), government (17%), nursing and residential facilities (15%), ambulatory healthcare services (8%), and social assistance (6%).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC ⁱ	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	375	306	\$1,767	\$540,601	0	0	\$540,601
Year 2	482	396.6					
Year 3	495	406					
Year 4	520	426					
Year 5	530	434	\$1,387	\$601,866	0	0	\$598,614

ⁱ Mainly junior enrollment in year one. By year five, represents juniors and seniors.

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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. FIU *Next Horizon* 2025 Strategic Plan

The university is in the final stages of launching the implementation committees for the Next Horizon 2025 strategic plan. Current efforts are based on achieving exceptional student-centered learning and post-graduation success, producing meaningful research and creative activities, and leading transformative innovations locally and globally. In addition to these Implementation committees, Strategic Execution Teams (SET) are being formed to focus on specific areas of influence that will quickly impact several external ranking agencies such as the U.S. News & World ranking and complement the efforts of the Next Horizon 2025 implementation committees.

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 FIUBeyondPossible2020 Performance Funding goals.

On December 11, 2019, the 12th ComPASS session was held on Research, Rankings and Reputation. This was the first such session with a focus on increasing research and creative activities in collaboration with partner universities both locally and globally. The brand marketing firm 160over90, presented at that session to the university leadership on the University's brand strategy and the branding campaign being developed to enhance FIU's visibility and reputation locally and globally. Each of FIU's 12 colleges then presented on their individual strategies that have been used to improve their brand recognition for reputation purposes and strategies used to enhance scholarly activity for research purposes. These strategies have since been compiled and are being used to inform the University's overall brand strategy.

II. ACADEMIC AND CAREER SUCCESS

1. FIU Alumni Association

The FIU Alumni Association's mission is to serve the FIU community by providing lifelong connections to the university.

- **Panther Alumni Week:** The FIU Alumni Association is celebrating the seventh year of Panther Alumni Week (PAW). Founded by Trustee Gerald Grant Jr, the program connects students with alumni through class presentations, industry panels and networking events. PAW promotes the building of relationships, which leads to networking, internships, mentoring and career opportunities. PAW is scheduled for

February 3 – 7, 2020. Over 150 alumni are registered to speak in classes and events. Additionally, several schools and colleges are hosting their own speakers and networking sessions, including CARTA and Hospitality.

- **FIU Mentor:** This past fall, the FIU Alumni Association beta-launched FIU Mentor, the university-wide hub for mentorship and meaningful connections. Already over 350 alumni have registered, ready to provide insights to our FIU students. This program is significant as it connects students with alumni and industry professionals, allowing our first-generation students to increase their social capital, gain career and life skills, and have access to our international university community. Additionally, alumni globally can impact our students digitally, with options for video calls and in person meetings. Research suggests that immersive experiences and mentorships are keys for student success, which leads to engaged and successful alumni.

2. Career and Talent Development

The FIU Career and Talent Development (CTD) is the centralized career services, committed to developing and delivering innovative career readiness programming for students and alumni, while engaging employers and stakeholders to foster mutually beneficial relationships that address the needs of an ever changing and diverse workforce.

- **Career Fair:** Career and Talent Development (CTD) will be hosting a series of events leading up to the spring 2020 Career Fair at MMC. Student preparation for the recruiting season is paramount. Networking/Elevator Pitch, How to Prepare for the Fair, Resume Fest (resume reviews by employers), Salary Negotiation and Resume/Cover Letter writing are just some of the topics that will be covered at all three locations prior to the MMC Career Fairs. Over 2,000 students and approximately 400 representatives from over 150 companies will come together with one goal, to connect students to employers who are hiring. The fair was held over a two-day period on February 11-12, 2020, day one showcased technical employers and day two showcased employers hiring all majors. Immediately after the fair, on-campus interviews and information sessions began and continue throughout the semester.
- **Career Partners Program:** In Fall 2019, Career and Talent Department launched the Career Partners Program. This 2-hour training was implemented to equip FIU faculty and staff with the necessary tools to have meaningful conversations with students about their career development and planning. Career related conversations occur throughout the university, not just in the CTD departments. The Career Partners Program is designed to support and extend those conversations and to provide the information and resources faculty and staff need to prepare students for the world of work. Attendees are introduced to career resources and services, development

theories, and Handshake – the Internship and Job Search platform. Participants will learn when and how to refer both students and employers to Career and Talent Development and also gain an understanding of the National Association of Colleges and Employers (NACE) Principles that guide internships and on campus employer recruitment. Four-five faculty and staff have completed the training and we estimate we will train 100 by the end of February.

III. ENGAGEMENT REPORT

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

UP Labs Cohort II, consisting of twenty-six, non-traditional adult learners began the 14-week healthcare-focused curriculum on July 22, 2019 and graduated from the program on November 2, 2019. This cohort collectively achieved a grade of 91.8%, with 100% retention and near-perfect attendance. Experiential learning included classes on financial literacy taught by the Securities & Exchange Commission, LinkedIn workshop taught by Microsoft, and interview/healthcare career workshop taught by Baptist Health South Florida. Twenty-five students participated in job shadowing/volunteering roles with partner institutions (hospitals, clinics, hospice). Two students have enrolled in degree programs at FIU; one in a nursing program at Miami Dade College. Two students secured full-time positions with benefits at partner hospitals immediately after graduation; five students advanced their careers within healthcare, and other students will seek jobs after completing their 100 hours of shadowing/volunteering.

2. Community Coalitions: Believe Miami STEM Saturday

In partnership with AT&T and local community-based organization, Dibia DREAM, the Office of Engagement hosted a STEM Saturday interactive play activity on October 26th, 2019 at the FIU Wellness @ Recreation Center. Over 120 local children ranging in age from 7 to 16 attended the day. 75 volunteers from AT&T's Believe Miami campaign supported the event. Community based organizations from around the community were able to participate including Miami Rescue Mission, Pridelines, Marlins Foundation, His House Children's Home, and Breakthrough Miami.

Believe Miami is an initiative led by AT&T employees, who will be collaborating and volunteering with 7 strong Miami organizations on their mission to remove barriers to achievement for local youth and young adults.

3. Community Outreach: SGA FIU Veterans Celebration Breakfast

On November 15th, 2019, FIU welcomed 200 community members, including veterans and active duty military, and FIU faculty and students for a celebration of student veterans at the 4th annual Veteran's Day Celebration Breakfast. The event was keynoted by Zack Bazzi, regional director of Spirit of America for the Middle East and co-founder of TentEd, an initiative supporting the education of children displaced by conflict in the Kurdistan Region of Iraq. The student keynote was presented by Henry Antenor, the President of Student Veterans of America at FIU and a Marine Corps veteran. The event was possible thanks to a partnership between the Student Veterans of America, FIU ROTC, FIU Veteran and Military Affairs Office, and the Student Government Association.

IV. ENROLLMENT MANAGEMENT AND SERVICES REPORT

1. University Enrollment

Table 1 provides a summary of our spring 2020 headcount enrollment. This is a "point-in-time" comparison of student counts from 01/07/2020 and 01/08/2019. The table includes summaries of overall headcount and new for term headcount enrollment.

Table 1

Spring Point in Time Headcount Comparison table (01/08/2019 compared to 01/07/2020)

Classification	Point in Time (PIT)		
	Spring 2019	Spring 2020	Diff.
Overall Headcount			
Undergraduate	40,704	41,004	300
Graduate	9,003	9,213	210
Degree Seeking Subtotal	49,707	50,217	510
Dual Enrollment/Non-Degree*	5,622	5,856	234
Overall Enrollment	55,329	56,073	744
New For Term Degree Seeking Students**			
FTIC	561	813	252
Undergraduate Transfer	2,884	2,805	-79
2nd Baccalaureate	175	198	23
Graduate I (Masters)	875	1,022	147
Graduate II (Doctoral)	138	105	-33
Total	4,633	4,943	310

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

** New graduate student headcounts exclude Law and Medicine

2. Transfer and Transition Services

Transfer Credit Processing and Course Equivalencies

FIU and *Brainware for Transcripts* project leads completed assigned tasks, including, but not limited to, developing a timeline, reviewing and approving the technical architecture and requirements documents, and purchasing servers. Our expected go live date is June 2020.

TTS staff inputted over 128,871 courses (for 8,332 transfer students) into PeopleSoft during Spring, Summer and Fall 2019 terms. Our course evaluations included 7,515 courses from institutions in Florida, New York, California, Texas, Georgia, Illinois, Pennsylvania, Maryland, Puerto Rico, and North Carolina. We have now articulated 78,020 domestic courses and 6,673 international courses, which improves students' transition experience.

FIU will host the fourth annual *Transfer Summit* in October 2021. The event attracts approximately 250 transfer student professionals, including advocates, from state and private post-secondary institutions in Florida. The overarching goal of the summit is to collectively and positively impact transfer student retention and timely degree completion by sharing exemplary practices and programming, research, and statewide and national policies and data trends.

FIU Connect4Success

Connect4Success (C4S) students were invited to attend FIU's (annual) Psychology Undergraduate Student Conference. The event, held on Wednesday, October 23, 2019, gives students an opportunity to learn about research, graduate programs, and career paths in the discipline. Students can also work on their resumes with FIU career services counselors and meet with potential employers about internships/jobs. This year, 41 C4S students from Miami Dade College and Broward College attended the conference compared to 5 C4S students in 2018. The increased attendance is a testament to improved collaboration among staff across institutions and targeted marketing.

The STEM Seamless Transfer Pathways grant between FIU and Miami Dade College held its first steering committee meeting on Monday, November 18, 2019. The grant aims to improve timely completion of all STEM course prerequisites at MDC prior to transfer as a means of improving timely graduation at MDC and FIU and decreasing excess credit hours. The grant includes the build of 24/7 student portal/website with 4-year major maps, milestones, and information about academic, career, and engagement workshops and events. Following the Connect4Success model, pre-transfer advising will be offered by a STEM-focused FIU Bridge Advisor. We expect the STEM Bridge Advisor to onboard later this Spring.

3. Financial Aid

Disbursement

For the Fall 2019 Semester \$206.6 Million in aid was delivered compared to \$204.8 million for the Fall 2018 semester.

Student Borrowing Trends

FIU Undergraduate student borrowing has begun trending down over the last several years. Nationally, after some decline the trend is up. The table that follows has the details.

Academic Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent of FIU Undergraduates who Graduated and borrowed any student loans	48.00%	49.58%	47.22%	45.26%	44.89%
Cumulative FIU Undergraduate Principal Borrowed	\$18,918.00	\$19,915.00	\$20,022.00	\$19,923.47	\$19,705.00
Percent of All US Undergraduates who Graduated and borrowed any student loans	68%	66%	65%	66%	Not yet Available
Cumulative US Undergraduate Principal Borrowed	\$30,100	\$28,350.00	\$28,650.00	\$29,200	Not yet available

4. Office of Scholarships

Through a grant funded by the Gates foundation, FIU collaborated with the University of Washington, Lane Community College, and Austin Community College to form an “Innovation Cohort” or the Emergency Aid Lab. This project focuses on the development and assessment of comprehensive emergency aid programs that are scalable across a spectrum of institutional sizes and student needs. At the end of the 2019-2020 academic year, FIU will complete its first year of the Emergency Aid Program.

At FIU, Emergency Aid consists of (roughly) \$1,500.00 scholarships that are granted to students in support of their efforts to complete degrees or contend with unanticipated financial hardship. In addition to small scholarships, our emergency aid program includes food pantry access, housing assistance, transportation assistance, and counseling. Between May 2018 and August 2019, our Emergency Aid programs provided 2,899 students with some form of support; 19% of these recipients graduated; 69% continued to be enrolled, and 90% of recipients were in good academic standing during their last term of enrollment.

5. University Registrar

In collaboration with the Division of IT (DoIT), the College of Arts, Sciences, and Education (CASE), and the Academic & Career Success division, the Office of the Registrar successfully concluded a pilot test of a streamlined graduation process. Through enhancing our business processes with more effective automation, we posted degrees for CASE graduates via a “batch” process. The automated process dramatically decreases the resources and time required for degree certification and posting.

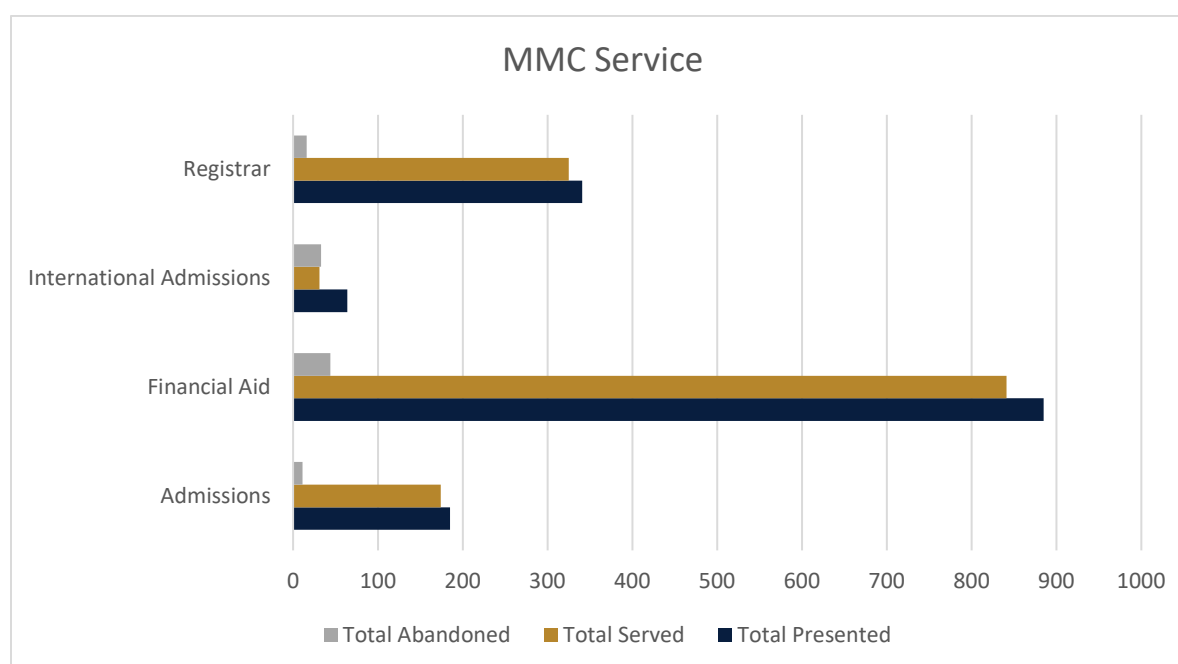
At the end of Fall 2019 semester, the enhanced procedure was used to process 1,544 graduation applicants from CASE. As of January 8th, 2020, 1,354 degrees were awarded successfully. Through using the batch graduation process, the amount of time that students waited for their degrees to post was shortened by (roughly) 6 weeks.

As a result of the success of this pilot test, the testing regimen will continue with a much larger population of colleges and students in the upcoming Spring 2020 semester. All testing is intended to be complete by the end of the Fall 2020 term. At this time, FIU will be applying the automated processing to all undergraduate graduation applications.

6. OneStop

As a result of the outsourcing of financial aid phone calls, the OneStop office was able to answer 4,809 calls, and increase the overall call handle rate to 68%, compared to 30%, last year during the first week of the Spring semester. More students were able to reach a financial aid representative by phone.

Phones			
Month/Year	January-2020	January-2019	Difference
Date	1/6 – 1/10/2020	1/7 – 1/11/2019	-
Presented	7057	10229	-3172
Served	4809	3125	1684
Abandoned	1854	2204	-350
Handle Rate	68.15%	30.55%	37.6%
Dequeued	445	4898	-4453



In our efforts to improve services to students, the One Stop implemented the QLess line management system in October 2019. Through this system, students can schedule time to meet with an enrollment professional personally (by visiting the OneStop on the MMC or BBC campuses) or virtually through the web. Because the QLess system provides students with text updates that notify them of their position in the line, students only need to be present at the OneStop when their representatives are available for them.

Students at MMC speak with a One Stop staff member at check-in within a few minutes of arrival to assure that they are in the correct location, and a quick review of their documents to verify that they can be assisted. After check-in, students are placed in the correct queue by staff. This new process has allowed for the decrease in average student wait time by approximately 15 minutes, while improving the handling rate for students who visited One Stop during the first week of the Spring 2020 semester to 95%. The average service time

decreased slightly, as we continue to assure that all questions are answered, and additional information is provided when necessary.

V. INFORMATION TECHNOLOGY REPORT

1. Enterprise-Wide Cloud Strategy

The Division of IT will continue to leverage cloud technology to uplift core enterprise applications such as Panthersoft Campus Solutions, Human Resources and Financials to enhance the ability to accelerate production with autonomous technologies. Over the next three years, PeopleSoft modules and services that support and/or integrate with PeopleSoft will be moving to the cloud. A distributed cloud architecture will allow for greater scalability to meet the University's growing needs, higher service availability and will protect FIU services from natural disasters. This strategy is a multi-year phased approach that will move all infrastructure not required to be on-premise to the cloud.

2. Enhanced Cellular and Wireless Network Connectivity

The Division of IT has been working with multiple cellular carriers to bring 5G to all campuses and sites. In the last several years, the division has made vast improvements in cellular connection with the deployment of the Distributed Antenna System (DAS). 5G will complement the DAS system and enable better cellular reception across all campuses and sites to allow students, faculty and staff to stay connected on their wireless devices without interruptions. The new 5G connection will further support researchers in multiple disciplines including Electrical and Computer Engineering and Biomedical Engineering. The division will also be upgrading to a new 100 GIG backbone to enhance network connectivity for the FIU community. The current demands on the network are steadily increasing each year with an increase in cloud computing, high performance computing and the Internet of Things. The new 100 GIG backbone will allow FIU to reach greater opportunities in the areas of research and high performance computing.

3. Boomi – Cloud Integration Tool

In order to meet the increasing demands of cloud-based applications and tools, the division is leveraging Boomi; a cloud integration platform for connecting cloud and on-premises applications and data. The Boomi platform makes integrations easier to create, more efficient to operate and increasingly faster to deploy. It allows for the safe transfer of data between cloud applications such as Salesforce, AWS, Microsoft Azure and Canvas, and on-premises applications such as Oracle. Since the launch of this project in June 2019, the division has put in progress over twenty (20) processes and integrations. Boomi has allowed integrations that would have otherwise taken several months to complete to happen quickly between hard-to-reach-systems and has helped break data barriers between these systems.

VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

The value of total awards received through December 31, 2019 totaled over \$88.4M, with an overall facilities and administrative rate of 23%. This represents an 18% increase over awards received during the same period last fiscal year. Federal funds received through December 2019 represent 80% of total awards received, whereas private/other sources and state/local government represent 8% and 12%, respectively. Awards received by centers and institutes were 34% higher (\$43.5M) when compared with the first half of FY 18-19 (\$34.5M). Notable awards include a \$4.2M award to the Extreme Events Institute for the Disaster Risk and Resilience in the Americas program. Additionally, the Center for Children and Families received \$2.98M in new awards between October and December 2019; the Center for the Administration of Justice received \$2.3M in new awards in November 2019; and the Southeast Environmental Research Center received \$2.1M in new awards and increases to existing awards.

2. Innovation, Partnerships and Economic Development

StartUP FIU actively supported teams with weekly coaching to apply for federal commercialization grants. Dr. Adela Timmons (Psychology) submitted an STTR grant application for \$3 million, which received a perfect 10/10 review score and is now awaiting the budget allocation from NIH. Dr. Anuradha Godavarty (BME) submitted a grant for \$1.5 million to the U.S. Army. Two more faculty led teams have been accepted into the NSF I-Corps and each of their teams will receive a grant of \$50,000. A 5-day boot camp to support research commercialization, "Pitching, Financial Modeling, Legal and Capital," was attended by 11 PhD candidates and 4 postdocs. In addition, StartUP FIU received \$500,000 grant from JP Morgan Chase to continue the Procurement Program for two more years. During the first six months of FY 2019-20, FIU researchers had 10 licenses/options executed, and five startups were created. Specifically for the period between October and December 2019, 5 patents were granted, 25 inventions were disclosed, three startups were created, and six licenses/options were executed. During calendar year 2019, 62 patents were granted to FIU researchers.

3. University Graduate School (UGS)

Application numbers for Academic Year (AY) 2019-20 were 3,698 doctoral students, a 3% decrease compared to AY18-19, and 8,398 master's students, a 25% increase compared to last year. Admission numbers for AY19-20 were 610 doctoral students, a 27% decrease compared to AY18-19, and 4,633 master's students, a 22% increase compared to last year. New enrollment numbers for AY19-20 were 535 doctoral students, a 15% decrease compared to AY18-19, and 3,462 master's students, a 5.4% increase compared to last year. In response to the survey implemented early last year to identify the needs of graduate students, UGS decided to focus its professional development activities in two main areas: writing and career

preparation. In collaboration with the Center for Excellence in Writing, we offered the Dissertation Writing Retreat in December 2019, where 11 doctoral students from diverse programs (Psychology, Marketing, Teaching and Learning, Dietetics and Nutrition, International Crime and Justice, Politics and International Relations, Biology, Social Work and Epidemiology) worked with the Center's directors and a tutor as well as UGS representatives to finalize and submit their dissertations. UGS also established weekly writing sessions for graduate students working on their proposals and dissertations on Friday mornings; these sessions will continue in the spring. Two events were held to provide guidance to graduate students on searching and applying for postdoctoral positions and on corporate career opportunities. UGS offered workshops for graduate program directors, discussing topics such as research integrity, graduate degree completion, thesis and dissertation quality, and the roles and responsibilities of a Graduate Program Director.

VII. ACADEMIC & STUDENT AFFAIRS REPORT

1. Multicultural Programs and Services develops two new diversity, equity, and inclusion training programs

Multicultural Programs and Services (MPAS) implemented a new Social Justice Badge Program for students and Programs on Demand training series for the university community at-large. The MPAS Social Justice Badge Program enables individuals to develop self, group, and societal values which lead to a commitment of change. This program includes completion the following requirements; A Pre-Assessment Inventory; Attendance at two FIU Student Conferences; Three FIU Social Justice related trainings; Six Social Justice two-hour Educational Seminars; One community engagement project; and a Post Assessment Inventory. The new Programs on Demand training series was developed to educate and train the FIU community on the following topics: Introduction to Social Justice; Introduction to Intersectionality; Freedom of Speech and Expression; Understanding Microaggressions; Positive Images of Masculinity; Transforming Boys to Men; Manhood in the Media; Communicating and Managing Emotions; Supporting and Affirming LGBTQIA+ People; Supporting and Affirming Trans and Non-Binary People; and Gender Pronoun Use.

Since the inception of these two new program offerings, 903 individuals have received training. Facilitation of these social justice, equity, and inclusion training programs are free for all FIU affiliated student groups and departments.

2. Creation of an Auxiliaries unit

The Division of Academic and Student Affairs has created an auxiliaries unit led by Joe Paulick, associate vice president. Joe Paulick was the prior senior director of housing and residential life at FIU. This new unit includes Housing and Residential Life, Graham Center, Wolfe University Center, Children's Creative Learning Center, Division Facilities Planning,

and the Wellness and Recreation Centers on both campuses. The goal is to implement best practices across all operations to provide a student-centered, consistent customer service experience. These departments will work together to strategically plan renovations and address deferred maintenance items. There will be costs savings through eliminating duplicate services, renegotiating service contracts, and eliminated unnecessary positions.

3. Bowl Academic Historical Tour

In addition to students attending the Camellia Bowl itself, FIU supported 60 students to attend an intensive historical learning experience in Montgomery, Alabama. They visited several sites that played a large role in the Civil Rights movement. In partnership with the Department of History faculty, students have the opportunity to reflect on what they've learned and curate their experience to earn a micro-credential in *Museum and Public History Site Evaluation*. This micro-credential will provide students with a narrative to speak about their experience and understand the transferable skills they have gained as a result of participating in such an experience.

4. FrontierSet

FIU will continue to work with the Association of Public & Land-Grant Universities as part of the FrontierSet through 2021. The FrontierSet is an initiative funded through the Bill & Melinda Gates Foundation committed to increasing student success. Over the next two years, FIU will collaborate with several universities to create innovative solutions to increase the retention and completion of our students while contributing to a knowledge-base of best practices.

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