



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

FIU, Modesto A. Maidique Campus, Tamiami Hall, Multipurpose Room

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

**Thursday, September 14, 2023**

**11:00 AM**

*or*

*Upon Adjournment of Previous Meeting*

**Chair:** Natasha Lowell

**Vice Chair:** Dean C. Colson

**Members:** Cesar L. Alvarez, Noël C. Barengo, Alexander P. Sutton,  
Chanel T. Rowe, Marc D. Sarnoff, Roger Tovar – *Athletics liaison*

**AGENDA**

- |  |                                     |
|--|-------------------------------------|
| 1. Call to Order and Chair's Remarks   | Natasha Lowell                      |
| 2. Approval of Minutes   | Natasha Lowell                      |
| 3. Action Items  |                                     |
| AP1. Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct | Elizabeth M. Bejar                  |
| AP2. Tenure  | Elizabeth M. Bejar                  |
| AP3. Tenure as a Condition of Employment Nominations   | Elizabeth M. Bejar                  |
| AP4. 2023 Florida Equity Report  | Emmanuele A. Bowles                 |
| AP5. Textbook and Instructional Materials Affordability Annual Report                            | Heather Russell                     |
| AP6. Proposed New Regulation FIU-2508 Post-Tenure Faculty Review                                 | Elizabeth M. Bejar                  |
| AP7. Honorary Degree Nomination  | Elizabeth M. Bejar                  |
| AP8. Florida International University Institutes and Centers Annual Report                       | Elizabeth M. Bejar<br>Andres G. Gil |

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

**AP9. Florida International University Institutes and Centers  
2023 Evaluations and Evaluation Summary** Elizabeth M. Bejar  
Andres G. Gil

**AP10. Updated Exclusion Resolution** Elizabeth M. Bejar

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

**4.1 Student Government Updates** Alexander P. Sutton

**4.2 Faculty Senate Updates** Noël C. Barengo

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

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

**6. New Business** *(If Any)* Natasha Lowell

**7. Concluding Remarks and Adjournment** Natasha Lowell

# Meeting Book - September 14, 2023 - FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

<hr/>	
1. Call to Order and Chair's Remarks Natasha Lowell	
<hr/>	
2. Approval of Minutes Natasha Lowell	Approval
Agenda Item Page - Minutes	4
Minutes - June 15, 2023	5
<hr/>	
3. Action Items	
AP1. Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct Elizabeth M. Bejar	
Agenda Item Page - Proposed Amendments to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct	14
Proposed Amendments to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct	15
AP2. Tenure Elizabeth M. Bejar	
Agenda Item Page - Tenure Nomination	38
Tenure Flowchart	39
Tenure Nomination	40
Tenure Nominee Biography	41
AP3. Tenure as a Condition of Employment Nominations Elizabeth M. Bejar	
Agenda Item Page - TACOE	42
TACOE Nominee Overview	43
TACOE Bio - David Delaine	44
TACOE CV - David Delaine	46
TACOE Bio - Anil Misra	64
TACOE CV - Anil Misra	65
TACOE Bio - Indranil SenGupta	117
TACOE CV - Indranil SenGupta	118
TACOE Bio - Natalia Trujillo	137
TACOE CV - Natalia Trujillo	138
AP4. 2023 Florida Equity Report Emmanuele A. Bowles	
Agenda Item Page - 2023 Florida Equity Report	152
2023 Florida Equity Report	153
AP5. Textbook and Instructional Materials Affordability Annual Report Heather Russell	
Agenda Item Page - Textbook and Instructional Materials Affordability and Transparency Report	174

Textbook and Instructional Materials Affordability and Transparency Annual Report	175
<b>AP6. Proposed New Regulation FIU-2508 Post-Tenure Faculty Review</b> Elizabeth M. Bejar	
Agenda Item Page - Proposed Regulation FIU-2508 Post-Tenure Faculty Review	186
Notice of Proposed Regulation FIU-2508 Post-Tenure Review	187
Florida Board of Governors Regulation 10.003	193
Florida Statutes Section 1001.706(6)(b)	198
<b>AP7. Honorary Degree Nomination</b> Elizabeth M. Bejar	
Agenda Item page - Honorary Degree	206
Bio for David Grutman	207
Nomination Letter for David Grutman	210
Recommendation memo from the Faculty Senate Honorary Degree and Awards Committee	212
<b>AP8. Florida International University Institutes and Centers Annual Report</b> Elizabeth M. Bejar/Andres G. Gil	
Agenda Item Page - Florida International University Institutes and Centers Annual Report	215
Florida International University Institutes and Centers Annual Report	216
<b>AP9. Florida International University Institutes and Centers 2023 Evaluations and Evaluation Summary</b> Elizabeth M. Bejar/Andres G. Gil	
Agenda Item Page - Florida International University Institutes and Centers 2023 Evaluations and Evaluation Summary	218
Florida International University 2023 Institutes and Centers Evaluations	219
Florida International University 2023 Institutes and Centers Evaluation Summary	236
<b>AP10. Updated Exclusion Resolution</b> Elizabeth M. Bejar	
Updated Exclusion Resolution	242
<hr/>	
<b>4. Discussion Items (No Action Required)</b>	
<b>4.1 Student Government Updates</b> Alexander P. Sutton	
<b>4.2 Faculty Senate Updates</b> Noel C. Barengo	
<hr/>	
<b>5. Academic Affairs Regular Report (For Information Only)</b>	
APSA Report	245
Academic and Student Affairs	
Enrollment Management and Services	
Faculty Senate	
Information Technology	
Research and Economic Development/ University Graduate	

School

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6. New Business (If Any)

Natasha Lowell

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7. Concluding Remarks and Adjournment

Natasha Lowell

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Approval of Minutes of Meeting held on June 15, 2023**

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**Proposed Committee Action:**

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on June 15, 2023.

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**Background Information:**

Committee members will review and approve the minutes of the Academic Policy and Student Affairs Committee meeting held on June 15, 2023.

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**Supporting Documentation:** Minutes: Academic Policy and Student Affairs Committee Meeting, June 15, 2023

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



**Academic Policy and Student Affairs Committee**  
**June 15, 2023**  
**FIU, Modesto A. Maidique Campus, Graham Center Ballrooms**

**MINUTES**

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**1. Call to Order and Chair's Remarks**

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Natasha Lowell on Thursday, June 15, 2023, at 11:51 AM.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Natasha Lowell, *Committee Chair*; Cesar L. Alvarez (*Zoom*); Deanne Butchey; Dean C. Colson, *Board Chair*; Chanel T. Rowe (*Zoom*); Marc D. Sarnoff; Alexander P. Sutton; and Roger Tovar, *Board Vice Chair and Athletics Liaison*.

Trustee Jose J. Armas, *Health Affairs Liaison*, was excused.

Trustees Carlos A. Duart (*Zoom*), Francis A. Hondal, and Gene Prescott and University President Kenneth A. Jessell were also in attendance.

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

Committee Chair Lowell introduced and welcomed Student Government Association President and student Trustee Alexander P. Sutton. She recognized and thanked Faculty Senate Chair and faculty Trustee Deanne Butchey for her service, as she will be stepping down as Faculty Senate Chair on July 31, 2023. Committee Vice Chair Lowell commented that a new Faculty Senate Chair will be elected by the Faculty Senate in the fall term and in the interim, Associate Professor Noël C. Barengo will serve as Interim Chair.

Provost and Executive Vice President Elizabeth M. Bejar commented on the appointment of Dr. Jorge Valdes to serve as Acting Dean of the Nicole Wertheim College of Nursing and Health Sciences effective May 17, 2023. She indicated that over the past several months, the University conducted an extensive national search for the next Dean of the Steven J. Green School of International and Public Affairs. She added that the search was led by a search and screen committee comprised of faculty, administrators, and students with the assistance of the national search firm, Isaacson, Miller. Provost Bejar pointed out that, after reviewing the finalists' qualifications and feedback from the University community, and in consultation with University President Kenneth A. Jessell, Dr. Shlomi Dinar was selected as the Dean of the Steven J. Green School of International

and Public Affairs effective July 1, 2023. She added that Dr. Dinar served as Associate Dean for Graduate Studies and Innovation at the Green School, from 2015 until last year when he agreed to serve as interim dean. She stated that Dr. Dinar's leadership and strategic implementation was key to the Green School's acceptance as a full member of APSIA (Association of Professional Schools of International Affairs). Provost Bejar introduced Professor Aaron Kuntz who will serve as the next Dean of the School of Education and Human Development in the College of Arts Sciences and Education.

Provost Bejar noted that the Florida Board of Governors (BOG) will meet June 21–22, 2023 and as part of said meetings will review the State University System (SUS) Accountability Plans. She added that Performance-Based Funding allocations for fiscal year 2023-24 will also be approved. She indicated that the BOG has posted meeting materials on their website and although not final until approved, FIU earned 95 performance funding points, the highest among the SUS. Provost Bejar pointed out that there is now a standing section for a written Faculty Senate report embedded within the Academic Affairs Regular Report. She added that the Faculty Senate will provide pertinent written updates to the Committee to be included as part of the agenda materials in addition to the faculty Trustee reporting out at each committee meeting. Provost Bejar commented that in response to a request from Board Vice Chair Roger Tovar, the meeting materials also include an overview of the University's research productivity for the past 10 years.

Provost Bejar presented an overview of FIU research, delineating research areas, number of researchers, and number of scholarly products. She explained that the major research areas include health, environment, transportation and infrastructure, disaster/hurricane, and energy and cybersecurity. She indicated that the health areas include mental health, substance abuse and HIV/AIDS. In terms of FIU research rankings progression, she stated that, in the past four (4) years, the University moved 15 spots from #85 to #70, according to the National Science Foundation (NSF). Provost Bejar added that, according to Carnegie, FIU research was previously ranked #72 in 2015 and most recently ranked #64 in 2021. She commented that 87% of the University's research is in science and engineering and 81% is in non-medical science and engineering. She remarked that the University had 44 licensees in the past three (3) years and received \$625,000 in direct licensing payments from licensees. Provost Bejar mentioned that the research funding from licensees to further the patent's research is nearly \$6M. Senior Vice President for Research and Economic Development and Dean of the University Graduate School Andres G. Gil noted that furthering research is of greater importance than growing licensing income as it increases the value of the licenses in terms of putting it into application.

## **2. Approval of Minutes**

Committee Chair Lowell asked if there were any additions or corrections to the minutes of the Academic Policy and Student Affairs Committee meeting held on February 23, 2023. Hearing none, a motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on February 23, 2023.

## **3. Action Items**

Committee Chair Lowell explained that the Committee's agenda was amended to remove Regulation FIU 105, which will be reviewed at a later date.



### **AP1. Tenure Nominations**

Committee Chair Lowell indicated that, at the conclusion of the spring semester each year, the administration conducts a thorough review of faculty candidates who are in their sixth year on their track towards tenure. She added that this year, a total of 29 candidates have met the scholarly requirements and have been recommended for tenure after the comprehensive tenure review process was conducted by their respective department, chair, college review committee, dean, Provost, and President.

Provost Bejar indicated that FIU has a total of 657 tenured faculty and another 186 tenure-earning faculty out of 1,828 full-time faculty members. She pointed out that tenured and tenure-earning faculty make up 46% of all full-time faculty members. She stated that the agenda materials include short bios for each candidate and a chart outlining the sixth-year tenure review process, which includes rigorous assessment of each faculty member's dossier at multiple levels within and external to FIU. Provost Bejar mentioned that each faculty member is expected to demonstrate a significant record of scholarship and contribute at the highest level in the areas of research and/or creative activities, teaching and service to FIU and their profession. She presented an overview of the tenure review process.

Provost Bejar pointed out that 33 faculty members began their tenure review process in 2022 and of the 33 candidates eligible for tenure, 31 were reviewed this past year. She mentioned that two (2) candidates who were eligible were removed from the process and two (2) were denied tenure. Provost Bejar mentioned that all 29 of the faculty members considered for tenure were granted tenure based on their extensive scholarly achievements, excellent teaching, and significant service. She indicated that, collectively, the tenure candidates have published in peer-reviewed journals and/or presented their creative works at peer-reviewed venues over 773 times, published 14 single-authored books, obtained 11 new patents, and been awarded 214 grants with awards of over \$102M in research funding.

Provost Bejar stated that once a faculty member is granted tenure, they are given annual reappointment each academic year until voluntary resignation, retirement, or removal for just cause which the University has exercised when necessary or organizational layoffs. She added that all faculty are mandatorily evaluated on an annual basis. She explained that, beginning in academic year 2023-24, following the award of tenure or their most recent promotion, tenured faculty members will undergo a comprehensive post tenure review every five (5) years. Provost Bejar noted that the University's current process, termed Sustained Performance Review, is a robust process that occurs every seven (7) years.

Board Vice Chair Tovar recommended that, moving forward, the University President and Provost meet the Tenure candidates. Board Chair Dean C. Colson requested that, moving forward, the University also present data highlighting, and comparing among other universities, the number of tenure-earning assistant professors appointed to a tenure track position in relation to the number of tenure candidates that are presented for Board of Trustees approval.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the Tenure Nominations as specified in the Board materials.

### **AP2. Tenure as a Condition of Employment Nominations**

Trustee Lowell indicated that Tenure as a Condition of Employment (TACOE) is proposed for three candidates and added that to be considered for TACOE, newly hired faculty must qualify for tenure at FIU based on their caliber of work and/or tenure status at their previous institutions. Provost Bejar presented for Committee review the TACOE nominations. She noted that TACOE is reserved for individuals who have achieved highly prestigious academic careers prior to their becoming FIU faculty and have received or are eligible for tenure. She explained that at the time of hire, the faculty candidate understands the expectation that the tenure and rank appointment will be granted upon review of the candidate's materials by the department, the college, Provost, President, and Board of Trustees. She indicated that said process is the regular process for tenure and promotion decisions at FIU. Provost Bejar remarked that the department and college have vetted the scholarly qualifications and completed the expedited tenure review for the TACOE candidates. She commented on the TACOE candidates: Dr. Stav Fainshmidt, who will be joining the College of Business as an Associate Professor; Dr. Guadalupe Garcia, who will be joining the School of International and Public Affairs as an Associate Professor; and Dr. Sumit Jha, who will be joining the School of Computing and Information Sciences as a Professor.

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

### **AP3. FIU Embrace Education Program Renewal Application to the Center for Students with Unique Abilities**

Provost Bejar presented for Committee review the FIU Embrace Education Program renewal application to the Center for Students with Unique Abilities. She indicated that the FIU Embrace Education Program is a three-year, non-credit, certificate-inclusive Florida Postsecondary Comprehensive Transition Program (FPCTP) for students between the ages of 18 to 28 with intellectual disabilities. She pointed out that the goal of the program is to prepare students for competitive, integrated employment and independent living in the community. Provost Bejar explained that Florida statute requires that the FPCTP approval process include the institution's governing board. Therefore, she added that the FIU Board of Trustees must vote on approval of the application prior to submission for approval by the Chancellor of the SUS. She commented that, since 2016, the Embrace Education Program has graduated 92 students and the Program's employment rate is 88%.

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 FIU Embrace Education Program Renewal Application to the Center for Students with Unique Abilities.

**AP4. Proposed Amendment to Regulation FIU-2501 Student Conduct and Honor Code**

Provost Bejar presented for Committee review the proposed amendments to Regulation FIU-2501 Student Conduct and Honor Code. She delineated the proposed amendments that are required by the BOG, including permitting the accused student to present information at disciplinary proceedings, clarifying the language on the role of the advisor, and addition of complainant rights. She pointed out that changes to Academic Integrity sections include updating definitions and violations to better align with current practices and case trends and expanding the eligibility for who can serve on Student Conduct Committee hearings. Provost Bejar commented that changes to Behavioral Conduct sections encompassed updating definitions on on-campus housing, expanding definitions related to alcohol, drugs, smoking and animals, and removal of the Presidential Review process. She remarked that updating definitions for interim suspension, conduct probation, deferred suspension, and suspension are changes relevant to both Academic Integrity and Behavioral Conduct cases. Provost Bejar mentioned that non-substantive changes pertained to updated departmental names, hyperlinks, titles, formatting, and scrivener's errors.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees approve the revisions to Regulation FIU-2501 Student Conduct and Honor Code, and delegate authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

**AP5. Proposed Amendment to Regulation FIU-2505 Alcoholic Beverages**

Provost Bejar presented the proposed amendments to Regulation FIU-2505 Alcoholic Beverages. She indicated that the proposed changes outline the responsible and permissible possession, service, and sale of alcoholic beverages at the Wolfsonian-FIU. She added that, upon the University's own internal review, it was noted that the prior regulation did not adequately address that the Wolfsonian-FIU has its own alcohol license and operationalizes it as such. She commented on the non-substantive change to update to the title of authority from Senior Vice President of Academic and Student Affairs or designee to Chief Student Affairs Officer or designee.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees approve the revisions to Regulation FIU-2505 Alcoholic Beverages, and delegate authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

**AP6. Proposed Amendment to Regulation FIU-2506 Academic Program Termination and Temporary Suspension of New Enrollments**

Provost Bejar presented for Committee review the proposed amendments to Regulation FIU-2506 Academic Program Termination and Temporary Suspension of New Enrollments. She indicated that to align with changes to BOG regulations, proposed changes to FIU-2506 include: a change in the title of the regulation to "FIU-2506 Authorization, Termination, and Temporary Suspension of

Degree Programs;” addition of a new provision noting that all proposals for new degree programs shall be approved in accordance with BOG regulations and University policy; addition of a new provision allowing institutions to terminate programs at the doctoral and professional level without requiring BOG approval; addition of a new provision prohibiting institutions from terminating a program funded through Education and General funds in favor of an identical or similar self-supporting or market tuition rate program at the same level; addition of a new provision requiring the termination or suspension of new enrollments in nursing master’s programs to be approved by the BOG before implementation; and updating the process for requesting a temporary suspension of enrollment as the BOG regulation does not require Board of Trustees approval for temporary suspensions of enrollment.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees approve the revisions to Regulation FIU-2506 Academic Program Termination and Temporary Suspension of New Enrollments and delegate authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the State University System of Florida Board of Governors.

#### **4. Discussion Items**

##### **4.1 Update on Institutional Agreements with International Entities**

Provost Bejar provided an update on recent changes on institutional agreements with international entities. She indicated that, on November 9, 2022, the BOG adopted a revised Regulation 8.002, Self-supporting and Market Tuition Rate Programs and Course Offerings, to establish that undergraduate degree programs could not be offered through auxiliary funding. She noted that FIU immediately began examining its offshore undergraduate programs in China. Provost Bejar stated that on December 8, 2022, she notified Hebei University of Technology that FIU would be terminating that program effective June 8, 2023. She noted that SB 846 provides additional caveats to international agreements, particularly with countries of concern of which China has been identified as such. Provost Bejar commented on the University’s determination to proceed with teach-out phases with the Tianjin University of Commerce for the Bachelor of Science in Hospitality Management and Qingdao University for the Bachelor of Arts in Spanish. She noted that said programs are not being terminated as they are available at FIU and other centers.

Trustee Alexander P. Sutton stated that he hopes that the University can identify opportunities to establish analogous programs with institutions located in countries that are not countries of concern in order to offer a similar learning experience.

##### **4.2 Student Government Updates**

Trustee Sutton commented on discussions with the Division of Student Affairs regarding the creation of a task force of students that will collect qualitative and quantitative data about students’ experiences with academic advising. Trustee Sutton noted that the feedback will be used to support the already underway efforts to restructure and improve advising services. He stated that one of the greatest priorities for his term in office is to strengthen Panther Pride among the student body. He indicated that two (2) events, Roary’s Birthday and the Panther Luau, will be coming back this year after having been removed several years ago. He also mentioned that Student Government has been

collaborating with the office of Fraternity and Sorority Life to launch a survey aimed at learning how to better support the needs of the University's Greek life population. Trustee Sutton mentioned that rising costs and stagnating revenues have contributed to a slow but noticeable decline in the amount of resources available for student event programming, which is funded by the Activity and Service fee. Trustee Sutton also commented on student concerns regarding Senate Bill 266, such as the possibility that FIU will not be able to provide the same resources or programming it does now. He indicated that the Student Senate recently passed a resolution entitled Can't Ban Us, which affirms that students worry about the implementation of said legislation. He added that the Student Senate also recently created a Diversity, Equity, and Inclusion Ad-Hoc committee. He further stated that Student Government awaits guidance from the BOG regarding the implementation of SB 266 and that when it finally comes time for the Board of Trustees to adopt a regulation on the matter, he will continue to advocate for the best interests of the student body.

### **4.3 Faculty Senate Updates**

Trustee Deanne Butchey, Faculty Senate Chair, commented on attending the FIU Foundation, Inc. Board of Directors meeting with Faculty Senate Vice Chair Noël C. Barengo. She indicated that Provost Bejar has also requested that a few faculty join a task force of administrators to create policy regarding the Department of Education and BOG Regulations pertaining to Senate Bill 266 and other recent legislation. Trustee Butchey stated that there will need to be multiple avenues for faculty to engage in shared governance with different timelines for implementation. She stated that post-tenure review evaluations must be limited to assigned duties of teaching research, service, and administrative responsibilities, if applicable with explicit language, that political viewpoints and academic discipline cannot be the basis of the valuation. She added that it is important for FIU's regulations to enshrine substantive protections, essentially making clear what constitutes cause for termination.

Trustee Butchey indicated that early in the year the Senate approved the Resolution on FIU Libraries Adherence to and Support for Intellectual and Academic Freedom and Associated Professional Standards, as well as a Statement of Concern about the Consequences of HB 999 for FIU Students. She added that the resolution and statement and all other resolutions passed by the FIU Senate can be found on the Senate's website. Trustee Butchey stated that the Senate is also closely monitoring the implementation of the new mission of the Adam Smith Center and the development of applicable FIU policy related to the Center. She noted that at the final Senate meeting of the academic year, the Senate passed a resolution supporting the statement from the Modern Languages Department concerning HB 7 type investigations and Title VII violations. She referred to the full statement that was provided to each Trustee and, as requested by the Senate, she read a part of the statement:

“We, the Department of Modern Languages, endorse the FIU resolutions on Academic Freedom and Diversity, Equity, and Inclusion as affirmative actions that promote compliance with the prohibition against discrimination on the basis of race, color, religion, sex, or national origin mandated by Title VII of the Civil Rights Act of 1964. We also endorse the FIU employment policies and practices that are predicated upon Title VII.

We further endorse the Federal Injunction against FL HB7 and BOG Rule 10.005 ordered on November 17, 2022 by Chief Judge Mark E. Walker for the Northern District of Florida

(Purnell et al. v. Florida Board of Governors, et al., Case No.: 4:22cv304-MW/MAF, Document 63). The Injunctive Order states in relevant parts:

[T]he powers in charge of Florida’s public university system have declared the State has unfettered authority to muzzle its professors in the name of “freedom.” [...] Governor DeSantis originally announced his legislative proposal, the so-called “Stop Wrongs to Our Kids and Employees (W.O.K.E.) Act,” in December 2021 [...] as a way to “fightback against woke indoctrination.” [...] [T]he State of Florida passed the so-called “Stop W.O.K.E.” Act in 2022 –redubbed (in line with the State’s doublespeak) the “Individual Freedom Act.” (pp. 1-2)

As language experts, we consider the mocking and illegitimate use of the Black vernacular term “woke” in all its variations by politicians and others a racial slur. We condemn it as such and invite the university community and administration to do the same. The expression “stay woke,” meaning stay awake or alert, was first registered in the 1940s as a warning by and to African-Americans against the execrable practice of lynching. In the movement that led to the Civil Rights Act of 1964, the expression acquired a broader meaning alluding to all abusive and unlawful violations of civil rights. In recent years, “stay woke” has been revived in the context of the Black Lives Matter movement, ignited by the repeated wanton murders of African Americans on the streets by civilians and police. This background is not “theory” but serious historical deeds that the American people and the world will never forget, not trivial objects of mockery by the “doublespeak” of those would deny the patently objective correlatives of racism and other forms of discrimination.

The Federal Injunction reasserts academic freedom under the concepts of “freedom of speech” and “protected speech” guaranteed by the First Amendment of the United States Constitution. Accordingly, the email of November 22, 2022 from the FIU administration to the faculty states that based on the injunction “the University has paused its HB7 programs.” Nevertheless, HB7 investigations have continued in the form of requests for information about courses, syllabi, and instructors. We contend that such probes are part of the “HB7 programs” enjoined by the federal court and that they are counter to university employment policy and Title VII protections against discrimination, intimidation, and retaliation in the workplace.

Intimidation is the unavoidable feeling we have in the face of continuing HB7 investigations. We recognize the State’s right to regulate curricula during the normal course of business, but in the shadow of HB7, which threatens disciplinary action and termination of professors as well as loss of funding for the University, these continuing probes cannot be considered to be part of the normal course of business or separate in any way from furthering HB7 investigations. They are not part of the normal course of business, first because they are unprecedented in the history of the University, and second because all standing courses and university curricula have already been approved by the Curriculum Committee and the Board of Governors, in the regular course of business.”

...

“The Society for Human Resource Management (SHRM) issues the following Title VII guidance: A hostile work environment is created when harassing or discriminatory conduct is so severe and pervasive it interferes with an individual’s ability to perform their job; creates an intimidating, offensive, threatening, or humiliating work environment; or causes a situation where a person’s psychological well-being is adversely affected (HR Glossary).”

...

“At the Department of Modern Languages, we remain fully committed to promoting diversity, equity, and inclusion. We strive towards supporting the participation of all people, and especially those who have been historically under-represented or discriminated. Therefore, we respectfully request that the FIU Academic Senate and Administration, in addition to their principled statements on Academic Freedom and First Amendment rights, further represent us in the Title VII defense of our right to a work environment that is dignified and free from hostility and intimidation.”

Trustee Butchey pointed out that the Modern Languages Department approved the statement by majority vote on April 3, 2023 and submitted to the Senate for its approval. She added that the Senate subsequently passed the statement by majority vote. She referenced an article from *Fortune* magazine which describes the research of a professor spanning 20 years. She added that the research shows that consistently over the years, the vast majority of Chief Executive Officers of the top 500 companies in the United States do not come from Ivy League schools.

#### **5. 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.

#### **6. New Business**

No new business was raised.

#### **7. Concluding Remarks and Adjournment**

With no other business, Committee Chair Natasha Lowell adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, June 15, 2023, at 1:11 PM.

**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

**Academic Policy and Student Affairs Committee**

September 14, 2023

**Subject: Proposed Amendments to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees approve the proposed amendments to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct, and delegate authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors (BOG) or as a result of the regulation-making process.

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**Background information:**

The proposed amendments include changes to remove the Presidential Review Process and to strike language from the 2020 Title IX Regulations that has been struck by a federal court and deemed unenforceable by the United States Department of Education has been removed and replaced with compliant language and correction of grammatical errors.

Florida Board of Governors Regulation 1.001(5)(a), University Board of Trustees Powers and Duties, provides, in relevant part, that each boards of trustees shall provide for the establishment of "the personnel program for all the employees of the university, including ... standards for performance and conduct,... disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment."

Florida Board of Governors Regulation 1.001(3)(j)(l) provides, in relevant part, that each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedures adopted by the Board of Governors; and each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students and campus visitors.

Florida Board of Governors Regulation 6.0105(8), Student Conduct and Discipline, in relevant part, requires university Boards of Trustees to incorporate minimum standards into any process that evaluates whether a student is responsible for sexual misconduct, gender-based discrimination, sexual harassment, sexual assault, dating violence, domestic violence, or stalking.

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**Supporting Documentation:** Proposed Amendments to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

**Facilitator/Presenter:** Elizabeth M. Bejar



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

**NOTICE OF CHANGE TO PROPOSED AMENDMENT TO REGULATION**

**REGULATION NO.:** FIU-105

**REGULATION TITLE:** Sexual Harassment (Title IX) and Sexual Misconduct

**SUMMARY:** This regulation is being modified to remove the Presidential Review Process and strike language from the 2020 Title IX Regulations that has been struck by a federal court and deemed unenforceable by the United States Department of Education has been removed and replaced with compliant language and correction of grammatical errors.

**TEXT OF REGULATION:** The full text of the Proposed Amendment to 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, [devillee@fiu.edu](mailto:devillee@fiu.edu), 305.348.2103.

**AUTHORITY:** Florida Board of Governors Regulation 1.001(3)(j)(l) and 6.0105(8).

**NAME OF PERSON INITIATING PROPOSED AMENDMENT TO REGULATION:**  
Dr. Elizabeth Bejar, Provost, Executive Vice President and Chief Operating Officer.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED AMENDMENT TO REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON BY SEPTEMBER 13, 2023.

**THE CONTACT PERSON REGARDING THIS REGULATION IS:**

Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8<sup>th</sup> Street, PC 511, Miami, FL 33199  
Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) | Phone: 305.348.2103 | Fax: 305.348.3272

**DATE OF PUBLICATION FOR NOTICE OF AMENDMENT TO REGULATION:**  
August 14, 2023

**DATE OF PUBLICATION FOR NOTICE OF CHANGE TO PROPOSED AMENDMENT TO REGULATION:** September 1, 2023, September 12, 2023.

**THE FULL TEXT OF THE PROPOSED AMENDMENT TO REGULATION IS BELOW. THE CHANGES TO THE PROPOSED REGULATION ARE HIGHLIGHTED IN YELLOW.**

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

### I. POLICY STATEMENT

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

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

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

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

### II. TITLE IX COORDINATORS

The *Title IX Coordinator* is:

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

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

The University's Title IX Coordinator is:

**Ryan Kelley**

**Office of Civil Rights Compliance and Accessibility (CRCA)**

Office number: 305-348-2785

Email: [ryan.kelley@fiu.edu](mailto:ryan.kelley@fiu.edu)

Address: 11200 S.W. 8<sup>th</sup> Street, PC 220  
Miami, FL 33199

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

- Jacqueline Moise-Gibbs, Assistant Director  
Office of Civil Rights Compliance and Accessibility (CRCA)  
11200 SW 8<sup>th</sup> Street, PC 220, Miami, FL 33199  
Phone: 305-348-2785  
Email: [jmoisegi@fiu.edu](mailto:jmoisegi@fiu.edu)
- Heidi Louisy, Ph.D. Director  
Employee & Labor Relations (ELR)  
11200 SW 8<sup>th</sup> Street, PC 236, Miami, FL 33199  
Phone: 305-348-4186  
Email: [elr@fiu.edu](mailto:elr@fiu.edu)
- Kevin Kendrick, Ed.D., Senior Associate Athletic Director  
University Compliance  
Ocean Bank Convocation Center  
11200 S.W. 8<sup>th</sup> Street, Room 154, Miami, FL 33199  
Phone: 305-348-2843  
Email: [kevin.kendrick@fiu.edu](mailto:kevin.kendrick@fiu.edu)
- Devin Parra, Assistant Dean of Students  
Student Conduct and Academic Integrity (SCAI)  
11200 SW 8<sup>th</sup> Street, GC 311, Miami, FL 33199  
Phone: 305-348-3939  
Email: [dmparra@fiu.edu](mailto:dmparra@fiu.edu)

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, Hearing Officer(s), and the Hearing Body are properly trained based on their roles. Training includes what constitutes Sexual Misconduct and Sexual Harassment, the scope of the University's education programs and activities, how this Regulation is implemented, how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes, as applicable,

and how to serve impartially including by avoiding pre-judgment of the facts at issue, conflicts of interest and bias, any technology to be used at a live hearing, issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, and relevance to create an investigative report that fairly summarizes relevant evidence.

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

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

- FIU Office of University Compliance and Integrity  
(305) 348-2216 | Email: [compliance@fiu.edu](mailto:compliance@fiu.edu)
- U.S. Equal Employment Opportunity Commission  
(800) 669-4000
- U.S. Department of Education, Office of Civil Rights  
(800) 421-3481

### III. DEFINITIONS

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

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

***Appellate Officer*** - The Chief Student Affairs Officer or designee for student Respondents or the Vice President for Human Resources or designee for non-student Respondents.

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

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

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

- Consent must be active, not passive.

- Lack of protest or resistance does not mean consent has been granted, nor does silence mean consent has been granted.
- Within each sexual encounter, there may be separate individual sexual acts involved, and consent to one act and/or person(s) by itself does not constitute consent to another act and/or person(s).
- The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never, by itself, be assumed to be an indicator of consent for any current or future sexual encounter even in the context of a relationship, there must be mutual consent.
- If coercion or force is used, there is no consent.
- If a person is incapacitated so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent. This may be affected by conditions due to age, alcohol or drug consumption, unconsciousness, being asleep, physical or developmental disabilities.
- Whether one has taken advantage of a position of influence over another can be a factor in determining whether there was consent.
- In order to give consent, one must be of legal age.
- The question of what the Respondent should have known as to whether the Complainant was incapacitated is objectively based on what a reasonable person, sober and/or exercising good judgment, would have known about the condition of the Complainant.

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

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

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

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

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

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

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

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

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

***Responsible Employee*** – Any employee with authority to institute corrective measures; who has been given the duty of reporting incidents of Sexual Harassment or Sexual Misconduct or any other misconduct by students or employees to the Title IX Coordinator or other appropriate University designee; or an individual who a student or employee could reasonably believe has this authority or responsibility.

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

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

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

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

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

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

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

***Retaliation*** – Any words or behavior made to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this Regulation, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing

under this Regulation. Retaliation may be committed by the Respondent, the Complainant, the Reporting Party, or any other individual or group of individuals.

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

- An employee, including faculty, staff, or contractor, conditioning the provision of aid, benefit, or service on an individual’s participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity;
- Sexual Assault is defined as penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded;
- Dating Violence which means violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
- Domestic Violence is defined as violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim; or
- Stalking defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

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

- *Coercion* - Conduct, intimidation, and/or express or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in sexual contact or any other type of involuntary conduct, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
  - Causing the deliberate incapacitation of another person;
  - Conditioning an academic benefit or employment advantage;
  - Threatening to harm oneself if the other party does not engage in sexual contact; or
  - Threatening to disclose an individual’s sexual orientation, gender identity, gender expression, or other personal or sensitive information if the other party does not engage in the sexual contact or takes actions involuntarily.
- *Domestic Violence* - violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person

against an adult or youth victim.

- *Dating Violence* - violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- *Gender-based Harassment* - harassment based on gender, sexual orientation, gender identity, or gender expression, including acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve contact of a sexual nature.
- *Non-Consensual Sexual Touching* – any sexual touching without consent. Sexual touching is any intentional touching of a person’s body, including the breasts, buttocks, groin, genitals, or other intimate parts. Touching may be over or under clothing and may include the Respondent touching the Complainant, the Respondent making the Complainant touch the Respondent or another person, or the Respondent making the Complainant touch the Complainant’s own body.
- *Obscene or Indecent Behavior*
  - i. Exposure of one’s sexual organs or the display of sexual behavior that would reasonably be obscene or indecent to others. Other forms of obscene or indecent behavior include sexual exhibitionism, engaging in prostitution, or the facilitation or solicitation of a prostitute.
  - ii. Observing another individual’s nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
  - iii. Recording, photographing, transmitting, showing, viewing, streaming, or distributing intimate or sexual images, audio recordings, or sexual information of another person in any form without the knowledge and Consent of all parties involved.
  - iv. Publishing a sexually explicit image of a person that contains or conveys the personal identification or information of the depicted person to an internet website, text, email, and/or social media without the depicted person’s Consent.
- *Revenge Porn* - to publish a sexually explicit image of a person, including any depiction that contains or conveys the personal identification or information of the depicted person by any electronic, digital or other means, including to an internet website, by text, by email, and/or by or through social media without the depicted person’s Consent.
- *Sex-based Harassment* – any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature:
  - i. Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person’s instruction, academic standing, or participation in any University program, activity, or benefit;
  - ii. Submission to, or rejection of, such conduct by an individual is used as a basis for academic or work evaluation;
  - iii. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University’s educational, and/or campus-residential experience when



viewed both from a reasonable person in similar circumstances and the person in question.

- *Sexual Assault* – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded
- *Sexual Coercion* – the act of using pressure or force to have sexual contact with someone who has already refused.
- *Sexual Exploitation* - Knowingly or recklessly transmitting a sexually transmitted disease or sexually transmitted infection (such as HIV) to another individual without the knowledge and consent of the person exposed.
- *Stalking* - A course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

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

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

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

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

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

#### **IV. JURISDICTION**

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

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

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

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

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

**CONFIDENTIAL ASSISTANCE\***

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

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



**CONTACT:**



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

**Victim Empowerment Program**

24 hour crisis: 305-348-2277

MMC: SHC 270

vep.fiu.edu

**Counseling & Psychological Services (CAPS)**

MMC: SHC 270, 305-348-2277

BBC: WUC 320, 305-919-5305

caps.fiu.edu

**Student Health Clinics**

MMC: SHC, 305-348-8385

BBC: SHC, 305-919-5620

**Office of Employee Assistance**

MMC: 305-348-2469 • BBC: ACII 246B

**MAKING A REPORT TO THE UNIVERSITY**

Means University Officials must take appropriate action



**CONTACT:**



**Title IX Coordinator**

**Deputy Title IX Coordinators**

**Mandatory Reporters**

**Campus Security Authorities**

**Dean of Students**

**Student Conduct and Academic Integrity (SCAI) Staff**

**Faculty**

**Police**



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

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

305-585-5185

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

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

**Florida Council Against Sexual Violence  
Information Line**

1-888-956-RAPE

**Florida Domestic Violence Hotline**

1-800-500-1119; Florida Relay 711

**Florida Victim Assistance**

1-800-266-6667

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

305-285-5900

Any licensed mental health professional can  
provide **Confidential Assistance**

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

**Ryan Kelley, J.D.**

Title IX Coordinator

Office of Civil Rights Compliance and Accessibility (CRCA)

Phone: 305-348-2785 | Email: [ryan.kelley@fiu.edu](mailto:ryan.kelley@fiu.edu)

Primera Casa 220

**Jacqueline Moise Gibbs**

Deputy Title IX Coordinator

Office of Civil Rights Compliance and Accessibility (CRCA)

Phone: 305-348-2785 | Email: [jmoisegi@fiu.edu](mailto:jmoisegi@fiu.edu)

Primera Casa 220

**Heidi Louisy, Ph.D.**

Director, Employee & Labor Relations (ELR)

Phone: 305-348-4186 | Email: [elr@fiu.edu](mailto:elr@fiu.edu)

Primera Casa 236

**Kevin Kendrick, Ph.D.**

Sr. Associate Athletic Director,

University Compliance

Phone: 305-348-2843

Email: [kevin.kendrick@fiu.edu](mailto:kevin.kendrick@fiu.edu)

Ocean Bank Convocation Center 154

**Devin Parra**

Assistant Dean of Students

Student Conduct and Academic Integrity

Phone: 305-348-3939

Email: [dmparra@fiu.edu](mailto:dmparra@fiu.edu)

Graham Center 311



**OR REPORT ONLINE:**



**FIU Central Reporting Page** provides a  
method to report on alleged violations of FIU-  
105 online:

<https://report.fiu.edu>

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

[http://police.fiu.edu/Silent\\_Witness.php](http://police.fiu.edu/Silent_Witness.php)

**FIU Ethical Panther Line** provides a method  
to report anonymously to the University  
Compliance Office:

<https://fiu.i-sight.com>

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

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

## **VI. SUPPORTIVE MEASURES**

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

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

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

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

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

## **VII. ADVISORS**

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

## **VIII. FORMAL COMPLAINTS**

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

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

### **Mandatory Dismissal of Formal Complaints of Sexual Harassment**

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

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

- Did not occur in the United States.

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

### **Permissible Dismissal of Formal Complaints of Sexual Harassment or Sexual Misconduct**

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

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

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

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

### **Consolidation of Formal Complainants**

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

## **IX. INTERIM SUSPENSION AND ADMINISTRATIVE LEAVE**

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

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

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

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

## **X. INVESTIGATION OF FORMAL COMPLAINTS**

### **Criminal Investigations**

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

### **Notice of Allegation**

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

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

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



## **Timeline for Investigation and Responsibility Determination**

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

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

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

## **Appointment of an Investigator**

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

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

## **Concurrent Processes**

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

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

## **The Collection of Evidence**

Investigators will gather information from the Complainant, Respondent, and other individuals who have information relevant to the Formal Complaint. The parties will have an equal opportunity to present facts and evidence, identify witnesses, and other inculpatory and exculpatory evidence. The investigator may also interview relevant third parties who, throughout the course of the investigation, are determined to have information that may assist in the review of the formal complaint. The investigator has the discretion to determine the relevance of any

witnesses provided by either party, and will determine which witnesses to interview. The investigator will not consider relevant any witnesses who are offered solely for the purpose of providing evidence of a party's character. If a party declines to provide relevant information, the University's ability to conduct a prompt, thorough, and equitable investigation may be impaired.

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

### **Exclusion of Certain Forms of Evidence**

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

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

### **Review of Collected Evidence & Investigatory Report**

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

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

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

## **XI. INFORMAL RESOLUTION**

If a Formal Complaint has been filed, the University has the discretion at any time prior to reaching a determination regarding responsibility to choose to offer and facilitate informal resolution options so long as the parties give voluntary, informed written consent to attempt

informal resolution. Informal resolution is not available when a Complainant is a student alleging that a University employee has engaged in Sexual Harassment or Sexual Misconduct.

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

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

## **XII. HEARINGS**

### **The Hearing Process**

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

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

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

~~If a party or witness does not submit to cross-examination at the live hearing, the Hearing Officer and Hearing Body will not rely on any statement of that party or witness in reaching a determination regarding responsibility. Party or witness statements, police reports, Sexual Assault Nurse Examiner (SANE) reports, medical reports, and other records may be relied upon~~

in making a final determination after the completion of a live hearing to the extent that they contain statements of a party or witness who has not submitted to cross-examination, subject to the same relevance rules otherwise provided within this regulation. The Hearing Officer and Hearing Body will not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions. Where a witness statement not subject to cross-examination is relied upon in reaching a decision, the Hearing Body must provide a written explanation of why the Hearing Body considered such evidence substantially trustworthy or reliable. In no event shall a party's uncorroborated statement, that is not subject to cross-examination, be the sole basis for a finding of responsibility.

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

### **The Written Determination Regarding Responsibility**

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

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

### **XIII. DISCIPLINARY SANCTIONS**

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

Student Conduct and Academic Integrity will oversee disciplinary sanctions for students and student organizations. Students or student organizations who are found to have violated this Regulation will be subject to disciplinary sanctions as set forth in the Student Conduct and Honor Code, Regulation FIU-2501. Any sanctions will be proportionate to the severity of the

violation and the student's cumulative conduct history. Sanctions include, but are not limited to, reprimand, educational sanctions, counseling assessment, restitution, disciplinary probation, restrictions, exclusion from university housing, suspension, loss of university recognition, or expulsion.

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

#### **XIV. REMEDIES**

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

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

#### **XV. PROCESS OF PRESIDENTIAL REVIEW**

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

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

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

~~The President shall issue a written decision, including the results of the appeal and rationale, to the Respondent, Complainant, Appellate Officer, and Title IX Coordinator within fourteen (14)~~

~~Business Days of notification of a disciplinary outcome. The President's decision constitutes Final Agency Action and will include notice of the Respondent's right to appeal to an external judicial forum.~~

## **XVI. APPEALS**

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

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator(s), or Hearing Official had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- The sanctions are extraordinarily disproportionate to the violation committed.

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

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

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

## **XVII. PRIVACY AND CONFIDENTIALITY**

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

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

## **XVIII. RETALIATION AND OBSTRUCTION**

Retaliation and Obstruction are prohibited during any portion of the grievance process. If a member of the University community believes that Retaliation or Obstruction may have been taken against them or others, they should report the behavior to the Title IX Coordinator or investigator. The situation will be reviewed and a response will be provided to the employee or

student who alleged the Retaliation or Obstruction. Charging an individual with a violation for making a materially false statement in bad faith in the grievance process under this Regulation does not constitute Retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. Exercising any rights secured by the First Amendment does not constitute Retaliation.

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New April 15, 2015, Amended June 8, 2018, Amended 8-13-20, Amended 10-30-20, Amended 3-3-21, Amended 3-4-22, Amended \_\_\_\_\_.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Tenure Nomination**

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**Proposed Committee Action:**

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

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**Background Information:**

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

The University President is recommending the granting of Tenure for one (1) nominee as specified in the Board materials.

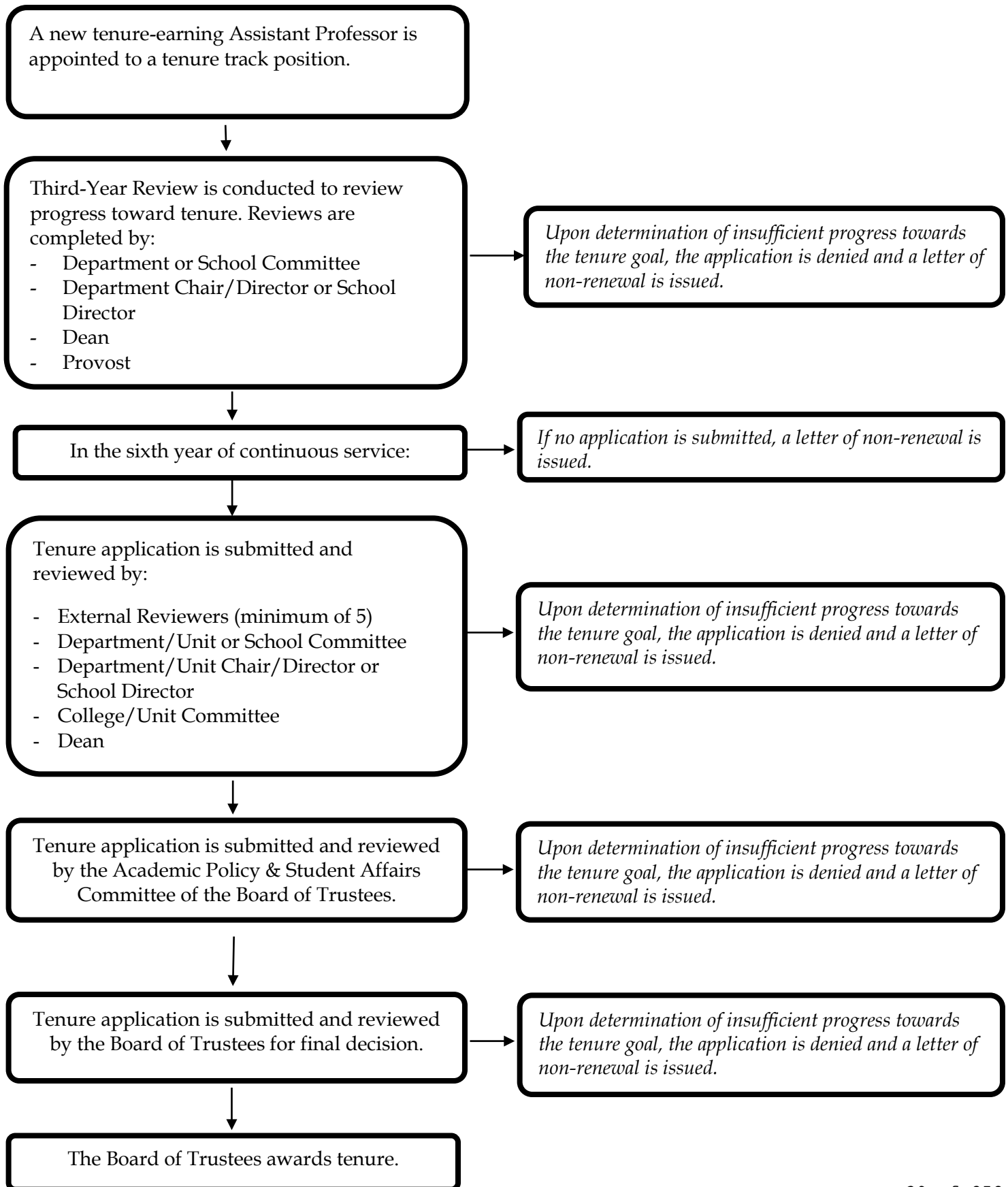
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**Supporting Documentation:** Tenure Flowchart  
Tenure Nomination  
Tenure Nominee Biography

**Facilitator/Presenter:** Elizabeth M. Bejar



## Tenure Approval Flow Chart



2022-2023 Tenure Candidate			
Last Name	Name	Department	Proposed Rank
College of Engineering and Computing			
Mehrabi	Armin	Civil and Environmental Engineering	Associate Professor



**Armin Mehrabi**  
**Civil and Environmental Engineering**  
**College of Engineering and Computing**

Dr. Armin Mehrabi joined the Department of Civil and Environmental Engineering as a tenure-earning Associate Professor in 2017, having earned his Ph.D. in Civil Engineering from the University of Colorado in 1994. He worked for the Construction Technology Laboratory (CTL) from 1996 to 2004 and then started his own company, Bridge Engineering Solutions from 2004 to 2017. He is a licensed Professional Engineer.

Dr. Mehrabi's research is in bridge engineering, with a focus on the prestressed-precast and Fiber Reinforced Plastic (FRP) reinforced/ strengthened concrete elements, and the Non-Destructive Evaluation (NDE) of bridges. Namely, Dr. Mehrabi researches the inspection, evaluation, cable vibration and wind assessment, health monitoring, and rehabilitation of cable-supported bridges. He has published 22 peer-reviewed journal papers and has secured ~\$3.4M in awards.

Dr. Mehrabi teaches undergraduate and graduate level courses, Reinforce Concrete (CES 4702), Graduate Seminar (CGN 6939), Steel Design (CES 4605), Finite Element Method in Mechanics (EMG 5351). Dr. Mehrabi has 30 years of industry experience in the areas of bridge engineering, and materials durability and testing and incorporates his expertise into these classes. He is currently supervising four graduate students and 10 MS students.

Dr. Mehrabi has served on the Differential Assignment Committee, Institutional Success Committee, The Evaluating Teaching Project committee, Scholarship Committee, Diversity Advocate for Faculty Search Committee and the Diversity and Inclusion Committee. He serves as the faculty advisor for the ASCE-SEI Graduate Student Chapter at FIU, is a member of the American Society of Civil Engineers, and serves on an NSF Advisory Panel.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Tenure as a Condition of Employment Nominations**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees the approval of four (4) candidates for Tenure as a Condition of Employment (TACOE).

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**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.

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**Supporting Documentation:** Tenure as a Condition of Employment Nominee Overview  
Tenure as a Condition of Employment Nominee Bios and  
Curricula Vitae

**Facilitator/Presenter:** Elizabeth M. Bejar

**Florida International University**  
**Tenure as a Condition of Employment Nominations - September 2023**

<b>Name</b>	<b>College</b>	<b>Department</b>	<b>Proposed Rank</b>
David Delaine	College of Engineering and Computing	SUCCEED	Associate Professor
Anil Misra	College of Engineering and Computing	Civil and Environmental Engineering	Professor
Indranil SenGupta	College of Art, Sciences & Education	Math & Statistics	Professor
Natalia Trujillo	Stempel College of Public Health & Social Work	Global Health	Associate Professor



**Dr. David A. Delaine**  
**Tenure as a Condition of Employment**  
**School of Universal, Computing, Construction & Engineering Education (SUCCEED)**  
**College of Engineering & Computing**

Dr. Delaine earned his PhD in Electrical Engineering from Drexel University, Philadelphia, Pennsylvania in 2012. He joined Ohio State University (OSU) as a tenure-track assistant professor in 2016. Prior to joining Ohio State University, he held a postdoctoral fellowship at the Escola Politecnica da Universidade De São Paulo, São Paulo, Brazil funded by a Fulbright Scholar Postdoctoral Fellowship and a Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP) Postdoctoral Fellowship. He was tenured and promoted at Ohio State University on May 17<sup>th</sup>, 2023. Dr. Delaine is joining FIU as tenured Associate Professor as a condition of employment.

Dr. Delaine's research focuses on engineering education and more specifically engineering community-based learning, university-community partnerships, community engagement, qualitative educational research methods and international collaboration. Dr. Delaine has been well funded and will transfer most of his \$600K National Science Foundation (NSF) CAREER Award, awarded in 2022, to FIU. He has published 14 journal articles and 34 peer-reviewed conference papers. Two of his American Society for Engineering Education (ASEE) conference papers received best paper nominations.

Dr. Delaine has graduated 2 PhD students and taught many graduate level courses offered at the Ohio State PhD Engineering Education program, and an undergraduate course in Fundamentals of Engineering. He has also served on six PhD dissertation committees and mentored seven undergraduates in research.

Dr. Delaine has an impressive record of service to his field, University, and community. He was instrumental in building the department's Ph.D. program. He has held numerous leadership roles in professional societies, and has a strong record of impactful community engagement.

Dr. Delaine will contribute significantly to the SUCCEED in the College of Engineering & Computing.

# DAVID A. DELAINE

[David.Delaine@gmail.com](mailto:David.Delaine@gmail.com)

[www.theicbllab.com](http://www.theicbllab.com)

## CURRENT APPOINTMENTS:

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Assistant Professor

June 2016 - Present  
The Ohio State University – Department of Engineering Education

## AREAS OF SPECIALIZATION:

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Engineering Education, Community-Based Learning, University-Community Partnerships, Community Engagement, Qualitative Educational Research Methods, International Collaboration

## JOURNAL PUBLICATIONS:

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1. **Delaine, D.**, Nabrit, D., Harris, N., Nabrit, C., Ratcliff, C., Penn-Nabrit, P. (2023). Factors That Promote Reciprocity within Community-Academic Partnership Initiation. *International Journal of Research on Service-Learning and Community Engagement*, January.
2. Shermadou, A. S.\*, **Delaine, D.**, (2022). A systemized literature synthesis of encounters with cultural differences in engineering international service-learning literature, *International Journal or Service-Learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship*.
3. **Delaine, D.**, Desing, R., Wang, L.\*, Dringenberg, E., Walther, J. (2021) Identifying and disrupting problematic implicit beliefs about engineering held by students in service-learning, *International Journal or Service-Learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship*, Vol. 16, No. 2.
4. Guanes, G.\*, Wang, J.\*, **Delaine, D.**, Dringenberg, E. (2021). Empathic Approaches in Engineering Capstone Design: Student Beliefs and Reported Behaviour. *European Journal of Engineering Education*.
5. **Delaine, D.**, Thompson, J., (2021). Characterizing Service-Learning Partnerships in Engineering through the Perceived Experiences of Undergraduate Students”, *Journal of Community Engagement and Scholarship*, 14(1).
6. **Delaine, D.**, (2021). Characterizing STEM Community-Based Learning through the Inter-Stakeholder Dynamics within a Three-tiered Model. *Journal of Higher Education Outreach and Engagement*, 25(2).
7. Sochacka, N., **Delaine, D.**, Shepard, T.G., Walther, J. (2021). Empathy Instruction through the Propagation Paradigm: A synthesis of developer and adopter accounts”. *Advances in Engineering Education*, Spring.
8. Martin, A., Strzempkowski, B., Young, S., Fontecchio, A. K., **Delaine, D.**, (2020). Air Traffic Control Technical Training Collaboration for the Advancement of Global Harmonization, *Journal of Air Transport Management*, 89(1).
9. **Delaine, D.**, Cardoso, J. C., & Walther, J. (2019). An Investigation of Inter-Stakeholder Dynamics Supportive of STEM, Community-Based Learning. *International Journal of Engineering Education*, 35(4), 1094–1109.
10. **Delaine, D.**, Williams, D., Tull, R., & Sigamoney, R. (2016). Global Diversity and Inclusion in Engineering Education: Developing platforms towards increased international collaboration. *International Journal of Engineering Pedagogy*, 6(1), 56-71.
11. O’Shea, J. & **Delaine, D.** (2011). The Rise of Student-to-Student Learning: Youth-led Programs Impacting Engineering Education Globally. *International Journal of Online and Biomedical Engineering*, 7(3), 797-801.
12. **Delaine, D.**, Seif-Naraghi, S. B., Al-Haque, S., Wojewoda, N., Meninato, Y., & DeBoer, J. (2010). Student involvement as a vehicle for empowerment: a case study of the student platform for engineering education development. *European Journal of Engineering Education*, 35(4), 367-378.
13. Shah, H. J., **Delaine, D.**, & Fontecchio, A. K. (2008). Plasma Modification of Fluoropolymers for Aligning Liquid Crystals. *Journal of Display Technology*, 4(2), 160-165.



14. Shah, H. J., **Delaine, D.**, & Fontecchio, A. K. (2007). Tailored liquid-crystal switching on ferroelectric polymer films. *Journal of the Society for Information Display*, 15(8), 579-584.

## **PUBLICATIONS IN CONFERENCE PROCEEDINGS:**

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1. Drinkard-McFarland, B.\*, Smith, Z.\*\*, Delaine, D. (2022). Engineering Education in Support of Urban Gardening. Proceedings of the *American Society for Engineering Education Annual Conference and Exposition*, Minneapolis, MN. Peer Reviewed.
2. Young, T.\*, Delaine, D. (2022). Examining Engineering Education Research with American Indian and Alaska Native Populations: A Systematic Review Utilizing Tribal Critical Race Theory. Proceedings of the *American Society for Engineering Education Annual Conference and Exposition*, Minneapolis, MN. Peer Reviewed.
3. Radhakrishnan, D., Kandakatla, R., Delaine, D. (2022, March). Participatory Approach to Engineering Service Learning Programs - Quality Framework for the Implementation of Unnat Bharat Abhiyan Program in Indian Engineering Institution. 2022 IEEE Global Engineering Education Conference (EDUCON), 2022, pp. 863-872. Peer Reviewed.
4. Ortiz-Rosario, A., & Hyungsok, N., Shermadou, A. S.\*, Delaine, D., Nocera, T., (2020, June). Comparison of Job Market and Employer Interest in Undergraduate Engineering Students: An Exploratory Analysis. In *ASEE annual conference*. Peer Reviewed.
5. Christy, A. D., Herman, J. L., Hall, L., Delaine, D., Cohen, W., Toney, J. E., ... & Calbert, T. M. (2021, July). Creating a Peer Review of Teaching Process to Enhance Instructor Feedback in Engineering Education. In *2021 ASEE Virtual Annual Conference Content Access*. Peer Reviewed.
6. Christy, A., Johnson, T. A., Froyd, J. E., Grzybowski, D. M., Delaine, D., Dringenberg, E., Kecskemety, K. M., Kajfez, R. L., Casado, A., Kalish, A. (2019). Outcomes-based Design of a New Graduate Program. *Proceedings of the ASEE 2019 Annual Conference*, Tampa, Florida, June. Peer Reviewed.
7. Ortiz-Rosario, A., Shermadou, A.S.\*, Delaine, D., Nocera, T. (2019). To What Extent Does Gender and Ethnicity Impact Engineering Students' Career Outcomes? An Exploratory Analysis Comparing Biomedical to Three Other Undergraduate Engineering Majors, *Proceedings of the ASEE 2019 Annual Conference*, Tampa, Florida, June. Peer Reviewed.
8. Shermadou, A.S.\*, Delaine, D. (2019). Investigating Undergraduate Engineering Students' Interpretation of Meaningful Encounters with Difference in Service-Learning. *49th Annual Frontiers in Education (FIE) Conference*, Cincinnati, Ohio. October. Peer Reviewed.
9. Carroll\*, T., Delaine, D. (2019). Mixed Signals: A Perspective on the Alignment Between University Expectations of Competencies for Engineering, *9<sup>th</sup> Annual International Educational Conference on Quality of Education with the theme: Education for Enhanced Competence, Entrepreneurship, and Professionalism College of Education & Behavioral Studies*, AAU, Addis Abba Ethiopia, May 30 to 31, 2019. Peer Reviewed.
10. Carroll, T.\*, Wang, L.\*, Delaine, D. (2018). A Quantitative, Pilot Investigation of a Service-Learning Trip as a Platform for Growth of Empathy. *Proceedings from the World Engineering Education Forum 2018*, Albuquerque, New Mexico. Nov. 6 -10. Peer Reviewed.
11. Wang, L.\*, Carroll, T.\*, & Delaine, D. (2018). A pilot study of the development of empathy within a service-learning trip from a qualitative perspective. *Proceedings of the 2018 ASEE Annual Conference & Exposition, Salt Lake City, Utah*. Peer Reviewed.
12. Nocera, T., Shermadou, A. S.\*, Ortiz-Rosario, A., Delaine, D. (2018). How do Biomedical Engineering Graduates Differ from Other Engineers? Bridging the Gap between Biomedical Engineering and Industry: A Case Study. *Proceedings of the 2018 ASEE Annual Conference & Exposition, Salt Lake City, Utah*. Peer Reviewed.
13. Phillips, D.\*, Delaine, D., & Kecskemety, K. (2018). First-Year Engineering Teaching Assistant Training: Examining Different Training Models for Teaching Assistant Empowerment. *Proceedings of the 2018 ASEE Annual Conference, Salt Lake City, Utah*. Peer Reviewed. Finalist for division's best paper.

14. Delaine, D., Almeida, N., Cukierman, U., DeBoer, J., and 12 other co-authors (2017). 10 years of IFEES. 10 years of the International Federation of Engineering Education Societies. *Proceedings from the World Engineering Education Forum 2017*, Albuquerque, New Mexico. Nov. 6 -10. Peer Reviewed.
15. Velandia, X., Rengifo Calle, L. V., Delaine, D. (2016) Analizando SPEED y su impacto en el Encuentro de Estudiantes de Ingeniería Colombianos como proyecto de experimentación. *14th LACCEI International Multi-Conference for Engineering, Education, and Technology: "Engineering Innovations for Global Sustainability."* San José, Costa Rica. Peer Reviewed.
16. Reed, A. M., Tull, R. G., Delaine, D., Williams, D., Tull, R., & Sigamoney, R. (2016). Building Global Infrastructure for Diversity and Inclusion in Engineering Education. *Proceedings of the 2016 ASEE Annual Conference, New Orleans, Louisiana*. Peer Reviewed.
17. Delaine, D., Williams, D., Tull, R., & Sigamoney, R. (2015). Global Diversity in Engineering Education: An Exploratory Analysis. *Proceedings of the 2015 World Engineering Education Forum, Florence, Italy*. Peer Reviewed.
18. Delaine, D., L.G., Yanaze, L., Fernandez, C., Coelho. L.G., Gonzales, M. A., Grimoni, J.A., Cardoso, J.R., Deus Lopes, R., (2014). Perfil dos ingressantes em engenharia na escola politecnica da USP, utilizando a FUVEST 2015 como processo de ingresso. *Proceedings of the XLII Congresso Brasileiro de Educação 2015, São Paulo, SP, Brazil*. Peer Reviewed.
19. Grimoni, A., Coelho, L., & Delaine, D. (2015). Discussao sobres os Diferentes Processos de Ingresso dos Cursos de Engenharia, Analise da Evolucao do Processo de Ingresso na Escola Politécnica da USP. *Proceedings of the XLII Congresso Brasileiro de Educação 2015, São Paulo, SP, Brazil*. Peer Reviewed.
20. DeBoer, J., Subramanian, S. V., Al-Atabi, M., Delaine, D., & Grimoni, J. (2015). Bringing in the World: Internationalizing the Curriculum of a First-Year Introduction to Engineering Course at a Large Public American University. *Proceedings of the International Forum at the 122nd ASEE Annual Conference and Exposition, Seattle, Washington*. Peer Reviewed.
21. Delaine, D., Cardoso, J. R., & Walther, J. (2015). Qualitative Analysis of Boundary Spanning Implications within Interviews of Engagement Stakeholders. *Proceedings of the 122nd ASEE Annual Conference and Exposition, Seattle, Washington*. Peer Reviewed.
22. Kandakatla, R., Packhem, J., Radhakrishnan, D., Freitas, C., & Delaine, D. (2014). Insight into Global Engineering Challenges: Study and Analysis. *The SEFI 42<sup>nd</sup> Annual Conference*, Birmingham, UK. Peer Reviewed.
23. Delaine, D., Cardoso, J. R., & Walther, J. (2014). A Boundary Spanner Intervention for Increasing Community Engagement Outcomes – Phase 1: Framing Case Studies in Context. *Proceedings of the World Engineering Education Forum 2014, Dubai, United Arab Emirates*. Peer Reviewed.
24. Delaine, D., Dalmon, L.D., Coelho, L.G., Yanaze, L., Depieri, A., Grimoni, J.A., Cardoso, J.R., Deus Lopes, R., (2014). Comunidade de especialistas como referencia para superar os desafios acadêmicos na criação de um grupo de pesquisas em educação em engenharia. *Proceedings of the XLII Congresso Brasileiro de Educação 2014, Juiz da Fora, MG, Brazil*. Peer Reviewed.
25. Azevedo, F., Grimoni, J., & Delaine, D. (2014). Academius: a Web tool for building collaborative pedagogical patterns applied to engineering education. *Proceedings of the XLII Congresso Brasileiro de Educação 2014, Juiz da Fora, MG, Brazil*. Peer Reviewed.
26. Packhem, J., Kandakatla, R., Radhakrishnan, D., Freitas, C., & Delaine, D. (2014). Insight into Global Engineering Challenges: Study and Analysis. *SEFI 2014, 42nd Annual Conference, Birmingham, UK*. Peer Reviewed.
27. Hansberry, D., Delaine, D., McEachron, D., Papazoglou, E., & Allen, F. (2011). Who are our students: A multiassessment approach to categorizing an undergraduate biomedical engineering student population. *Proceedings of the 9th Annual LACCEI Conference, Medellin, Colombia*. Peer Reviewed.
28. McEachron, D., Papazoglou, E., Allen, F., Delaine, D., Hansberry, D., Sualp, M. (2010). Engineering Education in Context: An Evidence Based Evaluation System. *ASEE Global Colloquium on Engineering Education, Singapore, Singapore*. Peer Reviewed.
29. O'Shea, J. & Delaine, D. (2011). The Rise of Student-to-Student Learning – Youth-led Programs Impacting Engineering Education Globally. *Proceedings of the IEEE Educon 2011, Amman, Jordan*. Peer Reviewed.

30. Freitas, C., Mesquita, B., Pereira, C., Farias, V., DeBoer, J., & Delaine, D. (2010). Desenvolvimento da educação na engenharia: novas abordagens baseadas em experiências e observações.” *Proceedings of the O V Congresso de Pesquisa e Inovação da Rede Norte Nordeste de Educação Tecnológica (CONNEPI 2010), Maceió, Brazil*. Peer Reviewed.
31. Delaine, D., Allen, F., & McEachron, D. (2010). An Experimental Instruction Laboratory for Developing Innovative Engineering Pedagogy Correlated to Student Learning Styles. *Proceedings of the 9th ASEE Global Colloquium on Engineering Education, Singapore, Singapore*. Peer Reviewed.
32. Delaine, D., DeBoer, J., Ivanova, J., Wojewoda, N., & Meninato, Y. (2009). The Student Platform for Engineering Education Development (SPEED) Empowering the Global Engineer. *SEFI Annual Conference, Rotterdam, Netherlands*. Peer Reviewed. Nominated – Best Paper Award.
33. Fox, A., Delaine, D., & Fontecchio, A. K. (2009). Development of Non-Traditional Skills in Graduate Students Through Teaching and Curriculum Design. *Proceedings of the 2009 ASEE Annual Conference and Exposition, Austin, Texas*. Peer Reviewed.
34. Delaine, D. & Fontecchio, A. K. (2009). Social Networking Websites for Increased Success in Minority Science and Engineering Programs. *Proceedings of the 2009 ASEE Annual Conference and Exposition, Austin, Texas*. Peer Reviewed.
35. Delaine, D., Emelle, L., Fox, A.E., Coyle, J.P., Shriyan, S.K., Michael, N., Ward, J. Ward, Burnside, H. Burnside, Kim, Y.M. Kim, & Fontecchio, A.K. (2008). Student Run Outreach Programs for Professional Development and Increased Pre-Collegiate Participation. *Proceedings of the 7th ASEE Global Colloquium on Engineering Education, Cape Town, South Africa*. Peer Reviewed.

### **PUBLICATIONS IN REVIEW:**

1. Wang, L.\*, Walther, J., Delaine, D., (Under Review). Revealing Opportunities for Undergraduates to Develop Empathy in Engineering Community-Based Learning. *Journal of Higher Education, Outreach, and Engagement. Service Learning*.
2. Redick, S.\*, Shermaou, A.S.\*, Radhakrishnan, D., Wang, L.\*, Kandakatla, R., Deboer, J., Smith, M., Delaine, D., (Under Review). “A Systematic Review Literature Review of Reciprocity in Service-Learning”. *Journal of Research Engineering Education*, in development.
3. Desing, R., Shermadou, A.\*, Ortiz-Rosario, A., Nocera, T., Delaine, D., (Under Review). A qualitative investigation into the supports and barriers of undergraduate engineering employment opportunity. *The Journal of Biomedical Engineering Education*.
4. Wallwey, C., Herman, J., Hall, L., **Delaine, D.** (In Preparation). Re-Imagining the Evaluation and Development of Engineers as Teachers. *The International Journal of Engineering Pedagogy*.

### **RESEARCH FUNDING SUMMARY:**

<b>Funding Source</b>	<b>Personal Credit</b>	<b>Total Budget</b>	<b>OSU Budget</b>
National Science Foundation	\$1,100,456	\$7,569,906	\$6,918,227
Foundations	\$184,129	\$306,257	\$306,257
<b>Totals</b>	<b>\$1,308,584</b>	<b>\$7,876,163</b>	<b>\$7,234,484</b>

## RESEARCH FUNDING:

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Delaine, D. (PI). (09/01/2023 – 08/30/2024) “Collaborative Research: Planning: Track 1 for Catalyzing a Paradigm Shift towards an Inclusive Engineering for Community Development.” Funded Planning Grant proposal: National Science Foundation Award # \_\_\_\_\_. \$66,226. (Response to reviewer comments requested\*)

Delaine, D. (PI). (06/01/2022 – 09/01/2022) “Community-Based Learning for the Development of Empathy in Engineering.” Funded supplemental proposal: National Science Foundation Award #1943934. \$48,226.

Delaine, D. (PI). (09/01/2022 – 08/30/2027). “CAREER: Enabling Transformational SL in Engineering through Critically Reflexive Practice” Funded Gant Proposal: National Science Foundation Award # 2143867. \$599,285.

Delaine, D. (PI) & Walther, J. (Co-PI). (2017) “*Community-Based Learning for the Development of Empathy in Engineering*”. Funded Gant Proposal: National Science Foundation Award # Total funds: \$299,941. Funds allocated to OSU: \$241,269.

Delaine, D. (Principal Investigator) & Fontechio, A. K. (Co-PI) (2017). *Global Harmonization and Integration within ATC Technical Training*. Federal Aviation Administration (FAA) - THHP-18 International Harmonization. Awarded October 2017. Total funding: \$80,000. Funds allocated to OSU: \$40,000.

Delaine, D. (Principal Investigator) (2019). Buckeyes Summer STEAM – summer STEAM education for k-12 communities of color. The Malcolm Jenkins Foundation. Awarded October 2019. Total funding: \$68,000. Funds allocated to OSU: \$68,000.

Delaine, D. (Principal Investigator) (2018). IEEE EPICS institutional service-learning partnership. The Ohio State University Department of Engineering Education. Service Learning Consolidation for IEEE EPICS. Institute of Electrical and Electronics Engineers. Awarded August 2018. Total funding: \$30,000. Funds allocated to OSU: \$30,000.

Delaine, D. (Principal Investigator), Odei, J., & Cox, M. F. (Co-PIs) (2017). Statistical Analysis of Implications of SES on Undergraduate Engineering Students at OSU. OSU Office of Student Academic Success (SASPR). Awarded June 2017. Total funding: \$16,000. Funds allocated to OSU: \$16,000.

Delaine, D. (Principal Investigator) & Joseph, J. J. (Co-PI) (2017). Leadership Development through Wellness-Integrated Informal Mentorship. The OSU Fisher College of Business – Inaugural Fisher Leadership Grant. Awarded June 2017. Total funding: \$8,257. Funds allocated to OSU: \$8,257.

Delaine, D. (Principal Investigator) & Joseph, J. J. (Co-PI) (2017). Leadership Development through Wellness-Integrated Informal Mentorship. CCTS. Total funding: \$4,000. Funds allocated to OSU: \$4,000.

Sabree, Z., Delaine, D., Dringenberg, E., (Co-PI). (04/01/2022-09/30/2023). “Postdoctoral Pathways into Leadership.” Submitted Grant Proposal: W.K. Kellogg Foundation \$500,000 (PC: \$15,000).

Johnston-Halperin, E. (PI), Awschalom, D. (Co-PI), Wilson, A. (Co-PI), Heckler, A. (Co-PI), Ceballos, R. (Co-PI), Delaine, D. and other Senior Personnel (10/1/2021 - 09/30/2023). “NSF convergence accelerator - track C: QuSTEAM: Convergent undergraduate education in quantum science, technology, engineering, arts, and mathematics,” Cooperative Agreement: National Science Foundation Award #2134832. \$4,989,414 (Personal Contribution (PC): \$15,000).

Johnston-Halperin, E. (PI), Awschalom, D. (Co-PI), Wilson, A. (Co-PI), Heckler, A. (Co-PI), Ceballos, R. (Co-PI), Delaine, D. and 13 other Senior Personnel (9/15/2020 - 8/31/2021). “NSF convergence accelerator - track C: QuSTEAM: Convergent undergraduate education in quantum science, technology, engineering, arts, and mathematics,” Funded Grant Proposal: National Science Foundation Award #2040581. \$709,707 (Personal Contribution (PC): \$15,000).

Nocera, T. (PI) & Delaine, D. (Co-PI and research mentor) (2018). *Analyzing inequities in undergraduate workforce opportunities between biomedical and other engineering disciplines.* NSF Research Initiation for Engineering Formation (RIEF), Awarded Feb. 22nd, 2018. Total funding: \$199,957. Funds allocated to OSU: \$199,957.

Agyemang, K. (PI), Delaine, D., Maresh, K., Joseph, J. (Co-PIs) (2019). *Faculty Leaders in Training: Supporting Black Faculty through Wellness-Integrated Informal Mentorship and Leadership.* OSU EHE Big ideas. Awarded January 2019. Total funding: \$100,000. Funds allocated to OSU: \$100,000.

### ***DOCTORAL STUDENTS ADVISED:***

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- 2021 – Present Tyler Young. Examining Engineering Education Research with American Indian and Alaska Native Populations: A Systematic Review Utilizing Tribal Critical Race Theory. Expected Graduation: Winter 2024.
- 2021 – Present Brenden Drinkard-McFarland. The Impact of Shared Positionality and Identity between University and Community Partners within Engineering Community-Based Learning. Expected Graduation: Summer 2025.
- 2022 – Present Nia Johnson. The Role of Metacognition in Community-Based Learning in Engineering. Expected Graduation: Summer 2025.
- 2018 – Present Nathan Harris. Culturally Relevant Pedagogy as a platform for empowering Black Parental Involvement in STEM Education. Current Position: Instructional Consultant within the PAST Foundation. CEO and Founder of See Brilliance.
- Graduated 2022 Dr. Linjue Jade Wang. Exploring and Integrating Empathy in Engineering Community-Based Learning Contexts: A Qualitative Approach. OSU Engineering Education. Current Position: Instructional Consultant within Center for Teaching and Learning, College of Engineering, University of Michigan.
- Graduated 2021 Dr. Amena Shermadou. Encounters with Cultural Differences as a Platform for Critical International Service-Learning in Engineering Education: An Exploration of Student Experiences. OSU Engineering Education. Current Position: Visiting Assistant Professor, School of Engineering Education, Purdue University.

### ***UNDERGRADUATE STUDENT RESEARCH MENTORSHIP:***

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- 2023 - Present Even Gu. Paid URA on Research Funding: CAREER: Enabling Transformational Service-Learning in Engineering through Critically Reflexive Practice. Computer Science Student.
- 2021 - 2022 Zach Smith. Paid URA on Research Funding: Community-Engaged Student Learning for the Development of Empathy in Engineering. Electrical Engineering Student.

- 2021 - 2022 Nia Johnson. Paid URA on Research Funding: Community-Engaged Student Learning for the Development of Empathy in Engineering. Chemical Engineering Student.
- 2021 - 2022 Kristen Wood. Paid URA on Research Funding: Community-Engaged Student Learning for the Development of Empathy in Engineering. Electrical Engineering Student.
- 2020 - 2021 Sina Musie. Paid URA on Research Funding: Community-Engaged Student Learning for the Development of Empathy in Engineering. Mechanical Engineering Student.
- 2018 - 2020 August Majtenyi. Paid URA on Departmental Start-up Research Funding:.. Mechanical Engineering Student.
- 2016 - 2017 Cole Harlow. Paid URA on Departmental Start-up Research Funding. Mechanical Engineering Student.

### ***AWARDS/FELLOWSHIPS:***

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- ASEE 2019 BIOMEDICAL ENGINEERING DIVISION BEST DIVERSITY PAPER NOMINEE** June 2019
- NATHAN HARRIS GRADUATE RESEARCH FELLOWSHIP PROGRAM** March 2019
- ASEE 2018 FIRST YEAR ENGINEERING DIVISION BEST PAPER NOMINEE** June 2018
- EED FACULTY MENTOR AWARD** May 2018
- CNPq POSTDOCTORAL FELLOWSHIP** – not accepted due to accepting FAPESP April 2014
- FUNDAÇÃO DE AMPARO À PESQUISA DO ESTADO DE SÃO PAULO (FAPESP) POSTDOCTORAL FELLOWSHIP** March 2014  
 Awarded fellowship for “Assessing the Impact of One Boundary Spanner on University-Wide STEM educational Engagement” at the University of São Paulo.
- FULBRIGHT SCHOLAR AWARD POSTDOCTORAL FELLOWSHIP** August 2013  
 Awarded fellowship for “Assessing the Impact of One Boundary Spanner on University-Wide STEM educational Engagement” at the University of São Paulo.
- BEST POSTER AWARD: 9<sup>th</sup> ANNUAL LACCEI CONFERENCE** August 2011
- DREXEL UNIVERSITY INTERNATIONAL TRAVEL AWARD** June 2011  
 Awarded for travel to Medellin, Colombia for the LACCEI Conference
- BEST PAPER AWARD: STUDENT CATEGORY – IEEE EDUCON 2011** April 2011
- 3<sup>rd</sup> PLACE LACCEI STUDENT AWARD – 8<sup>th</sup> ANNUAL LACCEI CONFERENCE** June 2010
- SEFI ANNUAL CONFERENCE BEST PAPER AWARD NOMINATION** July 2009  
 Finalist for best paper award out of 157 submissions
- DREXEL UNIVERSITY INTERNATIONAL TRAVEL AWARD** August 2009  
 Awarded for travel to Budapest, Hungary for the ASEE and SPEED conferences



<b>NSF GRADUATE RESEARCH FELLOW</b> Awarded and completed fellowship tenure	Sept. 2007- Sept 2010
<b>NASA GRADUATE STUDENT RESEARCH FELLOWSHIP</b> Awarded fellowship. Unable to accept as NSF had already been accepted	May 2007
<b>NASA HARRIET G. JENKINS RESEARCH FELLOWSHIP FINALIST</b> Selected in the top 40 of the applicants as a finalist to receive the fellowship	April 2007
<b>NSF BRIDGE TO THE DOCTORATE FELLOW</b> One of 12 in 2005 fellowships awarded at Drexel University by the National Science Foundation	Sept. 2005- May 2007
<b>DREXEL UNIVERSITY DEAN'S FELLOW</b> Non-need-based award for academic achievement	Sept. 2005- Sept. 2012
<b>RALPH J. BUNCHE SCHOLAR</b> Selected for scholarship for being in top one percent of applicant pool	Sept. 2000 – May 2005

### ***LEADERSHIP POSITIONS:***

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- OSU Department of Engineering Education Peer Review of Teaching Committee: (August 2019 – present)
- OSU Department of Engineering Education Graduate Studies and Research Infrastructure (GSRI) Committee: (June 2016 – July 2019)
- OSU Commencement Speaker Advisory Committee (2021, 2022, 2023)
- Admission to Major Taskforce: (November 2017 – August 2018)
- IEEE EPICS educational committee (November 2018 – August 2020)
- Founding Advisor – Latina and Latina Engineering Graduate Association (LLEGA) – May 2017 - Present
- Vice-Chair Graduate Studies Committee – The OSU Department of Engineering Education – June 2016 – October 2017
- International Federation of Engineering Education Societies (IFEES) – Vice President for Diversity and Inclusion – October '16 – October 2018
- Founder Poli-Edu – Engineering Education Research Group at the Escola Politecnica da Universidade de São Paulo
- President Student Platform for Engineering Education Development (SPEED) October '11 – October '13
- Vice president of SPEED Jan '08 – October '10
- Member on Founding IFEES International Award for Excellence in Engineering Education committee
- Co-Founder of the Drexel University Latino Interdisciplinary Graduate Association (LIGA), Drexel University, Spring 2011
- Co-Founder of the Drexel University Black Graduate Student Union (DBGSU), Drexel University, Fall 2010

### ***EDUCATION:***

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#### ***POST-DOCTORAL***

**ESCOLA POLITECNICA DA UNIVERSIDADE DE SAO PAULO, São Paulo, Brazil**

**Advisor:** Dr. Joachim Walther (University of Georgia); José Roberto Cardoso (EPUSP) May 2013 – April 2016

**Title:** *The Analysis of the Radiometric Force for the Development of an Energy Scavenging MEMS Scale Generator*

**Summary:** The radiometric force is investigated through experimental and numerical analysis to determine the feasibility of a MEMS scale, scavenging device. A prototype, macro-scale, permanent-magnet induction generator based in the design of Crooke's radiometer is used for the development of experimental characterization and mathematical verification providing proof-of-concept. A MEMS scale axial flux permanent-magnet generator driven by multiple radiometric vanes is proposed and mathematically verified.

**Awards:** Fulbright Scholar Postdoctoral Fellowship, Fundação de Amparo à Pesquisa do Estado de São Paulo (FAPESP) Postdoctoral Fellow

*GRADUATE*

**DREXEL UNIVERSITY**, Philadelphia, PA,  
**Advisor:** Dr. Adam K. Fontecchio

Ph.D. in Electrical Engineering  
June 2012

**Title:** *The Analysis of the Radiometric Force for the Development of an Energy Scavenging MEMS Scale Generator*

**Summary:** The radiometric force is investigated through experimental and numerical analysis to determine the feasibility of a MEMS scale, scavenging device. A prototype, macro-scale, permanent-magnet induction generator based in the design of Crooke's radiometer is used for the development of experimental characterization and mathematical verification providing proof-of-concept. A MEMS scale axial flux permanent-magnet generator driven by multiple radiometric vanes is proposed and mathematically verified.

**Awards:** National Science Foundation (NSF) Bridge to the Doctorate Fellowship, NSF Graduate Research Fellowship

**Committee:** Timothy Kurtzweg (Chair), Chika Nwankpa, Gary Friedman, Roberto Ramos

*UNDERGRADUATE*

**NORTHEASTERN UNIVERSITY**, Boston, MA  
Cum Laude

Bachelors of Science in Electrical Engineering  
May 2005

**RESEARCH EXPERIENCE:**

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**THE INCLUSIVE COMMUNITY-BASED LEARNING LAB,**

OSU - Columbus, Ohio

Title: Founder, Director

June 2016- Present

- Analysis and development towards developing new knowledge around the ways in which community-based learning in engineering impacts students and participating stakeholders and communities.
- Develop evidence-based approaches in CBL that support the formation of engineers prepared for participation in a diverse democracy and approaches to CBL partnerships that promote social justice and broadening participation outcomes.
- Use of participatory research methods and collaboration with community-partners as research collaborators

**ESCOLA POLITECNICA UNIVERSIDADE DE SÃO PAULO, São Paulo, SP, Brazil**

Title: Postdoctoral Research Fellow

July 2013- March 2015

- Creation and direction of a consolidated engineering education research group – Poli-EDU
- Management and direction of researchers towards Poli-EDU goals and objectives
- Lead development of educational research methods to group members towards research goals
- Analysis and development of educational engagement within the local K12 community for broadening participation in the STEM fields
- Mixed methods analysis of the EPUSP engagement and outreach activities
- Boundary spanning work to establish reciprocal relationships between community partners and EPUSP
- Central committee member of the National Brazilian Fair for Science and Engineering, FEBRACE - Feira Brasileira de Ciências e Engenharia
- Committee member of Poli-Cidadã – program for social responsibility in engineering for the EPUSP
- Member of the Advisory Board of the Education Technological Council - Engineering Union of the State of São Paulo. "Conselho Assessor de Educação do Conselho Tecnológico do SEESP - Sindicato dos Engenheiros no Estado de São Paulo (SEESP)".

**DREXEL UNIVERSITY SCHOOL OF EDUCATION, Philadelphia, PA, USA**

Title: Postdoctoral Researcher

September 2012- March 2013



- Research Assistant for Research Initiation Grant: Establishing a Research Collaboration between Engineering, Engineering Technology and Cognitive Science Faculty: Integrating Creativity into Undergraduate Course Projects
- Interdisciplinary analysis of learning outcomes upon increasing classroom practices with creative pedagogies
- Use of Reisman Diagnostic Creativity Assessment, Torrance Tests for Creative Thinking, and Experience Sampling model

**DREXEL UNIVERSITY ELECTRICAL ENGINEERING DEPARTMENT, Philadelphia, PA, USA**

Title: Graduate Research Fellow

September 2005- June 2012

- Development of Direct Simulation Monte Carlo Method and Finite element analysis of rarefied gas dynamics and multiphysics behavior of gas pressure forces and radiometric phenomena
- Microfabrication Super User including photolithography, thin film deposition, chemical etching, and surface characterization and vacuum systems.
- Investigation of novel power scavenging techniques for development of MEMS systems to power large-scale systems and many aspects of renewable energy to remain current with the state of the industry.
- Mathematical modeling and low-pressure experimental analysis of solar radiometer in development of MEMS Stirling-Cycle Power Radiometer.
- Investigation of the poling of ferroelectric polymers for liquid crystal alignment to develop electro-optic devices through electrical poling, using corona and other techniques.

**DREXEL UNIVERSITY BIOMEDICAL ENGINEERING DEPARTMENT, Philadelphia, PA, USA**

Title: Graduate Research Assistant – Biomedical Engineering Department

March 2009 - July 2011

- Student survey analysis to determine integrity and success of biomedical engineering departments current student perceptions and opinions
- Analysis of survey system to allow for easier analysis of new courses

***TEACHING EXPERIENCE:***

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**THE OSU EED – RESEARCH DESIGN IN ENGINEERING EDUCATION**

Title: Course Developer, Instructor

- Developed course structure, outcomes and objectives for inaugural course implementation

**THE OSU EED – PEDAGOGY, LEARNING THEOY AND ASSESSMENT IN ENGINEERING EDUCATION**

Title: Course Developer, Instructor

- Developed course structure, outcomes and objectives for inaugural course implementation

**THE OSU EED –ENGINEERING EDUCATION SEMINAR**

Title: Course Developer, Instructor

- Developed course structure, outcomes and objectives for inaugural Engineering Education Seminar

**THE OSU EED – FOUNDATIONS AND THE FIELD OF ENGINEERING EDUCATION**

Title: Course Developer, Instructor

- Developed course structure, outcomes and objectives for inaugural Introduction to Engineering Course for industrial and computational engineers
- Weekly supervision of meetings with course coordinators and direction of local sectional professors

**THE OSU EED – FUNDAMENTALS OF ENGINEERING**

Title: Instructor

**UNIVERSIDADE VIRTUAL DO ESTADO DE SÃO PAULO (UNIVESP), São Paulo, SP, Brazil**

Title: Course Supervisor

July 2014 – December 2014

- Developed course structure, outcomes and objectives for inaugural Introduction to Engineering Course for industrial and computational engineers
- Weekly supervision of meetings with course coordinators and direction of local sectional professors
- Lecturer on Engineering and Society. “Engenharia, Sociedade, e Responsabilidade Social”, video taped lecture for online course.

**DREXEL UNIVERSITY MATH PRACTICUM – CALCULUS INSTRUCTOR**, Philadelphia, PA, USA

Title: Instructor

September 2010 – June 2012

- Developed course structure, outcomes and objectives for ENGR180 – calculus practicum course for underperforming freshmen in engineering.
- In class teaching of several sections of calculus 2

**DREXEL UNIVERSITY LINEAR ALGEBRA**, Philadelphia, PA, USA

Title: Teaching Assistant

September 2009 – June 2010

- Instructed Linear Algebra courses with emphasis on Matlab.

**DREXEL UNIVERSITY BIOMEDICAL ENGINEERING DEPARTMENT**, Philadelphia, PA, USA

Title: Teaching Assistant/Research Assistant

March 2009 – Sept 2010

- Developed and Taught Experimental Instructional Laboratory Course for the summer and fall quarters.
- Analysis of department survey data

***INVITED TALKS AND PRESENTATIONS:***

1. Delaine, D. (March, 9, 2023). *Advancing Reciprocal Community-Based Learning to Strengthen Engineering Education*. Seminar Delivered to the University of Pennsylvania Department of Biology.
2. Delaine, D. (March, 9, 2023). *Advancing Reciprocal Community-Based Learning to Strengthen Engineering Education*. Seminar Delivered to University of Michigan Scholars of Engineering Education.
3. Delaine, D. (March, 9, 2023). *Advancing Reciprocal Community-Based Learning to Strengthen Engineering Education*. Seminar Delivered to the Purdue University School of Engineering Education.
4. Nocera, T. and Delaine, D. (November, 21, 2022). *Leveraging the NSF RIEF Program to Learn & Launch Engineering Education Research*. Seminar Delivered to the Northeastern University Scholars of Engineering Education.
5. Delaine, D. (October 27, 2022). OSU Intersections
6. Delaine, D., Ratcliff, C., Jayakumar, A., Nabrit, D. (July 19, 2022). *Strengthening EPICS in Partnership with IEEE*. Invited talk delivered to the Columbus Chapter of IEEE, virtual.
7. Delaine, D. (April 9, 2022). *Centering Relationships for Social Justice in Engineering*. Invited lecture for Workshop on Technology for Social Justice: Engineering Methods to Reduce Poverty, Racism, and Inequities. Ohio State, Virtual (COVID-19).
8. Delaine, D. (February 4, 2022). *Exploring the Limiting Factors of a Transformational Community-Based Learning in Engineering*. Engineering Exchange for Social Justice (ExSJ) speaker/professional development series at the Shiley-Marcos School of Engineering at the University of San Diego, Virtual (COVID-19).
9. Delaine, D. (January 26, 2022). *I am glad I chose to stay*. Engineering in the Real World. Drexel University College of Engineering, April 27<sup>th</sup>, Virtual (COVID-19).
10. Delaine, D. (April 28, 2021). *Advancing a Transformational Service-Learning in STEM*. The Center for STEM Research, Education and Outreach at Southern Indiana University – Edwardsville, Virtual (COVID-19).
11. Delaine, D. (November 29, 2021) *Approaches to Engineering as an Antiracist Technology*. Anti-racist technology course, Mechanical Engineering Department at The Ohio State University, Columbus, Ohio.
12. Delaine, D. (July 2, 2021). *Engineering for Social Change through Community-Based Learning*. The Louis Stokes Alliance for Minority Participation at the University of Maryland Baltimore County, Virtual (COVID-19).

13. Giselle, G.\*, Wang, J.\*, Delaine, D. (August 18, 2021). *Strengthening empathy and care in engineering through a global community*. Webinar in the International Federation of Engineering Education Societies (IFEES) Global Virtual Seminar Series, Virtual.
14. Delaine, D., (September 18, 2021) “*Nah, that’s not for me*” *Hesitations that Strengthened a Career in Higher Education*. Seminar delivered to the Northeastern University Student Pathways Opening World Energy Resources (S-Power) program. Boston, Massachusetts.
15. Delaine, D., (May 20, 2021) *LSAMP through the eyes of an alumni*. Invited talk delivered to the Drexel University Louis Stokes Alliance for Minority Participation. Virtual (COVID).
16. Delaine, D., (March 12, 2021) *Pursuing the Potential of Transformational Service-Learning in Engineering*. Seminar delivered to The Grove School of Engineering at the City College of New York. Virtual (COVID).
17. Delaine, D. (November 23, 2019). *Black Boys Achieving their Highest Potential*, The Ohio State University Department of African American and African Studies. A community conversation at the OSU African American Extension Center, Columbus Ohio.
18. Delaine, D., (November 18, 2020). *Engineering for Social Change through Community-Based Learning*. Seminar delivered to the Center for STEM Teaching and Learning (CASTLE) at Drexel University, Virtual (COVID).
19. Delaine, D., (November 15, 2021) *The opportunities provided by diversity, equity, and inclusion within the Engineering Education international community*. Webinar in the International Federation of Engineering Education Societies (IFEES) Global Virtual Seminar Series, Virtual.
20. Delaine, D., (November 4, 2020) *Critical Research to Transcend the Limits of Service-Learning in Engineering*. Invited talk for Florida International University Discipline-Based Educational Research seminar series, Virtual (COVID-19).
21. Delaine, D., (October 22, 2020). *Transforming Service-Learning in Engineering: from service to reciprocal partnership*. Research Seminar at The Department of Engineering Education at The Ohio State University. Virtual (COVID-19).
22. Nocera, T., Ortiz-Rosario, A., Shermadou, A.\*, Delaine, D. (October 19, 2019). *Career Attainment of Undergraduate Engineers: Instrument Development Informed by Social Cognitive Career Theory*. The NSF Grantees Conference. Washington, D.C. Peer-Reviewed.
23. Delaine, D. (September 18, 2019). *A Research Pathway from Community-Based Learning to Broadening Participation*. An invited seminar delivered to the research faculty and staff at Northeastern University College of Engineering. Boston, Massachusetts.
24. Delaine, D., Carroll, T.\*, Harris, N.\*, Joseph, J. (April 30, 2019). *Supporting black male faculty through a wellness-integrated professional development program*. National Consortium for Building Healthy Academics (BHAC) - Building Cultures of Well-Being – 2019 summit. Peer-Reviewed.
25. Delaine, D. (April 13, 2019). *Where should I go next? The pursuit of a career through LSAMP eyes*. The Ohio Louis Stokes Alliance for Minority Participation (LSAMP). Cincinnati, Ohio.
26. Delaine, D. (April 5, 2019). *Research at Intersections: an engineering education research agenda in community engagement*. An invited seminar delivered to the Drexel University Center for the Advancement of STEM Teaching and Learning (CASTLE), Philadelphia, PA.
27. Martini, E.R., Carroll, T.\*, Maresh, C.M., Joseph, J.J., Delaine, D. (May 29, 2019) *Supporting Physical Health of Black Male Faculty Through a Wellness-integrated Professional Development Program: FIT Leaders*. Annual Meeting. World Congress on Exercise is Medicine, and World Congress on the Basic Science of Exercise, Circadian Rhythms and Sleep of the American College of Sports Medicine (ACSM). Orlando, Florida. Peer-Reviewed.
28. Wang, L.\* & Delaine, D. (March 20, 2018). *The Development of a Framework for Boundary- Spanning in STEM Community Engagement: Empathy as a Key to Mutual Benefits*. Community Engagement Conference at The Ohio State University, Columbus, Ohio. Peer Reviewed.
29. Delaine, D. & Joseph, J. (February 22, 2018). *Leadership Development through Wellness-Integrated Informal Mentorship*. The Inaugural OSU Fisher College Academic Leadership Conference, Columbus, Ohio. Peer Reviewed.
30. Delaine, D., Stanford, J., & Fontecchio, A. K. (March 7, 2018). *Modernizing Experiential Education*. South by Southwest Education 2018, Austin, Texas. Peer Reviewed.

31. Delaine, D. (August 8, 2017). *International Harmonization and Global Integration – COE SOAR project 18*. COE SOAR Annual Meeting. University of Oklahoma, OK.
32. Delaine, D. (July 17, 2017) *Engineering Education Research as a Vehicle for Excellence*. Federal Aviation Administration (FAA), Washington DC. June
33. Farrell, S., Tull, R., & Delaine, D. (June 23, 2017). *Global Engagement in Diversity*. International Federation of Engineering Education Societies. Webinar in the International Federation of Engineering Education Societies (IFEES) Global Virtual Seminar Series, Virtual. Peer Reviewed.
34. Delaine, D. (May 7, 2017). *Paradigm Shifts through a U.S. Engineering Education Department*. Institute of China's Science, Technology and Education Policy Meeting. Hosted by Education Committee of Chinese Academy of Engineering, Chinese Society for Engineering Education and Zhejiang University Zhejiang University, Hangzhou, China.
35. Delaine, D. (April 30, 2017). *A Research Overview of the Collaborative Lab to Change Engineering Education*. 4th Annual Academic and Research Leadership (ARL) Network Symposium (ARLS). Kansas City, Kansas.
36. Delaine, D. (March 31, 2017). *Your Foundation for Academia*. The 43<sup>rd</sup> Conference of the National Society of Black Engineers (NSBE). Kansas City, Mo. Peer Reviewed.
37. Delaine, D. (November 8, 2016). *Inclusive Engagement – Engineering for All*. 2016 World Engineering Education Forum (WEEF) & Global Engineering Dean's Council (GEDC). Seoul North Korea. Peer Reviewed.
38. Delaine, D. (November 7, 2016). *Opportunities in Engineering Education for Graduate Students*. 2016 World Engineering Education Forum (WEEF) & Global Engineering Dean's Council (GEDC). Seoul North Korea. Peer Reviewed.
39. Delaine, D. (July 21, 2016). *Culture-informed practice*. Maryland Louis Stokes Alliance for Minority Participation, San José, Costa Rica.
40. Delaine, D. (July 19, 2016). *Global Engineering Student Leadership: Impact towards Career Growth*. Foro Latinoamericano de Estudiantes sobre Educación en Ingeniería (FLEEI). San José, Costa Rica. Peer Reviewed.
41. Delaine, D. (April 24, 2015). *Engineered Education*. Invited Presentation at the Universidade Federal de Matto Grosso Do Sul. UFMS, Matto Grosso do Sul, Brasil.
42. Delaine, D. (November 29, 2014). *Eliminating Borders to Maximize Potential within SPEED*. Keynote at the 10<sup>th</sup> Global Student Forum on Engineering Education, Dubai, U.A.E.
43. Delaine, D., Amon, C., Hashim, H., Champion, C. (December 4, 2014) *Extrapolating Diversity from Local to Global – Do common global denominators exist within local diversity initiatives?* World Engineering Education Forum, Dubai, U.A.E.
44. Delaine, D. (June 3, 2013). *Creating Your Own Space within Engineering Education*. Seminar - University of Georgia, Athens, Georgia.
45. Delaine, D. (December 7, 2010). *What can a Ph.D. do for me?*, Philadelphia Girls High School
46. Qidi, W., Delaine, D., Mook, J., Ramiro, J., Beynon, J. (October 2, 2010) Global Engineering Dean's Council Workshop on Energy and Water Sustainability. Singapore, Singapore,.
47. Delaine, D., (February 20, 2010). *High School ≈ Ph.D.*, El Centro Big Picture High School.
48. Lim, T., Delaine, D. (September 21, 2007). *So you want to pursue a Ph.D.?* NSF Bridge to the Doctorate Summer Retreat, Lewes Delaware.
49. Delaine, D., (April 10, 2009). *10 Years of College?!?! WHAT?!!*. LSAMP Northeast Regional Conference AMP symposium – keynote speaker.
50. Delaine, D. (February 18, 2009). *Educational Growth*, Drexel University Deans Luncheon Invited Speaker.

## **REPORTS AND COMMISSIONED WORK:**

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- Delaine, D., Fontecchio, A. K., Bass, E., Young, S., Martin, A., Bixler, P.E., Strzempkowski, B., (2018). Global Harmonization and Integration within ATC Technical Training. AJI-2 Technical Training and Human Performance Project. Technical Report delivered to Center of Excellence (COE) Solutions for Operational Aviation Research (SOAR), of the Federal Aviation Administration (FAA). Program Officer: Abigail Smith. Submitted February 23.
- F. Reisman, F., Delaine, D, A third-party assessment of the Open Connections Program Through an Alumni Survey. May 15, 2013.
- 2<sup>nd</sup> Global Student Survey on Engineering Education - [http://worldspeed.org/portal/images/Survey\\_2.pdf](http://worldspeed.org/portal/images/Survey_2.pdf)
- 1<sup>st</sup> Global Student Survey on Eng. Ed. [http://www.worldspeed.org/portal/images/exe\\_com/Survey\\_1.pdf](http://www.worldspeed.org/portal/images/exe_com/Survey_1.pdf)

### **WORKSHOPS DELIVERED:**

- “The Q3 Project – Qualifying Qualitative Research Quality, J. Walther, N. Sochacka, D. Delaine, within - 1<sup>st</sup> International Seminar on Engineering Education, Escola Politécnica da USP, Seminar, November 27, 2015.
- 1<sup>st</sup> International Seminar on Engineering Education, Escola Politécnica da USP, Seminar, November 27, 2015.
- 1<sup>st</sup> International Seminar on Engineering Education, Escola Politécnica da USP, Workshop within seminar, “Conducting Rigorous Engineering Education Research in the Context of a Globally Emerging Discipline.” J. Walther, N. Sochacka, D. Delaine. November 27, 2015.
- INTEL ISEF workshop - International Science and Engineering Fair workshop – Sao Paulo Brasil, May 2015.
- PRE-INTEL International Science and Engineering Fair workshop – Matto Grosso do Sul, Brasil, April, 2015.
- 2<sup>nd</sup> Indian Student Forum on Engineering Education, “Engineering Beyond Boundaries.” Bangalore, India, September 2014
- 1<sup>st</sup> Foro Argentino de Estudiantes de Ingenieria, Formosa, Argentina, April, 2014.
- PRE-INTEL International Science and Engineering Fair workshop – Sao Paulo Brasil, May 2014.
- 3<sup>rd</sup> Global Student Forum on Engineering Education, Conference Organizer, Chair of Topic Discussion “Sustainability of Engineering Education”. South Africa, October, 2008.
- 9<sup>th</sup> GSF, “Developing a Global Voice for Creativity and Innovation in Engineering Education.” Cartagena, Colombia, October, 2012.
- 8<sup>th</sup> GSF, “Engineering Education for Sustainable Development and Social Inclusion.” Buenos Aires, Argentina, October, 2011.
- 7<sup>th</sup> GSF, “Developing Future Global Engineers.” Singapore, Singapore, September 2010.
- 6<sup>th</sup> GSF, “Ensuring Equitable and Diverse Global Representation in Engineering Education,” Budapest, Hungary. September, 2009.
- 5<sup>th</sup> GSF, “GLOCAL Engineer: Skills and Competencies.” St. Petersburg, Russia, September 2009.
- 4<sup>th</sup> Global Student Forum on Engineering Education – “Creating Local Awareness.” Bhubaneswar, India, Dec. 2008.

### **SERVICE, ENGAGEMENT/ OUTREACH ACTIVITIES:**

<b>Activity</b>	<b>Description</b>	<b>Date</b>	<b># of Learners</b>	<b>Role</b>
Charles Madison Nabrit Memorial Garden: it’s all in the garden	Informal, Out-of-School Science, Technology, Engineering, Arts and Mathematics (STEAM) education camp in community garden that supports students of color from the local neighborhood	June 15-19 2019, annually thereafter	15	Through working in close partnership with NGO that runs camp, provided support in conceptual development, technological resources, instruction, and staffing.

Young Dragons Summer STEAM	Informal, Out-of-School Science, Technology, Engineering, Arts and Mathematics (STEAM) education camp hosted by Drexel University that supports students of color from the local neighborhood	June, 2018 and 2019	70	Supported instruction and research infrastructure for camp.
OSU CoE Toy Adaptation Program	In partnership with Nationwide Childrens Hospital, an outreach activity that supports families of children with special needs to donate toys and teach families how to adapt toys for accessibility.	December annually since 2018	15	Supported alignment of outreach activity with engineering education professional development through inclusion of empathy in engineering as learning outcome. Instruction, assessment, and refinement of activity around evidence.
National Society of Black Engineers/ Society of Hispanic Professional Engineers STEM Challenge	Student-organization run by and for students from underrepresented backgrounds through outreach to support access, awareness, and success in STEM through identity and exposure to hands-on education	April, annually since 2018	25 university, 70 K-12	Facilitated and supported alignment of outreach activity with engineering education professional development through inclusion of empathy in engineering as learning outcome. Instruction, assessment, and refinement of activity around evidence.
Humanitarian Engineering Scholars Design Challenge	Instructional activity within scholars community in for-credit course. Students design shelters for homeless as they seek to understand the role of humanism in engineering. Shelters not delivered to community.	Spring Semester, Annually since 2018	60	Facilitated and supported alignment of outreach activity with engineering education professional development through inclusion of empathy in engineering as learning outcome. Instruction, assessment, and refinement of activity around evidence.
Humanitarian Engineering Scholars Heinzerling Foundation	Volunteer activity within scholars community that involves a visit to a local NGO that serves the elderly with profound disabilities.	Fall Semester, annually since 2018	40 university, 25 elderly community members	Facilitated and supported alignment of outreach activity with engineering education professional development through inclusion of empathy in engineering as learning outcome. Instruction, assessment, and refinement of activity around evidence.
Montana de Luz Education and Infrastructure	Non-profit organization that serves as an orphanage for youth affected by HIV/AIDS in Honduras. On site visit by OSU students as component of service-learning coursework	Fall Semester, 2018-2020	15 University, 30 from community	Supporting NGO through the installation of solar power and STEM education instructional modules. Facilitated and supported alignment of outreach activity with engineering education professional development through inclusion of empathy in engineering as learning outcome. Instruction, assessment, and refinement of activity around evidence.
Mayan Families Education and Infrastructure	In partnership with Mayan Families, Panajachel Guatemala, supporting this NGO in its mission to provide education, health, and shelter to vulnerable communities through engineering service-learning projects	Spring Semester 2020 - Spring Semester 2021	15 University, 30 from community	Supporting installation of rain water harvesting and solar generator systems, and conducting STEM project camps during time in country for the schools run by Mayan Families over a two year period.

- FETEC 2015 – Feira Estadual de Exatas e Ciencias, UFMS, Matto Grosso do Sul, Nov, 2015.
- INTEL International Science and Engineering Fair workshop – Coach, Translator, Pittsburgh, Pa, USA. May 10 – 15, 2015.
- Feira Brasileira de Ciências e Engenharia (FEBRACE) 2015 – Evaluator and Central Committee
- Carrinhos de Rolimã – 4 day go-kart workshop for low income students, Oct. 2014
- Feira Brasileira de Ciências e Engenharia (FEBRACE) 2014 – Evaluator and Central Committee



- Big Picture Philadelphia Spring '11 College Fair, Philadelphia Pa, May 24<sup>th</sup>, 2011.
- REU Grad/Fellowship Panel, Drexel University, July 14<sup>th</sup>, 2010.
- Chair of the 6<sup>th</sup> Global Student Forum on Engineering Education, Budapest, Hungary, October 2010.
- BEST robotics competition kick off seminar. Villanova University, September 17, 2007
- Developed and volunteered for the Drexel University Biomedical Engineering Mentorship Program, which assists inner city Philadelphia High School, students enrolled in a biomedical engineering class meet the requirements for coursework and oral presentations (06-07)
- Co-Creator of Drexel University "Engineering the World Conference Series", 2006.
- Presenter in State Senators Leanna M. Washington's Preparing Tomorrow's Innovative Leaders event.
- Participant in presentations at Philadelphia schools (Renaissance Charter School, Thurgood Marshall School) to promote k-12 participation in science, technology, engineering and mathematic (STEM) fields.
- Judge at the 2007 Greater Philadelphia SEA Perch Challenge in which students participated in a under water robot challenge.
- Mentee for the Drexel University Summer Mentorship program in which high school students performs research closely alongside a graduate student participating in daily research/experimentation resulting in a poster presentation.
- Participant in multiple panels for the Drexel University Alliance for Minority Participation (AMP) in which college level students present time management, study skills, and general advice to pre-college students.
- Participant in a panel on Study Skills and Time Management for the Drexel University Academic Advising Retention and Diversity group. A discussion on strategies employed and helpful advice for high school students took place with 40 Upward Bound Math & Science high school students.
- Co-chair for the 1<sup>st</sup> annual Drexel University IEEE Chapter Engineering a Better World Conference.

### **REVIEWS:**

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- Journal of Engineering Education, reviewer
- IEEE Transactions on Education, reviewer
- Advances in Engineering Education, reviewer
- European Journal of Engineering Education, reviewer
- Studies Engineering Education, reviewer
- American Society for Engineering Education, annual meeting and International Forum, reviewer
- World Engineering Education Forum, reviewer

### **RESEARCH COMMITTEES:**

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Present	Dira (Mel) Delpech. Understanding the Experiences and Advancing the Retention of Black Women in Engineering through Participation and Engagement in Various Community Theoretical Constructs. Expected Graduation: Spring 2024. Chair: Emily Dringenberg
Present	Giselle Guanes. Examining Students' Implicit Beliefs about Community Participation in Service-Learning Design Decisions. Expected Graduation: Summer 2022. Chair: Emily Dringenberg
Graduated 2022	Dr. Amy Kramer. Thinking Like an Engineer: Interrogating the Epistemic Hierarchies of an Engineering Community of Practice. OSU Engineering Education. Current Position: Lecturer, Fundamentals of Engineering-Honors, Department of Engineering Education, Ohio State University. Chair: Emily Dringenberg
Graduated 2022	Dr. Linjue Jade Wang. Exploring and Integrating Empathy in Engineering Community-Based Learning Contexts: A Qualitative Approach. OSU Engineering Education.

Current Position: Instructional Consultant within Center for Teaching and Learning, College of Engineering, University of Michigan. Chair: David Delaine

- Graduated 2021 Dr. Amena Shermadou. Encounters with Cultural Differences as a Platform for Critical International Service-Learning in Engineering Education: An Exploration of Student Experiences. OSU Engineering Education.  
Current Position: Visiting Assistant Professor, School of Engineering Education, Purdue University.  
Chair: David Delaine
- Graduated 2021 Dr. Abigail Clark. Investigating the Impact of Informal Engineering Education on Middle School Girls' Engineering Identity Development. OSU Engineering Education.  
Current Position: Assistant Professor, Department of Mechanical and Manufacturing Engineering, Miami University. Chair: Rachel Kajfez
- Graduated 2017 Dr. Luciana Guindon Coelho. Análise da necessidade de formação docente e proposta de programa de formação e desenvolvimento profissional para docentes de engenharia (Analysis of the need for teacher training and proposal for a training and professional development program for engineering instructors). Universidade de São Paulo, Escola Politécnica, São Paulo, SP, Brazil. Flavio Marques Azevedo. Chair: Jose Aquiles Grimoni
- Graduated 2016 Dr. Flavio Marques Azevedo. Academius: uma ferramenta Web para construir Padrões Pedagógicos Aplicados ao Ensino de Engenharia (Academius: a web tool to build Pedagogical Standards Applied to Engineering Education). Universidade de São Paulo, Escola Politécnica, São Paulo, SP, Brazil. Chair: Jose Aquiles Grimoni

## ***PROFESSIONAL EXPERIENCE:***

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### **INNOVAHIED (<http://innovahied.com/>)**

Title: Educational Consultant, instructor, and workshop facilitator

Sept. 2014 – Sept. 2017

### **EDUCATIONAL CONSULTING,**

Title: Educational Analyst

Sept. 2012 – Sept. 2014

### **BR&A CONSULTING ENGINEERS, New York, NY**

Title: Electrical Designer/ CAD Operator

July 2003 – Dec. 2004

### **HARVARD UNIVERSITY ENGINEERING AND UTILITIES, Boston, MA**

Title: Electrical CAD Operator

Jan-Dec 2002

## ***COMPETENCIES:***

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### ***LANGUAGES:***

- Fluent in English, Spanish, French, and Portuguese

### ***CERTIFICATIONS:***

- Fundamentals of Engineering (FE), OSHA High Voltage Electrical Safety, CITI Training

### ***SKILLS/SOFTWARE:***



- NVivo Qualitative Analysis, Fourier Transform Infrared (FTIR) Spectroscopy, Optical Profilometry, Lasers and Optics, Microfabrication, Photolithography, Thin Film Deposition, Vacuum Technology, AutoCAD, MATLAB, Direct Simulation Monte Carlo Mathematical Modeling,



**Anil Mishra**  
**Tenure as a Condition of Employment**  
**Department of Civil and Environmental Engineering**  
**College of Engineering & Computing**

Dr. Misra earned his M.S. and Ph.D. in Civil Engineering at the University of Massachusetts, Amherst in 1991. Dr. Misra most recent appointment is as Professor of Civil Engineering at the University of Kansas. Before joining the University of Kansas, he served at the University of Missouri-Kansas City, where he started as an Assistant Professor in 1990, was tenured and promoted to Associate Professor in 1996, and promoted to the Professor rank in 2002. Dr. Misra is joining FIU as a tenured Professor as a condition of employment.

Dr. Misra's research program includes engineering mechanics, materials engineering, and geomechanics. Dr. Misra has led 19 projects as PI, 13 projects as co-PI, and assumed key roles on other grants which have been awarded from a variety of funding agencies including the National Science Foundation, the National Institute of Health, and the Department of Energy. He has co-edited four books, served as guest editor for six journal special editions, and authored more than 300 journal articles, edited books, and conference proceedings.

Dr. Misra has taught an assortment of undergraduate and graduate level courses at the University of Missouri and University of Kansas. He has graduated 13 PhD students, 38 MS students (with theses) and supervised an additional 26 undergraduate student researchers. Dr. Misra fits very well with the College of Engineering and Computing's mission.

Dr. Misra also has an extensive and impressive record of service to his program, department, college, community, and his field. Dr. Misra's appointment is in excellent alignment with the College of Engineering and Computing's mission.

**RÉSUMÉ OF ANIL MISRA, Ph.D., P.E.**  
**Fellow AAAS, Fellow ASCE, Fellow EMI, Fellow AIMBE**  
 (February 1, 2022)  
 (Website - <http://people.ku.edu/~amisra/>)

<b>A. BACKGROUND INFORMATION.....</b>	<b>1</b>
EDUCATION .....	1
PROFESSIONAL REGISTRATION.....	1
EXPERIENCE .....	1
HONORS AND AWARDS .....	1
RESEARCH INTERESTS .....	2
PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION (SELECTED).....	2
<b>B. TEACHING.....</b>	<b>3</b>
COURSES TAUGHT.....	3
OTHER TEACHING ACTIVITIES.....	3
GRADUATE AND POST-DOCTORAL STUDENTS DIRECTED.....	3
<b>C. RESEARCH.....</b>	<b>6</b>
PUBLICATIONS (GOOGLE SCHOLAR CITATION H-INDEX = 52) .....	6
GRANTS.....	41
<b>D. SERVICE.....</b>	<b>44</b>
PROFESSIONAL SERVICE .....	44
UNIVERSITY SERVICE .....	49
INTERNATIONAL OUTREACH .....	50
OUTREACH AND COMMUNITY SERVICE.....	50
CONSULTING SERVICE .....	50
<b>E. SHORT BIOGRAPHY.....</b>	<b>51</b>

**RÉSUMÉ OF ANIL MISRA, Ph.D., P.E.**  
**Fellow AAAS, Fellow ASCE, Fellow EMI, Fellow AIMBE**  
(Website - <http://people.ku.edu/~amisra/>)

**A. BACKGROUND INFORMATION.**

**Home Address**

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Leawood, KS 66224  
Ph: (913) 839-3241  
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**Mailing Address**

Civil, Environmental and Architectural Engineering Department  
The University of Kansas  
1530 W. 15th Street, Lawrence, KS 66045-7609  
Ph: (785) 864-1750; Fax: (785) 864-5631

**Citizenship:** United States of America

**Personal:** Married, 1 son.

**EDUCATION**

- **Ph.D. Civil Engineering**, University of Massachusetts, Amherst February 1991  
**Thesis Title:** Constitutive Relationships for Granular Solids with Particle Slidings and Fabric Changes
- **M.S. Civil Engineering**, University of Massachusetts, Amherst February 1988  
**Thesis Title:** Stress-Strain Relationships for Simple Models of Sands
- **B.S. Civil Engineering**, Indian Institute of Technology, Kanpur May 1985  
**Project Title:** Geotechnical Aspects of Industrial Waste Disposal and Mined Land Reclamation

**PROFESSIONAL REGISTRATION**

- State: Missouri Registration Number: E-26963

**EXPERIENCE**

- January 2008 – present, *Professor of Civil Engineering*, University of Kansas, Lawrence.
- January 2008 – present, *Professor of Mechanical Engineering (by Courtesy)*, University of Kansas, Lawrence.
- September 2002 – December 2007, *Professor of Civil Engineering*, University of Missouri-Kansas City (UMKC).
- September 1996 – August 2002, *Associate Professor of Civil Engineering*, University of Missouri-Kansas City.
- January 1997 – July 1997, *Consultant (on sabbatical)*, Grace Construction Products, W.R. Grace, Cambridge, MA.
- September 1990 – August 1996, *Assistant Professor of Civil Engineering*, University of Missouri-Kansas City.
- September 1985 – August 1990, *Graduate Assistant*, Civil Engineering Department, University of Massachusetts at Amherst.
- May 1984 – August 1984, *Civil Engineer*, Hindustan Construction Company, Bombay, India.

**Key Administrative Responsibilities**

- February 2003 – August 2004, *Civil Engineering Program Director*, University of Missouri-Kansas City.
- September 2002 – December 2007, *Graduate Program Coordinator*, Civil and Mechanical Engineering Department, UMKC.
- September 2002 – December 2007, *Coordinator, Engineering Discipline*, Interdisciplinary Ph.D. Program, UMKC.
- September 2004 – December 2007, *Co-Director*, UMKC-Center for Research on Interfacial Structure & Properties (UMKC-CRISP).
- January 2008 – present, *Associate-Director*, University of Kansas Bioengineering Research Center (KU-BERC).

**Other Appointments (Honorary)**

- January 2011 – present, *Visiting Professor*, International Research Center for Mathematics & Mechanics of Complex Systems (M&MoCS), Università dell'Aquila, Italy
- October 2013 – October 2016, *Chair Professor*, South China University of Technology, Guangzhou, China.
- May 2015 – May 2018, *Chair Professor*, Shanghai Jiao Tong University, China.
- November 2017 – October 2020, *Member*, Scientific and Teaching Board of the PhD course in Civil, Construction-Architectural and Environmental Engineering, Università dell'Aquila, Italy

**HONORS AND AWARDS**

- National Talent Search Scholarship sponsored by the Government of India (1979--1985).
- Research Assistantship throughout graduate studies (1985-1990), from grants to University of Massachusetts

- sponsored by the National Science Foundation and the Air Force Office of Scientific Research.
- Listings: Who's Who Among America's Teachers (1996); Marquis Who's Who in Science and Engineering (1997).
- Honor societies: Tau Beta Pi.
- Special **Recognition for Dedicated Teaching**, UMKC Student Chapter of American Society of Civil Engineers (1996).
- Faculty Research Award**, College of Engineering, University of Missouri (1996).
- Alumni Association Good Teaching Faculty Award, UMKC School of Interdisciplinary Computing and Engineering (2001).
- Kauffman Entrepreneurial Scholar**, UMKC and Ewing Marion Kauffman Foundation (2003-05).
- Coal Combustion Products Partnership (C<sup>2</sup>P<sup>2</sup>) 1<sup>st</sup> prize award** for Jackson County demonstration project on cold-in-place recycling of asphalt pavements with fly ash, U.S. Environmental Protection Agency (2005).
- UMKC Trustees' Faculty Fellowship** award (2005-6).
- N.T. Veatch Award** for distinguished research and creativity, UMKC (2005-6).
- Interdisciplinary Doctoral Student Council's **Outstanding Faculty Award**, UMKC (2006).
- Fellow**, American Institute for Medical and Biological Engineering (AIMBE) (2013).
- Leading Light Award**, University of Kansas (2013).
- Miller Scholars Award**, School of Engineering, University of Kansas (2014, 2021).
- Fellow**, American Society of Civil Engineers (ASCE) (2017).
- Bellows Scholars Award**, School of Engineering, University of Kansas (2017, 2018).
- Fulbright Specialist** award Warsaw University Technology (May 2018)
- Eugenio Beltrami Senior Scientist Prize (2017)**, International Research Center on Mathematics & Mechanics of Complex Systems (M&MoCS), Università dell'Aquila, Italy, (<http://memocscenter.univaq.it/memocs/en/>).
- Fellow**, Engineering Mechanics Institute (EMI) (2018).
- Fellow**, American Association for the Advancement of Science (AAAS) (2022).

## RESEARCH INTERESTS

### Micromechanics and Metamaterials, Higher-order continuum and discrete models of granular media, Geomechanics/Geomaterials, Biomechanics/Biomaterials

- Metamaterials – Theory, design, 3D printing based upon granular and pantographic motifs.
- Micromechanics of granular and cementitious materials (Granular Micromechanics); Higher-order continuum theories; Particle methods - Discrete element and Meshfree methods; *Ab initio* atomistic modeling.
- Stress-deformation and wave propagation behavior of rough interfaces (rock joints and imperfect interfaces).
- Micromechanical experimental characterization using: scanning acoustic microscopy and ultrasonic testing, micro-XCT, AFM and nanoindentation, micro-Raman spectroscopy, FTIR, and scanning electron microscopy.
- Nano-micro-macro mechanics of dental and craniofacial tissues and materials used in restorative dentistry.
- Geotechnical engineering: deep foundations with applications of probabilistic and reliability (LRF) methods; coal combustion products (CCP) as construction material – fly ash soil stabilization; synthetic aggregates and cold-in-place recycling of asphalt pavements.
- Thermal and diffusion properties of polymers and granular materials.

## PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION (selected)

- NATO Advanced Study Institute on Physics of Dry Granular Media, Cargese, France, September 1997.
- Campus Writing Program Faculty Workshop, University of Missouri-Columbia, January 1998.
- Provost's Excellence in Teaching Retreat, University of Missouri-Columbia, May 1999.
- Roundtable of Engineering Entrepreneurship Education (REEE), Stanford University, CA, October 23-25, 2002.
- Network of Earthquake Engineering Simulation (NEES) Workshop, Park City, UT, May 2003.
- Midwest Civil Engineering Department Chairs and Heads Meeting, University of Missouri – Rolla, March 2004.
- Engineering Projects in Community Service Conference, West Lafayette, IN, May 2004.
- National Civil Engineering Department Chairs and Heads Meeting, Salt Lake City, May 2005.

## **B. TEACHING.**

### **COURSES TAUGHT**

#### *University of Missouri (1990-2007)*

- CE 085 - Statics
- CE 195 - Strength of Materials
- CE 232 - Civil Engineering Materials (Writing Intensive)<sup>1</sup>
- CE 255 - Soil Mechanics
- CE 372 - Foundation Engineering<sup>1</sup>
- CE 375 - Matrix Methods of Structural Analysis<sup>1</sup>
- CE 401 - Environmental Geotechnology<sup>1</sup>
- CE 436 - Advanced Soil Mechanics<sup>1</sup>
- CE 401 - Computer Methods in Geotechnical Engineering<sup>1</sup>
- CE 475 - Introduction to Earthquake Engineering<sup>1</sup>
- CE 407 - Numerical Methods in Engineering<sup>1</sup>
- CE 501 - Advanced Dynamics<sup>1</sup>
- CE 601 - Advanced Foundation Engineering<sup>1</sup>
- CE 601 - Advanced Matrix Methods of Structural Analysis<sup>1</sup>
- CE 601 - Retaining Walls and Soil Slopes<sup>1</sup>
- CE 621 - Continuum Mechanics<sup>1</sup>
- CE 676 - Finite Element Method<sup>1</sup>

#### *University of Kansas (2008-)*

- ENGR 600 - Engineering Applications in India: Technical, Business, and Implementation Issues<sup>1</sup>
- CE 801 - Energy Methods<sup>1</sup>
- CE 895 - Geotechnical Earthquake Engineering<sup>1</sup>
- CE 895 - Computer Methods in Geotechnical Engineering<sup>1</sup>
- CE 861 - Finite Element Method for Solid Mechanics
- CE 895 - Micromechanics<sup>1</sup>
- CE 588 - Foundation Engineering<sup>1</sup>

(<sup>1</sup>Developed)

### **OTHER TEACHING ACTIVITIES**

- IEEE Fundamentals of Engineering Exam Reviews, 1991-95.
- Fundamentals of Engineering Exam Reviews, 2008-.

### **GRADUATE AND POST-DOCTORAL STUDENTS DIRECTED**

#### *Post Doctoral Students and Visiting Scholars*

1. Sungwon Park, Post-Doc, Korea, June 2008-May 2010
2. Yang Yang, Visiting Scholar (Ph.D.), China University of Geosciences, Wuhan, September 2008 -September 2010
3. Yu Zhou, Visiting Scholar (Ph.D.), University of Science and Technology, Beijing, September 2011 August 2012
4. Zhengfa Chen, Visiting Scholar, Assoc. Prof. Shandong University of Technology, July 2013-July 2014
5. Guifeng Liu, Visiting Scholar, Assoc. Prof. Shandong University of Technology, July 2013-July 2014
6. Haipeng Jia, Visiting Scholar, Prof. Hebei University of Technology, April 2014-April 2015, July 2017
7. Yuanwu Zhou, Visiting Scholar, Prof. Guangxi University of Science and Technology, January 2016-January 2017
8. Changwen Ye, Visiting Scholar, Assoc. Prof. Chengdu University Technology, October 2016- October 2017.
9. Haipeng Jia, Visiting Scholar, Prof. Hebei University of Technology, July 2017-July 2018.
10. Shiping Huang, Visiting Scholar, Asst. Prof. South China University of Technology, October 2017-January 2018.
11. Ruohong Zhao, Visiting Scholar, Assoc. Prof. Guangzhou University, September 2018-September 2019.
12. An Xu, Visiting Scholar, Assoc. Prof. Guangzhou University, September 2018-September 2019.

#### *Doctor of Philosophy:*

1. Lance Roberts, "Reliability-Based Design and Analysis of Deep Foundations at the Service Limit State," May 2006.
2. Anry Arzuman, "Fate and Aqueous Transport of Mercury from Coal Fly Ash," August 2006.

3. Mark Johnson, "The Effect of Normal and Shear Stresses on Wave Propagation Through a Fracture," December 2007.
4. Fred Reynolds, "Seismic Analysis of Buried Water Collection System," May 2008.
5. Orestes Marangos, "Scanning Acoustic Microscopy Modeling for Micromechanical Measurements of Complex Substrates," May 2010.
6. Shiping Huang, "Micromechanical modeling of rough interface behavior" August 2011.
7. Miriam Lusk, "Micromechanics based constitutive model for granular solids and its implementation into meshfree numerical method" December 2011.
8. Ranganathan Parthasarathy, "Chemo-mechanical characterization of phase-separated dentin adhesives" August 2013.
9. Viraj Singh, "Non-linear rate-dependent material model with damage and plasticity from granular micromechanics approach" May 2014.
10. Payam Poorsolhjoui, "Continuum modeling using granular micromechanics approach: method development and applications" August 2016. (*Outstanding Doctoral Student Award, School of Engineering, University of Kansas*)
11. Rizacan Sarikaya, "Characterization Framework for Bond Mechanics at the Mineralized Tissue – Adhesive Interface" December 2020.
12. Michele de Angelo, "The role of higher order and higher gradient theories in the development of mechanical metamaterials," January 2021.
13. Nima NejadSadeghi, "Micromorphic continuum model: granular materials to designed granular metamaterials" May 2021.

*Master of Science:*

1. Zuheir Salti, "Micro-crack toughening and crack propagation in particulate composites," May 1992.
2. Clay Haynes, "Foam cellular concrete back fill in tunneling applications," May 1994.
3. Yi-Herng Lee, "Application of the triaxial test to evaluate the tire rubber in asphalt," August 1994.
4. M. Arab, "Settlement of footings on sand," August 1994.
5. Hui-Da Dai, "Elastic properties of random consolidated sediments," May 1995.
6. Xiaoli Chen, "Inter-particle potential functions and elastic constants of nano-particle aggregates," May 1995.
7. Mahesh Sharma, "Study of Bentonite and Kaolinite mixture for clay liner materials," May 1995.
8. Ibrahim Saifan, "Effect of soil plasticity on stabilization with Class C fly ash," August 1996.
9. A. Thirunavukkarasu, "Computer simulation and microscopy of nano-particle aggregates," August 1996.
10. Nassi Fallahian, "Consolidation properties of bentonite-kaolinite mixtures," December 1996.
11. Jinshi Liu, "Alkali-silica reactions in Class C fly ash modified cement," December 1996.
12. Robert Gunn, "Electrokinetics of contaminated soils," December 1996.
13. Hong-Jun Jiang, "Utilization of Western coal fly ash in highway construction," December 1996.
14. Jun Du, "Evaluation of micromechanical behavior of regularly arranged rod assemblies," December 1997.
15. Shawn Cessna, "Mechanism and strength development in fly-ash clay composites," May 1998.
16. Kehao Wei, "Effect of retardant on behavior of fly ash treated clay," August 1999.
17. J. Kent Higgins, "Utilization of stiffness gage for fly ash treated subgrade evaluation," August 2000.
18. Elena Wang, "Computer model for micropiles," December 2000.
19. Roger Nelson, "Side friction coefficient for drilled shaft design," December 2000.
20. Chih-Hung Chen, "Analytical model for micropile axial behavior", August 2001.
21. Cervente Sudduth, "St. Monica's Catholic Cathedral Church," May 2002.
22. Steve Petracek, "Design, Sequencing, and Construction of the Redevelopment of Lambeau Field," May 2002.
23. William Kalt, "Degradation of Our Nation's Infrastructure and Innovative Methods to Proactively Perform Asset Management," August 2002.
24. Karolina Kiwerska, "Extruded aggregates from Class C fly ash", August 2002.
25. Prapon Somboonyanon, "Model for Behavior of Granular Material with Pseudo Particle-Potentials", August 2003.
26. Orestes Marangos, "Multiasperity Contact Model for Seismic Wave Propagation Through Single Rock Joint", May 2004.
27. Sushant Upadhyaya, "Cold in Place Recycling of Asphalt Pavement with Self Cementing Fly Ash", August 2004.
28. Debabrata Biswas, "Application of Modal Analysis Approach for 2D Regular Imperfect Granular Packing", August 2004.
29. Pavan Lakku, "Anisotropic Granular Model for Cohesive Materials," December 2005.
30. Murali Balan, "Behavior of Granular Particles in Rolling Cylinder," December 2005.

31. Sachin Patel, "Cold in-place recycling of Asphalt Pavement with self cementing fly ash," December 2006.
32. Rohini Dharmala, "Finite Element Analysis of Dentin/adhesive Interface Accounting for Micro-Scale Geometrical and Mechanical Properties," December 2006.
33. Richa Bhatnagar, "Probabilistic Analysis of Laterally Loaded Piles Using p-y Method," December 2007.
34. Naveen Santhapur, "Properties of Sand-Self Cementing Fly Ash Mixtures," December 2007
35. Kapil Agnihotri, "Micromechanical Model for Bounds on Effective Elastic and Visco-elastic Stiffness of Mating Rough Surfaces," May 2008.
36. Sunil Kumar, "Performance evaluation of a fly ash stabilized asphalt pavement," August 2008.
37. Viraj Singh, "Viscoelastic and fatigue properties of dental adhesives and their impact on dentin-adhesive interface durability", December 2009.
38. Rizacan Sarikaya, "Application of diametral compression test to evaluation of dentin-adhesive interface bond strength", August 2017.

#### **UNDERGRADUATE RESEARCH:**

1. Joel Miller, "Soil thermal property database," December 1991.
2. Kelly Sage, "Helen Kramer landfill cap clay layer statistical evaluation and reliability prediction," December 1992.
3. Kent Higgins, "Studies on rubberized asphalt concrete," December 1993.
4. Jon Voss, "Experimental studies on clay permeability under various permeants," December 1993.
5. Anthony Moore, "Design and use of biaxial load testing apparatus," December 1994.
6. Sylvia Chacon, "Recycled materials used in asphalt highway construction," December 1994.
7. Robert Gunn, "Stabilization of water treatment sludge by Class C fly ash," January 1996.
8. Steve Usnick, "Compaction behavior of clay-fly ash mixtures," May 1996.
9. Scot Ward, "Compressive strength of Class C fly ash and cement blends," May 1996.
10. Shawn Cessna, "Electrokinetic soil decontamination," August 1996.
11. See Mun Yip, "Unconfined strength of ideal clays treated with Class C fly ash," December 1996.
12. Leong Huat Lim, "Laboratory study of effect of curing method in fly ash treated soils," May 1998.
13. Yau Loong Ng, "Laboratory study of effect of curing method in fly ash treated soils," May 1998.
14. Yu Boon Tan, "Energy dissipation in particle filled cylinders rolling down a ramp," December 1998.
15. Woei Heng Chong, "Strength and penetration resistance of fly-ash sand mortar," May 1999.
16. John Calcara, "Effect of retardant on flowability and strength of fly ash grout," May 1999.
17. Travis Hoover, "Effect of retardant on strength of fly ash treated clay," December 1999.
18. Kregan Liang, "CBR tests on fly ash treated soils," December 1999.
19. Michael Chirpich, "Investigation into flowable fill design mixes," December 2000.
20. Brandon Cracraft, "Cold-in-Place Recycling of Asphalt Pavements," May 2005.
21. Andrew Meyerkord, "Ultrasonic Studies Through Imperfect Interfaces," May 2006.
22. Moriah Bakare "Mechanical properties of Calcium Silicate Hydrates", December 2015.
23. Aaron Brooks "Granular structures with 3D printing", 2017
24. Jacob Hammill "Metamaterials", 2018-2020
25. Emaad Garemi "Granular Metamaterials", 2021-2022
26. Saeed Younes "Granular Metamaterials", 2021-2022



## C. RESEARCH.

### PUBLICATIONS (Google Scholar Citation h-index = 52)

#### Books and Journals Special Issues Edited/Authoried

1. Misra, A. and Chang, C.S., Eds. (1995), Mechanics of Materials with Discontinuities and Inhomogeneities, ASME Press, New York, 181 pp.
2. Misra, A. and Chang, C.S., Guest Eds. (1997), “Theoretical and Experimental Methods for Particulate Materials,” Special Issue(s) of Journal of Computer and Geotechnics, Vol. 20, No. 3 and 4, Elsevier Science, The Netherlands.
3. Misra, A., Ed. (1997), Recent Advances in Mechanics of Geomaterials, Uma, Leawood, Kansas, 80 pp.
4. Chang, C.S., Misra, A., Liang, R.Y. and Babic, M., Eds. (1997), Mechanics of Deformation and Flow of Particulate Materials, ASCE Specialty Publication, ASCE, New York, 462pp.
5. Misra, A., Chang, C.S. and Chau, K.T., Guest Eds. (2002) “Mechanics of Fracture and Failure in Geomaterials,” Special Issue(s) of Engineering Fracture Mechanics, Vol. 69, No. 17, Elsevier Science, The Netherlands.
6. Hicher, P.-Y., Misra, A. and Ng, T.-T. Guest Eds. (2014) “Micromechanics of Granular Materials – A Tribute to Ching S. Chang,” Special Issue(s) of Comptes Rendus Mecanique, Vol.342, No. 3, Elsevier Science, The Netherlands.
7. Daoudji, A. Kuhn, M., Matsushima, T., and Misra, A. Guest Eds. (2017) “Horizons in granular mechanics: The legacy of Dr. Masao Satake,” Special Issue(s) of Journal of Engineering Mechanics, 143(1), ASCE.
8. Spencer, P., Misra, A. Eds. (2016) Material-tissue interfacial phenomena Contributions from reconstruction of oral tissues, Elsevier Science, The Netherlands.
9. Misra, A., Matsushima, T. and Placidi, L. Guest Eds. (2019) “Granular Material Models Across Scales,” Virtual Special Issue of Mechanics Research Communications, Elsevier Science, The Netherlands.

#### Refereed Articles in Journals, Edited Books, Proceedings

10. Chang, C.S., and Misra, A. (1989), “Theoretical and Experimental Study of Regular Packings of Granules,” Journal of Engineering Mechanics, ASCE, Vol. 115, No. 4, 704-720.
11. Chang, C.S., Weeraratne, S.P. and Misra, A. (1989), “A Slip Mechanism Based Constitutive Model for Granular Soils,” Journal of Engineering Mechanics, ASCE, Vol. 115, No. 4, 790-808.
12. Chang, C.S., Misra, A. and Xue, J.H. (1989), “Incremental Stress-Strain Relationships for Regular Packings Made of Multi-sized Particles,” International Journal of Solids and Structures, Vol. 25, No. 6, 665-681.
13. Chang, C.S., and Misra, A. (1989), “Computer Simulation and Modelling of Mechanical Properties of Particulates,” Journal of Computer and Geotechnics, Vol. 7, No. 4, 262-287.
14. Chang, C.S., Misra, A., and Weeraratne, S.P. (1989), “Deformation Behavior of Sands in Cubical and Hollow Cylinder Devices,” International Journal of Numerical and Analytical Methods in Geomechanics, Vol.. 13, No. 5, 493-510.
15. Chang, C.S., Sundaram, S.S., and Misra, A. (1989), “Initial Moduli of Particulated Mass with Frictional Contacts,” International Journal of Numerical and Analytical Methods in Geomechanics, Vol. 13, No. 6, 629-644.
16. Chang, C.S., and Misra, A. (1990), “Packing Structure and Mechanical Properties of Granulates,” Journal of

Engineering Mechanics, ASCE, Vol. 116, No. 5, 1077-1093.

17. Chang, C.S., Misra, A. and Sundaram, S.S. (1990), "Micro-mechanical Modeling of Cemented Sands Under Low Amplitude Oscillations," Geotechnique, Vol. 40, No. 2, 251-264.
18. Chang, C.S., and Misra, A. (1990), "Application of Uniform Strain Theory to Heterogeneous Granular Solids," Journal of Engineering Mechanics, ASCE, Vol. 116, No. 10, 2310-2328.
19. Misra, A., and Chang, C.S. (1991), "Mechanical Properties of Cemented Sands Based on Inter-Particle Contact Behavior," Volume I, Proceedings, Second International Conference on Recent Advances in Geotechnical Earthquake Engineering and Soil Dynamics, Ed. S. Prakash, St. Louis, MO, March 1991, 93-96.
20. Chang, C.S., Misra, A. and Sundaram, S.S. (1991), "Properties of Granular Packings Under Low Amplitude Cyclic Loading," International Journal of Soil Dynamics and Earthquake Engineering, Vol. 10, No. 4, 201-211.
21. Misra, A. and Chang, C.S. (1991), "Constitutive Relations for Granular Solids Accounting for Heterogeneous Deformation Fields," in Mechanics Computing in 1990s and Beyond, ASCE, Eds. H. Adeli and R.L. Sierakowski, Columbus, OH, May 1991, 1209-1214.
22. Chang, C.S. and Misra, A. (1991), "Influence of Finite Deformations in the Stress-Strain Modelling of Granular Media," in Mechanics Computing in 1990s and Beyond, ASCE, Eds. H. Adeli and R.L. Sierakowski, Columbus, OH, May 1991, 1164-1169.
23. Misra, A. and Chang, C.S. (1991), "Micro-Mechanism of Induced Anisotropy in the Stress-Strain Behavior of Granular Materials," Constitutive Laws for Engineering Materials: Recent Advances and Industrial and Infrastructure Applications, Eds. C.S. Desai, E. Krempl, G. Frantziskonis, H. Saadatmanesh, ASME Press, New York, 531-535.
24. Chang, C.S. and Misra, A. (1991), "Stress-Strain Modeling of Heterogeneous Granular Solids Based on Micro-Mechanics," Constitutive Laws for Engineering Materials: Recent Advances and Industrial and Infrastructure Applications, Eds. C.S. Desai, E. Krempl, G. Frantziskonis, H. Saadatmanesh, ASME Press, New York, 501-505.
25. Misra, A. and Sukere, A.A. (1991), "Micro Crack Toughening in Particulate Composites," International Journal of Fracture, Vol. 52, R37-R44.
26. Becker, B.R., Misra, A. and Fricke, B.A. (1992), "Development of Correlations for Soil Thermal Conductivity," International Communications in Heat and Mass Transfer, Vol. 19, No. 1, 59-68.
27. Misra, A. (1992), "Relationship of Porosity and Elastic Properties for Consolidated Granular Aggregates," Microstructural Characterization in Constitutive Modelling of Metals and Granular Media, Ed. G. Voyiadjis, MD-Vol. 32, ASME Press, New York, 81-94.
28. Chang, C.S., Misra, A. and Acheampong, K. (1992), "Elasto-plastic Deformation for Particulates with Frictional Contacts," Journal of Engineering Mechanics, ASCE, Vol. 118, No. 8, 1692-1707.
29. Misra, A. (1993), "A Micromechanics Based Constitutive Model for Consolidated Granular Solids," Powders and Grains, Ed. C. Thornton, A.A. Balkema, Rotterdam, The Netherlands, 123-128.
30. Misra, A. and Chang, C.S. (1993), "A Homogenization Method for Effective Moduli of Randomly Packed Grains," Homogenization and Constitutive Modelling for Heterogeneous Materials, Eds. C.S. Chang and J.W. Ju, ASME Press, New York, 63-74.
31. Misra, A. (1993), "Influence of Microstructure on Properties of Random Porous Solids," Recent Advances in Mechanics of Structured Continua, Eds. M. Massoudi and K.R. Rajagopal, ASME, New York, 73-80.

32. Misra, A. and Chang, C.S. (1993), "Effective Elastic Moduli of Heterogeneous Granular Solids," International Journal of Solids and Structures, Vol. 30, No. 18, 2547-2566.
33. Misra, A. (1994), "Microstructure and Mechanical Properties of Drained Sands," Proceedings, 13th International Conference on Soil Mechanics and Foundation Engineering, New Delhi, India, January 1994, 9-12.
34. Misra, A., Becker, B.R. and Fricke, B.A., (1995), "A Theoretical Model of Thermal Conductivity of Idealized Soil," International Journal of Heating, Ventilating, Air Conditioning and Refrigerating Research, Vol. 1, No. 1, 81-96.
35. Misra, A. (1995), "Interfaces in Particulate Materials," Mechanics of Geomaterial Interfaces, Eds. A.P.S. Selvadurai and M. Boulon, Elsevier Science, The Netherlands, 513-536.
36. Misra, A. and Chen, X. (1995), "Effect of Particle Potentials and Elasticity Upon the Behavior of Ultra-fine Particulate Materials," Mechanics of Materials with Discontinuities and Inhomogeneities, Eds. A. Misra and C.S. Chang, ASME Press, New York, 117-131.
37. Misra, A. (1995), "A Mechanistic Model for Multi-Asperity Contact Between Surfaces," Numerical Models in Geomechanics, Eds. G. Pande and S. Pietruszczak, A.A. Balkema, Rotterdam, The Netherlands, 95-100.
38. Becker, B.R., Misra, A. and Fricke, B.A. (1996), "Bulk Refrigeration of Fruits and Vegetables. Part I: Theoretical Considerations of Heat and Mass Transfer." International Journal of Heating, Ventilating, Air Conditioning and Refrigerating Research, Vol. 2, No. 2, 122-134.
39. Becker, B.R., Misra, A. and Fricke, B.A. (1996), "Bulk Refrigeration of Fruits and Vegetables. Part II: Computer Algorithm for Heat Loads and Moisture Loss" International Journal of Heating, Ventilating, Air Conditioning and Refrigerating Research, Vol. 2, No. 3, 215-230.
40. Misra, A. (1996), "Particle Dynamics Simulations of Structures in Nano Powders," Materials and Manufacturing Processes, Vol. 11, No. 6, 925-934.
41. Misra, A. (1997), "Micromechanical Parameters of Particle Assemblies: Experiments and Numerical Simulations," Mechanics of Deformation and Flow of Particulate Materials, Eds. C.S. Chang, A. Misra, R.Y. Liang, and M. Babic, ASCE Specialty Publication, New York, 174-188.
42. Misra, A. (1997), "Effect of Heterogeneity Upon Stress-Strain Behavior of Particle Assemblies," Numerical Models in Geomechanics, Eds. S. Pietruszczak and G. Pande, A.A. Balkema, Rotterdam, The Netherlands, 15-20.
43. Misra, A. (1997), "Mechanistic Model for Contact between Rough Surfaces," Journal of Engineering Mechanics, ASCE, Vol. 123, No. 5, 475-484.
44. Misra, A. and Jiang, H. (1997), "Measured Kinematic Fields in the Biaxial Shear of Granular Materials," Journal of Computer and Geotechnics, Vol. 20, No. 3 /4, 267-285.
45. Misra, A. (1998), "Stabilization Characteristics of Clays using Class C Fly Ash," Transportation Research Record, No. 1611, 46-54.
46. Misra, A. (1998), "Particle Kinematics in Rod Assemblies: Experimental Observations," Physics of Dry Granular Media, Eds. H. Herrmann et al., Kluwer Publication, The Netherlands, 261-266.
47. Harrington, S., Zhu, D.-M., Thirunavukkarasu, A. and Misra, A. (1999), "Atomic Force Microscopy Study of Silica Nanopowder Compacts," Journal of Material Science, Vol. 34, 2075-2079.

48. Misra, A. (1999), "Micromechanical Model for Anisotropic Rock Joints," Journal of Geophysical Research-Solid Earth Sciences, Vol. 104, No. B10, 23,175-23,187.
49. Misra, A. and Cheung, J. (1999), "Particle Motion and Energy Distribution in Tumbling Ball Mills," Powder Technology, Elsevier Science, Vol. 105, 222-227.
50. Misra, A., and Chen, C.-H. (2002). "Load Displacement Relationships for Micropiles," Deep Foundations 2002: An International Perspective on Theory, Design, Construction, and Performance, Eds. M.W. O'Neill and F.C. Townsend, ASCE, Reston, VA, 110-125.
51. Misra, A. (2002), "Micromechanical Model for Softening and Dilatation of Rock Joints," Numerical Models in Geomechanics, Eds. G. Pande and S. Pietruszczak, A.A. Balkema, Rotterdam, The Netherlands, 11-17.
52. Misra, A. (2002), "Effect of asperity damage on friction behavior of single fracture," Engineering Fracture Mechanics, Vol. 69, No. 17, 1997-2014.
53. Misra, A., Stehman, B. and Hapka, A. (2003). "Cementing Characteristics of Class C Fly Ash," In Beneficial Use of Recycled Materials in Transportation Applications, Ed. T. Taylor Eighmy, Air and Waste Management Association, Sewickley, PA, 843-852.
54. Misra, A., and Chen, C.-H., (2004) "Analytical Solutions for Micropile Design Under Tension and Compression," Journal of Geotechnical and Geological Engineering, Vol. 22, No. 2, 199-225.
55. Misra, A. and Marangos, O. (2004), "Multi-asperity contact model for wave propagation through rock joint," Numerical Models in Geomechanics, Eds. S. Pietruszczak and G. Pande, A.A. Balkema, Rotterdam, The Netherlands, 395-406.
56. Misra, A. (2004), "Micromechanics Model for Cohesive Materials," Numerical Models in Geomechanics, Eds. S. Pietruszczak and G. Pande, A.A. Balkema, Rotterdam, The Netherlands, 5-10.
57. Misra, A., Chen, C.-H., Oberoi, R. and Kleiber, A. (2004) "Simplified Analysis Method for Micropile Pullout Behavior," Journal of Geotechnical and Geoenvironmental Engineering, Vol. 130, No.10, 1024-1033.
58. Thiagarajan, G., and Misra, A., (2004) "Fracture Simulation for Anisotropic Materials using a Virtual Internal Bond Model," International Journal of Solids and Structures, Vol. 41, No. 11-12, 2919-2938.
59. Misra, A., Spencer, P., Marangos, O., Wang, Y. and Katz, J.L. (2004) "Micromechanical Analysis of Dentin/Adhesive Interface Using the Finite Element Method," Journal of Biomedical Materials Research Part B: Applied Biomaterials, Vol. 70B, No. 1, 56-65.
60. Mansoor, N.M., Niemi, T.M., and Misra, A. (2004) "A GIS Based Assessment of Liquefaction Potential of the City of Aqaba, Jordan," Journal of Environmental and Engineering Geosciences, Vol. X, No. 4, 297-320.
61. Misra, A., Spencer, P., Lakku, P., Wang, Y., Katz, J.L. (2004). "Micromechanics Model for Cohesive Materials," in Proceedings of International Congress on Computational Mechanics and Simulation (ICCMS-04), Kanpur, India, December 2004, 459-466.
62. Misra, A. and Marangos, O. (2004). "Micromechanics of Rough Interfaces: Multi-Asperity Contact Model," Proceedings of International Congress on Computational Mechanics and Simulation (ICCMS-04), Kanpur, India, December 2004, 467-474.
63. Misra, A. and Roberts, L.A. (2005). "Probabilistic Axial Load-Displacement Relationships for Drilled Shafts," in GSP 131 Contemporary Issues in Foundation Engineering, CD Proceedings of GeoFrontiers 2005, Austin, TX, January 2005, 15 pages.

64. Misra, A., Biswas, D., and Upadhyaya, S. (2005) "Physico-Mechanical Behavior of Self-Cementing Class C Fly Ash-Clay Mixtures," Fuel, Vol. 84, No. 11, 1410-1422.
65. Spencer, P., Wang, Y., Katz, J.L., and Misra A. (2005) "Physicochemical Interactions at the Dentin/Adhesive Interface Using FTIR Chemical Imaging," Journal of Biomedical Optics, 10(3): 031104-1 to 031104-11, 2005.
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## Presentations

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2. "A Microstructural Approach to Constitutive Modelling for Granular Soils," Sixth Specialty Conference, Engineering Mechanics Division, ASCE, Buffalo, New York, May 1987.
3. "Stress-Strain Behavior of Sands Under Rotational Stress Paths," Fourth Annual Joint Meeting of Geotechnical Engineering, Clarkson University, June 1987.
4. "Constitutive Modelling of Granular Soils," Fifth Annual Joint Meeting of Geotechnical Engineering, Cornell University, June 1988.
5. "Fabric and Effective Moduli of Frictional Granulates," Twelfth Canadian Congress of Applied Mechanics, Ottawa, Canada, May 1989.
6. "Micro-Mechanism of Induced Anisotropy in Granular Media," Third International Conference on Constitutive Laws for Engineering Materials: Theory and Applications, Tucson, Arizona, January 1991.
7. "Constitutive Relations for Granular Solids Accounting for Heterogeneous Deformation Fields," Eighth Engineering Mechanics Conference, ASCE, Columbus, Ohio, May 1991.
8. "A Discrete Model Analysis of Micro-Macro Crack Interactions in Particulate Composites," Twenty-second



Midwestern Mechanics Conference, Rolla, MO, October 1991.

9. "Continuum Representation of Discrete Granular System," Twenty-second Midwestern Mechanics Conference, Rolla, MO, October 1991.
10. "Elastic Properties of Consolidated Granular Systems," 1992 ASME Applied Mechanics, Materials and Aerospace Summer Meeting, Scottsdale, Arizona, April 1992.
11. "Recent Advances and Future Trends in Constitutive Modelling of Soils Via Micromechanics," U.S.-Canada Workshop on Recent Accomplishments and Future Trends in Geomechanics in the 21st Century, Norman, Oklahoma, October 1992.
12. "Homogenization of Randomly Packed Elastic Grains Accounting for Particle Micromechanics," Missouri Academy of Science, Kansas City, April 1993.
13. "Effective Elastic Moduli of Random Packed Grains," First Joint ASCE/ASME/SES Meeting, University of Virginia, Charlottesville, VA, June 1993.
14. "Microstructure and Properties of Porous Solids," First Joint ASCE/ASME/SES Meeting, University of Virginia, Charlottesville, VA, June 1993.
15. "Effect of Particle Interaction on the Behavior of Consolidated and Unconsolidated Granular Aggregates," Workshop on Theory and Simulation of Compaction and Sintering of Powders, Tulane University, New Orleans, LA, December 1993.
16. "An Overview of Recent Advances in Geo-Mechanics - Applications in Engineering and Oil Industry," Invited lecture at Oil and Natural Gas Commission, Dehra Dun, India, January 1994.
17. "Summary of the Kansas City Annual Geotechnical Conference," Kansas City, April 1994.
18. "Micro-mechanical Models of Particulate Systems," The Royal Society-Unilever-Indo/UK Forum on Solid-Solid Interactions, Imperial College, London, United Kingdom, September 1994.
19. "Inter-Particle Potentials of Deformable Ultra-fine Particles," First Joint ASME Applied Mechanics and Materials Conference, Los Angeles, CA, June 1995.
20. "Effective Elastic Moduli of Particulate Systems," First Joint ASME Applied Mechanics and Materials Conference, Los Angeles, CA, June 1995.
21. "A Mechanistic Model for Multi-Asperity Contact Between Surfaces," Fifth International Symposium on Numerical Models in Geomechanics, Davos, Switzerland, September 1995.
22. "A Mechanistic Model for Rough Interfaces," Structures/Geotechnical Seminar, University of Missouri-Columbia, October 1995.
23. "A Mechanistic Model for Rough Anisotropic Interfaces," Structures/Geotechnical Seminar, University of Oklahoma, Norman, November 1995.
24. "Utilization of Class C Fly Ash for Soil Improvement," Third International Symposium on Environmental Geotechnology, San Diego, CA, June 1996.
25. "Properties of Known Kaolinite-Montmorillonite Mixtures," Third International Symposium on Environmental Geotechnology, San Diego, CA, June 1996.

26. "Particle Interactions in Aggregates of Ultra-fine Particles," ASME Applied Mechanics and Materials Conference, Baltimore, MD, June 1996.
27. "Experimental Measurements of Kinematic Fields in the Biaxial Shear of Simulated Granular Materials," ASME Applied Mechanics and Materials Conference, Baltimore, MD, June 1996.
28. "Micromechanics of Dense Particulate Systems," Grace Construction Products, Cambridge, MA, July 1996.
29. "Mechanics of Dense Particulate Systems," Physics Seminar, University of Missouri-Kansas City, September 1996.
30. "Utilization of Sub-Bituminous Coal Class C Fly Ash in Soil Stabilization," Kansas City Power and Light Company, Kansas City, MO, September 1996.
31. "ASR Behavior of Class C Fly Ash Modified Cement," Fourth Materials Engineering Conference, ASCE, Washington, D.C., November 1996.
32. "Behavior of Crumb Rubber Modified Hot Mix Asphalt," Fourth Materials Engineering Conference, ASCE, Washington, D.C., November 1996.
33. "Particle Kinematics of Rod Assemblies," Symposium on Recent Developments in the Mechanics of Geomaterials, 1996 International Mechanical Engineering Congress and Exposition, Atlanta, GA, November 1996.
34. "Experimentally Measured Micromechanical Parameters for Rod Assemblies," McNU'97, Joint Summer meeting of ASME/ASCE/SES, Evanston, IL, June 1997.
35. "Effect of Heterogeneity Upon Stress-Strain Behavior of Particle Assemblies," Sixth International Symposium on Numerical Models in Geomechanics, Montreal, Canada, July 1997.
36. "Biaxial Shear of Granular Materials," NATO Advanced Study Institute on Physics of Dry Granular Media, Cargese, France, September 1997.
37. "Stabilization Characteristics of Clays using Class C Fly Ash," 1998 Transportation Research Board Meeting, Washington, D.C., January 1998.
38. "Biaxial Shear of Granular Materials," Twelfth Engineering Mechanics Conference, ASCE, San Diego, CA, May 1998.
39. "Research Trends in Micromechanics of Particulate Materials," Chonnam National University, Kwangju, South Korea, July 1998.
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41. "Class C Fly Ash Clay Stabilization," Korean Institute of Civil Technology, Seoul, South Korea, July 1998.
42. "Particle Motion and Energy Distribution in Tumbling Ball Mills," European Comminution Conference, Albi, France, September 1998.
43. "Micromechanics of Geomaterials," Indian Institute of Technology, New Delhi, India, November 1999.
44. "Micromechanics of Rock Joints," Fourteenth Engineering Mechanics Conference, ASCE, Austin, Texas, May 2000
45. "Friction Behavior of Single Fracture," Joint ASME/ASCE/SES 2001 Mechanics and Materials Conference, San Diego, CA, June 2001.

46. "Micromechanics of Geomaterials," University of Roorkee, India, August 2001.
47. "Cementing Characteristics of Class C Fly Ash," International Conference on Beneficial Use of Recycled Materials in Transportation Applications, Crystal City, Virginia, November 2001.
48. "Load Displacement Relationships for Micropiles," ASCE International Deep Foundations Congress, Orlando, FL, February 2002.
49. "Micromechanics of Rock Joints," Kansas State University, Manhattan, KS, October 2002.
50. "Microstructural Mechanics Model For Cohesive Materials" ASME Mechanics and Materials Conference, Scottsdale, AZ, June 2003.
51. "Granular Material Model using Pseudo Particle Potentials" ASCE Engineering Mechanics Conference, Seattle, WA, July 2003.
52. "Utilization of Silo Stored and Ponded Class C Fly Ash in Road Bases," 2003 International Ash Utilization Symposium, Lexington, KY, October 2003.
53. "Anisotropy and Adhesive Penetration Effects on d/a Interfacial Micromechanics," 82<sup>nd</sup> General Session & Exhibition of the IADR/AADR/CADR, Honolulu, March 2004.
54. "Micromechanics Model for Cohesive Material Failure," ASCE Engineering Mechanics Conference, Newark, Delaware, June 2004.
55. "Multi-asperity contact model for wave propagation through a rough fracture," Ninth International Symposium on Numerical Models in Geomechanics, Ottawa, Canada, August 2004.
56. "Micromechanics Model for Cohesive Materials," Ninth International Symposium on Numerical Models in Geomechanics, Ottawa, Canada, August 2004.
57. "Micromechanical Modeling of Materials: Examples from Cohesive Materials and Rough Interfaces," Physics Colloquium, University of Missouri-Kansas City, September 2004.
58. "Cold In-Place Recycling of Low Traffic Volume Asphalt Pavements Using Self-Cementing Fly Ash," Western Fuel Symposium, Billings, MT, October 2004.
59. "Micromechanical Modeling of Materials: Examples from Cohesive Materials and Rough Interfaces," International Congress on Computational Mechanics and Simulation, Kanpur, India, December 2004.
60. "Cold In-Place Recycling of Low Traffic Volume Asphalt Pavements Using Self-Cementing Fly Ash," Fly ash Symposium, Overland Park, KS, January 2005
61. "Integrating Entrepreneurship into Civil and Mechanical Engineering Curricula," Poster presentation, NSF Grantees Meeting, Washington, D.C., February 2005.
62. "Anisotropic Elasticity of Dentin: Micromechanical Considerations," 83<sup>rd</sup> General Session & Exhibition of the IADR/AADR/CADR, Baltimore, March 2005.
63. "Cold In-Place Recycling of Asphalt Pavements Using Self-Cementing Fly Ash: Field and Laboratory Study," World of Coal Ash, Lexington, Kentucky, April 2005.

64. "Micromechanical Analysis of Dentin Elastic Anisotropy," 2005 Joint ASME/ASCE/SES Conference on Mechanics and Materials (McMAT2005), Baton Rouge, LA, June 2005.
65. "Micromechanical Analysis of Dentin Elastic Anisotropy," Fourth International Conference on the Ultrasonic Measurement and Imaging of Tissue Elasticity, Austin, TX, October 2005.
66. "Cold In-Place Recycling of Low Traffic Volume Asphalt Pavements Using Self-Cementing Fly Ash," Western Region Ash Group, Denver, CO, October 2005.
67. "Mathematical Modeling of Nano-Micro Scale Mechanics," Missouri Nanotechnology Alliance meeting on Nanotechnology at the Interface with Life Sciences Research, Kansas City, MO, November 2005.
68. "Cold In-Place Recycling of Asphalt Pavements Using Self-Cementing Fly Ash: Field and Laboratory Study," 43<sup>rd</sup> Paving and Transportation Conference, Albuquerque, NM, January 2006.
69. "Mechanical Behavior of Interfaces in Granular Materials," 2<sup>nd</sup> NASA/ARO/ASCE Workshop on Granular Materials in Lunar and Martian Exploration, Earth and Space 2006, Houston, March 2006.
70. "Multi-Scale Analysis of Dentinal Matrix Micromechanical Properties," 35<sup>th</sup> Annual Meeting & Exhibition of the AADR, Orlando, FL, March 2006.
71. "Multi Asperity Micromechanical Model of Rock Joints with Application to Wave Propagation," 2006 Joint Assembly of American Geophysical Union, Baltimore, MD, May 2006.
72. "Micromechanics Based Imperfect Interface Model with Application to Wave Propagation," 15th U.S. National Congress of theoretical and Applied Mechanics, Boulder, CO, June 2006.
73. "Application of a Micromechanical Model to Wave Propagation Through Nonlinear Rough Interfaces Under Stress," 2006 IEEE International Ultrasonics Symposium, Vancouver, British Columbia, Canada, October 2006.
74. "Load and Resistance Factor Design (LRFD) Method for Deep Foundations," Southwest Geotechnical Conference, Overland Park, KS, April 2007.
75. "Resilient Moduli and Structural Layer Coefficient of Flyash Stabilized Recycled Asphalt Base" World of Coal Ash Conference, May 2007 Covington, KY
76. "Rate-Dependent Micromechanical Model of Imperfect Interfaces with Application to Wave Propagation," 18<sup>th</sup> American Society of Civil Engineers Engineering Mechanics Conference, Blacksburg, VA, June 2007.
77. "Parametric Studies of Wave Propagation through Imperfect Interfaces Using Micromechanics Based Effective Stiffness," 34th Annual Review of Progress in Quantitative Nondestructive Evaluation, Golden, CO, July 2007.
78. "Micromechanics of Cohesive Materials and Rough Interfaces," Indian Institute of Technology, Kanpur, India, August 2007.
79. "Reliability Based Design Methodology for Foundations," Indian Institute of Technology, Kanpur, India, August 2007.
80. "Geotechnical Investigations Requirements for Trenchless Technology," US-China Workshop on Trenchless Technology, Wuhan, China, October 2007.
81. "Analytical Models for Soil-Structure Interaction during Pipe-Jacking," International Conference on Geological Engineering, Wuhan, China, October 2007.

82. "Micromechanical Models for Rough Interfaces," Hohai University, Nanjing, China, October 2007.
83. "Rate-Dependent Micromechanical Model Applied to Wave Propagation through Rough Interfaces," 2007 IEEE International Ultrasonics Symposium, New York, NY, October 2007.
84. "Micro-scale Compositional and Mechanical Analysis of Primary Dentin," 37<sup>th</sup> Annual Meeting & Exhibition of the AADR, Dallas, TX, April 2008.
85. "Keynote Address: Adhesive Dentin Interfacial Characterization and Micromechanical Behavior," 37<sup>th</sup> Annual Meeting & Exhibition of the AADR, Dallas, TX, April 2008.
86. "Load and Resistance Factor Design (LRFD) of Deep Foundations," Annual South Dakota Engineering Society Meeting, Rapid City, SD, April 2008.
87. "Effect of Contact Viscosity and Roughness on Interface Stiffness and Wave Propagation," 35<sup>th</sup> Annual Review of Progress in Quantitative Nondestructive Evaluation, Chicago, IL, July 2008.
88. "Microstructure and Composition Based Constitutive Relationships for Meniscus/Cartilage, 35<sup>th</sup> Society of Industrial and Applied Mathematics Life Sciences Conference, Montreal, Canada, August 2008.
89. "Micromechanics of Interfaces," 12<sup>th</sup> Conference of the International Association for Computer Methods and Advances in Geomechanics, Goa, India, October 2008.
90. "Full Depth Reclamation of Asphalt Pavements using Class C Fly Ash," Lafarge/ Kansas City Power & Light Fly Ash Seminar, Kansas City, MO, February 2009.
91. "Evaluation of Traditional Lateral Pile Capacity Method Using an LRFD Approach" International Foundation Congress & Equipment Expo 2009, Orlando, FL, March 2009.
92. "Two-Level Homogenization Model for Sound and Caries Affected Dentin Elasticity", General Session & Exhibition of the International Association of Dental Research (IADR/AADR/CADR), Miami, FL, March-April 2009.
93. "Micromechanical Model of Interfaces with Rate-Dependent Asperity Contacts" 2009 Joint ASCE-ASME-SES Conference on Mechanics and Materials, Blacksburg, VA, June 2009
94. "Service Limit State Design of Deep Foundations for Compatibility with Structural Performance" Panel presentation, 2010 89<sup>th</sup> Annual Meeting of Transportation Research Board, Washington, D.C., January 2010 (invited).
95. "Relating *Ab Initio* Simulations of Complex Atomic Models to Elastic and Failure Behavior at Continuum Scales" 34<sup>th</sup> International Conference & Exposition on Advanced Ceramics & Composites (ICACC), Daytona Beach, Florida, January 2010 (invited).
96. "Relating *Ab Initio* Simulations of Complex Atomic Models to Mechanical Behavior at Continuum Scales", Physics Colloquium, University of Missouri-Kansas City, February 2010 (invited).
97. "Fatigue Behavior of Dentin Adhesives under Dry and Wet Conditions," 39<sup>th</sup> Annual Meeting & Exhibition of the AADR, Washington, DC, March 2010.
98. "Micromechanical Perspective of the Shear Induced Volume Change in Granular Geomaterials" 2010 Engineering Mechanics Institute Conference, Los Angeles, CA, August 2010.
99. "Micromechanics Based Higher-Order Continuum Theory Applied to Failure Simulation Of Cohesive Granular Materials" 2010 Engineering Mechanics Institute Conference, Los Angeles, CA, August 2010.

100. “Stress–Displacement Behavior of Rough Interfaces under Combined Normal and Shear Loading Based upon a Micromechanical Approach” 2010 Engineering Mechanics Institute Conference, Los Angeles, CA, August 2010.
101. “Mathematical model for anomalous creep in model dentin adhesives,” 89th International Association of Dental Research (IADR/AADR/CADR) General Session & Exhibition, San Diego, CA March 2011.
102. “Scale Dependent Stress–Displacement Relationship of Rough Surface Contact under Combined Normal-Shear Loading” 2011 Engineering Mechanics Institute Conference, Boston, MA, June 2011.
103. “Granular Media Micromechanics and Higher Order Continuum Theories” Indian Institute of Technology, Gandhinagar, August 2011 (invited).
104. “Reliability Based Design of Drilled Shafts: LRFD and Performance Based Design” Annual Kansas City Specialty Geotechnical Seminar, January 2012 (invited).
105. “Micromechanics Based Second Gradient Continuum Theory for Cementitious Granular Materials” Workshop on Second Gradient and Generalized Continua, Cisterna di Latina, Italy March 2012 (invited).
106. “Second gradient continuum mechanics theory and its micromechanical derivation for cohesive granular materials” Applied Math Seminar, Department of Mathematics University of Kansas, April 2012 (invited).
107. “Second gradient micro-damage continuum theory applied to cementitious granular materials” 2012 Engineering Mechanics Institute Conference, South Bend, IN, June 2012.
108. “Nonlinear viscoelastic-damage modeling using granular micromechanics and finite element method” Abstracts 2012 Engineering Mechanics Institute Conference, South Bend, IN, June 2012
109. “Micro-damage model for water saturated chemically active fibrous materials” Abstracts 2012 Engineering Mechanics Institute Conference, South Bend, IN, June 2012
110. “Numerical simulation of rock joint shear test using particle flow theory” Abstracts 2012 Engineering Mechanics Institute Conference, South Bend, IN, June 2012
111. “Relationship of theoretical nano-scale structure/properties of calcium silicate hydrate (CSH) and experimental micro-scale properties of cement paste” NSF CMMI Engineering Research and Innovation Conference, July 2012 (invited).
112. “Micromechanics Based Second Gradient Continuum Theory for Cementitious Granular Materials” Workshop on Mathematics and the Materials Genome Initiative, Institute for Mathematics and its Applications, University of Minnesota, Minneapolis, September 2012 (invited).
113. “Granular Micromechanics – Discrete Element and Continuum Modeling” South China University of Technology, Guangzhou, China, October 2012 (invited).
114. “Deep Foundation Analysis – ‘t-z’ and p-y’ Methods with Application to Probabilistic Analysis” South China University of Technology, Guangzhou, China, October 2012 (invited).
115. “Micromechanics based continuum mechanics theory for cohesive granular materials” University of Science and Technology, Beijing, China, November 2012 (invited).
116. “Micromechanics based continuum mechanics theory for cohesive granular materials” Hebei University of Technology, Tianjin, China, November 2012 (invited).

117. “Deep Foundation Analysis – ‘t-z’ and p-y’ Methods with Application to Probabilistic Analysis” Chongqing Jiaotong University Chongqing, China, November 2012 (invited).
118. “Granular Micromechanics – Discrete Element and Continuum Modeling” Chongqing Jiaotong University Chongqing, China, November 2012 (invited).
119. “Micromechanics based continuum mechanics theory for cohesive granular materials” Chongqing University Chongqing, China, November 2012 (invited).
120. “Micromechanics based continuum mechanics theory for cohesive granular materials” Shanghai Jiaotong University Shanghai, China, November 2012 (invited).
121. “Micromechanics based continuum mechanics theory for cohesive granular materials” Kansas State University, Manhattan, April 2013 (invited).
122. “Micromechanics based second gradient continuum mechanics theory for damage modeling of cohesive granular materials” PacRim 2013, San Diego, CA, June 2013 (invited).
123. “Nonlinear micro-poromechanics of fluid saturated active fibrous media” 4<sup>th</sup> Canadian Conference on Nonlinear Solid Mechanics, Montreal, Quebec, July 2013 (invited).
124. “Rate-dependent granular micromechanics model for materials with damage and plasticity” 2013 Engineering Mechanics Institute Conference, Northwestern University, Chicago, IL, August 2013.
125. “Elastic constants of materials with general anisotropy based upon granular micromechanics” 2013 Engineering Mechanics Institute Conference, Northwestern University, Chicago, IL, August 2013.
126. “Degree of swelling and sorption of chemically active materials modeled using granular micromechanics” 2013 Engineering Mechanics Institute Conference, Northwestern University, Chicago, IL, August 2013.
127. “Shear behavior of contacting rough surfaces” 2013 Engineering Mechanics Institute Conference, Northwestern University, Chicago, IL, August 2013.
128. “Shear band modeling in material bilayer using granular micromechanics based second gradient theory” 2013 Engineering Mechanics Institute Conference, Northwestern University, Chicago, IL, August 2013.
129. “Stability theory- a short course” South China University of Technology, Guangzhou, China, October 2013 (invited).
130. “Nonlinear micro-poromechanics of fluid saturated active fibrous media” Chongqing Jiaotong University Chongqing, China, October 2013 (invited).
131. “Nonlinear micro-poromechanics of fluid saturated active fibrous media” Chongqing University Chongqing, China, October 2013 (invited).
132. “Micromechanics of hard and soft biomaterials” Bioengineering Colloquium, University of Kansas, February 2014 (invited).
133. “Rate dependent damage model using granular micromechanics and thermo-mechanics frameworks” Euromech Colloquium 563, Cisterna Di Latina, Italy, March 2014 (invited).
134. “Granular micromechanics model of geomaterials derived in thermo-mechanics framework” Ecole Centrale de

Nantes, France, March 2014 (invited).

135. “Micromechanics based shear and closure behavior of contacting rough surfaces” IFSTTAR, Nantes, France, March 2014 (invited).
136. “Particle kinematics and instability in 2D regular and random granular assemblies” 2014 Engineering Mechanics Institute Conference, McMaster University, Hamilton, Canada, August 2014.
137. “Thermodynamically consistent granular micromechanics model of cementitious materials” 2014 Engineering Mechanics Institute Conference, McMaster University, Hamilton, Canada, August 2014.
138. “Thermomechanics based granular micromechanics rate dependent coupled damage-plasticity model” 2014 Society of Engineering Sciences Conference, Purdue University, West Lafayette, October 2014.
139. “Granular micromechanics model for cementitious materials” 2014 Society of Engineering Sciences Conference, Purdue University, West Lafayette, October 2014.
140. “Granular micromechanics model predicts loading path dependent behavior of geomaterials” Bilateral French-Italy Workshop Going down to the microscale in multiphysics problems from seismic driven risks to petroleum geomechanics, Arpino (Italy), May 4-6, 2015 (invited).
141. “Rate dependent coupled damage-plasticity model of granular materials derived in thermo-mechanics framework” Shanghai Jiao Tong University, China, May 2015 (invited).
142. “Higher order continuum model based upon granular micromechanics” 2015 Engineering Mechanics Institute Conference, Stanford University, CA, June 16-19 2015 (invited).
143. “Micro-macro insights to failure of cementitious materials using granular micromechanics model” 2015 Engineering Mechanics Institute Conference, Stanford University, CA, June 16-19 2015.
144. “Granular micromechanics: A paradigm for continuum modeling” INCAM 2015, Indian National Conference on Applied Mechanics, Indian Institute of Technology, Delhi, July 13-15, 2015 (invited).
145. “Path dependent failure analysis of cementitious materials using granular micromechanics” Advanced Cement Based Materials Conference, Kansas State University, Manhattan, KS July 20-22, 2015 (invited).
146. “Micromechanics of granular geomaterials and interfaces: Review” Qinghai University, Xining, China, August, 2015 (invited).
147. “Micromechanics of granular geomaterials and interfaces: Review” Shandong University of Technology, Zibo, China, September, 2015 (invited).
148. “Micromorphic model derived based upon granular micromechanics” 2015 Society of Engineering Sciences Conference, Texas A&M University, College Station, October 26-27, 2015.
149. “Granular micromechanics model predicts the effect of intermediate principal stress and loading path on failure of cementitious materials” 2015 Society of Engineering Sciences Conference, Texas A&M University, College Station, October 26-27, 2015.
150. “Micromorphic model derived based upon granular micromechanics” Workgroup on Computational Mechanics of Generalized Continua with Microstructure Materials and Applications, Scuola Superiore di Catania, Italy, Oct 29-31, 2015 (invited).



151. “Granular micromechanics Leads to Micromorphic Continuum Model” Indian Institute of Technology, Delhi, January 12, 2016 (invited).
152. “Granular micromechanics Leads to Micromorphic Continuum Model” Fudan University, Shanghai, May 6, 2016 (invited).
153. “Materials and Mechanics: Lessons from Bio- and Natural-Material Characterization and Modeling” at Chengdu University of Technology, Chengdu, China, May 12, 2016 (invited).
154. “Micromorphic Model including grain spins based upon granular micromechanics” *Mini-symposium Keynote*, 2016 Engineering Mechanics Institute Conference, Vanderbilt University, TN, May 22-25 2016 (invited).
155. “Grain size effect in granular micromechanics” 2016 Engineering Mechanics Institute Conference, Vanderbilt University, TN, May 22-25 2016.
156. “New paradigms for mechanical behavior with implications to materials genome – Lessons at diverse scales from ab initio modeling and granular micromechanics” International Workshop on the Genome of Stone-based Civil Infrastructure Materials, University of Science and Technology, Beijing, China, June 8-9, 2016 (invited).
157. “Granular micromechanics Leads to Micromorphic Continuum Model” National University of Singapore, June 17, 2016 (invited).
158. “Micromorphic Continuum Model Derived from Granular Micromechanics” School on Models of Generalized Continua characterized by Quasi-Inextensible Fibrous Structures: New Ideas for Models and Applications, Arpino, Italy, September 21, 2016 (invited).
159. “Granular micromechanics Leads to Micromorphic Continuum Model” University of Tsukuba, Japan, October 14, 2016 (invited).
160. “Application of granular micromechanics to path-dependent and rate-dependent behavior of geomaterials” Huazhong University of Science and Technology, Wuhan, China, October 19, 2016 (invited).
161. “Application of granular micromechanics to path-dependent and rate-dependent behavior of geomaterials” Wuhan University of Technology, Wuhan, China, October 20, 2016 (invited).
162. “Granular micromechanics Leads to Micromorphic Continuum Model” China Geosciences University, Wuhan, China, October 20, 2016 (invited).
163. “Granular (meta)materials with high micro-scale rigidity-extensibility ratio” Generalized and microstructured continua: [new ideas in modeling] and/or [applications to structures with (nearly)inextensible fibers], Arpino, Italy, April 3-8, 2017 (invited).
164. “Micromorphic Continuum Models for Granular Metamaterials” Short Course on Energy Methods in the Mechanics of Metamaterials, Warsaw University of Technology, Warsaw, Poland, May 15-26, 2017 (invited).
165. “Displacement and Rotational Wave Dispersion in Granular Solids” 2017 Engineering Mechanics Institute Conference, San Diego, CA, June 4-7, 2017.
166. “Granular micromechanics: a paradigm for micromorphic continuum mechanics” Indian Institute of Technology, Madras, India, July 5, 2017 (invited).
167. “Molecules to Meters: Predicting Properties and Function” Institute for Bioengineering Research (IBER), University of Kansas, June 9, 2017 (invited).

168. “Rate dependent granular micromechanics model for polymeric biomaterials” French-Italy Workshop on Bone Biomechanics: multiscale and multiphysical aspects, Giuliano di Roma, Italy, September 26-28, 2017 (invited).
169. “Granular Micromechanics Paradigm for Structural Material Modeling” *Plenary Speaker*, International Conference on Structural Engineering and Computational Mechanics, Guangzhou, China, August 25-27, 2017 (invited).
170. “Granular micromechanics: a paradigm for micromorphic continuum mechanics” University of Macau, Macau, August 30, 2017 (invited).
171. “Granular micromechanics paradigm for structural material modeling” Guangzhou University, China, September 2, 2017 (invited).
172. “Granular micromechanics and Interfaces of Rough Solids” University of Tsukuba, Japan, September 6, 2017 (invited).
173. “Granular micromechanics: a paradigm for micromorphic continuum mechanics” Kyoto University, Japan, September 8, 2017 (invited).
174. “Granular Micromechanics: Paradigm for Modeling Structural/Geo Materials” ERDC, US Army Experiment Station, Vicksburg, MS, October 27, 2017 (invited).
175. “Granular micromechanics: a paradigm for continuum mechanics” University of California, Berkeley, February 1, 2018 (invited).
176. “Failure and Damage of Mineralized Tissue under Tension” Euromech 594, Nancy, France, May 15, 2018 (invited).
177. “Granular micromechanics: a paradigm for continuum mechanics” LM3, University of Lorraine, Metz, May 16, 2018 (invited).
178. “Variational Methods and Granular Metamaterials” Short Course on Energy Methods in the Mechanics of Metamaterials as part of Fulbright Specialist award, Warsaw University of Technology, Warsaw, Poland, May 18-June 3, 2018 (invited).
179. “Granular micromechanics: a paradigm for continuum mechanics” International symposium on Geo-Mechanics from Micro to Macro, Atlanta, GA, September 10-12, 2018.
180. “Granular micromechanics: bridging grain interactions and continuum descriptions” *Plenary Speaker*, International Conference on Nonlinear Solid Mechanics, Roma, Italy, June 16-19, 2019 (invited).
181. “Shear and closure behavior of contacting rough surfaces” International Conference on Nonlinear Solid Mechanics, Roma, Italy, June 16-19, 2019 (invited).
182. “Application of Micromorphic Model based upon Granular Micromechanics” Joint MEMOCS Workshop on Models of Complex Materials and Systems, Arpino, Italy, June 20-23, 2019 (invited).
183. “Granular micromechanics: a paradigm for continuum modelling” Zhejiang University, Hangzhou, China, September 3, 2019 (invited).
184. “Granular micromechanics: a paradigm for continuum modelling” Guangxi University of Science and Technology, Liuzhou, China, September 6, 2019 (invited).

185. “Non-classical Micromorphic Continuum Model for Granular Microstructure Design” Poster presentation at the 2019 NSF Mechanics of Materials and Structures Grantees Meeting at SES, Washington University, St. Louis, MO, October 13, 2019 (invited).
186. “Granular micromechanics: paradigm for bridging grain interactions and continuum descriptions” 2019 Society of Engineering Sciences (SES) Conference, Washington University, St. Louis, MO, October 13-15, 2019 (invited).
187. “Granular micromechanics: paradigm for bridging grain interactions and continuum descriptions” Center for Nonlinear Studies Colloquia, Los Alamos National Laboratories, NM, January 13, 2020 (invited).
188. “Granular micromechanics: grain-scale to continuum description of geomaterials” Gordon Research Conference on Natural Gas Hydrate Systems, February 23-28, 2020, Galveston, TX (invited).
189. “Damage Modeling for Second Gradient Continua: Granular Micromechanics and Variational Methods” 2021 Virtual Mach Conference, April 8, 2021 (invited).
190. “One-dimensional chiral granular metamaterials: micropolar model development and predictions” up-comech2021: e-Workshop on design and analysis of non-classical architected materials, April 8-9, 2021.
191. “Cosserat theory, chirality and negative Poisson’s effect: a view from Granular micromechanics” Engineering Mechanics Institute Conference 2021, May 25-28 2021 (invited).
192. “Experiences from Mechanics of Geo-, Bio- and Meta- Materials: Academic Research and Societal Needs” Central University of Haryana, India, May 7, 2021 (invited).
193. “Granular micromechanics: paradigm for bridging grain interactions and continuum descriptions” New Jersey Institute of Technology, NJ, November 17, 2021 (invited).

**Patents:**

1. Patent disclosure entitled “Portable sample-holder tracking system for homotopic cross-instrument measurements in microscopy/spectroscopy (ID 09KU081M)”

## GRANTS

### Research Grants

1. ASHRAE, \$93,598, 09/91-09/93, *Co-Principal Investigator*. Title: "Development of a design procedure for thermal energy storage tanks utilizing technologies which separate the manufacture of ice from the storage of ice."
2. ASHRAE, \$81,544, 04/93-09/95, *Co-Principal Investigator*. Title: "Computer Algorithms for Heat Transfer and Moisture Loss in Bulk Storage of Granular Materials."
3. National Science Foundation, \$60,962, 11/92-11/94, *Principal Investigator*. Title: "Engineering Research Equipment: Computing Workstation."
4. University of Missouri Research Board, \$32,900, 6/93-5/95, *Principal Investigator*. Title: "A Model for Failure of Granular Geomaterials."
5. Kansas City Power and Light Company, \$50,000, 1/95-9/96, *Principal Investigator*. Title: "Utilization of Western Coal Fly Ash in the Construction of Highways in the Midwest."
6. U.S. Department of Transportation, Mid-America Transportation Center, University of Nebraska-Lincoln, \$58,019, 9/95-8/98, *Principal Investigator*. Title: "Utilization of Western Coal Fly Ash in the Construction of Highways in the Midwest."
7. ASHRAE, \$89,158, 04/96-07/97, *Co-Principal Investigator*. Title: "Computer Algorithms for Refrigeration Loads and Thermal Properties of Heterogeneous Foods and Beverages."
8. Kansas City Water Services Department, \$16,590, 01/98-06/98, *Principal Investigator*. Title: "Municipal Applications of PVC Pipes and Plastic Shrink Wrap."
9. U.S. Department of Transportation, Midwest Transportation Consortium, \$66,350, 12/00-11/03, *Principal Investigator*. Title: "Roadway Management System - Pavement Characterization."
10. Missouri Local Transportation Assistance Program, Missouri Department of Transportation, \$5,000, 12/00-11/03, *Principal Investigator*. Title: "Roadway Management System - Pavement Characterization."
11. Kansas Local Transportation Assistance Program, University of Kansas, \$2,500, 12/00-12/02, *Principal Investigator*. Title: "Roadway Management System - Pavement Characterization."
12. Bucher, Willis & Ratliff, and Shafer, Warren & Kline, \$2,000, 12/00-12/02, *Principal Investigator*. Title: "Roadway Management System - Pavement Characterization."
13. U.S. Department of Energy, Combustion Byproducts Recycling Consortium, \$76,563, 2/01-6/04, *Principal Investigator*. Title: "Crushed Aggregates from Class C Fly Ash."
14. Kansas City Power and Light Company, \$20,061, 2/01-1/03, *Principal Investigator*. Title: "Crushed Aggregates from Class C Fly Ash."
15. Kansas City Power and Light Company, \$64,390, 8/03-6/05, *Principal Investigator*. Title: "Cold in-place Recycling of Asphalt Pavements using Class C Fly Ash: Field and Laboratory Study."
16. National Institute of Health, \$1,367,150, 7/03-6/08, *Investigator*. Title: "Im/Miscible Adhesive/Dentin Interface: Structure/Mechanic (PI: Paulette Spencer)."
17. UMKC Chancellor's Innovation Award, \$29,560, 7/04-12/05, *Co-Principal Investigator*. Title: "Multi-disciplinary

Research and Teaching at UMKC-Center for Research on Interfacial Structure and Properties (UMKC-CRISP).”

18. National Science Foundation, \$99,978, 9/04-8/06, *Principal Investigator*. Title: “Integrating Entrepreneurship Concepts and Entrepreneurial Service Learning Components into Undergraduate Civil and Mechanical Engineering Courses.”
19. National Institute of Health, \$648,000, 9/04-9/07, *Trainee Mentor*. Title: “Dental Science Research Training Program for Engineers (PI: J. Lawrence Katz).”
20. Kansas City Power and Light Company, \$40,477, 1/05-12/08, *Principal Investigator*. Title: “Performance Evaluation of Road Base Constructed from Cold in-place Recycled Asphalt Pavements using Self Cementing Fly Ash.”
21. National Science Foundation, \$429,990, 9/05-8/09, *Co-Principal Investigator*. Title: “Dynamic Simulation of Joints Using Multi-Scale Modeling.” (PI: T. Guess)
22. U.S. Department of Energy, Combustion Byproducts Recycling Consortium, \$24,987, 5/06-7/08, *Principal Investigator*. Title: “Cold in-place Recycling of Asphalt Pavements using Self Cementing Fly Ash: Analysis of Pavement Performance and Structure Number.”
23. Kansas NASA EPSCOR, \$15,000, 5/08-9/09, *Principal Investigator*. Title: “Constitutive Models of lunar soils and interfaces for numerical simulation using mesh free methods.”
24. National Institute of Health/NIDCR, \$1,490,814, 5/08-4/13, *Co-Principal Investigator*. Title: “Im/Miscible Adhesive/Dentin Interface: Structure/Mechanic (PI: Paulette Spencer).”
25. National Institute of Health/NIDCR, \$123,939, 10/09-9/11, *Co-Principal Investigator*. Title: “Im/Miscible Adhesive/Dentin Interface: Structure/Mechanic – ARRA Supplement” (PI: Paulette Spencer).”
26. National Institute of Health/NIDCR, \$1,813,385, 8/11-9/16, *Co-Principal Investigator*. Title: “Proton Sponge Adhesives, Interfacial Milieu: Molecular Structure-Mechanics (PI: Paulette Spencer/Jennifer Laurence).”
27. National Science Foundation, \$280,000, 7/11-12/15, *Principal Investigator*. Title: “Relationship of theoretical nano-scale structure/properties of calcium silicate hydrate (CSH) and experimental micro-scale properties of cement paste”
28. Kansas Department of Transportation, \$55,000, 7/12-6/13, *Co-Principal Investigator*. Title: “Calibrating mechanistic-empirical pavement design guide for Kansas.” (PI: Jie Han)
29. Kansas Department of Transportation, \$58,000, 7/12-6/13, *Co-Principal Investigator*. Title: “Development of resistance factors for piles from PDA data.” (PI: Robert Parsons)
30. National Institute of Health/NIDCR, \$1,519,336, 8/15-1/20, *Co-Principal Investigator*. Title: “Peptide-Polymer Engineering Dentin/Adhesive Interfacial Bond Integrity (PI: Paulette Spencer).”
31. National Science Foundation, \$380,086, 8/17-8/22, *Principal Investigator*. Title: “Non-classical Micromorphic Continuum Model for Granular Microstructure Design”
32. Kansas Department of Transportation, \$86,939, 8/18-1/20, *Co-Principal Investigator*. Title: “Development of test procedures to evaluate moisture susceptibility of asphalt mixtures used in the state of Kansas, Phase I: surface free energy for binders” (PI: Masoud Darabi)
33. National Science Foundation, \$97,682, 9/18-8/21, *Principal Investigator*. Title: “Planning Grant: Engineering Research Center for Intelligent Infrastructure for Safe, Efficient and Resilient Mobility (ERC-I2SERM)”
34. National Institute of Health/NIDCR, \$1,818,000, 8/20-7/25, *Co-Principal Investigator*. Title: “Peptide-Polymer

Engineering Dentin/Adhesive Interfacial Bond Integrity (PI: Paulette Spencer).”

### **Travel Grants**

1. National Science Foundation (through the University of Arizona), \$300, 12/90. Travel grant to present paper at the 3rd International Conference on Constitutive Laws for Engineering Materials: Theory and Applications at Tucson, Arizona, January 1991.
2. National Science Foundation (through the University of Oklahoma), \$250, 10/92. Travel grant to U.S.-Canada Workshop on Recent Accomplishments and Future Trends in Geomechanics in the 21st Century, Norman, Oklahoma, October 1992.
3. Institute of Mechanics and Materials, University of California, San Diego (through the Tulane University), \$571, 12/93. Travel grant to Workshop on Theory and Simulation of Compaction and Sintering of Powders, Tulane University, New Orleans, LA, December 1993.
4. UMKC International Fellowship Grant, \$350, 7/95. To attend the 5th International Symposium on Numerical Models in Geomechanics, Davos, Switzerland, September 1995.
5. NATO Advanced Study Institute Grant, \$700, 9/97. To attend NATO Advanced Study Institute on Physics of Dry Granular Media, Cargese, France, September 1997.
6. National Asphalt Paving Association, \$1460, 6/99. To attend Asphalt Technology Professor Training Course, National Center for Asphalt Technology, Auburn, Alabama, June 1999.
7. Midwest Association of Trenchless Technology, \$875, 4/01. To attend No-Dig 2001 Conference, Nashville, Tennessee.

## D. SERVICE.

### PROFESSIONAL SERVICE

#### *Society Memberships:*

- Member, American Society of Civil Engineers (ASCE).
- Member, American Society of Mechanical Engineers (ASME).
- Member, Particle Technology Forum, American Institute of Chemical Engineers (AIChE).
- Member, International Association for Dental Research (IADR).
- Member, American Association for the Advancement of Science (AAAS).
- Member, American Geophysical Union (AGU).
- Member, Society of Experimental Mechanics (SEM).

#### *Society Committee Memberships/Chairmanships:*

- Member, Geotechnical Engineering Committee, ASCE-Kansas City Section, (1991, 1993-2013).
- Member, ASME Applied Mechanics Division Committee on Geomechanics (1992-).
- Corresponding Member, Technical Subcommittee 13 on Nonbuilding Structures, Building Seismic Safety Council (2001-).
- Chair, ASME Applied Mechanics Division Committee on Geomechanics (2001-5).
- Member, ASME Applied Mechanics Division-Materials Division Joint Committee on Constitutive Equations (1992-).
- Member, ASCE Engineering Mechanics Division Properties of Materials Committee (1996-).
- Member, ASCE Engineering Mechanics Division Granular Flow Sub-Committee (1997-2001).
- Member, Transportation Research Board Geomaterials Section Committee on Chemical and Mechanical Stabilization (1997-2001).
- Control Group Member, ASCE Engineering Mechanics Division Granular Materials Committee (2001-5, 2010-).
- Vice Chair, ASCE Engineering Mechanics Division Granular Materials Committee (2004-6).
- Chair, ASCE Engineering Mechanics Institute Granular Materials Committee (2006-10).
- Chair, ASCE Engineering Mechanics Institute Properties of Materials Committee (2019-2021).

#### *Journal Editorial Board/Technical Advisory Group Memberships:*

- Member, Geotechnical Technical Advisory Group of MOTREC, Missouri Department of Transportation (2001-3).
- Member, Editorial Board of the journal of Computers and Geotechnics, Elsevier Science (2001-2015).
- Member, Editorial Board of the Journal of Geotechnical and Geoenvironmental Engineering, American Society of Civil Engineers (2006-8).
- Associate Editor, the Journal of Engineering Mechanics, American Society of Civil Engineers (2007-).
- Member, Editorial Board of the Journal of Pipeline Systems Engineering and Practice, American Society of Civil Engineers (2009-2017).
- Associate Editor, the Journal of Nanomechanics and Micromechanics, American Society of Civil Engineers (2010-2019).
- Member, Editorial Board of the International Journal of Geotechnical Engineering, JA Ross Publishing (2010-2012).
- Member, Editorial Board of Mathematics and Mechanics of Solids, Sage (2018-).
- Member, Editorial Board of Mathematics and Mechanics of Complex Systems, MPS (2019-).
- Associate Editor, the Journal of Theoretical, Computational and Applied Mechanics (2020-).
- Member, Editorial Board of Applied Mechanics, MDPI (2020-).
- Member, Editorial Board of Continuum Mechanics and Thermodynamics, Springer Nature (2021-).

#### *Conference Session Chairmanships/Organizer:*

- **Chair**, Session on Damage/Crack/Plasticity, 22<sup>nd</sup> Midwestern Mechanics Conference, Rolla, MO, October 1991.
- **Organizer and Session Chair**, Symposium on Mechanics of Materials with Discontinuities and Heterogeneities (4 sessions), Joint Applied Mechanics and Materials Summer Conference, American Society of Mechanical Engineers, Los Angeles, CA, June 1995.
- **Organizer**, Symposium on Computational and Experimental Methods for Particulate Materials (4 sessions), Applied Mechanics and Materials Summer Conference, American Society of Mechanical Engineers, Baltimore, MD, June 1996.
- **Session chair**, Symposium on Powders, Particles and Plasticity at the above conference.

- **Organizer and Session Chair**, Symposium on Recent Developments in the Mechanics of Geomaterials (2 sessions), 1996 International Mechanical Engineering Congress and Exposition, Atlanta, GA, November 1996.
- **Organizer and Session Chair**, Symposium on Mechanics of Particulate Materials (9 sessions), 1997 Joint American Society of Mechanical Engineers/ American Society of Civil Engineers/ Society of Engineering Science, Northwestern University, June 1997.
- **Organizer and Session Chair**, Symposium on Mechanics of Composite, Discrete and Particulate Civil Engineering Materials (5 sessions), 1998 American Society of Civil Engineers Engineering Mechanics Specialty Conference, San Diego, May 1998.
- **Co-Director**, Trenchless Technology Symposium: New Installations and Pipeline Renewal, Kansas City, MO, March 1999.
- **Co-Director**, Trenchless Pipeline Renewal Design and Construction '99, Kansas City, MO, November 1999.
- **Co-Director**, Trenchless Technology Conference, Kansas City, MO, September 2000.
- **Session Chair**, Trenchless Technology Conference, St Louis, MO, November 2000.
- **Organizer and Session Chair**, Symposium on Recent Development in Geomechanics (6 sessions), 2001 Joint Mechanics and Materials Conference of American Society of Mechanical Engineers/ American Society of Civil Engineers/ Society of Engineering Science, San Diego, CA, June 2001.
- **Organizer and Session Chair**, Symposium on Instabilities in Geomechanics (2 sessions), 2003 American Society of Mechanical Engineers Mechanics and Materials Conference, Scottsdale, AZ, June 2003.
- **Session Chair**, Session on Granular Mechanics, 2003 American Society of Civil Engineers Engineering Mechanics Conference, Seattle, WA, July 2003.
- **Session Chair**, Session on Microleakage, 82<sup>nd</sup> General Session & Exhibition of the International Association of Dental Research (IADR/AADR/CADR), Honolulu, March 2004.
- **Session Chair**, Session on Instabilities in Geo/Granular Materials, 2004 American Society of Civil Engineers Engineering Mechanics Conference, Newark, Delaware, June 2004.
- **Session Chair**, Session on Numerical Algorithms: Formulation & Performance, International Symposium on Numerical Models in Geomechanics (NUMOG IX), Ottawa, Canada, August 2004.
- **Session Chair**, Session on Fracture and Failure, International Congress on Computational Mechanics and Simulation (ICCMS-04), Kanpur, India, December 2004.
- **Session Chair**, Session on Multiphase Granular Materials, McMat 2005, Joint Mechanics and Materials Conference of American Society of Mechanical Engineers/ American Society of Civil Engineers/ Society of Engineering Science, Baton Rouge, LA, June 2005.
- **Organizer and Session Chair**, Session on Multi-scale Mechanics of Hierarchical Materials and Interfaces, McMat 2005, Joint Mechanics and Materials Conference of American Society of Mechanical Engineers/ American Society of Civil Engineers/ Society of Engineering Science, Baton Rouge, LA, June 2005.
- **Session Chair**, Session on Modeling Issues for Granular Materials, 2<sup>nd</sup> NASA/ARO/ASCE Workshop on Granular Materials in Lunar and Martian Exploration, Earth and Space 2006, Houston, March 2006.
- **Session Chair**, Session on Adhesive Microstructure Analysis, 35<sup>th</sup> Annual Meeting & Exhibition of the American Association of Dental Research (AADR), Orlando, FL, March 2006.
- **Organizer and Session Chair**, Symposium on Wave Propagation in Granular Materials, 15<sup>th</sup> U.S. National Congress of Theoretical and Applied Mechanics, Boulder, Co, June 2006.
- **Session Chair**, Symposium on Granular Materials, 18<sup>th</sup> American Society of Civil Engineers Engineering Mechanics Conference, Blacksburg, VA, June 2007.
- **Session Chair**, 12<sup>th</sup> Conference of the International Association for Computer Methods and Advances in Geomechanics, Goa, India, October 2008.
- **Session Chair**, Session on Operative Materials and Tooth Properties, General Session & Exhibition of the International Association of Dental Research (IADR/AADR/CADR), Miami, FL, March-April 2009.
- **Session Chair**, Session on Rate Dependent Behavior of Granular Materials, 2009 Joint ASCE-ASME-SES Conference on Mechanics and Materials, Blacksburg, VA, June 2009.
- **Session Chair**, Session on Simulation/Characterization of Deformation Mechanisms and Other Properties, 34<sup>th</sup> International Conference & Exposition on Advanced Ceramics & Composites (ICACC), Daytona Beach, Florida, January 2010.
- **Group Program Chair**, Dental Materials, 39<sup>th</sup> Annual Meeting & Exhibition of the American Association of Dental Research (AADR), Washington, DC, March 2010.



- **Session Chair**, Session on Adhesive-Enamel/Dentin Bond Strength, 39<sup>th</sup> Annual Meeting & Exhibition of the American Association of Dental Research (AADR), Washington, DC, March 2010.
- **Symposium Organizer and Session Chair**, Minisymposium on Micromechanics of Granular Geomaterials in honor of Ching Chang, 2010 Engineering Mechanics Institute Conference, Los Angeles, CA, August 2010.
- **Poster session Chair**, Session on Operative Materials and Tooth Properties, 89<sup>th</sup> International Association of Dental Research (IADR/AADR/CADR) General Session & Exhibition, San Diego, CA March 2011.
- **Session Chair**, Granular Materials, 2011 Engineering Mechanics Institute Conference, Boston, MA, June 2011.
- **Session Chair**, Euromech Colloquium 563, Cisterna Di Latina, Italy, March 2014.
- **Symposium Organizer and Session Chair**, Minisymposium on Experimental and Numerical Methods in Multi-scale Granular Mechanics, 2014 Engineering Mechanics Institute Conference, McMaster University, Hamilton, Canada, August 2014.
- **Symposium Organizer and Session Chair**, Dr. Masao Satake Memorial Symposium on Granular Mechanics, 2015 Engineering Mechanics Institute Conference, Stanford University, June 16-19, 2015.
- **Session Chair**, Workgroup on Computational Mechanics of Generalized Continua with Microstructure Materials and Applications, Scuola Superiore di Catania, Italy, Oct 29-31, 2015.
- **Session Chair**, Granular Materials: Deformation, Flow, Phase Transitions, and Multi-scale Modeling, 2016 Engineering Mechanics Institute Conference, Vanderbilt University, TN, May 22-25 2016.
- **Session Chair**, International Workshop on the Genome of Stone-based Civil Infrastructure Materials, University of Science and Technology, Beijing, China, June 8-9, 2016.
- **Session Chair**, School on Models of Generalized Continua characterized by Quasi-Inextensible Fibrous Structures: New Ideas for Models and Applications, Arpino, Italy, September 21, 2016.
- **Session Chair**, Recent Trends in Granular Materials across the Scales, 2017 Engineering Mechanics Institute Conference, San Diego, CA, June 4-7, 2017.
- **Session Chair**, International Conference on Structural Engineering and Computational Mechanics, Guangzhou, China, August 25-27, 2017.
- **Session Chair**, French-Italy Workshop on Bone Biomechanics: multiscale and multiphysical aspects, Giuliano di Roma, Italy, September 26-28, 2017.
- **Moderator**, Lorentz Center Workshop on Granular Matter Across Scales, Leiden, the Netherlands, March 18-22, 2019.
- **Symposium Organizer and Session Chair**, Nonlinear Phenomena in Granular Solids: Modelling and Experiments, International Conference on Nonlinear Solid Mechanics, Roma, Italy, June 16-19, 2019.
- **Symposium Organizer and Session Chair**, Contact Mechanics of Interfaces, International Conference on Nonlinear Solid Mechanics, Roma, Italy, June 16-19, 2019.
- **Symposium Organizer and Session Chair**, New frontiers in regularized damage modelling, International Conference on Nonlinear Solid Mechanics, Roma, Italy, June 16-19, 2019.
- **Symposium Organizer**, Multiscale mechanics of granular media (Symposium 6.2) at the 56<sup>th</sup> Annual Technical Meeting of the Society of Engineering Science (SES), Washington University, St. Louis, October 13-15, 2019.
- **Workshop Organizer**, Road Infrastructure Reimagined, workshop to support NSF Engineering Research Center planning grant, Alexandria, VA, October 3-4, 2019.

*Technical Reviewer: (counts since 2008)*

- ACS Energy and Fuels (2020-2).
- Acta Biomaterialia (2008-1, 2009-1, 2010-1, 2012-2, 2013-1, 2015-1, 2016-1, 2018-1, 2020-1).
- Acta Geotechnica (2015-1, 2020-1, 2021-1).
- Advances in Materials Science and Engineering (2018-1).
- Advanced Science (2021-1).
- AIMBE Fellows (2020-1).
- American University Sharjah (2021-1).
- ASME Journal of Biomechanical Engineering (2009-1).
- ASME Journal of Engineering Materials and Technology (2012-1).
- ASME Journal of Tribology (2021-1).
- ASME 2010 Summer Bioengineering Conference (2010-1).
- Archives of Applied Mechanics (2020-1).
- Biomechanics and Modeling in Mechanobiology (2010-1)

- BONE (2009-1).
- Canadian Geotechnical Journal (2008-1).
- Chilean National Science Foundation (2015-1).
- Computers and Geotechnics (2008-2, 2009-1, 2010-1, 2011-2, 2012-2, 2013-2, 2014-1, 2015-1, 2016-1, 2019-2, 2020-2).
- Composites B (2019-2).
- Composites Science and Technology (2019-1).
- Computer Methods in Applied Mechanics and Engineering.
- Continuum Mechanics and Thermodynamics, (2012-1, 2013-4, 2014-2, 2015-3, 2019-3, 2020-1, 2021-2).
- Cyprus University of Technology (2020-1).
- Dental Materials (2010-1, 2013-1, 2018-1).
- Energy Science and Engineering (2019-1).
- Engineering Fracture Mechanics (2018-1).
- European Commission (2020-1).
- European Journal of Civil Engineering (2015-2, 2016-1).
- Experimental Mechanics (2019-1, 2021-1).
- Finite Elements in Analysis & Design (2018-1, 2021-1)
- Geotechnical Engineering (2008-1).
- Georisk (2008-1).
- GeoShanghai Conference (2009-1).
- GeoRisk Conference (2010-2).
- Granular Matter (2015-1, 2018-1).
- Hong Kong Science Foundation (2009-1).
- IEEE Transactions UFFC, (2012-1).
- Indian Institute of Technology, Roorkee, Ph.D. Dissertation external reviewer.
- Indian Institute of Technology, Kanpur, Ph.D. Dissertation external reviewer (2013-2).
- International Journal of Composites Engineering.
- International Journal of Geomechanics (2008-1, 2009-1, 2012-1, 2013-1, 2014-1, 2016-1, 2018-1, 2019-1, 2020-1).
- International Journal of Geotechnical Engineering (2010-1).
- International Journal of Mechanical Sciences (2021-1, 2022-1).
- International Journal of Nonlinear Mechanics (2020-1, 2021-2).
- International Journal of Plasticity.
- International Journal of Solids and Structures. (2010-1, 2011-1, 2012-1, 2013-2, 2014-1, 2017-1, 2018-1, 2021-1)
- Israel Science Foundation. (2014-1, 2021-1)
- International Conference on Advances in Geotechnical Earthquake Engineering and Soil Dynamics.
- International Journal for Numerical and Analytical Methods in Geomechanics.(2009-1, 2010-1, 2011-1, 2014-1, 2015-1, 2018-1, 2020-1)
- Islamia University of Bahawalpur, Pakistan (2010-1).
- Journal of Acoustical Society of America (JASA) (2009-1).
- Journal of Aerospace Engineering, American Society of Civil Engineers (2008-1, 2010-1, 2011-1).
- Journal of American Dentistry Association, (2012-1).
- Journal of Biomedical Materials Research (2008-2, 2010-1).
- Journal of Biomedical Materials Research: Part B (2010-1, 2011-1).
- Journal of Bridge Engineering, American Society of Civil Engineers (2011-2, 2012-1, 2013-2).
- Journal of Dental Research.
- Journal of Elasticity (2021-1)
- Journal of Engineering Mathematics (2015-1)
- Journal of Engineering Mechanics, American Society of Civil Engineers (2009-4, 2010-2, 2011-5, 2012-6, 2013-2, 2015-2, 2016-1, 2017-2)
- Journal of Engineering Tribology (2013-1)
- Journal of Geotechnical and Geoenvironmental Engineering, ASCE (2008-1, 2009-2, 2010-1, 2011-1).
- Journal of Geotechnical and Geological Engineering.
- Journal of Materials in Civil Engineering, American Society of Civil Engineers.

- Journal of the Mechanical Behavior of Biomedical Materials (2018-1, 2020-1)
- Journal of Nanomechanics and Micromechanics, ASCE (2015-2), (2017-2)
- Journal of Pipeline Systems Engineering and Practice, American Society of Civil Engineers (2010-1).
- Journal of Structural Geology.
- Journal of Volcanology and Geothermal Research.
- Journal of Zhejiang University (2020-1).
- Materialia (2018-1).
- Mathematics and Mechanics of Complex Systems (2015-1, 2018-1, 2021-1).
- Mathematics and Mechanics of Solids (2013-3, 2017-2, 2019-2, 2020-3, 2021-1).
- Mechanics of Materials.
- Mechanics Research Communications (2017-1, 2018-1, 2019-2, 2020-1, 2021-2).
- Motilal Nehru National Institute of Technology, Ph.D. Dissertation external reviewer (2009-1).
- Multidiscipline Modeling in Materials and Structures (2013-1, 2014-1)
- Nanoscale Research Letters (2017-1).
- NASA Post Doc Application Review (2008-1).
- NIH Dental and Enamel: Developmental Biology (2009-1).
- Oak Ridge Associated University (2009-2).
- Physica D (2013-1, 2014-1, 2015-1).
- Polish-U.S. Fulbright Commission, Graduate Student Award (2019-1)
- Polish-U.S. Fulbright Commission, STEM Impact Award 2019/20 (2019-1, 2020-1)
- Powder Technology (2013-1).
- Proceedings of Royal Society A (2015-1, 2017-2, 2018-4).
- Pure and Applied Geophysics (2013-1).
- PWS Publishing Company.
- Qatar National Research Fund, (2017-1, 2018-1, 2019-2).
- Recycled Materials Resource Center, University of New Hampshire.
- Scientific Reports (2016-1).
- Soil Dynamics and Earthquake Engineering (2013-1, 2014-1)
- Strain, (2013-2, 2020-1).
- Swiss National Science Foundation, (2011-2, 2018-3).
- Transportation Research C, (2018-1).
- Tribology Letters, (2012-1).
- University of Missouri Research Board.
- U.S. National Science Foundation (2008-2, 2011-1, 2012-1, 2013-2, 2014-2, 2016-2, 2017-1, 2018-1, 2019-1, 2020-1, 2021-1).
- Wear, (2020-1).
- Zeitschrift für Angewandte Mathematik und Mechanik, (2011-2, 2014-2, 2016-1, 2020-1).
- Zeitschrift für Angewandte Mathematik und Physik, (2016-1).

*Workshop Participation:*

- Invited Participant and Member of Panel on Constitutive Modeling, U.S.-Canada Workshop on Recent Accomplishments and Future Trends in Geomechanics in the 21st Century, Norman, Oklahoma, October 1992.
- Invited Speaker, Workshop on Theory and Simulation of Compaction and Sintering of Powders, Tulane University, New Orleans, LA, December 1993.
- Invited Participant, The Royal Society-Unilever-Indo/UK Forum on Solid-Solid Interactions, London, United Kingdom, September 1994.
- Invited Participant, NATO Advanced Study Institute on Physics of Dry Granular Media, Cargese, France, September 1997.
- Participant, the 7<sup>th</sup> International Comminution Research Association Workshop, Toulouse, France, September 1998.
- Lunch and Learning Speaker, 85th General Session & Exhibition of the IADR, New Orleans, LA, March 2007.
- Invited Speaker, US-China Workshop on Trenchless Technologies and Critical Underground Infrastructure Issues, China Geosciences University, Wuhan, October, 2007.

## UNIVERSITY SERVICE

### *University of Missouri (1990-2007)*

- Chair, Coordinated Engineering Programs-Civil Engineering Director Evaluation Committee (1994).
- Chair, Scholarships and Awards Committee, Coordinated Engineering Programs (1991-96).
- Member, Ad Hoc Committee for Evaluation of Engineering 20 (1994).
- Member, Computing Services Committee, Coordinated Engineering Programs (1992-96).
- Member, Facilities Planning Committee, Coordinated Engineering Programs (1992-94).
- Member, Library Committee, Coordinated Engineering Programs (1991-92).
- Member, Faculty Search Committee, Department of Civil Engineering (1991, 1993).
- Laboratory and Computer Facilities Coordinator, Department of Civil Engineering (1991-96).
- Member, Doctoral Faculty, University of Missouri-Columbia (1995-).
- Member, Civil Engineering Chair Search Committee, University of Missouri-Columbia (1996).
- Member, Faculty Search Committee, Department of Mechanical Engineering (1996).
- Member, Engineering Policy Committee, University of Missouri-Columbia (1997-99).
- Member, Engineering Annual Research Award Committee, University of Missouri-Columbia (1998, 99).
- Member, Graduate Recruiting Task Force, University of Missouri-Kansas City (1999).
- Member, IT Vision Committee, University of Missouri-Columbia (1999-2000).
- Member, Technology and Curriculum Task Force, University of Missouri-Kansas City (2000).
- Member, Chancellor's Extended Cabinet, University of Missouri-Kansas City (2001-2002).
- Member, Workstation Support Standards Subcommittee, University of Missouri-Kansas City (2001).
- Faculty Advisor, ISPE Student Chapter, University of Missouri-Kansas City (2001-2002).
- Chair, Graduate Committee, Engineering Sciences Division, SICE, UMKC (2001-2002).
- Chair, Undergraduate Committee for Curriculum and Handbook, Engineering Sciences Division, SICE, UMKC (2001-2002).
- Chair, Structural Engineering Faculty Search Committee, Engineering Sciences Division, SICE, UMKC (2001-2002).
- Member, Mechanical Engineering Faculty Search Committee, Engineering Sciences Division, SICE, UMKC (2002).
- Member, Promotion and Tenure Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Organizational Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Policy Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Academic Affairs Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Machine Shop Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002-).
- Chair, ABET Lab Equipment Committee, School of Computing and Engineering (SCE), UMKC (2002-).
- Graduate Program Coordinator, Civil and Mechanical Engineering, SCE, UMKC (2002-).
- Engineering Discipline Coordinator, Interdisciplinary Ph.D., UMKC (2002-).
- Member, UMKC Interdisciplinary Ph.D. Executive Committee, UMKC (2002-).
- Member, Space Committee, School of Computing and Engineering, UMKC (2003).
- Chair, Mechanical Engineering Faculty Search Committee (3 searches), SICE, UMKC (2003).
- Member, Campus Promotion and Tenure Committee, UMKC (2003-6).
- Member, Absence Policy Committee, School of Computing and Engineering, UMKC (2004).
- Member, Promotion and Tenure Committee, School of Computing and Engineering, UMKC (2004, 2007).
- Chair, Mechanical Engineering Faculty Search Committee, SCE, UMKC (2004-05).
- Chair, Civil Engineering Faculty Search Committee, SCE, UMKC (2004-05).
- Member, Provost Search Committee, UMKC (2005-06).
- Member, Health and Life Sciences Action Commission, UMKC (2006-07).
- Chair, Civil and Mechanical Engineering Promotion and Tenure Committee, UMKC (2007).

### *University of Kansas (2008- )*

- Member, Tenure and Promotion Committee, CEAE Department (2008-).
- Member, Ophthalmic Bioengineering Search Committee, KU Eye (2008).
- Member, Research Development and Enhancement Committee, CEAE Department (2008-10).
- Member, Curriculum Committee, CEAE Department (2008-).
- Member, Tenure and Promotion Committee, School of Engineering (2008-10).
- Member, Sabbatical Leave Committee, School of Engineering (2011-12).

- Member, University Senate Judicial Board (2012-4).
- Member, Equipment Committee, CEAE Department (2012-3).
- Chair, Advanced Infrastructure Materials and Sustainability Search Committee, CEAE Department (2013-2014).
- Member, Structures Search Committee, CEAE Department (2014-2015).
- Member, Launch Committee, Masoud Darabi, Assistant Professor CEAE, (2014-16)
- Member, Academic Standards Committee, School of Engineering (2014-2016).
- Member, Sabbatical Leave Committee, School of Engineering (2016-17), (2018-19).
- Member, Bioengineering Search Committee, School of Engineering (2016-17).
- Member, Post Tenure Review Committee, CEAE Department (2014-15), (2017-18).
- Chair, Sabbatical Leave Committee, CEAE Department (2017-18).
- Chair, CEAE Department Chair (5-year) Review Committee, School of Engineering (2017-18).
- Member, Faculty Senate Standards and Procedures on Promotion and Tenure Committee (2018-21).
- Chair, Faculty Senate Standards and Procedures on Promotion and Tenure Committee (2020-21).
- Member, School of Engineering Faculty Rights, Privileges, and Responsibilities Committee (2021-2?).

### **INTERNATIONAL OUTREACH**

- Key facilitator in establishing an academic exchange program between University of Kansas, Lawrence and Università dell'Aquila, Italy (2017)

### **OUTREACH AND COMMUNITY SERVICE**

- Assisted with organization of ASCE-Kansas City Section Geotechnical Engineering seminars and annual conference (1993-2013). These events resulted in funds that were endowed to establish a Geotechnical Engineering scholarship at UMKC in 2004.
- Advisor for high school science projects and participant in numerous recruitment and open house events.
- Judge, 53<sup>rd</sup> Greater Kansas City Science & Engineering Fair, 2004.
- Assisted with organization, 2004 International Bridge Building Regional Contest, Western Chapter of MSPE held in Flarsheim Hall, UMKC, February 7, 2004.
- Assisted with organization, 2005 International Bridge Building Regional Contest, Western Chapter of MSPE held in Flarsheim Hall, UMKC, February 12, 2005.
- Assisted with organization, 2006 International Bridge Building Regional Contest, Western Chapter of MSPE held in Flarsheim Hall, UMKC, February 11, 2006.
- Assisted with organization, 2007 International Bridge Building Regional Contest, Western Chapter of MSPE held in Flarsheim Hall, UMKC, February 10, 2007.

### **CONSULTING SERVICE**

- Terracon Consultants: Rock property evaluation (1990).
- T.J. Lipton: Retaining walls and steel deck design evaluation (1991, 92).
- Expert opinion: Groundwater flow evaluation (1991).
- GSI Consultants: Soil property evaluation (1996).
- Taliaferro and Browne: Slope stability evaluation (1996).
- Grace Construction Products: Cement grinding simulation (1997).
- Downtown Motors: Review and Expert Testimony for Concrete Property Evaluation (2002).

## E. SHORT BIOGRAPHY.

### Biography of Dr. Anil Misra, Professor of Civil Engineering

Dr. Anil Misra is a Professor in the Civil, Environmental and Architectural Engineering Department of the University of Kansas (KU), Lawrence, and Associate Director of KU Institute for Bioengineering Research (IBER). He previously served as a faculty member at the University of Missouri-Kansas City (UMKC) from 1990 to 2007. He received his bachelor's degree in civil engineering from the Indian Institute of Technology, Kanpur, India in 1985, and his M.S. and Ph.D. degrees from the University of Massachusetts at Amherst in 1988 and 1991, respectively. At KU he teaches undergraduate and graduate courses in engineering mechanics, materials engineering, computer methods and geotechnical engineering. He has a broad research interest that spans topics covering both basic and applied aspects of civil engineering, particularly, engineering mechanics, materials and geotechnical engineering.

Dr. Misra's research has focused upon the analytical, computational and experimental micro-mechanics of granular materials. In particular, he has pioneered the method of **granular micromechanics** with which he seeks to develop generalized (micromorphic) continuum model of a range of granular materials and materials with granular texture, including geomaterials, biomaterials, cement/asphalt concrete, polymers, and architected/metamaterials. He is deeply interested in interdisciplinary research at the intersection of mechanics and material science. He has also published on soil thermal properties; soil stabilization using coal combustion products; and application of numerical methods in geotechnical design and analysis. He continues his work in granular micromechanics, mechanics of dental interfaces; and multi-modal material characterization using high-resolution techniques.

Dr. Misra has co-edited four books, guest edited five journal special issue, and authored more than 300 papers in journals, edited books and conference proceedings. He has made more than 180 presentations of his research results at national and international fora. His research has been funded by a variety of sources including governmental agencies and private industry. He is active in various professional societies. He serves on a number of society technical committees, on editorial board of major journals, and as a reviewer for journal articles and grant proposals. He has also provided consulting service to the industry on technical issues.

Dr. Misra was awarded the 2017 Eugenio Beltrami Senior Scientist Prize for his seminal contributions to granular micromechanics, his pioneering works and innovations in theoretical and experimental mechanics, and his ability to transcend basic and applied research (see the [laudatio for this award](#)). He was selected as a Fulbright Specialist in Engineering Education in 2018. He has been honored for his work with Chair and Visiting Professorships as well as membership of academic boards at international universities. He has also been recognized at his home institutions of KU and UMKC with various research and teaching awards.



**Indranil SenGupta**  
**Tenure as a Condition of Employment**  
**Department of Mathematics and Statistics**  
**School of Integrated Sciences and Humanity**  
**College of Arts, Sciences & Education**

Dr. Indranil SenGupta received his PhD from the Texas A&M University in 2010 in Mathematical Physics. In 2012, he was hired at the Assistant Professor rank at North Dakota State University, in the Department of Mathematics. While there, he was tenured and promoted to Associate Professor in 2018 and earned the rank of Professor in 2022. Dr. SenGupta is joining FIU as a tenured Professor as a condition of employment.

Dr. SenGupta's research examines mathematical finance, data science, machine learning, stochastic processes, and information theory. He has published 44 articles and six book chapters during his career in top-ranked journals in his field. He serves as PI for a \$42K Simons Foundation-funded project titled "Refinement of stochastic processes via machine/deep learning."

Dr. SenGupta has taught undergraduate calculus, linear algebra, differential equations, actuarial exam study, mathematical software (Python), and complex analysis courses, while he has led Fourier Analysis, numerical analysis, differential equations, and applied mathematics courses at the graduate level, among others. Dr. SenGupta received several teaching awards and was featured in NDSU's 2021 "Inspiring Teachers Series." He has a strong record of student mentorship.

Dr. SenGupta also has an impressive record of service to his community, field, department, and college. Professionally, he has served as Editor-in-Chief of *Mathematics* and has been an associate editor and member of several other editorial boards.

# Indranil SenGupta

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CONTACT INFORMATION Department of Mathematics  
North Dakota State University  
NDSU Dept # 2750, Minard Hall 408E12  
Fargo, North Dakota 58108-6050 USA. *E-mail:* indranil.sengupta@ndsu.edu  
*Web:* <http://www.ndsu.edu/pubweb/~isengupt/>

ACADEMIC/ADMINISTRATIVE POSITIONS Department of Mathematics, **North Dakota State University (NDSU)**  
Fargo, North Dakota, USA

- *Full Professor*, August 2022- present.
- *Graduate Recruitment Chair* (equivalent to *Mathematics Graduate Program Director*), July 2015- present.
- *Associate Professor*, August 2018- July 2022.
- *Assistant Professor*, August 2012- July 2018.

Department of Mathematical Sciences, **University of Texas- El Paso**  
El Paso, Texas, USA  
*Post Doctoral Fellow*, September 2010- July 2012.

EDUCATION **Texas A&M University**, College Station, Texas, USA  
Ph.D., Mathematics, August 2006- August 2010.

- *Dissertation topic:* Analysis of the three-dimensional superradiance problem and some generalizations.
- *Advisor:* Prof. Goong Chen.
- *Committee Members:* Prof. Goong Chen, Prof. Harold Boas, Prof. Dudley Herschbach (**Nobel laureate in Chemistry 1986**), Prof. Francis Narcowich.
- *GPA:* 4.0

**University of Texas Rio Grande Valley** (Formerly, University of Texas- Pan American),  
Edinburg, Texas, USA  
M.S., Mathematics, August 2004- May 2006.

- *GPA:* 4.0

**IIST, Shibpur** (Formerly, Bengal Engineering and Science University, Shibpur), West Bengal, India  
Bachelor of Engineering (B.E.), Electronics and Telecommunication Engineering  
August 2000 - May 2004.

- First Class.

RESEARCH INTERESTS Mathematical Finance, Stochastic Processes, Data Science and Machine/Deep Learning, Information Theory.

- Current research includes hedging of commodity markets, option and swap pricing, stochastic volatility and interest rate modeling, Lévy processes in mathematical finance, portfolio management, exotic option pricing, geophysical modeling, applications of machine learning, deep learning, and neural network.
- Past research includes harmonic analysis of superradiance problem in quantum mechanics, the study of Korteweg-de Vries-Burgers Equation with higher-order nonlinearities, Generalized Mittag-Leffler function.

## PUBLICATIONS

1. *Machine learning and neural network based model predictions of soybean export shares from US Gulf to China* (2022), *Statistical Analysis and Data Mining: The ASA Data Science Journal*, **15**(6), 707-721 (with S. Awasthi, W. Wilson, and P. Lakkakula).
2. *Analysis of stock index with a generalized BN-S model: an approach based on machine*



- learning and fuzzy parameters*, To appear in *Stochastic Analysis and Applications*, Accepted: 22 Jun 2022 (with X. Hui, B. Sun, and H. Jiang).
3. *A novel implementation of Siamese type neural networks in predicting rare fluctuations in financial time series* (2022), *Risks*, **10** (2):39 (16 pages) (with T. Basu, O. Menzer, and J. Ward).
  4. *Analysis of optimal portfolio on finite and small time horizons for a stochastic volatility market model* (2021), *SIAM Journal on Financial Mathematics*, **12**(4), 1596-1624 (with M. Lin).
  5. *Fractional Barndorff-Nielsen and Shephard model: applications in variance and volatility swaps, and hedging* (2021), *Annals of Finance*, **17**, 529–558 (with N. Salmon).
  6. *Hedging and machine learning driven crude oil data analysis using a refined Barndorff-Nielsen and Shephard model* (2021), *International Journal of Financial Engineering*, **8**(4), 2150015 (29 pages) (with H. Shoshi).
  7. *Stochastic analysis and neural network-based yield prediction with precision agriculture* (2021), *Journal of Risk and Financial Management*, **14**(9), 397 (17 pages) (with H. Shoshi, E. Hanson, and W. Nganje).
  8. *First exit-time analysis for an approximate Barndorff-Nielsen and Shephard model with stationary self-decomposable variance process* (2021), *Journal of Stochastic Analysis* (formerly, *Communications on Stochastic Analysis*), **2** (1), Article 5 (26 pages) (with S. Awasthi).
  9. *Refinements of Barndorff-Nielsen and Shephard model: an analysis of crude oil price with machine learning* (2021), *Annals of Data Science*, **8**(1), 39-55 (with W. Nganje and E. Hanson).
  10. *Sequential hypothesis testing in machine learning, and crude oil price jump size detection* (2020), *Applied Mathematical Finance*, **27** (5), 374-395 (with M. Roberts).
  11. *Multi-asset generalised variance swaps in Barndorff-Nielsen and Shephard model* (2020), *International Journal of Financial Engineering*, **7**(4), 2050051 (36 pages) (with S. Biswas and D. Mukherjee).
  12. *Infinitesimal generators for two-dimensional Lévy process-driven hypothesis testing* (2020), *Annals of Finance*, **16** (1), 121-139 (with M. Roberts).
  13. *Barndorff-Nielsen and Shephard model for hedging energy with quantity risk* (2019), *High Frequency*, **2** (3-4), 202-214 (with W. Wilson, W. Nganje, and S. Gebresilasie).
  14. *Barndorff-Nielsen and Shephard model: oil hedging with variance swap and option* (2019), *Mathematics and Financial Economics*, **13** (2), 209-226 (with W. Wilson and W. Nganje).
  15. *Volatility and variance swap using superposition of the Barndorff-Nielsen and Shephard type Lévy processes* (2019), *Sankhya B: The Indian Journal of Statistics*, **81** (1), 75-92 (with S. Habtemicael and M. Ghebremichael).
  16. *Moments of the asset price for the Barndorff-Nielsen and Shephard model* (2018), *Lithuanian Mathematical Journal*, **58** (4), 408-420 (with A. Ihsan).
  17. *A new analysis of VIX using mixture of regressions: examination and short-term forecasting for the S&P 500 market* (2018), *High Frequency*, **1** (1), 53-65 (with T. Miljkovic).
  18. *Analysis of variance based instruments for Ornstein-Uhlenbeck type models: swap and price index* (2017), *Annals of Finance*, **13** (4), 401-434 (with A. Issaka).
  19. *Feynman path integrals and asymptotic expansions for transition probability densities of some Lévy driven financial markets* (2017), *Journal of Applied Mathematics and Computing*, **54** (1), 159-182 (with A. Issaka).

20. *Pricing variance and volatility swaps for Barndorff-Nielsen and Shephard process driven financial markets* (2016), International Journal of Financial Engineering, **03** (04), 1650027 (35 pages) (with S. Habtemicael).
21. *Pricing covariance swaps for Barndorff-Nielsen and Shephard process driven financial markets* (2016), Annals of Financial Economics, **11**, 1650012 (32 pages) (with S. Habtemicael).
22. *Generalized BN-S stochastic volatility model for option pricing* (2016), International Journal of Theoretical and Applied Finance, **19** (02), 1650014 (23 pages).
23. *Numerical methods applied to option pricing models with transaction costs and stochastic volatility* (2015), Quantitative Finance, **15** (8), 1417-1424, (with M. C. Mariani and G. Sewell).
24. *PIDE and solution related to pricing of Lévy driven arithmetic type floating Asian options* (2015), Stochastic Analysis and Applications, **33** (4), 630-652, (with S. R. Chandra and D. Mukherjee).
25. *Pricing Asian options in financial markets using Mellin transforms* (2014), Electronic Journal of Differential Equations, **2014** (234), 1-9.
26. *Option pricing with transaction costs and stochastic interest rate* (2014), Applied Mathematical Finance, **21** (5), 399-416.
27. *Option pricing with transaction costs and stochastic volatility* (2014), Electronic Journal of Differential Equations, **2014** (165), 1-19, (with I. Florescu and M. C. Mariani).
28. *Ornstein-Uhlenbeck processes for geophysical data analysis* (2014), Physica A: Statistical Mechanics and its Applications, **399**, 147-156, (with S. Habtemicael).
29. *Lévy models and scale invariance properties applied to Geophysics* (2013), Physica A: Statistical Mechanics and its Applications, **392**, 824-839, (with M. C. Mariani, I. Florescu, M.P. Beccar Varela, P. Bezdek and L. Serpa).
30. *Spherical harmonics approach to parabolic partial differential equations* (2012), Analysis and Mathematical Physics, **2** (4), 461-471, (with M. C. Mariani).
31. *Spherical harmonics applied to differential and integro-differential equations arising in mathematical finance* (2012), Differential Equations and Dynamical Systems, **20**(2), 93-109, (with M. C. Mariani).
32. *Concentration problems for bandpass filters in communication theory over disjoint frequency intervals and numerical solutions* (2012), Journal of Fourier Analysis and Applications, **18**, 182-210, (with B. Sun, W. Jiang, G. Chen and M. C. Mariani).
33. *Solutions to integro-differential problems arising on pricing options in a Lévy market* (2012), Acta Applicandae Mathematicae, **118**, 237-249, (with M. C. Mariani and P. Amster).
34. *Nonlinear problems modeling stochastic volatility and transaction costs* (2012), Quantitative Finance, **12**(4), 663-670, (with M. C. Mariani).
35. *Numerical solutions for option pricing models including transaction costs and stochastic volatility* (2012), Acta Applicandae Mathematicae, **118**, 203-220, (with M. C. Mariani and P. Bezdek).
36. *Detecting Market crashes by analyzing long memory effects using high frequency data* (2012), Quantitative Finance, **12**(4), 623-634, (with E. Barany, M.P. Beccar Varela and I. Florescu).
37. *Two-point boundary value problems for a class of second order ordinary differential equations* (2012), International Journal of Mathematics and Mathematical Sciences, **2012**, Article ID 794040, 13 pages, (with M. C. Mariani).

38. *Spectral analysis and generation of certain highly oscillatory curves related to chaos* (2012), *Physica A: Statistical Mechanics and its Applications*, **391**, 1453-1468, (with G. Chen, M. C. Mariani and N. Mai).
  39. *Solutions to a gradient-dependent integro-differential parabolic problem arising in the pricing of financial options in a Lévy market* (2012), *Journal of Mathematical Analysis and Applications*, **385**, 36-48, (with M.C. Mariani and M. Salas).
  40. *Solutions to an integro-differential parabolic problem arising in the pricing of financial options in a Lévy Market* (2011), *Nonlinear Analysis: Real World Applications*, **12**, 3103-3113, (with M. C. Mariani).
  41. *Solutions to a nonlinear Black-Scholes equation* (2011), *Electronic Journal of Differential Equations*, **2011**(158), 1-10, (with M. C. Mariani and E. K. Ncheuguim).
  42. *Superradiance problem in a 3D annular domain* (2011), *Discrete and Continuous Dynamical Systems*, **2011**, Issue Special, 2011, 1309 - 1318, (with W. Jiang, B. Sun and M. C. Mariani).
  43. *Spectral analysis for a three-dimensional superradiance problem* (2011), *Journal of Mathematical Analysis and Applications*, **375**, 762-776.
  44. *Differential operator related to the generalized superradiance integral equation* (2010), *Journal of Mathematical Analysis and Applications*, **369**, 101-111.
  45. *Korteweg-de Vries- Burgers equation with a higher-order nonlinearity* (2008), *Differential Equations and Dynamical Systems*, **16** (1 & 2), 3-27, (with Z. Feng).
  46. *On a new nonlinear transformation and its applications to special functions* (2007), *Advanced Studies in Contemporary Mathematics*, **15**(2), 229-242, (with L. Debnath).
  47. *Korteweg-de Vries-Burgers equation with higher-order nonlinearities* (2007), *DCDIS A Supplement, Advances in Dynamical Systems*, **14**(S2), 209-214, (with Q. Meng, Z. Feng, L. Debnath and Y. Li).
  48. *Some properties of the Mittag-Leffler functions* (2007), *Integral Transforms and Special Functions*, **18**(5), 329-336, (with L. Debnath).
  49. *Broadband tuning limits on UWB antennas based on Fano's formulation* (2006), *Proceedings of IEEE Antennas and Propagation International Symposium, Albuquerque, NM.*, 171-174, (with M. C. Villalobos, H. D. Foltz and J. S. McLean).
  50. *On a new simple method for evaluation of certain multiple definite integrals* (2006), *International Journal of Mathematical Education in Science and Technology*. **37**(5), 624-628, (with L. Debnath).
- Submitted: Implications of the Dirichlet processes mixture model on U.S. crop yield predictions in the presence of random shocks*, (with K. A. Addey, S. Shaik, and W. Nganje).
- Submitted: A data-science-driven short-term analysis of Amazon, Apple, Google, and Microsoft stocks*, (with S. Ekapure, N. Jiruwala, and S. Patnaik). [*This is a Summer (2021) REU paper.*]

BOOK-  
CHAPTERS  
(PEER-  
REVIEWED)

1. *Analysis of Strategic Market Management in Light of Stochastic Processes, Recurrence Relation, Abelian Group and Expectation*, *Advances in Artificial Intelligence and Data Engineering*, (part of the *Advances in Intelligent Systems and Computing* book series), N. Chiplunkar, T. Fukao (eds), Springer, 2021, Singapore, pp. 701-710 (with P. Chakrabarti, T. Chakrabarti, S. Bane, B. Satpathy, and J. A. Ware).
2. *Study of volatility structures in geophysics and finance using GARCH models*, *Handbook of High-Frequency Trading and Modeling in Finance*; I. Florescu, M. C. Mariani, H. E. Stanley, F. G. Viens (eds), Wiley, 2016, ISBN: 978-1118443989, New York, pp. 295-340, (with M. C. Mariani and F. Biney).

3. *Scale invariance and Lévy models applied to earthquakes and financial high-frequency data*, Handbook of High-Frequency Trading and Modeling in Finance; I. Florescu, M. C. Mariani, H. E. Stanley, F. G. Viens (eds), Wiley, 2016, ISBN: 978-1118443989, New York, pp. 341-370, (with M-P. Beccar-Varela and I. Florescu).
4. *Analysis of generic diversity in the fossil record, earthquake series, and high-frequency financial data*, Handbook of High-Frequency Trading and Modeling in Finance; I. Florescu, M. C. Mariani, H. E. Stanley, F. G. Viens (eds), Wiley, 2016, ISBN: 978-1118443989, New York, pp. 371-423, (with M-P. Beccar-Varela, F. Biney, M. C. Mariani, M. Shpak, and P. Bezdek).
5. *Solutions to integro-differential parabolic problem arising on financial mathematics*, Handbook of Modeling High-Frequency Data in Finance; F. G. Viens, M. C. Mariani, I. Florescu (eds), Wiley, 2011, ISBN: 978-0470876886, New York, pp. 347-382, (with M.C. Mariani and M. Salas).
6. *Existence of solutions for financial models with transaction costs and stochastic volatility*, Handbook of Modeling High-Frequency Data in Finance; F. G. Viens, M. C. Mariani, I. Florescu (eds), Wiley, 2011, ISBN: 978-047087688-6, New York, pp. 383-419, (with M.C. Mariani and E.K. Ncheuguim).
7. *Broadband tuning limits on UWB antennas based on Fano's formulation*, Ultra Wideband, Short Pulse Electromagnetics, Vol. 8, 2007, C.E. Baum, A.P. Stone, J.S. Tyo (Eds.), pp. 83-87, (with M. C. Villalobos, H. D. Foltz, and J. S. McLean).

#### AWARDS & GRANTS

- Collaboration Grants for Mathematicians, Simons Foundation, *Proposal title*: “Refinement of stochastic processes via machine/deep learning”, 2021-2026, PI, Amount: \$42,000.
- Odney Excellence in Teaching Award, NDSU, 2019-2020.
- Featured in NDSU “Inspiring Teachers Series”, (April, 2021). <https://www.ndsu.edu/news/view/detail/62117/>
- Emerald Literati Award in the category of Outstanding Reviewer, 2020.
- College of Science and Mathematics Award for Excellence in Teaching, NDSU, 2017.
- Collaborative Research funding by the Department of Agribusiness and Applied Economics, NDSU:
  - Summer research support (for 2 months), 2022,
  - Summer research support (for 2 months), 2021,
  - Summer research support (for 2 months), 2020,
  - Summer research support (for 2 months), 2019,
  - Summer research support (for 2 months), 2018,
  - Summer research support (for 2 months), 2017.
- *Nominated for*:
  - NDSU Excellence in Mentoring Award, 2021.
  - College of Science and Mathematics Award for Excellence in Research, NDSU, 2020.
  - Paul Juell Mentoring Award, 2018 and 2021.
- Graduate Recruitment Award, NDSU, 2020.
- Research Development Travel Award, NDSU, 2018.
- Research Development Travel Award, NDSU, 2017.
- Lorraine Elvrum Murphy Faculty International Award, NDSU, 2015.
- CSM Research Travel Fund, July 2014-December 2014.
- ND NASA EPSCoR grant, *Proposal title*: “Earthquake modeling using stochastic processes”, April 2013- April 2014, PI, Amount: \$12,000.
- Provost travel and research grant, December 2013.
- **Travel awards**:
  - AIMS 2012 travel award.
  - AIMS 2010 travel award.

- AMS 2010 International Congress of Mathematicians travel award.
- Outstanding Student Research Award in Mathematics:
  - Hispanic Engineering, Science & Technology (HESTEC) 2005 Science Symposium at the University of Texas- Pan American.
  - Hispanic Engineering, Science & Technology (HESTEC) 2004 Science Symposium at the University of Texas- Pan American.

## PRESENTATIONS<sup>1</sup>

- **2022:**
  - *Some Data-Science-Based Refinements of Financial Models with Applications*, Session on *Finance Applications*, SIAM Conference on Mathematics of Data Science, September 26-30, **2022**, San Diego, California [Hybrid conference].
  - *Stochastic volatility models and data-science-driven improvements*, Special Session on *High-Frequency Data Analysis, Complex Datasets, and Applications*, AMS Fall Central Sectional Meeting, September 17-18, **2022**, University of Texas at El Paso, El Paso, Texas.
  - *Brownian motion, Lévy process, and Mathematical Finance*, April 7, **2022**, Electrical Engineering (EE) Graduate Seminar, South Dakota School of Mines & Technology, South Dakota, *invited virtual talk*.
  - *Stochastic models, some generalizations, and relation to data-science*, February 17, **2022**, Probability and Stochastic Analysis Seminar, Ohio State University at Marion, Ohio, *invited virtual talk*.
- **2021:**
  - *Data science, finance, and risk management: a tour*, November 3, **2021**, Industry talk at Medallia, INC. *invited virtual talk*.
  - *Some data science-based improvement techniques of financial models*, September 24, **2021**, Department seminar, Department of Mathematics and Statistics, Texas A&M University at Corpus Christi, Texas, *invited virtual talk*.
  - *Refinement of the Barndorff-Nielsen and Shephard model through neural networks - applications in finance*, The 2nd International forum on Financial Mathematics and FinTech, August 13- August 15, **2021**, School of Mathematics, Renmin University of China, Beijing, China, *invited online lecture*.
  - *A machine/deep learning-based improvement of stochastic models with applications in finance*, Special Session on *Stochastic Analysis*, AMS Spring Eastern Sectional Meeting, March 20-21, **2021**, [virtual meeting hosted by the American Mathematical Society].
  - *Barndorff-Nielsen and Shephard model, a generalization, a data-science based improvement, and applications*, February 25, **2021**, Applied Probability and Statistics seminar, City University of New York- Hunter College, New York, *invited virtual talk*.
  - *A machine learning-driven crude oil data analysis, with applications in continuous-time quadratic hedging*, February 12, **2021**, Minnesota Center for Financial and Actuarial Mathematics (MCFAM) seminar, University of Minnesota, Minneapolis, Minnesota, *invited virtual talk*.
- **2020:**
  - *Barndorff-Nielsen and Shephard model in finance*, December 14, **2020**, as a part of MStat final year course on *Quantitative Finance*, Indian Statistical Institute, Kolkata, India, *invited virtual talk*.

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<sup>1</sup>Does not include Seminar, Colloquium and Math Club or Actuarial Club talks at North Dakota State University after August 2012.

- *Barndorff-Nielsen and Shephard model: a data-science based refinement and oil data analysis*, October 12, **2020**, Probability Seminar, Department of Mathematical Sciences, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin, *invited virtual talk*.
- *Machine learning-based refinement of stochastic models and oil data analysis*, Special Session on *High-Frequency Data Analysis and Applications*, AMS Fall Central Sectional Meeting, September 12-13, **2020**, [virtual meeting hosted by the American Mathematical Society].
- *Refinement of the Barndorff-Nielsen and Shephard model with machine learning: analysis of various price indices*, AMS Special Session on *Stochastic Analysis and Applications in Finance, Actuarial Science and Related Fields*, Joint Mathematics Meetings 2020, January 15-18, **2020**, Denver, Colorado.
- *Introduction to stochastic calculus with applications*, January 6, **2020**, Department of Mathematics, Ramakrishna Mission Vidyamandira, Howrah, West Bengal, India, *invited introductory level talk*.

● **2019:**

- *A data science driven improvement of hedging in the financial market*, Conference: Statistical Methods in Finance 2019, December 16-21, **2019**, Chennai Mathematical Institute, Chennai, India, *invited talk*.
- *Refinement of stochastic models: machine learning and the analysis of crude oil price*, December 4, **2019**, Department of Mathematics, Texas State University, San Marcos, Texas, *invited lecture*.
- *A machine learning driven refinement of some stochastic financial models*, September 5, **2019**, Statistics Seminars, Department of Statistics, University of Manitoba, Winnipeg, Canada, *invited talk*.
- *A machine learning based improvement of the Barndorff-Nielsen and Shephard model: analysis of crude oil price*, August 15, **2019**, Seminar in Financial Math (FM) program, North Carolina State University, Raleigh, North Carolina, *invited talk*.
- *Barndorff-Nielsen and Shephard model- application for derivative and commodity markets*, The first International forum on Financial Mathematics and FinTech, June 30- July 1, **2019**, Renmin University of China (Suzhou Campus), Suzhou, China, *invited lecture*.
- *Lévy processes, variance swaps, and applications in financial markets*, June 27, **2019**, School of Mathematics and Systems Science, Beihang University, Beijing, China, *invited talk at colloquium*.
- *Analysis of variance swaps with application in oil hedging problem*, April 2, **2019**, Computational Finance Seminar, Department of Statistics, Purdue University, West Lafayette, Indiana, *invited lecture*.
- *Hedging oil, corn, and soybean using the Barndorff-Nielsen and Shephard model*, AMS Special Session on *Stochastic Analysis and Applications in Finance, Actuarial Science and Related Fields*, Joint Mathematics Meetings 2019, January 16-19, **2019**, Baltimore, Maryland.

● **2018:**

- *Lévy processes, variance swaps, and applications in oil hedging*, December 6, **2018**, Department of Mathematics, Texas Christian University, Fort Worth, Texas, *invited lecture*.
- *Barndorff-Nielsen and Shephard Model for Hedging Energy with Quantity Risk*, Special Session on *Probabilistic and Statistical Problems in Stochastic Dynamics*, AMS Fall Western Sectional Meeting, October 27-28, **2018**, San Francisco State University, San Francisco, California.
- *Barndorff-Nielsen and Shephard model with various applications in finance*, September 21, **2018**, School of Mathematical and Statistical Sciences, University of Texas-Rio Grande Valley, Edinburg, Texas, *invited talk at colloquium*.



- *Analysis of variance based financial instruments for Ornstein-Uhlenbeck type models*, AMS Special Session on *Stochastic Processes, Stochastic Optimization and Control, Numerics and Applications*, Joint Mathematics Meetings 2018, January 10-13, **2018**, San Diego, California.
  - *Barndorff-Nielsen and Shephard model- oil commodity hedging with variance swap and option*, AMS Special Session on *Financial Mathematics, Actuarial Sciences, and Related Fields*, Joint Mathematics Meetings 2018, January 10-13, **2018**, San Diego, California.
- **2017:**
    - *Analysis of some variance based instruments for Ornstein-Uhlenbeck type models*, Conference: *Statistical Methods in Finance 2017*, December 16-19, **2017**, Chennai Mathematical Institute, Chennai, India, *invited talk*.
    - *Pricing Various Swaps*, Session on *Financial Engineering in Applied Probability*, INFORMS Annual Meeting, October 22-25, **2017**, Houston, Texas.
    - *Generalized Barndorff-Nielsen and Shephard model with applications*, May 26, **2017**, Sampling and Official Statistics Unit (SOSU), Indian Statistical Institute, Kolkata, India, *Invited lecture at departmental seminar*.
    - *Barndorff-Nielsen and Shephard model, its generalization, and implementation in pricing financial instruments*, April 18, **2017**, Concordia College- Moorhead, Minnesota, *Tri-College Colloquium*.
    - *Generalized Barndorff-Nielsen and Shephard model with applications in financial swaps*, Special Session on *Financial Mathematics and Statistics*, AMS Spring Central Sectional Meeting, April 1-2, **2017**, Indiana University, Bloomington, Indiana.
  - **2016:**
    - *Barndorff-Nielsen and Shephard model, its generalization, and implementation in pricing various swaps*, Conference: *Statistical Methods in Finance 2016*, December 18-22, **2016**, Chennai Mathematical Institute, Chennai, India, *invited talk*.
    - **Lecture series on mathematical finance, 2016** (November 29, December 1, 6, 13, 14, 16). Sampling and Official Statistics Unit (SOSU), Indian Statistical Institute, Kolkata, India, *Invited lecture series*.
    - *Volatility, variance, and covariance swaps for Barndorff-Nielsen and Shephard process driven financial markets*, Special Session on *Financial Mathematics*, AMS Fall Sectional Meeting, September 24-25, **2016**, Bowdoin College, Brunswick, Maine.
    - *Pricing covariance swaps in Lévy driven market*, AMS Special Session on *Problems and Challenges in Financial Engineering and Risk Management*, Joint Mathematics Meetings 2016, January 6-9, **2016**, Seattle, Washington.
  - **2015:**
    - *Analysis of volatility, variance, and covariance swaps in Lévy driven financial markets*, November 20, **2015**, Department of Mathematical Sciences, Northern Illinois University, DeKalb, Illinois, *invited talk at colloquium*.
    - *Generalized BN-S models in finance*, June 3, **2015**, Department of Mathematics, Jadavpur University, Kolkata, India, *invited talk at colloquium*.
    - *Pricing various swaps in Lévy driven market*, One day workshop on *Emerging Issues, Methods and Models in Finance*, May 26, **2015**, Indian Statistical Institute, Kolkata, India, *invited talk*.
    - *Volatility, Variance and Covariance swaps for Lévy process driven financial market*, Special Session on *Stochastic Analysis and Applications*, AMS Spring Sectional Meeting, March 27-29, **2015**, University of Alabama in Huntsville, Huntsville, Alabama.

- *Heavy-tailed Lévy processes in pricing exotic options in finance*, AMS Special Session on *Heavy-Tailed Distributions and Processes*, Joint Mathematics Meetings 2015, January 10-13, **2015**, San Antonio, Texas.
  - *Ornstein-Uhlenbeck processes for geophysical data analysis*, AMS Session on *Game Theory, Economics, Control Theory, and Information*, Joint Mathematics Meetings 2015, January 10-13, **2015**, San Antonio, Texas.
- **2014:**
    - *Asian Option Pricing Using Mellin Transform for BN-S Models with Stochastic Volatility*, Session on *Stochastic Volatility*, SIAM Conference on Financial Mathematics and Engineering, November 13-15, **2014**, Chicago, Illinois.
    - *Earthquake Modeling using Stochastic Processes*, North Dakota NASA EPSCoR Annual Meeting, April 28, **2014**, North Dakota State University, Fargo, North Dakota.
    - *Radial concentration problem using Radon transform*, Special Session on *Harmonic Analysis and Its Applications*, AMS Spring Sectional Meeting, April 4-6, **2014**, University of New Mexico, Albuquerque, New Mexico.
    - *A traveling wave solution of arithmetic asian options in finance*, 37th Annual Texas Partial Differential Equations Conference, March 1-2, **2014**, University of North Texas, Denton, Texas.
  - **2013:**
    - *Earthquake modeling with Lévy processes*, Session on *Applications and Simulations*, SIAM Conference on Geometric and Physical Modeling, November 11-14, **2013**, Denver, Colorado.
    - *Generalized Barndorff-Nielsen and Shephard Model and Volatility Smile*, The 5th Annual Modeling High Frequency Data in Finance Conference, October 24-26, **2013**, Stevens Institute of Technology, Hoboken, New Jersey, *invited talk*.
    - *Generalized BN-S model in finance*, August 14, **2013**, Bayesian and Interdisciplinary Research Unit, Indian Statistical Institute, Kolkata, India, *invited talk at colloquium*.
    - *Option pricing and BN-S models in finance*, August 5, **2013**, Department of Mathematics, Bengal Engineering and Science University, Shibpur, India, *invited talk at colloquium*.
    - *Bessel functions and rainbow option pricing PDE*, 36th Annual Texas Partial Differential Equations Conference, March 2-3, **2013**, University of Texas- El Paso, El Paso, Texas.
    - *Hedging in option pricing with stochastic volatility*, March 1, **2013**, Department of Mathematical Sciences Colloquium, University of Texas- El Paso, El Paso, Texas, *invited talk at colloquium*.
    - *Jump in financial market and estimation of earthquake- a similar analysis*, AMS Session on *Financial Mathematics and Winning Strategies*, Joint Mathematics Meetings 2013, January 9-12, **2013**, San Diego, California.
    - *PDE model, stochastic volatility and transaction costs*, AMS Special Session on *Stochastic Analysis of Stochastic Differential Equations and Stochastic Partial Differential Equations*, Joint Mathematics Meetings 2013, January 9-12, **2013**, San Diego, California.
  - **2012:**
    - *Stochastic models applied to earthquake data*, Special Session on *Stochastic Analysis: Current Directions and Applications*, AMS Fall Southeastern Section Meeting, October 13-14, **2012**, Tulane University, New Orleans, Louisiana.
    - *Lévy models and scale invariance properties applied to Geophysics*, The 4th Annual Modeling High Frequency Data in Finance Conference, July 19-22, **2012**, Stevens Institute of Technology, Hoboken, New Jersey, *invited talk*.



- *Hyper-spherical harmonics and jumps in financial markets*, Special Session on *Analysis and Simulations of Nonlinear Systems*, The 9th AIMS Conference on Dynamical Systems, Differential Equations and Applications, July 1-5, **2012**, Orlando, Florida.
  - *PDE model in option pricing of financial market*, 35th Annual Texas Partial Differential Equations Conference, March 3-4, **2012**, Texas A&M University, College Station, Texas.
  - *Option pricing problems in financial market*, January 23, **2012**, Department of Mathematical Sciences, University of Cincinnati, Cincinnati, Ohio, *invited talk at colloquium*.
  - *Financial models used in biology*, AMS Special Session on *Nonlinear Analysis of Partial Differential Equation Models in Biology and Chemical Physics*, Joint Mathematics Meetings 2012, January 4-7, **2012**, Boston, Massachusetts.
  - *Existence of solutions for financial models with transaction costs and stochastic volatility*, AMS Special Session on *Theory and Applications of Stochastic Differential and Partial Differential Equations*, Joint Mathematics Meetings 2012, January 4-7, **2012**, Boston, Massachusetts.
- **2011:**
- *Concentration problems for bandpass filters in communication theory*, December 1, **2011**, Department of Mathematics, North Dakota State University, Fargo, North Dakota, *invited talk at colloquium*.
  - *Weak solutions to a nonlinear Black-Scholes equation*, Conference: Modeling High Frequency Data in Finance 3, July 28-31, **2011**, Stevens Institute of Technology, Hoboken, New Jersey, *invited talk*.
  - *Solutions to gradient-dependent parabolic problems arising in Lévy market*, 7th International Congress on Industrial and Applied Mathematics (ICIAM 2011), July 18-22, **2011**, Vancouver, Canada.
  - *Band pass concentration problems and a generalization of prolate spheroidal functions*, May 30, **2011**, Physics and Applied Mathematics Unit, Indian Statistical Institute, Kolkata, India, *invited talk at colloquium*.
  - *Band pass concentration problems in communication theory*, May 27, **2011**, Department of Applied Mathematics, University of Calcutta, Kolkata, India, *invited talk at colloquium*.
  - *Option pricing with transaction costs and stochastic volatility in a financial market*, May 23, **2011**, Economic Research Unit, Indian Statistical Institute, Kolkata, India, *invited talk at colloquium*.
  - *Weak solutions to integro-differential parabolic problems in financial market*, May 20, **2011**, Department of Mathematics, Tianjin University of Technology and Education, Tianjin, China, *invited talk at colloquium*.
  - *Solutions to integro-differential parabolic problems arising in the Lévy market*, The Fifth International Conference on Recent Advances in Applied Dynamical Systems, May 16-18, **2011**, Shanghai Normal University, Shanghai, China.
  - *Existence of weak solution to an integro-differential parabolic problem in a Lévy Market*, May 13, **2011**, Department of Mathematics, Beijing Jiaotong University, Beijing, China, *invited talk at colloquium*.
  - *Nonlinear PDE analysis for financial model with transaction costs and stochastic volatility*, May 13, **2011**, School of Mathematics and Systems Science, Beihang University, Beijing, China, *invited talk at colloquium*.
  - *Analysis of integro-differential parabolic problems arising in the Lévy Market*, The 9th Joint UTEP/NMSU Workshop on Mathematics, Computer Science, and Computational Sciences, April 2, **2011**, New Mexico State University, Las Cruces, New Mexico.
  - *Option pricing with transaction costs and stochastic volatility*, March 28, **2011**, Department of Mathematical Sciences, Stevens Institute of Technology, Hoboken, New Jersey, *invited talk at colloquium*.

- **2004-2010:**

- *Concentration problems in communication theory over disjoint frequency intervals*, Mathematics, Analysis and Control in Chemical Physics and Related Systems, December 14-17, **2010**, University of Nevada, Las Vegas, Nevada.
- *Spherical harmonics approach to mathematical finance*, The 8th Joint UTEP/NMSU Workshop on Mathematics, Computer Science, and Computational Sciences, November 13, **2010**, University of Texas- El Paso, El Paso, Texas.
- *Generalization of superradiance integral equation and applications*, Special Session on *Nonlinear Systems of Mixed Type and Applications*, The 8th American Institute of Mathematical Sciences (AIMS) Conference on Dynamical Systems, Differential Equations and Applications, May 25-28, **2010**, Dresden University of Technology, Dresden, Germany.
- *Differential operator related to the three-dimensional superradiance integral equation*, NSF/CBMS Regional Conference in the Mathematical Sciences: Nonlinear water waves with applications to wave-current interactions and Tsunamis, May 17-21, **2010**, University of Texas- Pan American, Edinburg, Texas.
- *Electrodynamics, Maxwell's Equations and Special Relativity*, Graduate student organization seminar, October 29, **2009**, Texas A&M University, College Station, Texas.
- *Spectral analysis of the three dimensional Dicke superradiance problem*, Special Session on *Mathematical Aspects of Spectral Problems Related to Physics*, AMS Sectional Meeting, October 16-18, **2009**, Baylor University, Waco, Texas.
- *On some differential operators commuting with integral operators related to the superradiance Problem*, Texas PDE Conference, March 28-29, **2009**, Texas State University, San Marcos, Texas.
- *Some properties of Mittag-Leffler functions*, Applied Mathematics Seminar, September 28, **2005**, University of Texas- Pan American, Edinburg, Texas.
- *Fractals and fractal geometry*, HESTEC Science Symposium, September 26, **2005**, University of Texas- Pan American, Edinburg, Texas.
- *On derivatives and integrals of fractional order with applications*, HESTEC Science Symposium, September 24, **2004**, University of Texas- Pan American, Edinburg, Texas.

TEACHING  
EXPERIENCE

Department of Mathematics, North Dakota State University  
Instructor, Fall 2012- present.

- *Instructor- regular class<sup>2</sup>:*
  - Calculus-I (undergraduate level, large lecture class with 160+ students),
  - Calculus- II (undergraduate level, large lecture class with 160+ students),
  - Calculus- III (undergraduate level),
  - Introduction to Differential Equations (undergraduate level),
  - Intermediate Linear Algebra (undergraduate level),
  - Special Problems in Mathematics (undergraduate level),
  - Actuarial Exam Study (undergraduate level),
  - Advanced Actuarial Exam Study (senior undergraduate level),
  - Mathematical Software- Python (senior undergraduate/graduate level),
  - Topics in Linear Algebra (senior undergraduate/graduate level),
  - Complex Analysis (senior undergraduate/graduate level),
  - Applied Differential Equations (senior undergraduate/graduate level),
  - Partial Differential Equations (senior undergraduate/graduate level),

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<sup>2</sup>Some courses are offered more than once.

- Fourier Analysis (senior undergraduate/graduate level),
- Numerical Analysis- I (senior undergraduate/graduate level),
- Numerical Analysis- II (senior undergraduate/graduate level),
- Mathematical Methods in Physics- II (graduate level),
- Ordinary Differential Equations- I (graduate level),
- Partial Differential Equations- I (graduate level),
- Modern Probability Theory (graduate level),
- Topics in Applied Mathematics: Mathematical Stochastic Process (graduate level),
- Topics in Applied Mathematics: Probability Theory in Finance (graduate level),
- Topics in Applied Mathematics: Introduction to Machine Learning (graduate level),
- Deep Learning and Neural Networks (graduate level).
- *Instructor- North Dakota Governor's School* (Summer 2018 and 2019):
  - Game Theory.
- *Graduate reading courses*<sup>2</sup>:
  - Stochastic Differential Equations I,
  - Stochastic Differential Equations II,
  - Topics in Mathematical Finance,
  - Lévy Processes in Finance,
  - Stochastic Processes,
  - Financial Modeling using Lévy Processes,
  - Brownian Motion Calculus,
  - Stochastic Differential Equations,
  - Introduction to Financial Mathematics,
  - Machine Learning Algorithms,
  - Topics in Ordinary Differential Equations.
  - Mathematical Data Science.
- *Undergraduate reading courses*<sup>2</sup>:
  - Introduction to Financial Mathematics,
  - Stochastic Calculus,
  - Stochastic Calculus- II.

Department of Mathematical Sciences, University of Texas- El Paso  
 Instructor, Spring 2011- Spring 2012.

- *Instructor*: Applied Analysis I, Applied Analysis II, Mathematics for the Social Sciences I, Mathematics for the Social Sciences II.
- *Undergraduate reading course*: Individual Studies in Mathematics.

Department of Mathematics, Texas A&M University, College Station  
 Graduate Teaching Assistant, Fall 2006 - Summer 2010.

- *Instructor*: Mathematical Concepts -Calculus
- *Recitation TA*: – Calculus I, Calculus II.
- *Assistant for Online graduate level courses*: Mathematical Communication and Technology, Seminar in Geometry, History of Mathematics.
- *Grader – (Graduate level)*: Analysis for Applications, Differential Geometry, Methods of Applied Mathematics, Methods and Applications of Partial Differential Equations.
- *Grader – (Undergraduate level)*: Engineering Mathematics, Topics in Applied Mathematics.

Department of Mathematics, University of Texas- Rio Grande Valley  
 Graduate Teaching Assistant, Fall 2004- Spring 2006.

- *Instructor*: Intermediate Algebra, Elementary Algebra.

● **Current graduate students:**

1. *Ph.D. advisor:* Minglian Lin, Mathematics, NDSU. Research supervision: Fall 2019-present.

● **Previous Ph.D. students:**

1. Semere Habtemicael (other last name used: Gebresilasie), Ph.D., December **2015**, Mathematics, NDSU.  
*Dissertation Title:* Modeling financial swaps and geophysical data using the Barndorff-Nielsen and Shephard model.  
*First Job Placement:* **Research Fellow at the Ragon Institute of MGH, MIT and Harvard, and Harvard Medical School.**
2. Aziz Issaka, Ph.D., May **2018**, Mathematics, NDSU.  
*Dissertation Title:* Analysis of variance based financial instruments and transition probability densities: swaps, price indices, and asymptotic expansions.  
*First Job Placement:* **Assistant Professor (tenure-track) at the Department of Mathematics and Statistics, University of North Carolina at Charlotte.**
3. Michael Roberts, Ph.D., August **2021**, Mathematics, NDSU.  
*Dissertation Title:* Hypothesis testing on time series driven by underlying Lévy processes, with machine learning applications.  
*First Job Placement:* **Visiting Assistant Professor at the Department of Mathematics and Statistics, Wake Forest University.**
4. Shantanu Awasthi, Ph.D., December **2021**, Mathematics, NDSU.  
*Dissertation Title:* The first exit-time analysis of an approximate Barndorff-Nielsen and Shephard model, with data science-based applications in the commodity market.  
*First Job Placement:* **Data Scientist, at Medallia INC.**
5. Humayra Shoshi, Ph.D., August **2022**, Mathematics, NDSU.  
*Dissertation Title:* Data-science-driven refinements of stochastic models with applications in oil data, short maturity Asian options, and yield prediction.  
*First Job Placement:* **Assistant Vice President of Credit & Obligor Risk Analytics, at Citi.**
6. Nicholas Salmon, Ph.D., December **2022**, Mathematics, NDSU.  
*Dissertation Title:* Financial analysis with the fractional Barndorff-Nielsen and Shepherd model and hypergraphs: applications in swaps, hedging, classification, and clustering.  
*First Job Placement:* **Associate Data Scientist, at Experience IT.**

● **Previous M.S. student:**

1. Austin Uden, M.S., May **2022**, Mathematics, NDSU.  
*Thesis Title:* Stochastic processes, and development of the Barndorff-Nielsen and Shephard model for financial markets.  
*First Job Placement:* High school Math teacher at Lincoln High School. Also, continuation of education in the Initial Certification at the Advanced Level at Doane University.

● **Visiting Ph.D. student supervision:**

- Xianfei Hui (School of Management, Harbin Institution of Technology, China), Visiting Ph.D. student supported by China Scholarship Council. (January 2020- December 2020).

- **Graduate supervisory committee:**
  - *Ph.D. supervisory committee member:*
    1. Biraj Saha, *Civil, Construction and Environmental Engineering*, NDSU, expected graduation: 2023.
    2. Pratyush Mishra, *Mathematics*, NDSU, expected graduation: 2023.
    3. Rachel Downing, *Physics*, NDSU, expected graduation: 2023.
    4. Thiago De Menezes, *Electrical & Computer Engineering*, NDSU, expected graduation: 2023.
    5. Kwame Asiam Addey, *Statistics*, NDSU, graduated 2022.
    6. Eric Sarfo Amponsah, *Mathematics*, NDSU, graduated 2020.
    7. Anirban Ghosh, *Electrical & Computer Engineering*, NDSU, graduated 2018.
    8. Guilherme Volpe Bossa, *Physics*, NDSU, graduated 2017.
  - *External examiner*<sup>3,4</sup>:
    - \* *Ph.D. dissertation*: Milan Kumar Das, *Mathematics*, Indian Institutes of Science Education and Research (IISER) Pune, India, graduated 2019.
    - \* *Master's thesis*: Aakaash K. Gupta, *Statistics*, Indian Statistical Institute, Kolkata, India, graduated: 2021.
    - \* *Master's thesis*: Pavuluri Sushhma Seshu, *Mathematics*, Indian Institute of Science Education and Research (IISER) Tirupati, India, graduated: 2022.
    - \* *Master's thesis*: Siddhesh Sundar, *Mathematics*, Indian Institute of Science Education and Research (IISER) Pune, India, expected graduation: 2023.
  - *Master's supervisory committee member:*
    1. Ogunjemilua Oluwafemi, *Agribusiness and Applied Economics*, NDSU, expected graduation: 2024.
    2. Kimia Zaman, *Computer Science*, NDSU, expected graduation: 2024.
    3. Bismark Asante, *Agribusiness and Applied Economics*, NDSU, expected graduation: 2023.
    4. Noah Carlson, *Agribusiness and Applied Economics*, NDSU, graduated 2021.
    5. Caleb Larson, *Mathematics*, NDSU, graduated 2018.
    6. Eric Kubischta, *Electrical & Computer Engineering*, NDSU, graduated 2018.
    7. Noopur Modi, *Electrical & Computer Engineering*, NDSU, graduated 2015.
    8. Peter Martin, *Statistics*, NDSU, graduated 2015.
    9. Mohammad Kamal Hossan, *Electrical & Computer Engineering*, NDSU, graduated 2014.
- **Undergraduate:**
  - **Senior Capstone project mentoring:**
    1. Dylan Zapzalka: *Uncovering the mathematics behind neural networks*, Fall 2021.
    2. Vincent Casey: *Application of fractal measurements to economic models*, Fall 2021.
    3. Alexander Wilcox: *Machine learning and statistical analysis of the S&P 500 index*, Fall 2020.
    4. Raymond Hathaway: *Classification problems in machine learning*, Spring 2020.
    5. Chase Anderson: *Game theory*, Spring 2020.
    6. Callahan Stewart: *Stochastic gradient descent in machine learning*, Spring 2020.
    7. Frankie Halter: *Mathematics of deep neural networks*, Fall 2019.
    8. Jaxon Helland: *Mathematical finance: arbitrage, options, and Black-Scholes equation*, Fall 2019.
    9. Dylan Vukelich: *Introduction to quantitative finance*, Spring 2019.
    10. Sean Gunderson: *Tensor analysis with an application in modern cosmology*, Spring 2019.

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<sup>3</sup>The external examiner plays an important role in all degree level examinations in higher education in various countries such as India and UK. One of the purposes of having an external examiner is to ensure that standards are kept the same across universities.

<sup>4</sup>This is an outreach activity.

11. Kristopher Heinle-Bodvig: *Feynman path integral with applications in finance*, Fall 2018.
  12. Aditya Sinha: *Brownian motion with applications*, Spring 2018.
  13. Ayushi Saxena: *Modeling gasoline prices using stochastic calculus*, Fall 2017.
  14. Vijay Shah: *Hilbert spaces and their applications*, Spring 2017.
  15. Eric Kubischta: *Prolate spheroidal wave Functions in communication theory*, Fall 2016.
  16. Christopher Thibert: *Bounded variation and jump functions*, Spring 2016.
  17. Elizabeth Varberg: *The Mathematics of Financial Investments*, Spring 2016.
  18. Alex Koppy: *Special Relativity and Lorentz transformations*, Fall 2015.
  19. Angela Cox: *Instruments in financial mathematics*, Spring 2015.
  20. Robert Suppa: *Asset modeling and portfolio management*, Spring 2015.
  21. Samantha Lamwers: *Self-similarities in finance*, Fall 2014.
  22. Matthew Tucholke: *Volatilities in finance*, Fall 2014.
  23. Jessica Zent: *Brownian motion calculus and finance*, Spring 2014.
  24. Aaron Driessen: *Delta hedging strategies*, Spring 2013.
  25. Kristopher Hudson: *Numerical methods to solve Schrödinger's equation*, Spring 2013.
  26. John Lynch: *Tensor analysis and modern cosmology*, Spring 2013.
- **Reading course projects (undergraduate):**
    - Ayushi Saxena (Fall 2016, Spring 2017), Nicholas Weis (Summer 2015), Robert Suppa (Spring 2014), Scott Haws and Jessica Zent (Fall 2013).
  - **Mentorship for summer REU program<sup>5</sup>:**
    - Topic: *Artificial intelligence based improvement of stochastic models.*
    - Students: (1) Shubham Ekapure (*Major: Mechanical Engineering, Year of study: 3*), (2) Nuruddin Jiruwala (*Major: Electrical Engineering, Year of study: 3*), (3) Sohan Patnaik (*Major: Mechanical Engineering, Year of study: 2*).
    - Institute: Undergraduate students from *Indian Institute of Technology (IIT), Kharagpur, India.*
    - Duration: 3 months, Summer 2021.

Department of Mathematical Sciences, University of Texas- El Paso

- **Undergraduate reading course projects:** Senior level undergraduate Applied Mathematics major students: Sandra J. Cuevas and Julio H. Solis (Summer 2012), George M. Pineda (Spring 2012), Kate A. Lopez and Jaime J. Padilla (Summer 2011).

SELECTED  
DIVERSITY  
ACTIVITIES

- Mentor for the National Alliance for Doctoral Studies in the Mathematical Sciences (“Math Alliance”), *June 2020- present.*
- Student-presentation reviewer: SACNAS (Society for the Advancement of Chicanos/Hispanics and Native Americans in Science) 2020- The National Diversity in STEM Conference, 2020, Virtual Conference.
- Judge for SACNAS -The National Diversity in STEM Conference, student poster and oral presentations, October 19-24, 2020, Virtual Conference.
- College of Science and Mathematics representative of NDSU Faculty Senate Diversity, Equity, Inclusion Committee, (Spring 2021-present).
- Executive Committee member for the NDSU President’s Council for Diversity, Inclusion and Respect (PCDIR), (Fall 2021-present).

SELECTED  
PROFESSIONAL  
DEVELOPMENTS

- Participant in Gateways-ND Cohort III program (2017-2019) to improve teaching effectiveness. Program consists of two-day trainings in January, May, and August, peer review of teaching, and participation in Faculty Learning Communities, which occur approximately 5 to 6 times a semester.

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<sup>5</sup>This is an outreach activity.



- Speaker in Science Café on Nov 14, 2017, College of Science and Mathematics.
- Participated in multiple peer review of teaching at NDSU. Participated in NDSU Formative track and Summative track peer-review of teaching program.
- Attended more than 10 Faculty Luncheons/Pedagogical Luncheons<sup>6</sup> during the last 6 years.
- Attended NDSU Teaching and Learning Conference: “Best Teaching Practices for Enhanced Learning”, August 20, 2014.

SELECTED  
DATA-SCIENCE  
RELATED  
ACTIVITIES

7

- PI for the grant “Refinement of stochastic processes via machine/deep learning” [Collaboration Grants for Mathematicians, Simons Foundation, 2021-2026.]
- *Organizer* for the *Invited Session on Data Science in Finance*, 10th International Workshop on Applied Probability (IWAP 2023), June, 2023, Thessaloniki, Greece.
- Data science industry talk: *Data science, finance, and risk management: a tour*, November 3, 2021, Industry talk at Medallia, INC. *invited talk*.
- Participant in Statistical and Applied Mathematical Sciences Institute (SAMSI)<sup>8</sup> semester-long program on *Data Science in the Social and Behavioral Sciences*, Spring 2021 [online].
- Participant in Statistical and Applied Mathematical Sciences Institute (SAMSI) semester-long program on *Deep Learning*, Fall 2019 [in-person].
- Working group member for *Uncertainty Quantification for Deep Models*, SAMSI, Fall 2019.
- Instructor for several data-science related courses at NDSU including: (1) Deep Learning and Neural Networks (Fall 2019), (2) Mathematical Software- Python (Fall 2019), (3) Introduction to Machine Learning (Spring 2019), (4) Machine Learning Algorithms (Spring 2018).

PROFESSIONAL  
SERVICES

- **Associate Editor in the area of *finance and risk management*:**  
*Journal of Modelling in Management*, February 2015- present.
- **Associate Editor of *mathematical finance* section:**  
*Frontiers in Applied Mathematics and Statistics*, March 2021-present.
- **Associate Editor-in-Chief:**  
*Mathematics*, August 2014- August 2019.
- **Review Editor of *mathematical finance* section:**  
*Frontiers in Applied Mathematics and Statistics*, March 2020-March 2021.
- **Other Editorial Board membership:**
  - *Stochastic Analysis and Applications*, (February 2020-present).
  - *International Journal of Financial Studies*, (February 2016-present).
  - *Stats*, (August 2017-present).
  - *International Journal of Mathematical Physics*, (May 2018-present).
  - *Global Journals*, (August 2017-present).
- **Faculty advisor of American Mathematical Society Student Chapter:** Mathematics graduate student group, NDSU, December 2017- present. Web: <http://www.ams.org/programs/studentchapters>

<sup>6</sup>Faculty Luncheon/ Pedagogical Luncheon is co-sponsored by the Office of the Provost/Vice President for Academic Affairs, NDSU and NDSU FORWARD. This program is dedicated to various aspects of polishing and improving teaching skill.

<sup>7</sup>This does not include mentoring students related to data-science projects, or publications related to data-science.

<sup>8</sup>SAMSI is a partnership of Duke University, North Carolina State University (NCSU), and the University of North Carolina at Chapel Hill (UNC). SAMSI is part of the Mathematical Sciences Institutes program of the DMS at the NSF.

- **Advisory board member of Preprints**, Web: <http://www.preprints.org>, a platform for hosting working papers, January 2017- present.
- **Instructor for North Dakota Governor's School**, Summer 2018 and Summer 2019.
- **Committee Chair at North Dakota State University:**
  - Mathematics Graduate Recruitment Chair (**Graduate Program Director**), July 2015- present.
  - Department of Mathematics Graduate Committee Chair July 2015- present.
- **Committee Member at North Dakota State University:**
  - University Committee:
    - \* Executive Committee member for the NDSU President's Council for Diversity, Inclusion and Respect (PCDIR), (Fall 2021-present).
    - \* College representatives for NDSU Faculty Senate Diversity, Equity, Inclusion Committee, (Spring 2021-present).
    - \* University Curriculum Committee, College of Science and Mathematics representative (alternate), (Fall 2020-present).
    - \* Campus Space and Facilities committee, (Fall 2020-present).
    - \* College representatives for Academic Integrity Faculty Senate Committee, (Summer 2019-Fall 2020).
    - \* Records Management Advisory Committee, (Fall 2018-present).
    - \* Reviewer for Doctoral Dissertation Fellowships, 2020-2021.
  - College of Science and Mathematics Committee:
    - \* Professional Science Master's (PSM) Steering Committee, (Spring 2013- Spring 2014).
  - Department of Mathematics Committee:
    - \* Visitors Committee (Spring 2016-present).
    - \* Social Media liaison (Spring 2016-present).
    - \* Graduate Committee (Fall 2014- present).
    - \* Applied Mathematics Preliminary Examination Committee (2013-present).
    - \* Graduate Program Working Group (2013-2014).
    - \* External Competitive Exams (include Putnam Exam, NCS/MAA team exam etc) Committee 2013-2014.
    - \* North Dakota Mathematics Talent Search Committee 2012-2013.
- **Organizer:**
  - **Invited Session** on *Data Science in Finance*, 10th International Workshop on Applied Probability (IWAP 2023), June, 2023, Thessaloniki, Greece.
  - **Conference:** Statistical Methods in Finance 2022, June 28- July 2, 2022, [on virtual platform].
  - **Conference:** Statistical Methods in Finance 2021, June 27- July 1, 2021, [on virtual platform].
  - **Conference:** Statistical Methods in Finance 2019, December 16-21, 2019, Chennai Mathematical Institute, Chennai, India.
  - **Conference:** Statistical Methods in Finance 2018, December 17-20, 2018, Chennai Mathematical Institute, Chennai, India.
  - **Conference:** Statistical Methods in Finance 2017, December 16-19, 2017, Chennai Mathematical Institute, Chennai, India.
  - **Mini-conference:** Midwest mini-conference on stochastic processes and mathematical finance, April 8, 2017, North Dakota State University, Fargo, North Dakota.
  - **Conference:** Statistical Methods in Finance 2016, December 18-22, 2016, Chennai Mathematical Institute, Chennai, India.



- Special Session on *Mathematical Finance*, AMS Sectional Meeting, April 16-17, 2016, North Dakota State University, Fargo, North Dakota.
- Special Session on *Mathematical Finance*, AMS Sectional Meeting, April 5-6, 2014, University of New Mexico, Albuquerque, New Mexico.
- Organizer of the Applied Mathematics Seminar, NDSU (every spring, started on Spring 2014).
- **Conference:** 36th Annual Texas Partial Differential Equations Conference, March 2-3, 2013, El Paso, Texas.
- **Conference Co-chair:**
  - The Second International Conference on Physics, Mathematics and Statistics (ICPMS2019), May 22-24, 2019, Hangzhou, China.
- **Technical Committee Member:**
  - Intelligent Systems Conference (IntelliSys) 2023, August 24-25, 2023, Amsterdam, Netherlands.
  - Computing Conference 2023, June 22-23, 2023, London, United Kingdom.
  - 4th Annual 2016 International Conference on Geo-Informatics in Resource Management & Sustainable Ecosystem [GRMSE-2016], November 18-20, 2016, Hong Kong, China.
  - 8th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2018), June 11-12, 2018, Singapore.
  - 7th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2017), June 5-6, 2017, Singapore.
  - 6th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2016), May 30-31, 2016, Singapore.
  - 5th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2015), May 18-19, 2015, Singapore.
  - 4th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2014), April 28-29, 2014, Phuket, Thailand.
  - 3rd Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2013), May 20-21, 2013, Bangkok, Thailand.
  - Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2011), May 23-24, 2011, Singapore.
- **Judge for poster sessions and oral presentations:**
  - National:
    - \* Judge for SACNAS -The National Diversity in STEM Conference, student poster and oral presentations, October 19-24, 2020, *Virtual Conference*.
    - \* Judge for Mathematical Association of America (MAA) Undergraduate Student Poster Session, Joint Mathematics Meetings, 2020, Denver, Colorado.
    - \* Judge for Mathematical Association of America (MAA) Undergraduate Student Poster Session, Joint Mathematics Meetings, 2019, Baltimore, Maryland.
    - \* Judge for Mathematical Association of America (MAA) Undergraduate Student Poster Session, Joint Mathematics Meetings, 2018, San Diego, California.
  - Local:
    - \* Judge for 5th Annual Graduate Student Council Research Symposium, NDSU, April 8, 2021.
    - \* Judge for North Dakota State Science & Engineering Fair, student poster and oral presentations, March 25-26, 2021, *Virtual Conference*.
- **Proposal Reviewer:**
  - Reviewer for **two** NSF Panels. 2021-2022.

– Reviewer for **one** NSF EPSCoR program, 2020.

- **Journal Reviewer:** (1) *AMS Mathematical Reviews*, (2) *Mathematical Finance*, (3) *SIAM Journal on Financial Mathematics*, (4) *Annals of Finance*, (5) *Applied Mathematical Finance*, (6) *Quantitative Finance*, (7) *International Journal of Theoretical and Applied Finance*, (8) *Journal of Differential Equations*, (9) *International Review of Economics and Finance*, (10) *Finance Research Letters*, (11) *Journal of Mathematical Analysis and Applications*, (12) *Discrete and Continuous Dynamical System - A*, (13) *International Journal of Computer Mathematics*, (14) *Computers and Mathematics with Applications*, (15) *British Journal of Mathematics & Computer Science*, (16) *Physica A: Statistical Mechanics and its Applications*, (17) *Hacettepe Journal of Mathematics and Statistics*, (18) *International Journal of Applied and Computational Mathematics*, (19) *Chaos: An Interdisciplinary Journal of Nonlinear Science*, (20) *Open Journal of Finance*, (21) *Journal of Modelling in Management*, (22) *International Journal of Financial Studies*, (23) *Canadian Journal of Physics*, (24) *Applied Stochastic Models in Business and Industry*, (25) *Pacific Science Review A: Natural Science and Engineering*, (26) *Lithuanian Mathematical Journal*, (27) *Sustainability*, (28) *Risks - Open Access Risk Management Journal*, (29) *Energy Efficiency*, (30) *Advances in Nonlinear Analysis*, (31) *Japan Journal of Industrial and Applied Mathematics*, (32) *Differential Equations and Dynamical Systems*, (33) *Journal of Stochastic Analysis* (formerly, *Communications on Stochastic Analysis*), (34) *IEEE Internet of Things Journal*, (35) *Mathematics and Computers in Simulation*, (36) *The Canadian Journal of Statistics*, (37) *Mathematical modelling of natural phenomena*, (38) *Fractals*, (39) *Communications in Nonlinear Science and Numerical Simulation*, (40) *Journal of Behavioral and Experimental Finance*, (41) *Czech Journal of Economics and Finance*, (42) *Journal of Geometric Analysis*, (43) *Journal of Statistical Computation and Simulation*, (44) *SIAM Journal on Applied Mathematics*.

PRESENT/PAST  
AFFILIATIONS

- Member of *American Mathematical Society* (AMS), 2006-present.
- Member of *Institute for Operations Research and the Management Sciences* (INFORMS), 2017-2018.
- Member of *Society for Industrial and Applied Mathematics* (SIAM), 2010- 2015.
- FORWARD Ally, North Dakota State University, 2012-present.
- Member of Dimensional-Scaling club, Texas A&M University (A club founded and mentored by Prof. Dudley R. Herschbach - *Nobel laureate in Chemistry*, 1986), 2008-2010.
- Member of Texas A&M University Chapter of Sigma Xi (a scientific research society for science and engineering), 2007-2010.



**Natalia Trujillo**  
**Tenure as a Condition of Employment**  
**Department of Global Health**  
**Robert Stempel School of Public Health and Social Work**

Dr. Natalia Trujillo earned her Ph.D. in Biomedical Basic Sciences with a focus on Neurosciences at the University of Antioquia, Medellin, Columbia in 2011. In 2015 she was hired as a tenured Assistant Professor at the University of Antioquia in Medellin, Colombia where she was promoted to the Associate Professor (2015-2019) and Professor (2019-2023) ranks. Dr. Trujillo is joining FIU as a tenured Associate Professor as a condition of employment.

Dr. Trujillo's research focuses on translating cognitive and social neurosciences for mental health assessment and implementation. She has published 60 scientific papers, primarily in top journals. Her research has been funded by twelve research grants from Colciencias, Minciencias, the Global Brain Health Institute, the National Institute of Health-US, the British Council, Universidad del Rosario, and the University of Antioquia as Principal Investigator and Co-investigator.

Recently, Dr. Trujillo led a mental health research group for both the master's and doctoral programs and has a strong record of student mentorship. Dr. Trujillo's teaching activities have focused on creating a path between basic sciences to socio-clinical areas, especially for improving two major public health problems related to violence and correlated neurodegenerative diseases.

Dr. Trujillo also has an impressive record of service to her department, college, community, and her field. She has led multidisciplinary groups in the National Public Health Faculty at the University of Antioquia and participated in public engagement and community activities aiming to raise awareness regarding the role of social cognition during reintegration.

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## BIOGRAPHICAL SKETCH

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NAME: Trujillo, Natalia

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eRA COMMONS USER NAME (credential, e.g., agency login):

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POSITION TITLE: Full Professor

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EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

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INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
San Buenaventura University, Medellín	BA	05/2005	Psychology
San Buenaventura University, Medellín	Specialty	05/2007	Forensic Psychology
University of Antioquia, Medellin	PhD	08/2011	Biomedical Basic Science focus on Neurosciences
Edinburgh University, Edinburgh	Postdoc	12/2014	Cognitive Neurosciences
University of Antioquia, Medellin	Postdoc	11/2016	Preclinical marker for Parkinson disease
University of California, San Francisco	Fellow	08/2023	Equity in Brain Health at Global Brain Health Institute

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### A. Personal Statement

I am a neuroscientist studying cognitive and social processing and its intervention in neurological patients, and populations expressing disruptive behavior. I have training in human cognitive and behavioral analysis through a bachelor's degree in Psychology granted in 2005 at San Buenaventura University, Medellín, Colombia. In addition, I analyzed the role of the neurodevelopment and decision-making process in adolescents with disruptive behavior during both my fellow as a young researcher and my specialization in Forensic Psychology in 2007 at San Buenaventura University, Medellín, Colombia. I continued this line of research by analyzing genetic-neurocognitive (GNC) markers of the Attentional Deficit Hyperactivity Disorder (ADHD) in a multigenerational family sample during my Ph.D. In Biomedical Basic Science focusing on Neuroscience granted in 2011 at the University of Antioquia, Colombia. During my PhD, I also received training in neuropsychological and electrophysiological assessment for dementia. Finally, I expanded my doctoral thesis results by studying electrophysiological markers of social cognition among adults with disruptive behaviors (i.e., illegal ex-combatants) from the Colombian armed conflict (see Contributions to Science section).

In addition, during my Postdoc, I coordinated scientific initiatives aiming to identify GNC preclinical markers of the Parkinson and Alzheimer diseases 2012–2016 and worked in cognitive neurosciences modeling 2013–2014. I also received certification from various short postdoctoral trainings in cognitive biomarkers assessment at the Cognitive Neurology Institute-INECO, Buenos Aires, Argentina 2012/2015, and in local field recording for Parkinson patients during functional surgery interventions, in 2013 at Toronto University, Canada. I did a fellow in functional brain connectivity using EEG in 2016 at Heriot-Watt University, Edinburgh, UK. At present, as Full Professor at National Department of Public Health at University of Antioquia. One of my major career goals is to use public health implementation sciences to contribute to the translation of existing GNC preclinical markers of neurodegenerative diseases to be used regularly during patients' diagnosis and follow-up.

I am part of two **global mental health initiatives** in the United State. The first one is the **multi-Partner Consortium to Expand Dementia Research in Latin America (ReDLat)**, funded by NIH R01. The goal is to

improve dementia characterization of genomic, neuroimages, behavioral and social determinants of health among diverse populations. In REDLAT multisite project, I am evaluating the role of social determinants of health on the progression of Alzheimer's disease. I am also involved in the transcultural validation of functional scales. In addition, I will participate in data analysis and results in interpretation considering the multiethnic variation observed in South American countries. The second initiative is **the Atlantic Fellow for Equity in Brain Health at Global Brain Health Institute** at the University of California, San Francisco, and Trinity College of Dublin, Ireland. I am enrolled in this program that provides innovative training, networking, and support to emerging leaders focused on improving brain health and reducing the impact of dementia in their local communities and on a global scale. The program has historically included up to 200 leaders from 48 countries. It focuses on global brain health problematics analysis and the active promotion of global collaboration to improve brain health. I am part of the 2022-2023 cohort. At the end of the program, I will become a senior and global Atlantic Fellow who aims to promote the discussion of global health problems from different public health areas.

## B. Positions and Honors

### Positions and Employment

2006-2006	Young researcher, Psychology Faculty, San Buenaventura University, Medellin, Colombia
2007-2011	Doctoral student, Medicine Faculty, University of Antioquia: Medellin, Colombia
2010-2010	Full-time professor, Psychology Faculty, Maria Cano University Foundation, Medellin, Colombia
2008-	Part-time professor at Psychology Faculty, San Buenaventura University, Medellin, Colombia
2011-2014	Adjunct Researcher, Neurosciences Group, Medicine Faculty at University of Antioquia: Medellin, Colombia
2014-2015	Assistant Professor (tenured), Public Health Faculty, University of Antioquia, Medellin, Colombia
2015- 2019	Associate Professor (tenured), Public Health Faculty, University of Antioquia, Medellin, Colombia
2019-	Full Professor (tenured), Public Health Faculty, University of Antioquia, Medellin, Colombia

### Honors.

2006	Young Researcher Award (Universidad De San Buenaventura/Colciencias, Medellín, Colombia).
2007	Outstanding Presentation Award (Congreso de Cerebro y Mente, Manizales, Colombia)
2008	Doctoral Mobility Award (Society of Psychophysiological Research, Houston, United Stated)
2008	Colciencia's Doctoral Award (Colciencias, Bogota, Colombia)
2011	Magna Cum Laude Mention to doctoral dissertation (University of Antioquia, Medellin, Colombia).
2016	Researcher Links Travel Grant - Newton Fund Award (British Council, UK).
2022	Atlantic fellow for Equity in Brain Health, Global brain Health Institute.

## C. Contributions to Science

I have been part of a line of research focusing on the characterization of GNC markers in familial ADHD. For those who have been diagnosed, the core findings were (1) atypical electrophysiological functioning in attentional and inhibitory control processes, (2) impairments in behavioral autoregulation, and (3) larger frequency of history of ADHD symptoms among adults belonging to families with multiple members affected by the diagnosis. This line of research has allowed me to develop theoretical GNC models for the ADHD, as well as to validate rating scales and neuroimages methodologies (i.e., EEG) for their characterization.

- Trujillo-Orrego, N.,** Ibáñez, A., & Pineda, D. A. (2012). [Diagnostic validity of attention deficit/hyperactivity disorder: from phenomenology to neurobiology (II)]. *Rev Neurol*, 54(06), 0367-0379. PMID: 22403150. [Article in Spanish].
- Trujillo-Orrego, N.,** Pineda, D. A., & Uribe, L. H. (2012). [Diagnostic validity of attention deficit/hyperactivity disorder: from phenomenology to neurobiology (I)]. *Rev Neurol*, 54(5), 289-302. PMID: 22362478. [Article in Spanish].
- Trujillo-Orrego, N.** (2011). [N200: An electrophysiological signal associated with inhibitory control, as an endophenotype candidate in attention deficit hyperactivity disorder]. *Revista de neurologia*, 53(1), 35-43. PMID: 21678323. [Article in Spanish].
- Pineda, D. A., Lopera, F., Puerta, I. C., **Trujillo-Orrego, N.,** Aguirre-Acevedo, D. C., Hincapié-Henao, L., ... & Pineda-Alvarez, D. E. (2011). Potential cognitive endophenotypes in multigenerational

families: segregating ADHD from a genetic isolate. ADHD attention deficit and hyperactivity disorders, 3(3), 291. DOI: 10.1007/s12402-011-0061-3. PMCID: PMC4131930.

I have been leading a line of research focusing on the evaluation of neurocognitive mechanisms in individuals chronically exposed to armed conflict (e.g., ex-combatants). As a result of this research, we have found differential emotional processing among ex-combatants' respect to controls. We also have identified that a social cognition training adapted to ex-combatants is able to improve their emotional recognition and reach a positive impact on their aggressive attitudes. In the near future, we are aiming to expand the latter finding by using public health implementation sciences approaches.

- a. Trujillo, S., Giraldo, L. S., López, J. D., Acosta, A., & **Trujillo, N.** (2021). Mental health outcomes in communities exposed to Armed Conflict Experiences. *BMC psychology*, 9(1), 1-9.
- b. Gómez, D., López Hincapié, J. D., Cardona, L. S. G., Ugarriza, J. E., Herrera, E., & **Trujillo, N.** (2021). Structural analysis of the Reactive-Proactive Aggression Questionnaire in population exposed to armed conflicts. *Peace and Conflict: Journal of Peace Psychology*.
- c. Baez, S., **Trujillo, N.**, Hurtado, E., Ortiz-Ayala, A., Calvache, M. R., Quishpe, R. C., & Ibanez, A. (2020). The dynamics of implicit intergroup biases of victims and ex-combatants in post-conflict scenarios. *Journal of interpersonal violence*, 0886260520983258.
- d. Trujillo, S. P., Valencia, S., **Trujillo, N.**, Ugarriza, J. E., Rodríguez, M. V., Rendón, J., ... & Parra, M. A. (2017). Atypical Modulations of N170 Component during Emotional Processing and Their Links to Social Behaviors in Ex-combatants. *Frontiers in human neuroscience*, 11, 244. DOI: 10.3389/fnhum.2017.00244. PMCID: PMC5440593.

I have been part of a line of research focusing on the analysis of the GNC preclinical markers of neurodegenerative diseases. In this context, I have collaborated in a multidisciplinary initiative to characterize functional neural network reorganization among patients and their first-degree relatives with Parkinson's and Alzheimer's diseases. Particularly, in Alzheimer's disease, we have found that electrophysiological networks associated with the memory binding process are reorganized in asymptomatic first-degree relatives (see selected papers listed in personal statement). In Parkinson's disease, we observed that language-motor coupling functioning differentiates Parkinson's patients and asymptomatic parkin and dardarin mutation carriers from healthy controls.

- a. Eyigoz, E., Courson, M., Sedeño, L., Rogg, K., Orozco-Aroyave, J. R., Nöth, E., Skodda, S., **Trujillo N.**,... & García, A. M. (2020). From discourse to pathology: automatic identification of Parkinson's disease patients via morphological measures across three languages. *Cortex*, 132, 191-205.
- b. Abrevaya, S., Sedeño, L., Fitipaldi, S., Pineda, D., Lopera, F., Buritica, O., ... **Trujillo, N** & Pautassi, R. (2017). The road less traveled: alternative pathways for action-verb processing in Parkinson's disease. *Journal of Alzheimer's Disease*, 55(4), 1429-1435. DOI: 10.3233/JAD-160737. PMID: 27834777.
- c. García, A. M., Sedeño, L., **Trujillo, N.**, Bocanegra, Y., Gomez, D., Pineda, D., ... & Ibáñez, A. (2017). Language deficits as a preclinical window into Parkinson's disease: evidence from asymptomatic parkin and dardarin mutation carriers. *Journal of the International Neuropsychological Society*, 23(2), 150-158. DOI: 10.1017/S1355617716000710. PMID: 28205494.
- d. Melloni, M., Sedeño, L., Hesse, E., García-Cordero, I., Mikulan, E., Plastino, A., ... **Trujillo, N** & Ibanez, A. (2015). Cortical dynamics and subcortical signatures of motor-language coupling in Parkinson's disease. *Scientific reports*, 5, 11899. DOI: 10.1038/srep11899. PMCID: PMC4495549.
- e. Bocanegra, Y., García, A. M., Pineda, D., Buriticá, O., Villegas, A., Lopera, F., ... **Trujillo, N** & Ibáñez, A. (2015). Syntax, action verbs, action semantics, and object semantics in Parkinson's disease: Dissociability, progression, and executive influences. *Cortex*, 69, 237-254. DOI: 10.1016/j.cortex.2015.05.022. PMID: 26103601.

**Complete list of published work:** ORCID: 0000-0001-7507-1856/ H-Index: 23- scientific publications: 59

## C1. Publications in peer-reviewed scientific journals

Applicant contributions:

1. To design scientific questions
  2. To design/adapt/select assessment instruments
  3. To perform field work
  4. To coordinate field work
  5. To prepare the first draft of the manuscript
  6. To design data analysis
  7. To perform data analysis
  8. To review writing style
  9. To permanent review different version of the manuscript
  10. To be the corresponding author
  11. To advise and discuss the literature reviewing process
  12. To discuss the scope, scientific implications and the general conclusions
  13. To prepare abstract/proceeding for submission
  14. To advise general preparation and submission of the work
- \*Underline articles indicates publication selected by the leading applicant.

### **Postdoctoral publications**

#### ***Violence/conflict/mental health and methods***

1. Mesa-Vieira, C., Haas, A. D., Buitrago-Garcia, D., Roa-Diaz, Z. M., Minder, B., Gamba, M., ... **Trujillo, N.** & Franco, O. H. (2022). Mental health of migrants with pre-migration exposure to armed conflict: a systematic review and meta-analysis. *The Lancet Public Health*, 7(5), e469-e481. Applicant contribution: 1, 9, 12, 14
2. Schulte, M\*, **Trujillo, N\***, Rodriguez-Villagra, O. A., Salas, N., Ibañez, A., & Huepe, D. (2022). The role of executive functions, social cognition and intelligence in predicting social adaptation of vulnerable populations. *Scientific Reports*, 12: 18693. Applicant contribution: 1, 8, 9, 12, 14.
3. Ugarriza, JE., Hurtado, E., Ortiz., A., Quisque, R., **Trujillo., N** (2022). Imprints of War: An Analysis of Implicit Prejudice among Victims, Ex-combatants and Communities in Colombia. *Peace and Conflict: Journal of Peace Psychology*. Applicant contribution: 1, 8, 9, 12, 14.
4. Velasquez, A., Medina, M., Perez, IC. and **Trujillo., N.** (2022). Analyzing psychosocial profiles associated to suicide attempts recidivism according to suicide attempts in patients with mental health disorder at Hospital Mental de Antioquia, Colombia, 2014 – 2016. *Revista de salud publica*. Applicant contribution: 1, 8, 9, 12, 14.
5. Gómez, D., López Hincapié, J. D., Cardona, L. S. G., Ugarriza, J. E., Herrera, E., & **Trujillo, N.** (2021). Structural analysis of the Reactive-Proactive Aggression Questionnaire in population exposed to armed conflicts. *Peace and Conflict: Journal of Peace Psychology*. [<https://doi.org/10.1037/pac0000555>]. Applicant contribution: 1, 8, 9, 12, 14.
6. **Trujillo, N.**, Gómez, D., Trujillo, S., López, J. D., Ibáñez, A., & Parra, M. A. (2021). Attentional bias during emotional processing: Behavioral and electrophysiological evidence from an Emotional Flanker Task. *Plos one*, 16(4), e0249407. [<https://doi.org/10.1371/journal.pone.0249407>]. Applicant contribution: 1, 5, 6, 10, 12.
7. Trujillo, S., Giraldo, L. S., López, J. D., Acosta, A., & **Trujillo, N.** (2021). Mental health outcomes in communities exposed to Armed Conflict Experiences. *BMC psychology*, 9(1), 1-9. [<https://link.springer.com/article/10.1186/s40359-021-00626-2>]. Applicant contribution: 1, 8, 9, 12, 14.
8. Baez, S., **Trujillo, N.**, Hurtado, E., Ortiz-Ayala, A., Calvache, M. R., Quishpe, R. C., & Ibanez, A. (2020). The dynamics of implicit intergroup biases of victims and ex-combatants in post-conflict scenarios. *Journal of interpersonal violence*, [<https://doi.org/10.1177/0886260520983258>]. Applicant contribution: 1, 2, 5, 9, 11.
9. Fritz, F. D., Fazel, S., Salcedo, A. B., Henry, P., Arroyo, G. R., Torales, J., **Trujillo-Orrego, N...** & Mundt, A. P. (2021). 1324 prison suicides in 10 countries in South America: incidence, relative risks, and ecological factors. *Social psychiatry and psychiatric epidemiology*, 56(2), 315-323. [<https://doi.org/10.1007/s00127-020-01871-3>]. Applicant contribution: 3, 9, 11, 12, 13.
10. Valencia, S., **Trujillo, N.**, Trujillo, S., Acosta, A., Rodríguez, M., Ugarriza, J. E., ... & Parra, M. A. (2020). Neurocognitive reorganization of emotional processing following a socio-cognitive intervention in Colombian ex-

- combatants. *Social neuroscience*, 15(4), 398-407. [<https://doi.org/10.1080/17470919.2020.1735511>]. Applicant contribution: 1, 8, 9, 12, 14.
11. Giraldo, L. S., Aguirre-Acevedo, D. C., Trujillo, S., Ugarriza, J. E., & **Trujillo, N.** (2020). Validation of the Extreme Experiences Scale (EX 2) for armed conflict contexts. *Psychiatric quarterly*, 91(2), 495-520. [<https://doi.org/10.1007/s11126-020-09710-z>]. Applicant contribution: 1, 8, 9, 12, 14.
  12. Trujillo, S., **Trujillo, N.**, Valencia, S., Ugarriza, J. E., & Acosta Mesas, A. (2019). Executive and behavioral characterization of chronic exposure to armed conflict among war victims and veterans. *Peace and Conflict: Journal of Peace Psychology*, 25(4), 312. [<https://doi.org/10.1037/pac0000408>]. Applicant contribution: 1, 8, 9, 12, 14.
  13. Caro, Y., Trujillo, S., & **Trujillo, N.** (2019). Prevalencia y factores asociados a sintomatología depresiva y ansiedad rasgo en estudiantes universitarios del área de la salud. *Psychologia. Avances de la disciplina*, 13(1), 41-52. [<https://doi.org/10.21500/19002386.3726>]. Applicant contribution: 1, 8, 9, 12, 14.
  14. Coles, N. A., March, D. S., Marmolejo-Ramos, F., Banaruee, H., Butcher, N., Cavallet, M., Dagaev, N., Eaves, D., Foroni, F., Gorbunova, E., Gyax, P., Hinojosa-Poveda, J.A. Ikeda, A. A., Kathin-Zadeh, O., Özdoğru, A., Parzuchowski, M., Ruiz-Fernández, S., Som, B., Suarez, I., **Trujillo, N.** & Marozzi, M. (2020). The Many Smiles Collaboration:: A Multi-Lab Foundational Test of the Facial Feedback Hypothesis. *Nature Human Behaviour*. [<https://doi.org/10.31234/osf.io/cvpuw>]. Applicant contribution: 3, 9, 11, 12, 13.
  15. Quintero-Zea, A., Lopez, J.D., Smith, K., **Trujillo, N.**, Parra, M.A. & Escudero, J. (2018). Phenotyping Ex-Combatants From EEG Scalp Connectivity EEG. *IEEE Access*. [<https://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=8476606>]. Applicant contribution: 1, 2, 4, 9, 11.
  16. Medina, M., Velasquez, A.V., Ribero, O.J. & **Trujillo, N.** (2018). Costos médicos directos por intento de suicidio en pacientes del hospital mental de Antioquia, Colombia. *Revista Panamericana de Salud Publica*. 2018;42:e129. [<https://doi.org/10.26633/RPSP.2018.129>]. Applicant contribution: 1, 8, 9, 11, 12. [<http://iris.paho.org/xmlui/bitstream/handle/123456789/49516/v42e1292018.pdf?sequence=1&isAllowed=y>]
  17. Ugarriza, J. E., & **Trujillo-Orrego, N.** (2018). The ironic effect of deliberation: what we can (and cannot) expect in deeply divided societies. *Acta Política*, 55, 2, 1-21. [<https://doi.org/10.1057/s41269-018-0113-1>]. Applicant contribution: 1, 8, 9, 11, 12. [[https://link.springer.com/article/10.1057/s41269-018-0113-1?wt\\_mc=Internal.Event.1.SEM.ArticleAuthorOnlineFirst&utm\\_source=ArticleAuthorContributingOnlineFirst&utm\\_medium=email&utm\\_content=AA\\_en\\_06082018&ArticleAuthorContributingOnlineFirst\\_20180819](https://link.springer.com/article/10.1057/s41269-018-0113-1?wt_mc=Internal.Event.1.SEM.ArticleAuthorOnlineFirst&utm_source=ArticleAuthorContributingOnlineFirst&utm_medium=email&utm_content=AA_en_06082018&ArticleAuthorContributingOnlineFirst_20180819)]
  18. Parra, M. A., Sánchez, M. G., Valencia, S., & **Trujillo, N.** (2018). Attentional bias during emotional processing: evidence from an emotional flanker task using IAPS. *Cognition and Emotion*, 32(2), 275-285. [<https://doi.org/10.1080/02699931.2017.1298994>]. Applicant contribution: 1, 6, 9, 11, 12. [<https://www.tandfonline.com/doi/abs/10.1080/02699931.2017.1298994>]
  19. Rodríguez-Calvache, M. V., Quintero-Zea, A., Trujillo-Orrego, S. P., **Trujillo-Orrego, N.**, & López-Hincapié, J. D. (2017). Detecting atypical functioning of emotional processing in Colombian ex-combatants. *Tecno Lógicas*, 20(40), 83-93. Applicant contribution: 1, 8, 9, 12, 14. [<http://www.scielo.org.co/pdf/teclo/v20n40/v20n40a07.pdf>].
  20. Trujillo, S. P., **Trujillo, N.**, Ugarriza, J. E., Uribe, L. H., Pineda, D. A., Ibañez, A. I., Decety, J., Aguirre-Acevedo, D. C. & García-Barrera, M. A. (2017). How empathic are war veterans? An examination of the psychological impacts of combat exposure. *Peace and conflict: journal of peace psychology*, 23(4), 422. [<http://dx.doi.org/10.1037/pac0000255>]. Applicant contribution: 1, 2, 3, 9, 12. [<http://psycnet.apa.org/record/2017-27608-001>].
  21. Trujillo, S. P., Valencia, S., **Trujillo, N.**, Ugarriza, J. E., Rodríguez, M. V., Rendón, J., Pineda, D., Lopez, J. D., Ibañez, A. & Parra, M. A. ... & Parra, M. A. (2017). Atypical Modulations of N170 Component during Emotional Processing and Their Links to Social Behaviors in Ex-combatants. *Frontiers in human neuroscience*, 11, 244. [<https://doi.org/10.3389/fnhum.2017.00244>]. Applicant contribution: 1, 8, 9, 12, 14. [<https://www.frontiersin.org/articles/10.3389/fnhum.2017.00244/full>].
  22. Trujillo, S., **Trujillo, N.**, Lopez, J. D., Gomez, D., Valencia, S., Rendon, J., Pineda D.A & Parra, M. A. (2017). Social cognitive training improves emotional processing and reduces aggressive attitudes in ex-



- combatants. *Frontiers in psychology*, 8, 510. [https://doi.org/10.3389/fpsyg.2017.00510]. Applicant contribution: 1, 8, 9, 12, 14. [https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00510/full].
23. Garcia-Barrera, M. A., Karr, J. E., **Trujillo-Orrego, N.**, Trujillo-Orrego, S., & Pineda, D. A. (2017). Evaluating empathy in Colombian ex-combatants: Examination of the internal structure of the Interpersonal Reactivity Index (IRI) in Spanish. *Psychological assessment*, 29(1), 116. [doi: 10.1037/pas0000331]. Applicant contribution: 2, 3, 9, 12, 14. [http://psycnet.apa.org/record/2016-20207-001]
24. Tobón, C., Ibañez, A., Velilla, L., Duque, J., Ochoa, J., **Trujillo, N.**, Decety, J. & Pineda, D. (2015). Emotional processing in Colombian ex-combatants and its relationship with empathy and executive functions. *Social neuroscience*, 10(2), 153-165. [https://doi.org/10.1080/17470919.2014.969406] Applicant contribution: 1, 2, 3, 4, 12. [https://www.researchgate.net/profile/Jean\_Decety/publication/266746469\_Emotional\_processing\_in\_Colombian\_ex-combatants\_and\_its\_relationship\_with\_empathy\_and\_executive\_functions/links/547b1ef0cf2a961e4893093/Emotional-processing-in-Colombian-ex-combatants-and-its-relationship-with-empathy-and-executive-functions.pdf]
25. Pineda, D. A., Aguirre-Acevedo, D. C., **Trujillo, N.**, Valencia, A. M., Pareja, Á., Tobón, C., Velilla, L. & Ibañez, A. (2013). Dimensions of empathy in ex-combatants of the Colombian armed conflict using a standardized scale. *Revista colombiana de psiquiatria*, 42(1), 9-28. Applicant contribution: 1, 2, 3, 9, 12. [http://www.scielo.org.co/pdf/rcp/v42n1/v42n1a03.pdf]

### **Neurological disorders**

26. Eyigoz, E., Courson, M., Sedeño, L., Rogg, K., Orozco-Arroyave, J. R., Nöth, E., Skoda, S., **Trujillo, N.** & García, A. M. (2020). From discourse to pathology: automatic identification of Parkinson's disease patients via morphological measures across three languages. *Cortex*, 132, 191-205. [http://doi.org/10.1016/j.cortex.2020.08.020]. Applicant contribution: 3, 4, 9, 11, 12.
27. Abrevaya, S., Sedeño, L., Fitipaldi, S., Pineda, D., Lopera, F., Buritica, O., Villegas, A., Bustamante, C., Gomez, D., **Trujillo, N.**, Pautassi, R., Ibañez, A. & Garcia, A. (2017). The road less traveled: alternative pathways for action-verb processing in Parkinson's disease. *Journal of Alzheimer's Disease*, 55(4), 1429-1435. [DOI: 10.3233/JAD-160737]. Applicant contribution: 3, 4, 9, 11, 12. [https://content.iospress.com/articles/journal-of-alzheimers-disease/jad160737].
28. Parra, M., Mikulan, E., **Trujillo, N.**, Della Sala, S., Lopera, F., Manes, F., Starr, J. & Ibanez, A. (2017). Brain Information Sharing During Visual Short-Term Memory Binding Yields a Memory Biomarker for Familial Alzheimer's Disease. *Current Alzheimer Research*, 14(12), 1335-1347. [https://doi.org/10.2174/1567205014666170614163316]. Applicant contribution: 3, 4, 9, 11, 12. [https://www.ingentaconnect.com/contentone/ben/car/2017/00000014/00000012/art00011]
29. García, A. M., Sedeño, L., **Trujillo, N.**, Bocanegra, Y., Gomez, D., Pineda, D., Villegas, A., Muñoz, E., Arias, W. & Ibañez, A. (2017). Language deficits as a preclinical window into Parkinson's disease: evidence from asymptomatic parkin and dardarin mutation carriers. *Journal of the International Neuropsychological Society*, 23(2), 150-158. [doi:10.1017/S1355617716000710]. Applicant contribution: 1, 2, 3, 4, 12. [https://pdfs.semanticscholar.org/a502/cc17b19e2948a053ddd532880d0519970790.pdf].
30. García, A. M., Carrillo, F., Orozco-Arroyave, J. R., **Trujillo, N.**, Bonilla, J. F. V., Fittipaldi, S., Adolphi, F., Nöth, E., Sigman, M., Fernández-Slezak, D., Ibañez, A. & Cecchi, G. A. (2016). How language flows when movements don't: an automated analysis of spontaneous discourse in Parkinson's disease. *Brain and language*, 162, 19-28. [https://doi.org/10.1016/j.bandl.2016.07.008]. Applicant contribution: 1, 2, 9, 11, 12. [https://www.researchgate.net/profile/Diego\_Fernandez\_Slezak/publication/305905516\_How\_language\_flows\_when\_movements\_don%27t\_An\_automated\_analysis\_of\_spontaneous\_discourse\_in\_Parkinson%27s\_disease/links/5a142fa3aca27240e3086359/How-language-flows-when-movements-dont-An-automated-analysis-of-spontaneous-discourse-in-Parkinsons-disease.pdf].

31. Pietto, M., Parra, M. A., **Trujillo, N.**, Flores, F., Garcia, A. M., Bustin, J., Richly, P., Manes, F., Lopera, F., Ibáñez, A. & Baez, S. (2016). Behavioral and electrophysiological correlates of memory binding deficits in patients at different risk levels for Alzheimer's disease. *Journal of Alzheimer's Disease*, 53(4), 1325-1340. [DOI 10.3233/JAD-160056]. Applicant contribution: 1, 4, 9, 11, 12. [https://www.researchgate.net/profile/Agustin\_Ibanez/publication/304778493\_Behavioral\_and\_Electrophysiological\_Correlates\_of\_Memory\_Binding\_Deficits\_in\_Patients\_at\_Different\_Risk\_Levels\_for\_Alzheimer's\_Disease/links/5795f87f08aed51475e53a93.pdf].
32. Melloni, M., Sedeño, L., Hesse, E., García-Cordero, I., Mikulan, E., Plastino, A., Marcotti, A., López, J. D., Bustamante, C., Lopera, F., Pineda, D., García, A. M., Manes, F., **Trujillo, N** & Ibanez, Al. (2015). Cortical dynamics and subcortical signatures of motor-language coupling in Parkinson's disease. *Scientific reports*, 5, 11899. [https://doi.org/10.1038/srep11899]. Applicant contribution: 1, 3, 4, 9, 12. [https://www.nature.com/articles/srep11899].
33. Cardona, J. F., Kargieman, L., Sinay, V., Gershanik, O., Gelormini, C., Amoruso, L., Roca, M., Pineda, D., **Trujillo, N**, Michon, M., García, A. M., Szenkman, D., Bekinschtein, T., Manes, F. & Ibañez., A. (2014). How embodied is action language? Neurological evidence from motor diseases. *Cognition*, 131(2), 311-322. [https://doi.org/10.1016/j.cognition.2014.02.001]. Applicant contribution: 3, 4, 9, 11, 12. [https://s3.amazonaws.com/academia.edu.documents/46369664/How\_embodied\_is\_action\_language\_Neurolog20160609-7732-cax6uw.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1538670493&Signature=h86pK%2Bghv5mu3bAVZJSnpSjTCRk%3D&response-content-disposition=inline%3B%20filename%3DHow\_embodied\_is\_action\_language\_Neurolog.pdf]
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35. Bocanegra, Y., **Trujillo-Orrego, N.**, & Pineda, D. (2014). Dementia and mild cognitive impairment in Parkinson's disease: a review. *Revista de neurologia*, 59(12), 555-569. Applicant contribution: 1, 3, 9, 11, 12. [https://europepmc.org/abstract/med/25501454].
36. Cardona, J. F., Gershanik, O., Gelormini-Lezama, C., Houck, A. L., Cardona, S., Kargieman, L., **Trujillo, N.**, Arévalo, A., Amoruso, L., Manes, F. & Ibáñez, A. (2013). Action-verb processing in Parkinson's disease: new pathways for motor–language coupling. *Brain Structure and Function*, 218(6), 1355-1373. [DOI 10.1007/s00429-013-0510-1]. Applicant contribution: 1, 3, 9, 11, 12. [https://www.researchgate.net/profile/Agustin\_Ibanez/publication/235629960\_Action-verb\_processing\_in\_Parkinson%27s\_disease\_New\_pathways\_for\_motor-language\_coupling/links/02e7e51ca2810b2422000000.pdf]
37. Baez, S., Couto, B., Herrera, E., Bocanegra, Y., **Trujillo-Orrego, N.**, Madrigal-Zapata, L., Cardona, J. F., Manes, F., Ibanez, A. & Villegas, A. (2013). Tracking the cognitive, social, and neuroanatomical profile in early neurodegeneration: type III cockayne syndrome. *Frontiers in aging neuroscience*, 5, 80. [https://doi.org/10.3389/fnagi.2013.00080]. Applicant contribution: 1, 3, 9, 11, 12. [https://www.frontiersin.org/articles/10.3389/fnagi.2013.00080/full?utm\_source=newsletter&utm\_medium=web&utm\_campaign=Neurology-w4-2014].

### **Doctoral publications**

38. **Trujillo-Orrego, N.**, Ibáñez, A., & Pineda, D. A. (2012). Validez del diagnóstico de trastorno por déficit de atención/hiperactividad: de lo fenomenológico a lo neurobiológico (II). *Rev Neurol*, 54(06), 0367-0379. Applicant contribution: 1, 5, 6, 10, 12. [http://www.tdah-granada.com/wp-content/uploads/2014/11/Validez-del-diagn%C3%B3stico-del-TDAH.pdf].

39. **Trujillo-Orrego, N.**, Pineda, D. A., & Uribe, L. H. (2012). Validez del diagnóstico de trastorno por déficit de atención/hiperactividad: de lo fenomenológico a lo neurobiológico (I). *Rev Neurol*, 54(5), 289-302. Applicant contribution: 1, 5, 6, 10, 12. [<https://www.sepeap.org/wp-content/uploads/2014/02/Validez-diagn-TDAH-I-rev-neurol2012.pdf>].
40. **Trujillo-Orrego, N.** (2011). N200: An electrophysiological signal associated with inhibitory control, as an endophenotype candidate in attention deficit hyperactivity disorder. *Revista de neurologia*, 53(1), 35-43. Applicant contribution: 1, 5, 6, 10, 12. [<https://www.neurologia.com/articulo/2010607>].
41. Pineda, D. A., Lopera, F., Puerta, I. C., **Trujillo-Orrego, N.**, Aguirre-Acevedo, D. C., Hincapié-Henao, L., Arango, C. P., Acosta, M. T., Holzinger, S. I., Palacio, J. D., Pineda-Alvarez, D. E., Velez, J. I., Martinez, A. F., Lewis, J. E., Muenke, M. & Arcos-Burgos M. (2011). Potential cognitive endophenotypes in multigenerational families: segregating ADHD from a genetic isolate. *ADHD attention deficit and hyperactivity disorders*, 3(3), 291. [doi: 10.1007/s12402-011-0061-3]. Applicant contribution: 1, 5, 6, 11, 12. [<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4131930/>].
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44. **Trujillo, N.**, & Pineda, D. A. (2008). Función ejecutiva en la investigación de los trastornos del comportamiento del niño y del adolescente. *Revista Neuropsicología, Neuropsiquiatría y Neurociencias*, 8(1), 77-94. Applicant contribution: 1, 5, 6, 11, 12. [<https://dialnet.unirioja.es/descarga/articulo/3987502.pdf>].

#### **Doctoral publications in collaboration**

45. **Trujillo, N.**, Lobos, A., & Ibáñez, A. (2017). Hacia la reconsideración de la continuidad del sentido de la acción: convergencias de la psicología cognitiva, las neurociencias, y las ciencias sociales1. *APERTURAS Y DISCUSIONES*, 51. Applicant contribution: 1, 5, 6, 11, 12. [<http://culturadigital.udp.cl/cms/wp-content/uploads/2017/12/praxis-17-1.pdf#page=45>].
46. Ibáñez, A., Hurtado, E., Lobos, A., Escobar, J., **Trujillo, N.**, Baez, S., Huepe D, Manes, F. & Decety, J. (2011). Subliminal presentation of other faces (but not own face) primes behavioral and evoked cortical processing of empathy for pain. *Brain research*, 1398, 72-85. [doi:10.1016/j.brainres.2011.05.014]. Applicant contribution: 1, 3, 9, 11, 12. [[https://s3.amazonaws.com/academia.edu.documents/46014657/Subliminal\\_presentation\\_of\\_other\\_faces\\_20160528-28000-ua87qs.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1538681728&Signature=tJhJ7wGXKYb69RwX%2BszG8NeJym0%3D&response-content-disposition=inline%3B%20filename%3DSubliminal\\_presentation\\_of\\_other\\_faces\\_b.pdf](https://s3.amazonaws.com/academia.edu.documents/46014657/Subliminal_presentation_of_other_faces_20160528-28000-ua87qs.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1538681728&Signature=tJhJ7wGXKYb69RwX%2BszG8NeJym0%3D&response-content-disposition=inline%3B%20filename%3DSubliminal_presentation_of_other_faces_b.pdf)].
47. Ibáñez, A., Manes, F., Escobar, J., **Trujillo, N.**, Andreucci, P., & Hurtado, E. (2010). Gesture influences the processing of figurative language in non-native speakers: ERP evidence. *Neuroscience Letters*, 471(1), 48-52. [<https://doi.org/10.1016/j.neulet.2010.01.009>]. Applicant contribution: 1, 3, 9, 11, 12. [<https://www.sciencedirect.com/science/article/abs/pii/S030439401000025X>].

48. Montoya-Arenas, D. A., **Trujillo-Orrego, N.**, & Pineda-Salazar, D. A. (2010). Intellectual Quotient and Executive Function in Gifted and Average IQ Children. *Universitas Psychologica*, 9(3), 737-747. Applicant contribution: 1, 3, 9, 11, 12. [<http://www.scielo.org.co/pdf/rups/v9n3/v9n3a11.pdf>].
49. **Trujillo, N.**, Pineda, D., & Puerta, I. (2007). Alteraciones cognitivas en adolescentes infractores con trastorno disocial de diversos niveles de gravedad. *Psicología Conductual*, 15(2), 297-319. Applicant contribution: 1, 3, 9, 11, 12. [[https://www.researchgate.net/profile/Isabel\\_Puerta/publication/228369610\\_Alteraciones\\_cognitivas\\_en\\_adolescentes\\_infractores\\_con\\_trastorno\\_disocial\\_de\\_diversos\\_niveles\\_de\\_gravedad/links/0fcfd50bc91d60de54000000.pdf](https://www.researchgate.net/profile/Isabel_Puerta/publication/228369610_Alteraciones_cognitivas_en_adolescentes_infractores_con_trastorno_disocial_de_diversos_niveles_de_gravedad/links/0fcfd50bc91d60de54000000.pdf)].

## **C2. Peer-reviewed conference proceedings**

50. Valencia-Betancur, S., **Trujillo-Orrego, N.**, & López-Hincapié, J. D. (2019). Correlatos neurofisiológicos asociados a un entrenamiento socio cognitivo en excombatientes colombianos. *Iatreia*, 32, S25. Applicant contribution: 4, 8, 9, 11, 12 [Postdoctoral]. [<https://www.proquest.com/openview/e9f547f0052fd7019dd170385e1aa632/1?pq-origsite=gscholar&cbl=1806351>].
51. Gómez-Londoño, D., López-Hincapié, J. D., & **Trujillo-Orrego, N.** (2019). Electrophysiological biomarkers of attentional bias towards the threat in ex-combatants of the Colombian armed conflict. *Iatreia*, 32, S37. Applicant contribution: 4, 8, 9, 11, 12 [Postdoctoral]. [<https://repository.usc.edu.co/handle/20.500.12421/2645>]
52. Quintero-Zea, A., Rodríguez, M., Cano, M. I., Pava, K. M., Suaza, M., **Trujillo, N.**, & López, J. D. (2018, October). How Does the Toolbox Choice Affect ERP Analysis?. In *Workshop on Engineering Applications* (pp. 385-394). Springer, Cham. Applicant contribution: 4, 8, 9, 11, 12 [Postdoctoral]. [[https://link.springer.com/chapter/10.1007/978-3-030-00353-1\\_34](https://link.springer.com/chapter/10.1007/978-3-030-00353-1_34)]
53. Quintero-Zea, A., Rodríguez, M., Cano, M. I., Pava, K. M., Suaza, M., **Trujillo, N.**, & López, J. D. (2018, October). How Does the Toolbox Choice Affect ERP Analysis?. In *International Workshop on Experimental and Efficient Algorithms* (pp. 385-394). Springer, Cham. Applicant contribution: 4, 8, 9, 11, 12 [Postdoctoral]. [[https://link.springer.com/chapter/10.1007/978-3-030-00353-1\\_34](https://link.springer.com/chapter/10.1007/978-3-030-00353-1_34)]
54. Quintero-Zea, A., Calvache, M. R., Orrego, S. T., Vargas-Bonilla, F., **Trujillo-Orrego, N.** & López, J. D. (2016, November). EEG graph analysis for identification of ex-combatants: A machine learning approach. In *Computational Intelligence (LA-CCI), 2016 IEEE Latin American Conference on* (pp. 1-6). IEEE. Applicant contribution: 4, 8, 9, 11, 12 [Postdoctoral]. [<https://ieeexplore.ieee.org/abstract/document/7885706>]
55. Quintero-Zea, A., Sepúlveda-Cano, L. M., Calvache, M. R., Orrego, S. T., **Trujillo-Orrego, N.** & López, J. D. (2017). Characterization framework for ex-combatants based on eeg and behavioral features. In *VII Latin American Congress on Biomedical Engineering CLAIB 2016, Bucaramanga, Santander, Colombia, October 26th-28th, 2016* (pp. 205-208). Springer, Singapore. Applicant contribution: 1, 4, 8, 9, 11, 12. [Postdoctoral]. [[https://link.springer.com/chapter/10.1007/978-981-10-4086-3\\_52](https://link.springer.com/chapter/10.1007/978-981-10-4086-3_52)]
56. Calvache, M. R., Quintero-Zea, A., Orrego, S. T., **Trujillo-Orrego, N.** , & López, J. D. (2016, November). Classifying artifacts and neural EEG components using SVM. In *Computational Intelligence (LA-CCI), 2016 IEEE Latin American Conference on* (pp. 1-5). IEEE. Applicant contribution: 4, 8, 9, 11, 12. [Postdoctoral]. [<https://ieeexplore.ieee.org/document/7885733>]
57. Bedoya, C., Estrada, D., Trujillo, S., **Trujillo, N.**, Pineda, D., & López, J. D. (2013, September). Automatic component rejection based on fuzzy clustering for noise reduction in electroencephalographic signals. In *Image, Signal Processing, and Artificial Vision (STSIVA), 2013 XVIII Symposium of* (pp. 1-5). IEEE. Applicant contribution: 1, 3, 4, 8, 9, 11, 12. [Postdoctoral]. [<https://ieeexplore.ieee.org/document/6644922>]

## **C3. Contributions to books**

58. Pineda, D., & **Trujillo, N.** (2010). Trastorno de atención hiperactividad. En *Neuropsicología del desarrollo infantil*. Editorial El Manual Moderno. Applicant contribution: 1, 8, 9, 11, 12 [Postdoctoral]. [Doctoral-Book chapter]

59. Infante, A. L., Hurtado, E., San Martín, R., Riveros, R., **Trujillo, N.**, Escobar, M. J., Dufey, M., Fernández, A. M. & Ibañez, A. (2013). Neurociencia social en sudamérica: la cognición sujeta a claves emocionales, sesgos raciales, procesos empáticos, efectos contextuales y toma de decisiones. En neurociencia social en sudamerica. *Chile: JC Saéz*. . Applicant contribution: 1, 8, 9, 11, 12. [Doctoral- Book chapter]

#### **C4. Oral contributions to conferences (talk or poster)**

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- **Trujillo N.** (2022). Enfermedad neurodegenerativa en tiempos de pandemia y postpandemia. XVIII Conferencia Internacional AMNET. Medellín, Colombia [Postdoctoral- Oral presentation]
- **Trujillo, N.** (2020). Biomarcadores electrofisiológicos de la cognición social en excombatientes. Congreso internacional virtual de neurociencias, cerebro y comportamiento en tiempos de COVID-19. Universidad del Bosque, Bogotá. [Postdoctoral- Oral presentation]
- **Trujillo, N.**, Quintero, A., Trujillo, S., Parra, M., Garcia-Barrera, M. and Lopez, JD. (2019). Analyzing EEG Functional networks among Colombian ex-combatants: A canonical correlation approach. Rio 2019-International neuropsychology association. Rio de Janeiro, Brasil. [Postdoctoral- Oral presentation]
- Giraldo, LS., **Trujillo, N.**, Trujillo, S., Ugarriza, JE. & Aguirre, DC., Análisis de la exposición al conflicto en la evaluación de la salud mental de sus actores [Analyzing mental health outcomes of the chronic exposure to armed conflict]. IV congreso nacional e internacional de neurociencia y neuropsicología. Agosto 29 al 31, San Agustín, Huila, Colombia. [Postdoctoral- Oral presentation]
- **Trujillo, N.**, Trujillo, S., Parra, M., López, JD., Ugarriza, JE. & Garcia-Barrera, MA. (2018). Utilidad de las neurociencias en la caracterización e intervención de actores del conflicto armado colombiano [Neurosciences utility towards characterization and intervention of Colombian armed conflict actors]. IV congreso nacional e internacional de neurociencia y neuropsicología. Agosto 29 al 31, San Agustín, Huila, Colombia. [Postdoctoral- Oral presentation]
- Trujillo, S., **Trujillo, N.**, Parra, M., López, JD., Ugarriza, JE. & García-Barrera, MA. (2018). Using social-based neurocognitive markers as a tool for understanding the Colombian conflict. International Neuropsychological Society 2018 Mid-Year Meeting. Prague July 18<sup>th</sup> to 20<sup>th</sup>. [Postdoctoral- Oral presentation].
- Trujillo, S., **Trujillo, N.**, Lopez, JD., Parra, MA., Garcia-Barrera, MA. & Ugarriza, J. (2017-p41). The effects of socio-emotional training on emotional recognition among Colombian ex-combatants. Session of Conflict Violence and Terrorism. In the 40th annual scientific meeting of the international society of political psychology (ISPP) [<http://www.ispp.org/docs/pastconferences/Program2017.pdf>]. [Postdoctoral-Poster presentation]
- **Trujillo, N.**, Ugarriza, JE., Trujillo, S., Lopez, JD., Parra, MA., Garcia-Barrera, MA. & Ugarriza, J. (2017-p43). Empathy level as a predictor of implicit prejudice among victims and ex-combatants from Colombia. Session of Conflict Violence and Terrorism. In the 40th annual scientific meeting of the international society of political psychology (ISPP) [<http://www.ispp.org/docs/pastconferences/Program2017.pdf>]. [Postdoctoral- Poster presentation]
- Garcia-Cordero, A., Sedeno, L., **Trujillo, N.**, Bocanegra, Y., Gomez, D., Pineda, D., Villegas, A., Arias, W. & Ibanez, A. (2016). Language deficits as a preclinical window into Parkinson's disease: evidence from asymptomatic parkin and dardarin mutation carriers. *International Journal of Psychophysiology*, (108), 112-113. [Postdoctoral-Poster presentation]
- Bocanegra, Y., Gracia, A., **Trujillo, N.**, Slachevsky, A., & Ibanez, A. (2015). Syntax, action verbs, and nouns in Parkinson's disease: Dissociability, progression and executive influences. *Journal of the Neurological Sciences*, 357, e270-e271. [Postdoctoral- Poster presentation]
- García-Barrera, M. A., Hatter, J., **TrujilloOrrego, N.**, Gicas, K., Wilson, J., & Hynd, G. W. (2010, March). Subregional parcellation and segmentation of the prefrontal cortex in children—protocol calibration. In *Frontiers in Human Neurosciences. Conference Abstract: The 20th Annual Rotman Research Institute Conference. The frontal lobes*. [Doctoral- Poster presentation]
- Acosta Ymas, Y., **Trujillo, N.**, Bobes-León, M., Pineda, D., Lopera, F., & Arcos-Burgos, M. (2008). ERP components of a continuous performance task in ADHD families with 11p15. 5 loci linkage. In *Front. Hum.*

*Neurosci. Conference Abstract: 10th International Conference on Cognitive Neuroscience. doi: 10.3389/conf.neuro (Vol. 9, No. 01.391). [Doctoral- Poster presentation]*

- **Trujillo, N.**, Ymas, Y. A., León, M. B., Pineda, D. A., Lopera, F., & Burgos, M. A. (2008). 220. ERP components of a continuous performance task in ADHD families with 4q13. 2 and 11p15. 5 loci linkage. *Clinical Neurophysiology*, 119(9), e153. [Doctoral-Poster presentation]

#### **C5. Outreach activities (e.g., public engagement in science, technology and knowledge transfer activities, scientific art performances, etc.) \***

- UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLIN, COLOMBIA. Mental health seminar at Public Health Faculty, coordinator, 20-08-2014 –present
- UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLIN, COLOMBIA. [Academic Group of Mental Health-Annual Forum], Former coordinator, member, 20-08-2014 – present.
- UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLIN, COLOMBIA. Workshop at 10° Congreso Internacional de Salud Pública, speaker, 16-10-2017
- NATURE PRESS. Disarming the mind: Reintegrating ex-combatants in Colombia, speaker. [<https://www.nature.com/articles/d41586-018-05044-w%E2%80%8B>], 2018.
- NATURE PRESS. Colombia: after the violence, speaker, [<https://www.nature.com/immersive/d41586-018-04976-7/index.html>], 2018.
- ATELIER BOLOMBOLO. La forma del presente [The Form of the Present]- documentary, speaker, 2018.
- SURCOLOMBIANA UNIVERSITY PRESS UNIT. Psicología para el postconflict [Psychology for post-conflict], speaker, [<https://www.youtube.com/watch?v=8umshLzldDE&feature=youtu.be>], 2018.
- EXPERIMENTA. Psicología del Conflicto Armado Colombiano / Taking the mind [<https://revistas.udea.edu.co/index.php/experimenta/article/view/347530/20806498>]. 2021.
- RADIO NACIONAL DE COLOMBIA. Radio interview “peace building and science” , speaker, 2022.

\*Selected contributions

#### **C6. Submitted but not yet accepted/published publications.**

60. Gomez, D., Quintero. A., Parra, M., Lopez, JD. and **Trujillo, N.** (Submitted). Attentional Bias to Threat as a Distinctive Biomarker of Populations Exposed to Armed Conflict.

61. Gomez, D., Lopez, JD., Giraldo, LS., Huepe, D., Garcia, A. and **Trujillo, N.** (Submitted). Associations of executive functions with aggression among individuals exposed to extreme experiences in the context of armed conflicts.

62. Chaparro, P., Arroyave, I., Ordoñez, I., **Trujillo, N.** and Castañeda, C. (Submitted). Inequalities by educational level of heart failure mortality in Colombia (1999-2017) at the cycles of the internal armed conflict

#### **My Bibliography and at Scholar Citation:**

<https://www.ncbi.nlm.nih.gov/myncbi/14O2q2FsxnOAs/bibliography/public/>  
<https://scholar.google.com/citations?user=YdOSA1QAAAAJ&hl=en&oi=ao>

#### **D. Additional Information: Research Support and/or Scholastic Performance**

##### **Ongoing Research Support**

Atlantic Fellow for Equity in Brain Health 2022-2023  
Toolkid for dementia evaluation among primary health care systems in Colombia. Role: Co-PI, ≈USD\$100.000.

Science Ministry of Colombia (Minciencias) 2022-2025

SERREAL: Evaluación y SEguimiento Cognitivo Remoto de la Enfermedad de Alzheimer desde estadios preclínicos. Goal: To establish and communicate the utility of a spatial navigation as a preclinical marker among carriers of E280A Presenilin 1 paises mutation. Role: Co-PI, ≈USD\$300.000.

National institute of health

2019-2023

MULTI-PARTNER CONSORTIUM TO EXPAND DEMENTIA RESEARCH IN LATIN AMERICA (ReDLat).

Goal: To identify the unique genetic and social determinants of health/socio-economic status (SDH/SES) factors that drive AD and FTDs presentation in Latin American Countries (LAC) relative to the US, including risk factors, cognitive profiles, and brain imaging. Role: Scientific coordinator for Antioquia, ≈USD\$1.500.000.

Minciencias 852-2019

2020-2023

Restaurar tejidos sociales en comunidades durante el postconflicto a través de un enfoque de intervención biopsicosocial comprehensivo: estrategias hacia a la construcción de paz en Colombia. Goal: Restore biopsychosocial functions that limit the reconciliation and reconstruction of the social tissue in people with different degrees of exposure to armed conflict experiences. Role: Co-PI, ≈USD\$300.000.

Minciencias 844-2019

2019-2023

Estrés alostático como biomarcador en la predicción de desenlaces en salud mental y cardiometabólica, en regiones geográficas de Colombia afectadas por el conflicto armado. Goal: Establish the utility of the Allostatic Stress Index (ALI) as a biomarker for predicting outcomes in mental and cardiometabolic health, among individuals with high and low exposure to violence in the context of the armed conflict. Role: PI, ≈USD\$100.000.

### **Completed Research Support**

Colciencias

2017-2020

Identificación de perfiles biopsicosociales en sujetos crónicamente expuestos al conflicto colombiano: estrategias hacia la individualización de programas de reintegración social. Goal: To build a model that identifies biopsychosocial profiles of social cognition in ex-combatants chronically exposed to the Colombian armed conflict as a strategy towards the individualization of social reintegration programs. Role: PI, ≈USD\$100.000.

Universidad del Rosario

2018-2020

El impacto del conflicto armado en la mentalidad de las fuerzas Militares: Una propuesta para la reconciliación y la reforma al sector de seguridad en el postconflicto. Goal: To explore psychosocial patterns underlying the change of deliberative attitudes and behaviors among military as a key element to improve democracy, national security, and political reconciliation in the post-conflict era. Role: Co-PI, ≈USD\$300.000.

British Council

2016-2016

Evaluation of a socio-emotional short training programme on the modulation of brain connectivity patterns in ex-combatants of the Colombian armed conflict. Goals: 1) Evaluate the sensitivity of experimental measures to follow up participants of a socio-emotional intervention training programme. 2) To develop an empirical model that describes the effect of the socio-emotional training on the ex-combatants population. 3) To design a public health implementation proposal that integrates the programme's outcomes. 4) To draft a proposal for policy makers and community groups in Colombia. Role: PI, ≈USD\$30.000.

University of Antioquia

2016-2018

Análisis de patrones de cognición social en los relatos de actores del conflicto armado como apoyo en la comprensión de la utilidad de la deliberación política. Goal: Establish the effect of psychological training over social and political reintegration in populations chronically exposed to combat experiences. Role: PI, ≈USD\$10.000.

Detección de la enfermedad de Parkinson en fase preclínica: medidas cognitivas y de conectividad cerebral (EEG y FMRI) de la relación entre el lenguaje y sistema motor. Goal: Identify cognitive markers early stages of hereditary and sporadic Parkinson's disease, as well as its influence among their no-symptomatic relatives with genetic vulnerability by verbal-motor processing paradigms sync with neuroimages. Role: Postdoc and Co-PI, ≈USD\$300.000.

### **E. Institutional responsibilities**

As Full Professor at University of Antioquia I have the following responsibilities:

- **TEACHING:** to prepare lectures and coordinate courses for undergraduate and graduate programs; to advise honor theses for the undergraduate program, to advise master and doctoral dissertations; to coordinate students in mental health research practices and to participate in the training of young researchers.
- **INVESTIGATION:** to prepare applications for national and international funding bodies; to prepare and perform scientific dissemination of evidence-based results through conferences, workshops, documentaries, and scientific papers; execute own research budget; to prepare reports for funding agencies and to consolidate permanent networking via international exchange and meeting with colleagues.
- **EXTENSION:** to prepare public engagement in workshops and scientific dissemination activities, to present investigation results through general dissemination articles, to participate in national and international academic events and to represent the mental health groups in the providence and municipality meeting for discussing mental health public policy.
- **ADMINISTRATIVE:** to coordinate the mental health research group and mental health master's program; to be part of technical and ethical scientific committees, and to supervise the hiring of scientific and technical personnel enrolled in research projects.

### **F. Supervision of junior researchers**

#### **Undergrad mentoring (I selected 5 out of 20 undergraduate students according to my role as principal advisor/for brevity the name of the research projects is the running title)**

- **INEQUITIES IN STROKE MORTALITY AMONG COLOMBIAN POPULATION.** PAULINA VALDEZ AND VIVIANA MUNERA, University of Antioquia, Medellin, Colombia, 01-02-2019 to 15-06-2020.
- **RISK FACTOR AND ECONOMIC COST IN SUICIDE ATTEMPT.** MARISOL MEDINA AND ANGIE VELÁSQUEZ. University of Antioquia, Medellin, Colombia, 01-02-2016 to 15-10-2017.
- **EMPATHIC EMOTIONAL PROCESSING IN EX-COMBATANTS.** STELLA VALENCIA. University of Antioquia, Medellin, Colombia, 01-07-2014 to 15-10-2015.
- **CHARACTERIZATION OF EMOTIONAL PROCESSING.** JORGE RENDÓN. University of Antioquia, Medellin, Colombia, 01-02-2013 to 15-10-2014.
- **REVERSE LEARNING AND AGGRESSION IN EX-COMBATANTS.** DIANA GÓMEZ AND ANA BAENA. University of Antioquia, Medellin, Colombia, 01-02-2012 - 15-10-2013.

#### **Graduated school (I selected 5 out of 15 graduated students according to my role as principal advisor)**

- **COGNITIVE RESERVE AS A PREDICTOR OF THE AGE OF ONSET OF ALZHEIMER DISEASE.** MARISOL MEDINA, University of Antioquia, Medellin, Colombia, 01-08-2019- Currently.
- **SERIOUS GAMES OF SPATIAL NAVIGATION AS A PRECLINICAL MARKER OF ALZHEIMER DISEASE.** JUAN PABLO SANCHEZ. University of Antioquia, Medellin, Colombia, 01-08-2019- Currently.
- **VALIDATION OF THE SCALE OF CHRONIC EXPOSURE TO VIOLENCE.** LUZ STELLA GIRALDO. University of Antioquia, Medellin, Colombia, 01-02-2017 – 01-12-2019\*
- **COGNITIVE TRAINING MODULATES BRAIN CONNECTIVITY.** STELLA VALENCIA. University of Antioquia, Medellin, Colombia, 01-08-2016 – 01-09-2019\*
- **BEHAVIORAL AND EEG EVIDENCE OF ATTENTIONAL BIAS.** DIANA GÓMEZ. University of Antioquia, Medellin, Colombia, 01-07-2014 to 01-02-2017\*.

### **G. Teaching Activities**

- **UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLIN, COLOMBIA:** lecturer and director the following courses: EEG signal processing I, investigation and investigation seminar I-IV



(Graduated Biomedical Basic Sciences Program), Investigation seminar I-IV (Master in Epidemiology, and Public and Mental Health Master Program), Ethics (Information management undergrad program). 02-02 2015 – Currently.

- SAN BUENAVENTURA UNIVERSITY, PSYCHOLOGY FACULTY, MEDELLIN, COLOMBIA: lecturer and director the following courses: social neurosciences, neuropsychology, experimental psychology, cognitive basic process. 02-08-2008 – 20-05-2017.
- MARIA CANO UNIVERSITY, MEDELLIN, COLOMBIA: lecturer of the following courses: neuropsychology, cognitive basic processes, and clinical psychology. 01-02-2010 – 30-08-2010.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: 2023 Florida Equity Report**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees approve the Florida Equity Report for the 2023 reporting year.

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**Background Information:**

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

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**Supporting Documentation:** 2023 Florida Equity Report

**Facilitator/Presenter:** Emmanuele A. Bowles

<b>Florida Equity Report</b>	
<b>Report Year: 2023</b>	
<b>Institution</b>	Florida International University
<b>Data Year</b>	July 2021 - June 2022
<b>Report submitted by (name, title, contact information)</b>	Dr. Emmanuele Bowles, Assistant Vice Provost, Diversity, Equity, and Inclusion, archange@fiu.edu, 305-348-6088
<b>Report approved by the university's board of trustees or its designee (name, title, contact information, and date approved)</b>	Florida International University Board of Trustees <i>pending approval</i> September 14, 2023
<b>Complete each tab, as applicable.</b>	
<b>Due</b>	<b>September 30, 2023</b>

## Non-Discrimination Policy

Provide the web citation of the university's non-discrimination policy adopted by the university board of trustees.

- FIU-105: Sexual Harassment (Title IX) and Sexual Misconduct <https://regulations.fiu.edu/regulation=FIU-105>
- FIU-106 Nondiscrimination, Harassment, and Retaliation (Title VII) <https://regulations.fiu.edu/regulation=FIU-106>
- FIU-2501 Student Conduct and Honor Code <https://regulations.fiu.edu/regulation=FIU-2501>
- Equal Opportunity and Non-Discrimination Statement <https://dei.fiu.edu/crca/discrimination/>
- 1705.010 Recruitment & Selection Policy <https://policies.fiu.edu/policy/584>
- Annual Affirmative Action Plan <https://dei.fiu.edu/our-work/dei-publications/>
- Employee Code of Conduct [https://compliance.fiu.edu/wp-content/uploads/sites/21/2022/04/Code-of-Conduct\\_Final.pdf](https://compliance.fiu.edu/wp-content/uploads/sites/21/2022/04/Code-of-Conduct_Final.pdf)
- Student Handbook & Orientation [https://studentaffairs.fiu.edu/about/student-handbook/\\_assets/fiu-student-handbook-2020-2021-11-30-20.pdf](https://studentaffairs.fiu.edu/about/student-handbook/_assets/fiu-student-handbook-2020-2021-11-30-20.pdf)
- Search and Screen Committee training (faculty & staff)  
<https://mediaweb.fiu.edu/Mediasite/Play/5a6c05348bf74739910291bee919220b1d>
- Administrative Search and Screen Handbook <https://hr.fiu.edu/wp-content/uploads/sites/4/2018/11/Search-Screen-Handbook-Administrative-11.15.2018.pdf>
- Faculty Handbook <https://hr.fiu.edu/wp-content/uploads/sites/4/2023/03/FIU-Faculty-Search-and-Screen-Manual-2023.pdf>
- Tenure and Promotion Manual [https://provost.fiu.edu/\\_assets/docs/tp-manual-2011-11-19.pdf](https://provost.fiu.edu/_assets/docs/tp-manual-2011-11-19.pdf)
- Title IX Statement <https://dei.fiu.edu/title-ix/index.html>

## Strategic Initiatives & Performance

Describe the institution's progress in implementing strategic initiatives & performance related to equity & access as they pertain to academic services, programs, & student enrollment; equity in athletics; & employment.

**Academic Program Reviews-Admissions Undergraduate:** FIU admissions are considered selective, with over 56,000 students and a first-year acceptance rate of 58%. FIU offers admission through the Talented 20 Program. All other first-time in-college pathways for admission take into consideration a combination of high school academic GPA, courses completed in high school as they are related to the readiness of college-level coursework; acceleration through Advanced Placement, Dual Enrollment, or other advanced curriculum; standardized testing as is required by Florida statute; family educational background, socio-economic status, graduation from a low-performing high school, military service or unique talents. Graduate: FIU has increased scholarships for graduate students to help with the burden of graduate fees. FIU graduate programs have implemented more 4+1 tracks to expedite students getting their masters quicker. To achieve the established goals, the University Graduate School continues to focus on attracting a diverse pool of highly qualified applicants with the following initiatives and actions: Requiring that part of the UGS recruitment funding allocated to the doctoral programs be targeted to recruit underrepresented minority students. oFunding Inclusion Fellowships to encourage promising students from underrepresented minorities or people with disabilities to pursue a Ph.D. 2 new fellowships were awarded. Engagement with state and national programs to encourage the participation of underrepresented minority students in graduate education: 1)The Ronald E. McNair program is a Federal TRiO program that prepares students from low-income, first-generation, and traditionally under-represented groups for doctoral studies. 2)The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). 3)The National Name Exchange (NNE) is a consortium of fifty-five nationally known universities that collect and exchange the names of talented underrepresented undergraduate students to identify a pool of qualified students who could be recruited to the graduate programs. 4) The McKnight Fellows receive a \$13,000 stipend from the Florida Education Fund (FEF) and a \$13,889.70 enhancement and medical insurance supplement from UGS. 5) NSF FLAGEP, an alliance of Florida institutions (FIU, USF, FAMU, FMU, BC), supports women in the late stages of their doctoral degrees for retention and progression in academia. 6) Through UGS, FIU created a new institutional chapter of the Bouchet Graduate Honor Society (BGHS) based at Yale University. Becoming an institutional partner reflects FIU's accomplishments in producing and preparing Ph.D. recipients from underrepresented groups for faculty positions in the academy and will aid in retaining these students. **Student Financial Assistance-** The 2021-2022 Federal Student Financial Aid Audit, the most recent audit, reported no findings for FIU. FIU's Golden Promise program began in the 2017-2018 Academic Year. This program guarantees incoming First Time in College Florida Residents with a 0 EFC that 30 credits of tuition and fees will be covered with a combination of Federal, State, and Institutional Scholarships and Grants.Through the 2021-2022 Academic Year, 3,523 students were in the program. **University-wide Initiatives:** The University's first-ever campus climate survey, the Belonging Survey, allowed nearly 6,000 students, faculty, and staff to provide feedback regarding their sense of belonging and experiences with discrimination and sexual harassment on campus. The study aimed to understand the collective experiences of active FIU students, faculty, and staff, focusing on race/ethnicity, gender, ability status, religion, political ideology, sexual orientation, gender identity, and veteran status. Respondents shared their lived experiences through the survey and provided useful feedback in making our university community more inclusive than ever before. The survey was conceived to serve as a measurement tool for the experiences of various University stakeholders. Through the survey, we hoped to achieve a few things: 1) capture the perceptions of the campus climate experienced by faculty, staff, students, and administrators; 2) help FIU administrators and leadership understand faculty, staff, and student's perceptions of belonging and their capacity for academic, professional, and personal success at and beyond FIU; and 3) allow for the identification of opportunities to mitigate climate concerns of various stakeholders. **Student Services Initiatives-Advising Services:** FIU students have equal access to academic advising services. In survey responses, students have indicated that they appreciate this flexibility, and data show a strong preference for online advising. From July 1 to June 30, 2022, 77,903 unique undergraduate advising appointments were made across all schools and colleges. This included 77,553 scheduled appointments and 350 drop-in appointments. During this measurement period, re-enrollment data indicates that students who attended an advising session during the academic year had overall higher retention/graduation rates than those who did not participate in advising. Incoming students must complete

the Virtual Orientation (VO), then register for the in-person orientation session. Retention and Graduation Support/Student Success Outreach Initiatives: The academic advising community actively participated in several outreach campaigns designed to support student success and assist students with making positive progress toward their degrees. These included advising appointment campaigns to the 2021 FTIC students to encourage Spring and Summer/Fall enrollment and advising appointment campaigns to students approaching 90 credit hours to assist in mapping out the final semesters to graduation. FIU continues to track students' graduation through the cohort tracking project. This included both First Time in College students and AA Transfers. Each semester, the colleges are provided with updated analysis on their FTIC students and AA Transfers, focusing on students approaching or completing their fourth or second year, respectively. Each student's progress is tracked through indicators such as credits earned and in progress, GPA, remaining courses needed and their availability, future enrollment, financial concern, etc. The advisors are asked throughout the year to review each student in the specified cohort and indicate whether they are "on track" for four-year graduation. They worked with the students if/when any actions were needed to keep them on track for on-time graduation. The Student Success Advocate and two Student Success Specialists continue to assist with supporting the colleges in their student success efforts. The Student Success Advocate identifies targeted populations of students for retention and/or graduation-related outreach. The Student Success Specialists reach out to the students, document any barriers the students are facing, and work closely with the Student Success Advocate to resolve pending barriers to success. Self-Assessment: Excellence in Academic Advising: In Spring 2021 and Spring 2022, an academic advising survey was again sent electronically to all active undergraduates. The academic advising surveys were designed to elicit feedback from key stakeholders in the institution. They were directly related to the Key Performance Indicators within the nine Conditions of Excellence in Academic Advising. The Academic Advising team received close to 1100 responses from students. FIU's Analysis and Information Management (AIM) division conducted an in-depth qualitative results analysis of the student survey. **Health Services-Student Health and Wellness (SHW)** and *Counseling and Psychological Services (CAPS) + Victim Empowerment Program (VEP)* CAPS/VEP engaged in ongoing activities and training to enhance the department and better serve students who work during the day or are part of communities more hesitant to seek mental health support, we added supplemental

clinical services through a telehealth company (BetterMynd) and a peer-to-peer support network (Togetherall). Both options effectively expanded our clinical team and extended the opportunities for students needing counseling services. **Club and Intramural Athletics-** Intramural Sports were significantly impacted in the previous academic year due to COVID. The increase in participation in this measurement period can be attributed to a focused effort to reengage student participation, outreach to student groups, collaboration with resident assistants, and engagement with sorority chairs. Campus Recreation expanded programming to include aquatics, virtual options, and eSports expansion. The following increases occurred in the number of intramural teams from 20-21 to 21-22; Female teams increased from 0 to 47, and male teams increased from 35 to 142. Unique Intramural participants also rose from last year, female participants increased from 77 to 611, a 694% increase, and male participation increased from 273 to 1,875, a 587% increase. The large percentage increases obtained during 21-22 were significant but will level off in 22-23 post-COVID. Intramural participation, defined as the total number of participations, also witnessed vast increases from last year; Female participation increased from 202 to 2,068, a staggering 924% increase, and male 1,006 to 8,793, a 774% increase. Overall participation numbers were extremely high compared to the previous year as students returned to in-person activities post COVID. Growth was not without challenges, as there was a reduction in the number of student staff that returned or were hired. Campus Recreation will continue to recruit and hire student staff at previous thresholds. **Sport Clubs-** Sport Clubs experienced an overall reduction in clubs from 23 to 18 but increased the number of active sport club athletes from 171 to 1,472. This significant addition of participation can be attributed to active clubs increasing their rosters from previous years. **Housing:** FIU Housing and Residential Life continued using a curricular approach across all residential communities. **Student Employment:** During this measurement period, the Division of Human Resources focused on two foundational structures to assist managers in hiring and managing students: 1) the student evaluation process was introduced to a small test group 2) Increased transparency of the student hiring process provided HR business partners access to multiple system statuses including completion of background checks, employment authorization, and new hire sign-on. Student employee professional development continues to be an area of focus for the Talent Acquisition and Management's Career Ready team. During this report's measurement period, the Student Employee Performance Excellence Process (Student PEP) instrument was introduced to two departments, Housing and Residential Life and Children's Creative Learning Center. 64 student employees and 9 Supervisors completed the process in the initial test group.

## Areas of Improvement Pertaining to Academic Services, Programs, & Student Enrollment (Identified This Year)

**Academic Program- Admissions:** FIU has joined Common App for better positioning among schools beginning to compete with Florida through increased scholarships and offering “test-optional” admissions pathways. We will also reevaluate our scholarship methodology and continue to review our admissions pathways to ensure we remain attractive to Florida resident students. **FTIC:** Develop a faculty engagement program for HS students in 9th grade to ensure that students who are enrolled in Career Academies or other Vo-Tech programs understand their options for careers moving through high school and college. **Transfers:** Admitted student numbers had a minor drop throughout the years. FIU has continued to build on our collaboration with partnered community colleges and pre-collegiate programs. **University Graduate School:** The University Graduate School (UGS) at FIU primarily manages theses, dissertation guidelines, policies, and some funding and programming for research degrees. As such, these are areas we impact. In previous years we have identified recruitment and retention of underrepresented doctoral students as a primary goal for our STEM graduate programs. **Programs-Advising:** While FIU has successfully reduced the advisor-to-student ratio over the past several years (from 900:1 to 400:1), the demand for advising is high, and we hope to be able to reduce the ratio to 300:1, the standard recommended by NACADA. We continue to explore ways to leverage technology better to reach more students and provide additional support. **Student Financials:** Across the majority of funding sources, aid distribution by ethnicity and gender is representative of the student population, but Black or African American students represent only 9.5% of scholarship recipients when they make up 12.5% of the student body. The percentage remained flat from 2021 to 2022. FIU executed strategies like the top 10% pathway, allowing students to qualify for awards even if they don't meet the required test score as long as they are in the top 10% of their class. This was put in place as standardized test score has a very large weight in merit scholarship consideration, and data indicates that fewer of our Black and African American applicants have standardized test scores that meet our merit scholarship criteria. FIU is working with admissions on a Title 1 campaign to recruit more students in economically disadvantaged districts and neighborhoods and also plans on partnering with Trio programs to better tap into that pipeline. **Health Services:** The following recommendations will be evaluated: 1) Continue to evaluate student health insurance options; 2) Evaluate behavioral health services; 3) Continue to evaluate student perceptions of Health Fee services **Club and Intramural Athletics:** FIU will: 1) Launch Intramural and Sport club participant satisfaction surveys to obtain feedback that will provide information on barriers to participation. Potential barriers may include the types of desired programs, league formats, number of weeks in the league, affordability (cost of participation, fees, equipment), lack of access to transportation, and/ or awareness of sports offerings; 2) review and modify Intramural and Sport Club Guidelines, as necessary, to enhance equity and access to activities; 4) continue to review and launch programming that may appeal to female participants and underrepresented groups. **Housing:** Creating an environment that helps students understand other residents by putting themselves in their place and creating an environment that helps students benefit from interactions with different residents. **Student Employment** The Division of Human Resources will partner with student organizations and career and talent development to increase the visibility of student employment opportunities as a stepping stone in student career development.



**Areas of Improvement Pertaining to Sex Equity in Athletics  
(Identified This Year)**

FIU partnered with Helen Grant Consulting (HGC) to conduct a Title IX assessment summary. HGC provided recommendations for consideration, such as continuing the student interest surveys to determine interest in a sport, monitoring the growth of current NCAA women's sports and NCAA Emerging Sports for women, monitoring undergraduate enrollment rates for male and female students, and monitoring sport squad sizes. The FIU Athletics Department is exploring these recommendations. We continue to monitor and adjust roster management practices and encourage women's team coaches to recruit and identify participants while maintaining the men's teams to target roster sizes. HGC made additional recommendations, including additional locker rooms, men's and women's soccer stadium renovations, and on-campus indoor and outdoor track

**Areas for Improvement Pertaining to Employment  
(Identified This Year)**

The university has an Affirmative Action plan with numerical placement goals established pursuant to 41 C.F.R. § 60-2.16 and § 741.45, and we are making good-faith efforts to meet the obligations contained in the plan. For the 2022 Affirmative Action plan, there are four (4) placement goals for female faculty in the following job groups: faculty leadership, associate professor tenured faculty, professor non-tenure, and lecturer/adjunct faculty job groups. There are six (6) minority placement goals in the following job groups: Black and Hispanic associate professor tenured, Black professor non-tenured, Asian assistant professor non-tenured, and lecturer/adjunct faculty who identify as Native American and Two or More Races. There are sixteen (16) placement goals for the administrative job groups in the mid-level executive I, athletic-support services, professional healthcare, student services, administrative, other professional, senior-level clerical, administrative support, computer-telecommunication, technician/paraprofessional, skilled craft workers, custodial worker, and service workers job groups.

## Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, & Student Enrollment (Identified Last Year)

**Academic Program- Admissions:** FIU has increased in-person and virtual outreach efforts and developed admissions pathways to help ensure access to an FIU education. We have continued to strengthen relationships in the United States and abroad. **FTIC:** The top 10% initiative has increased the number of First Time In College enrolling in FIU by 1% over last year and 4% since 2018. More than ½ of the class was in the top quartile of their high school class, and 66% had a GPA of above 4.0. The Office of Admissions worked with the College of Arts Sciences and Education to develop a high school course selection publication based on an anticipated college major. The FIU School of Hospitality visited all Hospitality career academies in Miami-Dade County and gave out information regarding programs and opportunities at FIU. **University Graduate School** In AY2021-2022, Black students represented 9% of all research doctorates awarded; Hispanic students represented 28% of all research doctorates awarded. **Program- Health Services:** The Healthy Living Program (HLP) continues monitoring student experience after providing services. The survey was modified in AY 21-22 from a 5-point Likert scale to 3 points (disagree, neutral, agree). The responses below are for respondents who selected “Agree”: 99% of survey respondents said they felt welcomed and valued by their provider and comfortable and safe in the building, 97% said they felt listened to and asked about their needs, 89% of respondents said their privacy was well maintained **Student Health Clinics (SHC)** continues to monitor the student experience after providing services. Respondents answer on a 5-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree). The responses below are for respondents who selected “Agree” and “Strongly Agree”: 96% said it was easy to make an appointment, 97% said the staff was welcoming and attentive to their needs, 95% said they felt cared for by their provider, 95% said their privacy and confidentiality were well maintained **Club and Intramural Athletics:** FIU accomplished the following: 1) increased eSports and virtual fitness offerings to provide both in-person and virtual access to recreational activities; 2) expanded the open division in intramural sports to provide additional opportunities to increase female participation; and 3) successfully outreached through social media and direct marketing to underrepresented groups to provide information and access to programs, services, and facilities. **Housing:** Self-Assessment: Housing Assessment of Diversity Initiatives: Housing and Residential Life use the Skyfactor Resident Satisfaction Survey to assess if students have meaningful, diverse interactions while living on campus. Its overall score for the category of diverse interactions is a mean score of 5.44 compared to 5.41 the previous year. The goal is to have a mean score of 5.5 or above. This is based on the following three (3) survey questions: 1. To what degree has your on-campus housing experience helped you: Interact with residents who are different from you (i.e., race, gender, beliefs). **Achieved a mean score of 5.57 compared to 5.61 in the previous year .;** 2. To what degree has your on-campus housing experience helped you: Understand other residents by putting yourself in their place? **Achieved a mean score of 5.30 compared to 5.27 in the previous year .;** 3. To what degree has your on-campus housing experience helped you: Benefit from the interactions with residents who are different from you? **Achieved a mean score of 5.46 compared to 5.38 in the previous year.**

**Student Employment** Student employment has steadily increased over the past year by 4.3%. This continues the trend of increased student employment since the pandemic in March 2020. The increase in Asian student employees is most likely a result of the easing of COVID restrictions and allowing international students to return to work on campus. During this report’s measurement period, the following professional development courses were completed by Student Assistants: 6,027 total courses and 8,514 total professional development hours, and the supervisory/leadership professional development courses were completed by Student Assistants: 309 total courses and 290 total professional development hours.

**Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics  
(Identified Last Year)**

A bid was extended to hire an architect to design construction documents for the expansion of the home and visiting team dugouts for softball. The bids are currently being reviewed. Improvements to the softball facilities continue to be worked on. The athletics department is currently engaged in an athletics master facilities planning effort with AECOM to enhance all facilities for our student-athletes.

**Achievement Report for Areas of Improvement Pertaining to Employment  
(Identified Last Year)**

FIU was one of the best colleges in the nation to work for in 2021, according to the Great Colleges to Work For® program. The university also achieved honor roll designation in 10 out of 120 categories. Honor status is given when the university receives recognition across all categories. FIU has received honor roll designation every year since 2016. FIU has now been recognized seven times, six of these consecutively with honor roll designation. FIU was also named in Forbes' prestigious list of Best-in-State Employers and ranked number 30 in Florida. In accordance with the university's Affirmation Action plan, FIU achieved the under-utilization placement goals in (5) goals. The university slightly increased the number of veterans hired during this period and met the 7% goal for individuals with disabilities in four (4) job groups. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45 and do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

**Provide a detailed budget plan to support attainment of the university's goals as outlined in its equity plan in accordance with state & federal law. In addition to funded totals, list detailed line items/expenditures & any unmet need(s) that exist.**

The Division of Diversity, Equity, and Inclusion, which includes the Office of Diversity, Equity, and Inclusion and the Office of Civil Rights Compliance and Accessibility, oversees overall university diversity, equity, and inclusion policies, goals, and compliance with the following laws: Executive Order 11246-Women and Minorities, Vietnam Era Veterans Readjustment Assistant Action (VEVRAA), Section 503 of the Rehabilitation Act of 1973 - Individuals with Disabilities a which oversees compliance with the following laws: Title VI, Title VII, Pregnancy Discrimination Act, The Equal Pay Act, Title I of the Americans with Disabilities Act of 1990, Age Discrimination in Employment Act of 1967, Title II of the Genetic Information, FIU-105: Sexual Harassment (Title IX) and Sexual Misconduct, Title IX of the Education Amendments of 1972, Violence Against Women Reauthorization Act of 2013 (VAWA), Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), Nondiscrimination Act of 2008, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990, Americans with Disabilities Amendments Act of 2008. The division has a \$1.4 million E&G budget allocation to ensure the institutional diversity, equity, and inclusion goals are intentionally set campus-wide and met. The \$1.4M budget breakdown is \$1,057,502 for salaries, \$61,259 for temporary employees, and \$300,337 for expenses (\$280,150 carry forward and \$20,187 E&G). This budget helps to accomplish the equity components within our university-wide diversity, equity, and inclusion goals. Individual department budget plans include specific strategies and a budget allocation that support diversity and inclusion among faculty, staff, and students.

**University Male & Female Undergraduate Enrollment Percentages & Athletic Participation**

<b>Total Undergraduate Enrollment % Males</b>	<b>Total Undergraduate Enrollment % Females</b>	<b>Participating in Athletics % Males</b>	<b>Participating in Athletics % Females</b>
42.1	57.9	47.7	52.3

Sex Equity in Intercollegiate Athletics			
Element	Assessment of Equity Plan	Area for Improvement	Plan for Improvement
<b>Sports offerings</b>	FIU offers seventeen (17) Division I sports, six (6) for men and eleven (11) for women. For 2021-2022 FIU offers all the women's sports sponsored by our multiple sports conference, Conference USA. FIU partnered with Helen Grant Consulting (HGC) to conduct a Title IX assessment summary. We will continue to monitor interest and sports offered by the conference, the state of Florida, and recruiting regions to ensure continuing opportunities in sports offerings.	No	N/A
<b>Participation rates, male &amp; female, compared with full-time undergraduate enrollment</b>	There is a difference in the male-to-female participation rates. The difference of 5.6% does not meet proportionality. As such, FIU athletics continues recruiting and encouraging female students to join the athletic teams while the men focus on managing roster numbers.	Yes	HGC provided recommendations for consideration, such as continuing the student interest surveys to determine interest in a sport; monitoring the growth of current NCAA women's sports and NCAA Emerging Sports for women; and monitoring undergraduate enrollment rates for male and female students and continuing the monitor of sport squad sizes. The FIU Athletics Department is exploring these recommendations. We continue to monitor and adjust roster management practices and encourage women's team coaches to recruit and identify participants while maintaining the men's teams to target roster sizes.
<b>Availability of facilities</b>	FIU Athletics sports programs have equitable availability of facilities for practice and competition per the Title IX assessment summary conducted by HGC. Each sport that practices on campus has equitable availability of locker rooms. As noted in previous Equity reports, FIU Athletics continues to work on improvements to the softball facility.	Yes	HGC made additional recommendations, including additional locker rooms, men's and women's soccer stadium renovations, and on-campus indoor and outdoor track. In addition to the improvements to the softball facility noted in previous equity reports, the athletics department is currently engaged in an athletics master facilities planning effort with AECOM to enhance all facilities for our student-athletes.
<b>Scholarship offerings</b>	There is a difference in assessing the financial aid percentages awarded to the men's and women's teams. The difference is 1.9%, favoring women between the participation rate and financial assistance awarded. The non-discriminatory reason for the significant number of higher-cost international and out-of-state women student-athletes vs. males with more in-state tuition purposes can explain the 0.9% above the allowable 1%	No	N/A
<b>Funds allocated for:</b>			
<b>administration</b>	The HGC Title IX assessment summary notes that this is equitable.	No	N/A

<b>recruitment</b>	The HGC Title IX assessment summary notes that this is equitable.	No	N/A
<b>comparable coaching</b>	The HGC Title IX assessment summary notes that this is equitable.	No	N/A
<b>publicity &amp; promotion</b>	The HGC Title IX assessment summary notes that this is equitable.	No	N/A
<b>other support costs</b>	The HGC Title IX assessment summary notes that this is equitable.	No	N/A

**Compliance**

<p><b>Is the university in compliance with all applicable state laws in providing equal opportunity &amp; access to students to participate in intercollegiate athletics, as well as in intramural, club, or recreational athletics?</b></p>	<p><b>Explain any areas of noncompliance with state laws.</b></p>	<p><b>Is the university in compliance with all applicable federal laws in providing equal opportunity &amp; access to students to participate in intercollegiate athletics, as well as in intramural, club, or recreational athletics?</b></p>	<p><b>Explain any areas of noncompliance with federal laws.</b></p>
<p>Yes</p>		<p>Yes</p>	



**President Evaluation**

<b>Institution</b>	<b>Has the university Board of Trustees completed an annual evaluation of the university President on the extent to which the institution's sex equity goals in intercollegiate athletics have been achieved?</b>	<b>Date of Evaluation</b>	<b>Were the sex equity goals achieved?</b>	<b>If the sex equity goals were not achieved, explain a plan of action to achieve the sex equity goals.</b>
	Yes	27-Sep-22		<p>FIU partnered with Helen Grant Consulting (HGC) to conduct a Title IX assessment summary. HGC provided recommendations for consideration, such as continuing the student interest surveys to determine interest in a sport, monitoring the growth of current NCAA women's sports and NCAA Emerging Sports for women, monitoring undergraduate enrollment rates for male and female students, and monitoring sport squad sizes. A bid was extended to hire an architect to design construction documents for the expansion of the home and visiting team dugouts for softball. The bids are currently being reviewed. Improvements to the softball facilities continue to be worked on. The athletics department is currently engaged in an athletics master facilities planning effort with AECOM to enhance all facilities for our student-athletes.</p>

Tenured Faculty													
Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2022	1	129	26	66	1	320	0	14	0	0	176	381	557
Number, Fall 2021	1	121	25	66	1	312	0	11	0	0	174	363	537
1YR Percentage Change	0%	7%	4%	0%	0%	3%	N/A	27%	N/A	N/A	1%	5%	4%
Area for improvement compared with national standards? (Yes/No)	No	No	Yes	Yes	No	No	No	No	No	N/A	Yes	No	

**Source:** IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity	
American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

**Source:** Integrated Postsecondary Education Data System

Tenure-Track Faculty													
Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2022	2	31	12	29	0	78	4	32	0	0	88	100	188
Number, Fall 2021	1	28	19	29	0	89	3	35	0	0	90	114	204
1YR Percentage Change	100%	11%	-37%	0%	N/A	-12%	33%	-9%	N/A	N/A	-2%	-12%	-8%
Area for improvement compared with national standards? (Yes/No)	No	No	No	No	No	No	No	No	No	N/A	No	No	

**Source:** IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity	
American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

**Source:** Integrated Postsecondary Education Data System

Non-Tenure-Track Faculty or Faculty at Non-Tenure Granting Universities													
Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2022	4	53	61	216	0	282	5	45	0	0	364	302	666
Number, Fall 2021	4	46	60	214	0	297	6	47	0	0	361	313	674
1YR Percentage Change	0%	15%	2%	1%	N/A	-5%	-17%	-4%	N/A	N/A	1%	-4%	-1%
Area for improvement compared with national standards? (Yes/No)	Yes	Yes	Yes	No	No	No	Yes	No	No	N/A	Yes	No	

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity	
American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

Source: Integrated Postsecondary Education Data System

Senior-Level Administrative Positions - Executive/Administrative/Managerial													
Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2022	1	40	136	536	0	300	6	8	0	0	645	382	1027
Number, Fall 2021	2	42	121	527	0	288	8	4	0	0	616	376	992
1YR Percentage Change	-50%	-5%	12%	2%	N/A	4%	-25%	100%	N/A	N/A	5%	2%	4%
Area for improvement compared with national standards? (Yes/No)	No	Yes	Yes	No	No	No	Yes	No	No	N/A	Yes	No	

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity	
American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

Source: Integrated Postsecondary Education Data System

**Protected-Class Representation in the Tenure Process**

<b>Males</b>	<b>Applied</b>	<b>Withdrawn</b>	<b>Denied</b>	<b>Deferred</b>	<b>Nominated</b>
American Indian or Alaskan Native only					
Asian only	3				3
Black or African American only					
Hispanic or Hispanic and any race category	3				3
Native Hawaiian or Other Pacific Islanders only					
White only	9			2	9
More than one race category					
Non-Resident Alien					
Unknown					
Other					
Not Reported					
<b>Total</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>15</b>
<b>Females</b>	<b>Applied</b>	<b>Withdrawn</b>	<b>Denied</b>	<b>Deferred</b>	<b>Nominated</b>
American Indian or Alaskan Native only					
Asian only	1				1
Black or African American only	3				3
Hispanic or Hispanic and any race category	2			2	2
Native Hawaiian or Other Pacific Islanders only					
White only	7				7
More than one race category					
Non-Resident Alien					
Unknown					
Other					
Not Reported					
<b>Total</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>13</b>

**LEGEND:**

Applied: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

Withdrawn: Faculty who withdrew from tenure consideration after applying for review.

Denied: Faculty for whom tenure was denied during the review process.

Nominated: Faculty for whom tenure is being recommended by the University.

## Annual Goals to Address Areas of Underutilization

For each year in which prior year goals were not achieved, provide a narrative explanation & a plan for achievement of equity.

FIU is committed to ensuring that the faculty and staff at our institution reflect the diversity of our local community and student body. The Division of Human Resources continues to lead efforts to strengthen employment, recruitment, classification, and compensation by leveraging technology to meet current university/legal/compliance demands, expectations, and changes in the law for administrative, staff, and student employees. The Division of Diversity, Equity, and Inclusion reviews outreach efforts per the university's Affirmative Action plan and identifies, through self-audits, areas for improvement. The recommendation is to post all university employment opportunities in at least two diverse job boards to assist in helping to achieve underutilization, and disparities were deployed. As required by federal law, training in equal opportunity policies and procedures for hiring managers is being created to ensure compliance with the aforementioned laws. Further, the Division of Academic Affairs and the Office to Advance Women, Equity, and Diversity (AWED) actively recruit, retain, and develop university faculty throughout each college/school. To improve faculty recruitment from these under-represented groups, we provide best practices in faculty hiring workshops for faculty search committees focusing on recruiting diverse pools and equitable evaluation methods and procedures. Additionally, one search committee member undergoes extra training and is designated as an advocate for these best practices to help guide the committee during the search process. We have developed various programs for retention, including a faculty mentoring program and an affinity group. We have College and Departmental Diversity, Equity, and Inclusion plans with measurable action items. These plans aim to increase faculty representation from historically underrepresented groups and to enhance the institutional climate to attract and retain such faculty. The chairs provide annual reports on the progress that the Office assesses to Advance Women, Equity, and Diversity. This office also conducts workshops on effective and effective faculty evaluation for department chairs, Deans, and members of College-level tenure and promotion committees.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Textbook and Instructional Materials Affordability and Transparency  
Annual Report**

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**Proposed Committee Action:**

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

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**Background Information:**

Section 1004.085, Florida Statutes, Education Access and Affordability, requires the Board of Governors and the State Board of Education to annually identify strategies to promote college affordability. Under this statute, all State University System institutions are required to submit a Textbook and Instructional Materials Affordability and Transparency Report that describes the institutional processes of selecting, adopting and posting course materials as well as course syllabi. In addition, the report must include an overview of institutional initiatives and policies designed to reduce the costs of course materials and promote college affordability.

Pursuant to Florida Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability and Transparency, each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor.

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**Supporting Documentation:** Textbook and Instructional Materials Affordability and Transparency Annual Report

**Facilitator/Presenter:** Heather Russell



## Textbook and Instructional Materials Affordability Annual Report

### Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.  
Do not edit the content of the template. Expand the response space as needed.
2. Statutory due date is September 29, 2023.
3. If there are questions, contact Kirsten Harvey Director of Student Success & Workforce Alignment, at [Kirsten.Harvey@flbog.edu](mailto:Kirsten.Harvey@flbog.edu)
4. Include the university contact name and email for the staff who completed the report below:
5. Please note some cells are auto-calculated and do not require you to enter a figure. These cells are green.

**University Contact Name and Email:** Birgitta Rausch-Montoto ([gmontoto@fiu.edu](mailto:gmontoto@fiu.edu)) and Paden Goldsmith ([pgoldsmi@fiu.edu](mailto:pgoldsmi@fiu.edu))

**Textbook and Instructional Materials Affordability Annual Report  
Fall 2022 and Spring 2023**

University Submitting Report:  
Florida International University

Date Approved by the University Board of Trustees:  
14-Sep-23

Signature of Chair, University Board of Trustees:

Signature of Vice President for Academic Affairs:

Signature of President:

### Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses ( $n =$ ). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		<i>Total Number of Course Sections (n =)</i>	Selection Process	If "other," describe
Course Prefix & Number				
ENC 1102	Writing and Rhetoric II	180	Department Committee	
MAC 1105	College Algebra	45	Department Committee	
AMH 2020	Amer Hist Since 1877	71	Combination of the Above	
ENC 1101	Writing and Rhetoric I	127	Department Committee	
SLS 1501	First Year Exper	161	Combination of the Above	
ECO 2013	Principles Macroeco	48	Individual Faculty	
SPC 2608	Public Speaking	68	Department Committee	
MUL 1010	Music Lit/Appreciation	31	Department Committee	
BSC 2010	General Biology I	14	Department Committee	
BSC 2010L	Gen Biology Lab I	94	Department Committee	
CHM 1045	Gen Chemistry I	16	Individual Faculty	
MAC 1147	PreCal Alg and Trig	48	Department Committee	
ECO 2023	Principles Microeco	33	Individual Faculty	
CHM 1045L	Gen Chem Lab I	98	Combination of the Above	
STA 2023	Stat Bus & Eco	35	Department Committee	

### Course Sections with No Cost for Textbooks/Instructional Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc.

Fall 2022	
<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7612
<b>Total Number of Course Sections Offered with No Cost Materials</b>	3570
<b>Percent of Course Sections with No Cost Materials (Auto-Calculated)</b>	47%

Spring 2023	
<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7443
<b>Total Number of Course Sections Offered with No Cost Materials</b>	3635
<b>Percent of Course Sections with No Cost Materials (Auto-Calculated)</b>	49%

**Board Action Plan - Low Cost Course Materials**

Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for \$20 or less per credit hour (e.g., \$60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials.

**Fall 2022**

<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7612
<b>Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour</b>	5350
<b>Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)</b>	70%

**Spring 2023**

<b>Total Number of Course Sections Offered (Including Exceptions)</b>	7443
<b>Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour</b>	5574
<b>Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)</b>	75%

## Textbook & Instructional Materials Affordability Initiatives

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

#### **Affordability Counts Initiative**

FIU's Affordability Counts initiative continues to work with faculty across the state to reduce the cost of course materials for students to \$20 or less per credit hour.

Through the joint efforts of FIU Online and partner institutions, including the University of Central Florida, University of North Florida, University of South Florida, Florida A&M University, Florida Atlantic University, and Lake Sumter College, faculty members are encouraged to adopt open educational resources (OER) or other affordable materials into their courses. By doing so, they can earn a digital Affordability Counts Medallion to display on course sites. In addition, the courses that have been awarded the Affordability Counts Medallion are listed in a statewide searchable database (<https://affordabilitycounts.org>), which was created and is maintained by FIU Online. This database serves as a valuable resource for instructors, allowing them to easily access the course materials list and foster the widespread adoption of low-cost course materials.

As of the end of FY 2023, a total of 2,718 Affordability Counts courses across the State have been recognized and added to the database.

#### **FIU Libraries**

The FIU Libraries' collection development mission is to purchase e-materials whenever cost effective, feasible, and possible. Many faculty reach out to their library subject liaison to request e-books and other online materials. Oftentimes, the course materials wanted by faculty are easily obtainable in electronic formats.

In the Summer of 2023, the libraries piloted Leganto, an LTI that allows free library materials to be integrated seamlessly into Canvas course shells. It also allows faculty to explore related materials and request that the library procure digital copies of OER materials. The pilot was a success and full rollout will take place in the fall semester with faculty piloting the tool also involved in creating training tools for fellow faculty. This is an opportunity to fully integrate the library resources into the curriculum at zero-cost to students.

The FIU Libraries continue to support faculty in shifting to new models for course materials and on acquiring e-resources with unlimited simultaneous user access. Faculty use the library resources as an alternative to expensive textbooks. They may embed and use the materials in their courses, cost free for students. The libraries subscribe to a number of e-book collections and more than 1,160 databases.

Course Reserves is a service available to FIU faculty to house pertinent course materials. Materials may be in print, electronic, and multimedia formats in compliance with the Copyright Law. Whenever possible, materials are scanned as electronic documents and made available to students 24/7. This allows students to use specific library materials, or professor provided materials, free of charge.

The Library Access Services department reports that from June 2022 through May 2023, the Course Reserve repository consisted of 12,027 items including books, articles, DVDs, equipment, maps, and files. Most of the loans made were equipment including laptops, hotspots, iPads, and other devices.

### **College of Law Library**

“By leveraging library-provided digital subscription resources via multi-year contractual agreements for materials that are purchased regardless of their utilization as course materials, the College of Law invests in student success by eliminating or lowering student out-of-pocket costs for course materials. Students enjoy access to course materials published by Aspen, Edward Elgar, Wolters Kluwer, West Academic, Thomson Reuters, and Lexis Nexis. The Law Library typically subscribes to these materials as part of its collection to support student learning and faculty research needs.

In 2022-2023, FIU College of Law Library successfully leveraged digital subscriptions in three strategic areas: Library Course Materials, Library Discounts, and Academic Excellence Program subscriptions. Through these efforts, we saved 2,518 students approximately \$313,381.25 in out-of-pocket costs for assigned course materials across 64 College of Law courses.”

### **Financial Aid Textbook Advance**

Students receiving financial aid may apply for a book advance through the Office of Financial Aid. This aid ensures that students can purchase their course materials prior to the start of the semester and are prepared for class on the first day.

<b>Term</b>	<b>Count</b>	<b>Sum of Accepted</b>
Fall	1876	\$636,146.09
Spring	1462	\$479,674.62
Summer	464	\$112,333.00
Grand Total	3802	\$1,228,153.71

### **Barnes & Noble Textbook Affordability Initiatives**

FIU Barnes & Noble bookstores continue to offer cost savings through alternative formats such as used, rental and digital textbooks with new titles continuously added. Students may save as much as 80% by purchasing textbooks in alternative formats offered. The Price Match Program, originally started in Spring 2016, also passes significant savings on to students where applicable. Barnes & Noble has been a formidable partner in lowering textbook costs for our students over the years. The 2022-2023 academic year was dedicated to fine-tuning the inclusive access pilot program branded as “Panther Book Pack”, which was first launched in Fall 2021. Barnes & Noble reports that the Panther Book Pack program generated \$6,128,545.59 in student savings in Fall 2022 and Spring 2023.

### **Textbook and Instruction Materials (TIM) Explorer**

Pursuant to Senate Bill 7044 from the 2022 Legislative Session, which is legislation amending section 1004.085, Florida Statutes, FIU implemented the public Textbook and Instructional Materials (TIM) Explorer portal at <http://tim.fiu.edu>. Launched July 2022, the TIM Explorer is a searchable database to view required and recommended textbooks and instructional materials across all FIU courses. The TIM Explorer also contains Undergraduate Core Curriculum (UCC) course syllabi where applicable. This portal maintains the required information for at least five academic years, starting with postings for the Fall 2022 term.

### **Collective Textbook Affordability Efforts at FIU**

The collective textbook affordability efforts driven by FIU Online, the libraries, Center for the Advancement of Teaching, Enrollment Services, our bookstore partner Barnes & Noble, and many faculty and administrators ensure that low- and no-cost materials are made available to our students whenever possible. Combined, they ensure that the Panther Book Pack program rate of \$20 per credit hour for required print and digital materials in undergraduate courses is sustained at that low rate.

**Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.**

FIU did not implement an opt-in textbook program in the 2022-2023 academic year.

**Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.**

Launched first in Fall 2021, the Panther Book Pack is FIU's inclusive access program in partnership with Barnes & Noble in its second year. Undergraduate students may choose to participate or opt out of the program. The total savings passed on to students is \$3,789,032.79 (25,242 students) for Fall 2022 and \$2,339,512.80 (24,105 students) in Spring 2023. The Panther Book Pack offers the required textbooks and instructional materials in undergraduate courses at a flat rate of \$20 per credit hour. Students may choose to have the materials shipped to them at an off-campus location, get them at the on-campus bookstore, or access them digitally on Canvas. Materials provided through the Panther Book Pack program are always available to participating students on the first day of class, ensuring that they keep up with course requirements and do not fall behind. Students have the ability to opt-out of the program in our student registration system and obtain the materials on their own if they wish to do so.



**University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline**

**Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.**

The University continued the innovative Panther Book Pack (PBP) program pilot as a savings measure across the board. Since the PBP guarantees that students have the required course materials available to them by the first day of class (print and digital) at the flat rate of \$20 per credit hour, students no longer need to search to purchase the textbooks and instructional materials prior to semester start.

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

The University has made great strides in implementing the Panther Book Pack, which we deem to be the most pervasive affordability program to the benefit of our students.

Published List of Required and Recommended Textbooks and Instructional Materials	
Please use the drop-down options to confirm the published list of required and recommended textbooks and instructional materials includes the following information.	
Information Required	Affirm Information is Included
International Standard Book Number (ISBN) or Other Identifying Information	Included
Title	Included
All Authors Listed	Included
Publishers	Included
Edition Number	Included
Copyright Date	Not Included
Published Date	Not Included
Searchable by Course Subject, Course Number, Course Title, Name of Instructor, Title of Material, and Author(s) of Material	Included
Material Information is Easily Downloadable by Current and Prospective Student	Included

Published Course Syllabus Requirements	
Please use the drop-down options to confirm the course syllabus of the general education core course options identified pursuant to section 1007.25, Florida Statutes include the following information.	
Information Required	Affirm Information is Included
Course Curriculum	Included
Goals, Objectives, and Student Expectations of the Course	Included
How Student Performance will be Measured	Included

Link to Published List of Required and Recommended Textbooks and Instructional Materials
Please provide a link to the webpage housing the information listed under "Published List of Required and Recommended Textbooks and Instructional Materials.". If each course section has its own website link, please provide one example link.
<b>Please Provide Link Below</b>
<a href="http://tim.fiu.edu">http://tim.fiu.edu</a>

Link to Published List of Course Syllabi for General Education Courses	
Please provide links to the webpages housing the information under "Published Course Syllabus Requirements."	
<b>Please Provide Links Below</b>	
Communication	<a href="http://tim.fiu.edu">http://tim.fiu.edu</a>
Humanities	<a href="http://tim.fiu.edu">http://tim.fiu.edu</a>
Mathematics	<a href="http://tim.fiu.edu">http://tim.fiu.edu</a>
Natural Sciences	<a href="http://tim.fiu.edu">http://tim.fiu.edu</a>
Social Sciences	<a href="http://tim.fiu.edu">http://tim.fiu.edu</a>

**Exceptions**

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Fall 2022				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
5239	2373	7612	31%	Class location, courses

Spring 2023				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
5093	2350	7443	32%	Class location, courses added after 45 day window, instructors changed within 45 day window, or other justifiable exclusion.

**University Requirements for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline**

Please use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement.

Fall 2022					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
5,239	4,986	95%	93.00	253	4.83%

Spring 2023					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
5,093	4,940	97.00%	61.00	153	3.00%

**\*\*Note:** Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Proposed Regulation FIU-2508 Post-Tenure Faculty Review**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees approve the proposed Regulation FIU-2508 Post-Tenure Faculty Review 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.

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**Background Information:**

Florida Board of Governors Regulation 10.003 and Florida Statutes Section 1001.706(6)(b) require a post-tenure review process. The proposed new Regulation substantially follows the Florida Board of Governors Regulation 10.003 and includes sections on the purpose, timing and eligibility, review requirements, process requirements, and monitoring and reporting.

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**Supporting Documentation:** Notice of Proposed Regulation FIU-2508 Post-Tenure Review  
Florida Board of Governors Regulation 10.003  
Florida Statutes Section 1001.706(6)(b)

**Facilitator/Presenter:** Elizabeth M. Bejar

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

**NOTICE OF CHANGE TO PROPOSED REGULATION**

**REGULATION NO.:** FIU-2508

**REGULATION TITLE:** Post-Tenure Faculty Review

**SUMMARY:** This new Regulation is established to comply with Florida Board of Governors (BOG) Regulation 10.003 and Florida Statutes Section 1001.706(6)(b). The Regulation substantially follows the BOG Regulation and includes sections outlining the purpose, timing and eligibility, review requirements, process requirements, and monitoring and reporting.

**TEXT OF REGULATION:** The full text of the Proposed Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu/>. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel, 305.348.2103.

**AUTHORITY:** Section 7(d), Art. IX, Fla. Const., Board of Governors' Regulation 10.003, Florida Statutes Section 1001.706(6)(b).

**NAME OF PERSON INITIATING PROPOSED REGULATION:** Dr. Elizabeth Bejar, Provost, Executive Vice President, and Chief Operating Officer.

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 BY SEPTEMBER 13, 2023.

**CONTACT PERSON REGARDING THE PROPOSED REGULATION:**

Eli Deville, Departmental Administrator, Office of the General Counsel,  
Florida International University, 11200 SW 8<sup>th</sup> Street, PC 511, Miami, FL 33199.  
Email: [devillee@fiu.edu](mailto:devillee@fiu.edu) | Phone: 305.348.2103 | Fax: 305.348.3272.

**DATE OF PUBLICATION OF NOTICE OF PROPOSED REGULATION:**

August 14, 2023

**DATE OF PUBLICATION OF NOTICE OF CHANGE:** August 30, 2023

**THE FULL TEXT OF THE PROPOSED REGULATION IS BELOW. THE CHANGES TO THE PROPOSED REGULATION IS HIGHLIGHTED IN YELLOW.**

## FIU-2508 Post-Tenure Faculty Review

I. Purpose. The purpose of this Florida International University Board of Trustees (BOT) regulation is to comply with Florida Statutes Section 1001.706(6)(b) and the Florida Board of Governors Regulation (BOG) 10.003. The post-tenure review regulation will be intended to replace the sustained performance review policy of tenured faculty. This regulation outlines the process by which each tenured faculty member will undergo a comprehensive post-tenure review to accomplish the following goals:

- a. Ensure high standards of quality and productivity among the tenured faculty at FIU.
- b. Determine whether a faculty member is meeting the responsibilities and expectations associated with assigned duties in research, teaching, and service, including compliance with federal and state laws, BOG and BOT regulations and policies.
- c. Recognize and honor exceptional achievement and provide an incentive for retention as appropriate.
- d. Refocus academic and professional efforts and take appropriate employment action when appropriate.

## II. Timing and Eligibility.

- a. Timing. Each tenured faculty member shall have a comprehensive post-tenure review of five (5) years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.
  1. In the first year following the effective date of the BOG Regulation 10.003 (i.e., March 29, 2023), a randomized cohort of twenty percent (20%) of tenured faculty will be evaluated in addition to faculty in the fifth year under II(a).
  2. In each of the second, third, fourth, and fifth years, following March 29, 2023, a randomized cohort of twenty percent (20%) tenured faculty who have not received a comprehensive review will be evaluated in addition to the faculty who are in the fifth year under II(a).
  3. Beginning with the sixth year following March 29, 2023, the process outlined in II(a) shall be followed.
- b. Eligibility.
  1. All tenured faculty are eligible for the post-tenure review except tenured faculty in administrative roles, such as department Chairs or center directors who are supervising other faculty.
  2. Tenured faculty in administrative roles (Chairs, center directors who are supervising other faculty or higher) shall be reviewed annually by their supervisors based on performance of all assigned duties, responsibilities, professional conduct, and, if applicable, non-compliance with federal and state law, BOG and

BOT regulations and policies, and substantiated student complaints.

3. The timing of the comprehensive post-tenure review can be extended when there are extenuating, unforeseen circumstances (e.g., medical leave of absence). The Provost will report any exceptions that are granted as part of the Provost's report to the President and BOT regarding the outcomes of the comprehensive post-tenure review as described in Section VI.

### **III. Review Requirements.**

- a. The comprehensive post-tenure review shall include consideration of the following.
  1. The level of accomplishment and productivity relative to the faculty member's assigned duties in research, teaching, and service, including clinical, and administrative assignments. The university shall specify the guiding documents. Such documents shall include quantifiable university, college, and department criteria for tenure, promotion, and merit as appropriate.
  2. The faculty member's history of professional conduct and performance of academic responsibilities to FIU and its students.
  3. The faculty member's non-compliance with federal or state law, and BOG and BOT regulations and policies.
  4. Unapproved absences from teaching assigned courses.
  5. Substantiated student complaints.
  6. Other relevant measures of faculty conduct as appropriate.
- b. The review shall not consider or otherwise discriminate based on the faculty members' political or ideological viewpoints.

### **IV. Process Requirements.**

- a. The faculty member shall complete a university-designated dossier highlighting accomplishments and demonstrating performance relative to assigned duties and submit the dossier to the Chair.
- b. The faculty member's Chair shall review the completed dossier, the faculty member's personnel file, and other records related to professional conduct, academic responsibilities, and performance.
- c. The faculty member's Chair shall add to the dossier the following:
  1. Additional records related to professional conduct, academic responsibilities, and performance.
  2. A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.

Relevant departmental guiding documents.
- d. The faculty member's Chair shall forward the dossier, including all records and the Chair's letter, to the Dean for review.

- e. The Dean shall review all materials provided by the faculty member's Chair.
- f. The Dean shall add to the dossier a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the Dean's recommended performance rating using the following scale:
  - 1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
  - 2. Meets expectations: expected level of accomplishment compared to faculty with a similar assignment across the faculty member's discipline and unit.
  - 3. Does not meet expectations: performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
  - 4. Unsatisfactory: failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.
- g. The Dean shall forward the dossier to the Provost for review.
- h. The Provost shall review the dossier provided by the Dean.
- i. With guidance and oversight from the President, the Provost will rate the faculty member's professional conduct, academic responsibilities, and performance during the review period. The Provost may accept, reject, or modify the Dean's recommended rating. The Provost may request assistance from a university advisory committee in formulating an assessment. Each faculty member reviewed will receive one (1) of the following performance ratings, as defined above.
  - 1. Exceeds expectations
  - 2. Meets expectations
  - 3. Does not meet expectations
  - 4. Unsatisfactory
- j. The Provost shall notify the faculty member, the faculty member's Chair, and the Dean of the outcome.

## V. Review Outcomes

- a. University regulations and policies regarding outcomes of the comprehensive post-tenure review process shall include recognition and compensation considerations and consequences for underperformance.
- b. For each faculty member who receives a final performance rating of "exceeds expectations" or "meets expectations," the Dean, in consultation with the Chair, shall recommend to the Provost appropriate recognition



- and/or compensation in accordance with the faculty member's performance and this regulation. The Provost shall make the final determination regarding recognition and/or compensation.
- c. For each faculty member who receives a final performance rating of "does not meet expectations," the Dean, in consultation with the Chair, shall propose a performance improvement plan (PIP) to the Provost.
    - 1. The plan must include a deadline for the faculty member to achieve the requirements of the PIP. The deadline may not extend more than twelve (12) months past the date the faculty member receives the PIP.
    - 2. The Provost shall make final decisions regarding the requirements of each PIP.
    - 3. Each faculty member who fails to meet the requirements of a PIP by the established deadline shall receive a notice of termination from the Provost.
  - d. For each faculty member who receives a final performance rating of "unsatisfactory," the Provost shall give the faculty member a notice of termination.
  - e. Final decisions regarding post-tenure review for faculty members may be appealed under University procedures or the BOT-UFF collective bargaining agreement. The final decisionmaker shall review the final decision solely for the purpose of determining whether it violates a University policy or the applicable CBA and may not consider claims based on equity or substitute the final decisionmaker's judgment for that of the University's.

## **VI. Monitoring and Reporting**

- a. The Provost shall report annually to the President and the BOT on the outcomes of the comprehensive post-tenure review process consistent with Florida Statutes Section 1012.91.
  - 1. Beginning January 1, 2024, and continuing every three (3) years thereafter, the University must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the Board of Trustees by July 1<sup>st</sup>.
  - 2. The audit shall be performed by the University's Chief Audit Executive or by an independent, third-party auditor (collectively the auditor) as determined by the Chair of the Board of Trustees.
  - 3. The auditor must provide the Board of Trustees with a report that includes the following:
    - i. The number of tenured faculty in each of the four performance rating categories as defined above.
    - ii. The University's response in cases of each category.
    - iii. Findings of non-compliance with applicable federal and state laws, BOG and BOT regulations and policies.

4. The BOT shall consider the audit report at the next regularly scheduled meeting BOT meeting after the report's publication date.
  - i. The Provost or auditor must present the audit report to the Board of Trustees. The BOT shall not adopt the report as a consent agenda item.
  - ii. If the audit report shows that the University is in compliance with applicable federal or state laws, BOG or BOT regulations or policies, a copy of the adopted audit report shall be provided to the BOG consistent with BOG Regulation 1.001(6)(g).
  - iii. If the auditor finds that the University is out of compliance with applicable federal state laws, BOG or BOT regulations or policies, the auditor must present the report to the BOG at its next regularly scheduled meeting.
  - iv. Following the effective date of this regulation, the BOT shall not enter into any CBA that conflicts with this regulation.
  - v. Nothing in this regulation is intended to prevent the BOT from instituting additional evaluation processes, criteria, or standards so long as they meet or exceed the requirements outlined in section 1001.706(6)(b), Florida Statutes, and this regulation.

Authority: Section 7(d), Art. IX, Fla. Const., Board of Governors' Regulation 10.003, Florida Statutes Section 1001.706(6)(b); New.

### **10.003 Post-Tenure Faculty Review.**

(1) Each board of trustees shall adopt policies requiring each tenured state university faculty member to undergo a comprehensive post-tenure review to accomplish the following.

- (a) Ensure high standards of quality and productivity among the tenured faculty in the State University System.
- (b) Determine whether a faculty member is meeting the responsibilities and expectations associated with assigned duties in research, teaching, and service, including compliance with state laws, Board of Governors' regulations, and university regulations and policies.
- (c) Recognize and honor exceptional achievement and provide an incentive for retention as appropriate.
- (d) Refocus academic and professional efforts and take appropriate employment action when appropriate.

(2) Timing and Eligibility

(a) Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.

1. In the first year following the effective date of this regulation, 20% of tenured faculty will be evaluated, in addition to faculty in the fifth year under (2)(a).

2. In each of the second, third, fourth, and fifth years following the effective date of this regulation, 20% of tenured faculty who have not received a comprehensive review will be evaluated in addition to faculty who are in the fifth year under (2)(a).

3. Beginning with the sixth year following the effective date of this regulation, the process outlined in (2)(a) shall be followed.

(b) Tenured faculty in administrative roles, such as department chairs or directors, shall be evaluated annually by the appropriate college dean based on criteria established by the university. Such evaluations shall include a review of performance based on all assigned duties and responsibilities and professional conduct. Such evaluations shall also include the following, if applicable: performance of academic responsibilities to the university and its students; non-compliance with state law, Board of Governors' regulations, and university regulations and policies; and substantiated student complaints.

(c) Policies and regulations adopted by the boards of trustees may include exceptions to the timing of the comprehensive post-tenure review for extenuating, unforeseen circumstances. Exceptions granted to tenured faculty members shall be disclosed in the chief academic officer's report to the university's president and board of trustees on the outcomes of the comprehensive post-tenure review outlined in Section (6) below.

(3) Review Requirements

- (a) The comprehensive post-tenure review shall include consideration of the following.
  - 1. The level of accomplishment and productivity relative to the faculty member's assigned duties in research, teaching, and service, including extension, clinical, and administrative assignments. The university shall specify the guiding documents. Such documents shall include quantifiable university, college, and department criteria for tenure, promotion, and merit as appropriate.
  - 2. The faculty member's history of professional conduct and performance of academic responsibilities to the university and its students.
  - 3. The faculty member's non-compliance with state law, Board of Governors' regulations, and university regulations and policies.
  - 4. Unapproved absences from teaching assigned courses.
  - 5. Substantiated student complaints.
  - 6. Other relevant measures of faculty conduct as appropriate.
- (b) The review shall not consider or otherwise discriminate based on the faculty members' political or ideological viewpoints.

(4) Process Requirements

- (a) The faculty member shall complete a university-designated dossier highlighting accomplishments and demonstrating performance relative to assigned duties and submit the dossier to the appropriate department chair.
- (b) The faculty member's department chair shall review the completed dossier, the faculty member's personnel file, and other records related to professional conduct, academic responsibilities, and performance.
- (c) The faculty member's department chair shall add to the dossier the following.
  - 1. Additional records related to professional conduct, academic responsibilities, and performance concerns.
  - 2. A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.
- (d) The faculty member's department chair shall forward the dossier, including all records and the chair's letter, to the appropriate college dean for review.
- (e) The dean of the college shall review all materials provided by the faculty member's department chair.
- (f) The dean of the college shall add to the dossier a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean's recommended performance rating using the following scale.

1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
  2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
  3. Does not meet expectations: performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
  4. Unsatisfactory: failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.
- (g) The dean of the college shall forward the dossier to the chief academic officer for review.
- (h) The chief academic officer shall review the dossier provided by the dean of the college.
- (i) With guidance and oversight from the university president, the chief academic officer will rate the faculty member's professional conduct, academic responsibilities, and performance during the review period. The chief academic officer may accept, reject, or modify the dean's recommended rating. The chief academic officer may request assistance from a university advisory committee in formulating an assessment. Each faculty member reviewed will receive one of the following performance ratings, as defined in (4)(f) above.
1. Exceeds expectations
  2. Meets expectations
  3. Does not meet expectations
  4. Unsatisfactory
- (j) The chief academic officer shall notify the faculty member, the faculty member's department chair, and the appropriate college dean of the outcome.

(5) Outcomes

- (a) University regulations and policies regarding outcomes of the comprehensive post-tenure review process shall include recognition and compensation considerations and consequences for underperformance.
- (b) For each faculty member who receives a final performance rating of "exceeds expectations" or "meets expectations," the appropriate college dean, in consultation with the faculty member's department chair, shall recommend to the chief academic officer appropriate recognition and/or compensation in accordance with the faculty member's performance and university regulations and policies. The chief academic officer shall make the final determination regarding recognition and/or compensation.
- (c) For each faculty member who receives a final performance rating of "does not meet expectations," the appropriate college dean, in consultation with

the faculty member's department chair, shall propose a performance improvement plan to the chief academic officer.

1. The plan must include a deadline for the faculty member to achieve the requirements of the performance improvement plan. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan.
  2. The chief academic officer shall make final decisions regarding the requirements of each performance improvement plan.
  3. Each faculty member who fails to meet the requirements of a performance improvement plan by the established deadline shall receive a notice of termination from the chief academic officer.
- (d) Each faculty member who receives a final performance rating of "unsatisfactory" shall receive a notice of termination from the chief academic officer.
- (e) Final decisions regarding post-tenure review may be appealed under university regulations or collective bargaining agreements, as applicable to the employee. The arbitrator shall review a decision solely for the purpose of determining whether it violates a university regulation or the applicable collective bargaining agreement and may not consider claims based on equity or substitute the arbitrator's judgment for that of the university.

(6) Monitoring and Reporting

- (a) The chief academic officer shall report annually to the university president and board of trustees on the outcomes of the comprehensive post-tenure review process consistent with section 1012.91, Florida Statutes.
1. Beginning January 1, 2024, and continuing every three years thereafter, each university must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the university's board of trustees by July 1. The audit shall be performed by the university's chief audit executive or by an independent, third-party auditor ("auditor"), as determined by the chair of the university's board of trustees. The auditor must provide the university board of trustees with a report that includes the following.
    - a. The number of tenured faculty in each of the four performance rating categories as defined in (4)(f).
    - b. The university's response in cases of each category.
    - c. Findings of non-compliance with applicable state laws, Board of Governors' regulations, and university regulations and policies.
  2. Each university board of trustees shall consider the audit report at the next regularly scheduled board of trustees meeting after the report's publication date.
    - a. The chief academic officer or the auditor must present the audit report to the board of trustees. The board of trustees shall not adopt the report as a consent agenda item.

- b. If the audit report shows that a university is in compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, a copy of the adopted audit report shall be provided to the Board of Governors consistent with Regulation 1.001(6)(g).
- c. If the auditor finds that a university is out of compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, the auditor must present the report to the Board of Governors at its next regularly scheduled meeting.

(7) Following the effective date of this regulation, universities shall not enter into any collective bargaining agreement that conflicts with this regulation.

(8) Nothing in this regulation is intended to prevent a state university from instituting additional evaluation processes, criteria, or standards so long as they meet or exceed the requirements outlined in section 1001.706(6)(b), Florida Statutes, and this regulation.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.706(6)(b), Florida Statutes; New 03-29-23.

Select Year:  

## The 2023 Florida Statutes

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[Title XLVIII](#)[Chapter 1001](#)[View Entire Chapter](#)

EARLY LEARNING-20 EDUCATION CODE    EARLY LEARNING-20 GOVERNANCE

**1001.706    Powers and duties of the Board of Governors.—**

(1) GENERAL PROVISIONS.—For each constituent university, the Board of Governors, or the board's designee, shall be responsible for cost-effective policy decisions appropriate to the university's mission, the implementation and maintenance of high-quality education programs within law, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.

**(2) REGULATORY AUTHORITY.—**

(a) Pursuant to s. 7, Art. IX of the State Constitution, the Board of Governors has the authority to regulate the State University System and may adopt a regulation development procedure for the Board of Governors and the university boards of trustees to use in implementing their constitutional duties and responsibilities.

(b) The Board of Governors shall be subject to the provisions of chapter 120 when acting pursuant to statutory authority derived from the Legislature, except that the Board of Governors may adopt regulations if expressly authorized or required by law. Such regulations must be adopted pursuant to a development procedure that complies with paragraph (c). If the Board of Governors delegates a power or duty to a university board of trustees as the designee, the authority to adopt rules or regulations is included in the delegation. If the Board of Governors delegates a statutory power or duty to a university board of trustees, the university board of trustees shall be subject to the provisions of chapter 120 but may adopt regulations to the same extent as the Board of Governors under this subsection.

(c) The development procedure for regulations authorized or required by law must provide for notice to the public of, and an opportunity for public comment on, the proposed adoption, amendment, or repeal of a regulation; a process for a substantially affected person to challenge a statement of general applicability that has not been properly adopted as a regulation; a process for a substantially affected person to challenge an unlawful regulation; and a process for the adoption of and challenges to emergency regulations that are necessary to protect the public interest in the emergency. Judicial review shall be sought in the appellate district in which the headquarters of the Board of Governors is located or in which the main campus of the state university is located, as applicable. The regulation development procedure shall be published prominently on the websites of the Board of Governors and the state universities.

**(3) POWERS AND DUTIES RELATING TO ORGANIZATION AND OPERATION OF STATE UNIVERSITIES.—**

(a) The Board of Governors, or the board's designee, shall develop guidelines and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.

(b) The Board of Governors shall develop guidelines relating to divisions of sponsored research, pursuant to the provisions of s. [1004.22](#), to serve the function of administration and promotion of the programs of research.

(c) The Board of Governors shall prescribe conditions for direct-support organizations and university health services support organizations to be certified and to use university property and services. Conditions relating to certification must provide for audit review and oversight by the Board of Governors.

(d) The Board of Governors shall develop guidelines for supervising faculty practice plans for the academic health science centers.



(e) The Board of Governors shall ensure that students at state universities have access to general education courses as provided in the statewide articulation agreement, pursuant to s. [1007.23](#).

(f) The Board of Governors shall approve baccalaureate degree programs that require more than 120 semester credit hours of coursework prior to such programs being offered by a state university. At least half of the required coursework for any baccalaureate degree must be offered at the lower-division level, except in program areas approved by the Board of Governors.

(g) The Board of Governors, or the board's designee, shall adopt a written antihazing policy, appropriate penalties for violations of such policy, and a program for enforcing such policy.

(h) The Board of Governors, or the board's designee, may establish a uniform code of conduct and appropriate penalties for violations of its regulations by students and student organizations, including regulations governing student academic honesty. Such penalties, unless otherwise provided by law, may include reasonable fines, the withholding of diplomas or transcripts pending compliance with regulations or payment of fines, and the imposition of probation, suspension, or dismissal.

(i) The Board of Governors shall adopt regulations requiring universities to use purchasing agreements or state term contracts pursuant to s. [287.056](#) or enter into consortia and cooperative agreements to maximize the purchasing power for goods and services. A consortium or cooperative agreement may be statewide, regional, or a combination of institutions, as appropriate to achieve the lowest cost, with the goal of achieving a 5-percent savings on existing contract prices through the use of new cooperative arrangements or new consortium contracts.

(j) The Board of Governors shall develop and annually deliver a training program for members of each state university board of trustees that addresses the role of such boards in governing institutional resources and protecting the public interest. At a minimum, each trustee must participate in the training program within 1 year of appointment and reappointment to a university board of trustees. The program must include information on trustee responsibilities relating to all of the following:

1. Meeting the statutory, regulatory, and fiduciary obligations of the board.
2. Establishing internal process controls and accountability mechanisms for the institution's president and other administrative officers.
3. Oversight of planning, construction, maintenance, expansion, and renovation projects that impact the university's consolidated infrastructure, physical facilities, and natural environment, including its lands, improvements, and capital equipment.
4. Establishing policies that promote college affordability, including ensuring that the costs of university fees, textbooks, and instructional materials are minimized whenever possible.
5. Creation and implementation of institutionwide rules and regulations.
6. Institutional ethics and conflicts of interest.
7. Best practices for board governance.
8. Understanding current national and state issues in higher education.
9. Any other responsibilities the Board of Governors deems necessary or appropriate.

(4) POWERS AND DUTIES RELATING TO FINANCE.—

(a) The Board of Governors, or the board's designee, shall account for expenditures of all state, local, federal, and other funds. Such accounting systems shall have appropriate audit and internal controls in place that will enable the constituent universities to satisfactorily and timely perform all accounting and reporting functions required by state and federal law and rules.

(b) The Board of Governors shall prepare the legislative budget requests for the State University System, including a request for fixed capital outlay, and submit them to the State Board of Education for inclusion in the Early Learning-20 legislative budget request. The Board of Governors shall provide the state universities with fiscal policy guidelines, formats, and instruction for the development of individual university budget requests.

(c) The Board of Governors, or the board's designee, shall establish tuition and fees pursuant to ss. [1009.24](#) and [1009.26](#), unless otherwise provided in law.

(d) The Board of Governors, or the board's designee, is authorized to secure comprehensive general liability insurance pursuant to s. [1004.24](#).

(e) The Board of Governors may transfer unused appropriations from the Education/General Student and Other Fees Trust Fund, pursuant to s. [1011.4106\(2\)](#), between institutions.

(5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

(a) The Legislature intends that the Board of Governors shall align the missions of each constituent university with the academic success of its students; the existing and emerging economic development needs of the state; the national reputation of its faculty and its academic and research programs; the quantity of externally generated research, patents, and licenses; and the strategic and accountability plans required in paragraphs (b) and (c). The Board of Governors shall periodically review the mission of each constituent university and make updates or revisions as needed. Upon completion of a review of the mission, the board shall review existing academic programs for alignment with the mission. The board shall include in its review a directive to each constituent university regarding its programs for any curriculum that violates s. [1000.05](#) or that is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. The mission alignment and strategic plan must consider peer institutions at the constituent universities. The mission alignment and strategic plan must acknowledge that universities that have a national and international impact have the greatest capacity to promote the state's economic development through: new discoveries, patents, licenses, and technologies that generate state businesses of global importance; research achievements through external grants and contracts that are comparable to nationally recognized and ranked universities; the creation of a resource rich academic environment that attracts high-technology business and venture capital to the state; and this generation's finest minds focusing on solving the state's economic, social, environmental, and legal problems in the areas of life sciences, water, sustainability, energy, and health care. A nationally recognized and ranked university that has a global perspective and impact must be afforded the opportunity to enable and protect the university's competitiveness on the global stage in fair competition with other institutions of other states in the highest Carnegie Classification.

(b) The Board of Governors shall develop a strategic plan specifying goals and objectives for the State University System and each constituent university, including each university's contribution to overall system goals and objectives. The strategic plan must:

1. Include performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to, student admission requirements, retention, graduation, percentage of graduates who have attained employment, percentage of graduates enrolled in continued education, licensure passage, nondegree credential attainment, average wages of employed graduates, average cost per graduate, excess hours, student loan burden and default rates, faculty awards, total annual research expenditures, patents, licenses and royalties, intellectual property, startup companies, annual giving, endowments, and well-known, highly respected national rankings for institutional and program achievements.

2. Consider reports and recommendations of the Florida Talent Development Council under s. [1004.015](#) and the Articulation Coordinating Committee under s. [1007.01](#), and the information provided by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference.

3. Include student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.

4. Include criteria for designating baccalaureate degree and master's degree programs at specified universities as high-demand programs of emphasis. Once the criteria are available and applicable to baccalaureate degrees and graduate degrees, the Board of Governors shall adopt the criteria to determine value for and prioritization of degree credentials and degree programs established by the Credentials Review Committee under s. [445.004](#) for designating high-demand programs of emphasis. The Board of Governors must review designated programs of emphasis, at a minimum, every 3 years to ensure alignment with the prioritization of degree credentials and degree programs identified by the Credentials Review Committee.

5. Include criteria for nondegree credentials.

(c) The Board of Governors shall develop an accountability plan for the State University System and each constituent university. The accountability plan must address institutional and system achievement of goals and

objectives specified in the strategic plan adopted pursuant to paragraph (b) and must be submitted as part of its legislative budget request. Each university shall submit, as a component of the university's annual accountability plan:

1. Information on the effectiveness of its plan for improving 4-year graduation rates; and
2. The level of financial assistance provided to students pursuant to paragraph (h).

(d) The Board of Governors shall annually require a state university prior to registration to provide each enrolled student electronic access to the economic security report of employment and earning outcomes prepared by the Department of Economic Opportunity pursuant to s. [445.07](#). In addition, the Board of Governors shall require a state university to provide each student electronic access to the following information each year prior to registration using the data described in s. [1008.39](#):

1. The top 25 percent of degrees reported by the university in terms of highest full-time job placement and highest average annualized earnings in the year after earning the degree.
2. The bottom 10 percent of degrees reported by the university in terms of lowest full-time job placement and lowest average annualized earnings in the year after earning the degree.

(e) The Board of Governors shall maintain an effective information system to provide accurate, timely, and cost-effective information about each university. The board shall continue to collect and maintain, at a minimum, management information as such information existed on June 30, 2002. To ensure consistency, the Board of Governors shall define the data components and methodology used to implement ss. [1001.7065](#) and [1001.92](#). Each university shall conduct an annual audit to verify that the data submitted pursuant to ss. [1001.7065](#) and [1001.92](#) complies with the data definitions established by the board and submit the audits to the Board of Governors Office of Inspector General as part of the annual certification process required by the Board of Governors.

(f) If the Board of Governors of the State University System determines that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement within the state university, the Office of the Inspector General shall investigate the allegations.

(g) The Board of Governors may consider waiving its regulations and may waive or modify the tuition differential use requirements under s. [1009.24\(16\)\(a\)](#). If not currently authorized, the Board of Governors may request authority from the Legislature to waive or modify specific statutory requirements, including percentages and dollar amount limitations in s. [1009.24](#), in order to reduce barriers and support the attainment of goals identified in institutional plans, as necessary for advancing system priorities and unique institutional priorities. Regulatory flexibilities authorized and statutory flexibilities authorized or requested by the Board of Governors pursuant to this paragraph must be included in the accountability plan prepared and submitted pursuant to paragraph (c).

(h) By June 1, 2018, each university board of trustees shall submit a comprehensive proposal to improve undergraduate 4-year graduation rates to the Board of Governors for implementation beginning in the fall 2018 academic semester. The proposal must:

1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.
2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.
3. Include assurances that there will be no increased cost to students.

(i) The Board of Governors shall match individual student information with information in the files of state and federal agencies that maintain educational and employment records. The board must enter into an agreement with the Department of Economic Opportunity that allows access to the individual reemployment assistance wage records maintained by the department. The agreement must protect individual privacy and provide that student information may be used only for the purposes of auditing or evaluating higher education programs offered by state universities.

(6) POWERS AND DUTIES RELATING TO PERSONNEL.—

(a) The Board of Governors, or the board's designee, shall establish the personnel program for all employees of a state university. The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected.

(b) The Board of Governors shall adopt a regulation requiring each tenured state university faculty member to undergo a comprehensive post-tenure review every 5 years. The board may include other considerations in the regulation, but the regulation must address:

1. Accomplishments and productivity;
2. Assigned duties in research, teaching, and service;
3. Performance metrics, evaluations, and ratings; and
4. Recognition and compensation considerations, as well as improvement plans and consequences for underperformance.

(c) The Department of Management Services shall retain authority over state university employees for programs established in ss. [110.123](#), [110.1232](#), [110.1234](#), [110.1238](#), and [110.161](#) and in chapters 121, 122, and 238. Unless specifically authorized by law, neither the Board of Governors nor a state university may offer group insurance programs for employees as a substitute for or as an alternative to the health insurance programs offered pursuant to chapter 110.

(d) Except as otherwise provided by law, university employees are public employees for purposes of chapter 112 and any payment for travel and per diem expenses shall not exceed the level specified in s. [112.061](#).

(e) Each contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, containing a provision for severance pay with an officer, agent, employee, or contractor must include the provisions required in s. [215.425](#).

(7) POWERS AND DUTIES RELATING TO PROPERTY.—

(a) The Board of Governors shall develop guidelines for university boards of trustees relating to the acquisition of real and personal property and the sale and disposal thereof and the approval and execution of contracts for the purchase, sale, lease, license, or acquisition of commodities, goods, equipment, contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price. Title to all real property acquired before January 7, 2003, and to all real property acquired with funds appropriated by the Legislature shall be vested in the Board of Trustees of the Internal Improvement Trust Fund and shall be transferred and conveyed by it.

1. No later than October 1, 2023, the Board of Governors shall develop regulations for university boards of trustees relating to the procedures for contracting for professional services as defined in s. [287.055](#) and for the construction of new facilities or for the remodeling, renovation, or maintenance of or additions or repairs to existing facilities. The regulations must include, but are not limited to, competitive bids, design-build, and selection of a construction management entity. Contracts executed, extended, or amended on or before September 30, 2023, must comply with the requirements of s. [287.055](#).

2. Notwithstanding this subsection, any acquisition pursuant to this paragraph is subject to s. [1010.62](#).

(b) The Board of Governors shall develop guidelines for university boards of trustees relating to the use, maintenance, protection, and control of university-owned or university-controlled buildings and grounds, property and equipment, name, trademarks and other proprietary marks, and the financial and other resources of the university. Such authority may include placing restrictions on activities and on access to facilities, firearms, food, tobacco, alcoholic beverages, distribution of printed materials, commercial solicitation, animals, and sound. The authority provided the board of trustees in this subsection includes the prioritization of the use of space, property, equipment, and resources and the imposition of charges for those items.

(c) The Board of Governors, or the board's designee, shall administer a program for the maintenance and construction of facilities pursuant to chapter 1013.

(d) The Board of Governors, or the board's designee, shall ensure compliance with the provisions of s. [287.09451](#) for all procurement and ss. [255.101](#) and [255.102](#) for construction contracts, and rules adopted pursuant thereto, relating to the utilization of minority business enterprises, except that procurements costing less than the amount provided for in CATEGORY FIVE as provided in s. [287.017](#) shall not be subject to s. [287.09451](#).

(e) Notwithstanding the provisions of s. [253.025](#) but subject to the provisions of s. [1010.62](#), the Board of Governors, or the board's designee, may, with the consent of the Board of Trustees of the Internal Improvement

Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.

1. The Board of Governors, or the board's designee, may secure appraisals and surveys. The Board of Governors, or the board's designee, shall comply with the rules of the Board of Trustees of the Internal Improvement Trust Fund in securing appraisals. Whenever the Board of Governors, or the board's designee, finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.

2. The Board of Governors, or the board's designee, may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the Board of Governors, or the board's designee, or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the Board of Governors or the board's designee.

3. This paragraph is not intended to abrogate in any manner the authority delegated to the Board of Trustees of the Internal Improvement Trust Fund or the Division of State Lands to approve a contract for purchase of state lands or to require policies and procedures to obtain clear legal title to parcels purchased for state purposes. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired with funds appropriated by the Legislature shall vest in the Board of Trustees of the Internal Improvement Trust Fund.

(f) The Board of Governors, or the board's designee, shall prepare and adopt a campus master plan pursuant to s. [1013.30](#).

(g) The Board of Governors, or the board's designee, shall prepare, adopt, and execute a campus development agreement pursuant to s. [1013.30](#).

(h) Notwithstanding the provisions of s. [216.351](#), the Board of Governors, or the board's designee, may authorize the rent or lease of parking facilities provided that such facilities are funded through parking fees or parking fines imposed by a university. The Board of Governors, or the board's designee, may authorize a university board of trustees to charge fees for parking at such rented or leased parking facilities.

(8) COMPLIANCE WITH LAWS, RULES, REGULATIONS, AND REQUIREMENTS.—The Board of Governors has responsibility for compliance with state and federal laws, rules, regulations, and requirements.

(9) COOPERATION WITH OTHER BOARDS.—The Board of Governors shall implement a plan for working on a regular basis with the State Board of Education, the Commission for Independent Education, the Florida Talent Development Council, the Articulation Coordinating Committee, the university boards of trustees, representatives of the Florida College System institution boards of trustees, representatives of the private colleges and universities, and representatives of the district school boards to achieve a seamless education system.

(10) PROHIBITION.—The Board of Governors is prohibited from assessing any fee on state universities, unless specifically authorized by law.

(11) AUTHORIZATION TO REVOKE OR MODIFY.—The Board of Governors may revoke or modify the scope of any power or duty it has delegated.

(12) PUBLIC EDUCATION CAPITAL OUTLAY.—The Board of Governors shall submit the prioritized list as required by s. [1013.64](#)(4). Projects considered for prioritization shall be chosen from a preliminary selection group which shall include the list of projects maintained pursuant to paragraph (d) and the top two priorities of each state university.

(a) The board shall develop a points-based prioritization method to rank projects for consideration from the preliminary selection group that awards points for the degree to which a project meets specific criteria compared to other projects in the preliminary selection group. The board shall consider criteria that evaluates the degree to which:

1. The project was funded previously by the Legislature and the amount of funds needed for completion constitute a relatively low percentage of total project costs;

2. The project represents a building maintenance project or the repair of utility infrastructure which is necessary to preserve a safe environment for students and staff, or a project that is necessary to maintain the



operation of a university site, and for which the university can demonstrate that it has no funds available to complete the project from the sources designated in s. [1011.45](#);

3. The project addresses the greatest current year need for space as indicated by increased instructional or research capacity that enhances educational opportunities for the greatest number of students or the university's research mission;

4. The project reflects a ranked priority of the submitting university;

5. The project represents the most practical and cost-effective replacement or renovation of an existing building; or

6. For a new construction, remodeling, or renovation project that has not received a prior appropriation, the project has received, or has commitments to receive, funding from sources other than a project-specific state appropriation to assist with completion of the project; the project is needed to preserve the safety of persons using the facility; the project is consistent with a strategic legislative or board initiative; or the institution has allocated funding equal to a percentage of the total project cost. The percentage shall be no less than:

a. Six percent for preeminent universities;

b. Four percent for emerging preeminent universities; and

c. Two percent for state universities that are neither a preeminent or emerging preeminent university.

(b) The project scoring the highest for each criterion shall be awarded the maximum points in the range of points within the points scale developed by the board. The board shall weight the value of criteria such that the maximum points awarded for each criterion represent a percent of the total of maximum points. However, the board may not weight any criterion higher than the criterion established in subparagraph (a)3.

(c) A new construction, remodeling, or renovation project that has not received an appropriation in a previous year shall not be considered for inclusion on the prioritized list required by s. [1013.64\(4\)](#), unless:

1. A plan is provided to reserve funds in an escrow account, specific to the project, into which shall be deposited each year an amount of funds equal to 1 percent of the total value of the building for future maintenance;

2. There exists sufficient capacity within the cash and bonding estimate of funds by the Revenue Estimating Conference to accommodate the project within the 3-year Public Education Capital Outlay funding cycle; and

3. The project has been recommended pursuant to s. [1013.31](#).

(d) The board shall continually maintain a list of all public education capital outlay projects for which state funds were previously appropriated which have not been completed. The list shall include an estimate of the amount of state funding needed for the completion of each project.

(e) The board shall review its space need calculation methodology developed pursuant to s. [1013.31](#) to incorporate improvements, efficiencies, or changes. Recommendations shall be submitted to the chairs of the House of Representatives and Senate appropriations committees by October 31, 2019, and every 3 years thereafter.

(13) INTELLECTUAL FREEDOM AND VIEWPOINT DIVERSITY ASSESSMENT.—

(a) For the purposes of this subsection, the term:

1. "Intellectual freedom and viewpoint diversity" means the exposure of students, faculty, and staff to, and the encouragement of their exploration of, a variety of ideological and political perspectives.

2. "Shield" means to limit students', faculty members', or staff members' access to, or observation of, ideas and opinions that they may find uncomfortable, unwelcome, disagreeable, or offensive.

(b) The Board of Governors shall require each state university to conduct an annual assessment of the intellectual freedom and viewpoint diversity at that institution. The Board of Governors shall select or create an objective, nonpartisan, and statistically valid survey to be used by each state university which considers the extent to which competing ideas and perspectives are presented and members of the university community, including students, faculty, and staff, feel free to express their beliefs and viewpoints on campus and in the classroom. The Board of Governors shall annually compile and publish the assessments by December 31 of each year, beginning on December 31, 2024.

(c) The Board of Governors may not shield students, faculty, or staff at state universities from free speech protected under the First Amendment to the United States Constitution, Art. I of the State Constitution, or s.

1004.97.

**History.**—s. 76, ch. 2007-217; s. 3, ch. 2009-60; s. 1, ch. 2009-213; s. 11, ch. 2010-78; s. 24, ch. 2011-5; s. 5, ch. 2012-134; s. 5, ch. 2012-195; s. 45, ch. 2013-27; s. 2, ch. 2018-4; s. 4, ch. 2019-103; s. 11, ch. 2019-119; s. 29, ch. 2021-10; s. 2, ch. 2021-159; s. 18, ch. 2021-164; s. 1, ch. 2022-70; s. 17, ch. 2023-81; s. 1, ch. 2023-82; s. 2, ch. 2023-83; s. 1, ch. 2023-95.

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**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Honorary Degree Nomination**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees endorse David Grutman as a recipient of a doctor of laws *honoris causa* from Florida International University.

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**Background Information:**

The nomination was recommended by the Faculty Senate on Tuesday, June 13, 2023.

The nominee was approved by the University President and Provost to receive an honorary degree at Commencement.

Florida Board of Governors Regulation 3.004, Honorary Degrees, provides that each university board of trustees shall establish policies and procedures for recommending candidates for honorary degrees.

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**Supporting Documentation:**

Bio for David Grutman

Nomination letter for David Grutman

Recommendation memo from the Faculty Senate Honorary Degree and Awards Committee

**Facilitator/Presenter:**

Elizabeth M. Bejar



# ABOUT DAVID GRUTMAN



David Grutman is a globally renowned innovator and entrepreneur in the hospitality field. He is known for creating immersive experiential venues with distinct atmospheres, infusing high energy transportive luxury across a one-of-a-kind portfolio of restaurants, hotels, bars, and nightclubs.

Swan, The Key Club, Papi Steak and Strawberry Moon. Its nightlife ventures include LIV at Fontainebleau and Story. Grutman also spearheaded the conception and execution of The Goodtime Hotel. Komodo Dallas, now open in the Texan city's Epic Development neighborhood, is Groot's first property outside of Florida. Future openings include multiple new national and international venues, spanning from Las Vegas to Doha, Qatar. Somewhere Else will be Grutman and Groot's first resort, arriving in 2024 on Atlantis Paradise Island, The Bahamas.

These venues are individually influential, yet it's their combined contribution to the region's overall hospitality roster that places them on the leading edge: Miami and Miami Beach have long been known for their extensive food, beverage, and hotel offerings, but Grutman has helped to usher in a new paradigm. He has reestablished the Miami area as a contemporary hotspot by imagining dining, hospitality and nightlife through a lens of lavish design, in-demand talent, a frisson of celebrity, social media moments, and, most importantly, escapist fun. Recognizing the global appeal of this formula, Grutman is expanding his vision. First, he ventured to Texas with an extension of the Komodo brand. In the near to mid future, openings will occur across North America, the Middle East and the Caribbean.

In 2008, Grutman opened the nightclub LIV at Fontainebleau after garnering wide acclaim for his prior work in founding the Miami Marketing Group (which specialized in seamlessly merging the fields of nightlife and entertainment). The Fontainebleau had just undergone an extensive renovation by the Soffer family, and it needed an anchor after-hours attraction. Immediately, LIV garnered worldwide buzz and a celebrity clientele, which it has continued to sustain over the past decade. LIV is especially beloved for its Sunday night party, which attracts world-famous athletes celebrating their championship wins, musicians' release parties, and movie stars whenever they're in town. The 18,000 square foot venue is one of the highest grossing nightclubs in the United States.

Following the success of LIV, Grutman opened another Miami Beach nightclub, Story, in 2013.

In 2015, he entered the dining space with the launch of Komodo, a 300-seat, ultra-popular restaurant located in Miami's Brickell neighborhood. With his increasingly proven track record, Grutman then partnered with The Smile (out of New York City) to create OTL, a neighborhood café in Miami's ascendant Design District.

Grutman solidified his leading position within the hospitality business with what came next: the opening of Swan and Bar Bevy, also in the Design District, for which he partnered with the multi-tenate talent Pharrell Williams. Swan has become a top-tier contender in the region's

In 2021, he and Pharrell Williams partnered once again on a new endeavor: The Goodtime Hotel, which marked Grutman's first enterprise in the hotel industry. The 266-room Goodtime, which opened in April 2021, is also home to Strawberry Moon, a restaurant and pool club that promises a tropical trinity of exceptional food, exceptional drink and an exceptional time. Grutman and Williams' next venture is called Somewhere Else, a resort opening in 2024 on Atlantis Paradise Island in The Bahamas.

In 2022, Grutman launched the Japanese-inspired steakhouse Gekkō in partnership with the recording artist and actor Bad Bunny. The Brickell-based venue serves elevated steak cuts, inventive sushi rolls and bespoke cocktails, and it opened to enormous fanfare (drawing the likes of not only Bad Bunny, but also the Beckham family, Joe Jonas and Sophie Turner, and many more).

In 2023, Grutman grew Groot Hospitality beyond Florida's borders, with the opening of Komodo Dallas in Texas.

Grutman and Groot Hospitality are working on a number of additional new projects slated to open from 2023 onward.

Outside of hospitality, Grutman also pursues additional business and personal interests. He is the creative director and co-owner of Prince, the athletics and lifestyle company. Additionally, Grutman teaches a guest class at Florida International University called "The Dave Grutman Experience." The seminar focuses on what it takes to conceptualize and create a leading hospitality platform. He has also guest lectured at the prestigious School of Hotel Administration at Cornell University, the University of Miami, and Harvard Business School.

Grutman is an avid tennis player, hitting the courts seven days a week. He is also passionate about fitness, and enjoys vacationing with his wife, Isabela, and two daughters

Kaia and Vida, at their residence at the Amanyara in Turks & Caicos or in Isabela's home country of Brazil. He and his family live in Downtown Miami.

305 514 7101

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1000 MERIDIAN AVE #1000, MIAMI BEACH, FL 33139

PRIVACY POLICY

DATE: Nov 1, 2022  
TO: Florida International University Honorary Degree and Awards Committee  
FROM: Michael Cheng, PhD. CHE, Dean  
SUBJECT: Recommendation of Mr. David Grutman as recipient of doctoral degree *honoris causa*

David Grutman is the President of Groot Hospitality, a leader in the hospitality/lifestyle field based in Miami Beach, Florida. He is also a courtesy professor at the Chaplin School of Hospitality & Tourism Management since 2019 and has been teaching his eponymous HFT 4932 The David Grutman Experience class, focusing on entrepreneurship. Grutman is the embodiment of a self-made business icon and venture capitalist who has spent significant personal time and his own resources at the Chaplin School teaching hundreds of students with career aspirations involving restaurant and hotel/lifestyle management. He has committed his entire corporate staff to support and hire our FIU students. Grutman and his team have served as guest speakers, operational hosts and career placement guides offering our students opportunities in operations, marketing, and all other hospitality related segments.

Grutman's success started when he opened the famed nightclub LIV at Fontainebleau, followed by his first restaurant venture, Komodo, which led to a string of new restaurants and hotels, including Story, Swan, The Key Club, Papi's Steak, Gekko, Strawberry Moon, and Goodtime Hotel. Under his leadership, Groot Hospitality will be opening 29 new locations and new concepts across the USA and internationally over the next three years, including a resort, Somewhere Else on Atlantis Paradise Island in the Bahamas. Grutman has been recognized by various national press and media, including being featured on the covers of GQ Hype and Ocean Drive, and highlighted in Architectural Digest, Vogue, Celeb Magazine, White Wall, Daily Front Row, Page Six, Complex News, Hola, Fashion Bomb, Forbes, Hotel-Online, Hospitality Design, and so on. Needless to say, Grutman has been recognized nationally and internationally for his work across the State of Florida and beyond.

Grutman is a tireless innovator and entrepreneur with an incredible vision and eye for detail. His gregarious yet hospitable nature is a force of its own and he has re-cemented Miami as *the* hotspot by reimagining dining, hospitality and nightlife through a lens of lavish design, in-demand talent, celebrities, and social media moments. His commitment to FIU and to the Chaplin School specifically, can be seen by the slew of national and international press that the School receives whenever Grutman teaches his class, The David Grutman Experience.

The lessons that he presents to our students are not simply about business acumen, but also about our responsibility as future business leaders to give back to the community and industry. For example, during this time of Covid, which has destroyed much of our industry, Grutman has been a major contributor and fundraiser for those in the industry hardest hit by the pandemic. This was during a time when his own businesses were also heavily impacted.

Integrity, authenticity, and a real desire to help FIU students succeed in our industry are but a few of the reasons Grutman is deserving of a doctoral degree *honoris causa* from Florida International University.

He has chosen FIU as his "home school" despite being courted by universities around the nation. He is already an industry icon and a degree from FIU helps cement our relationship with someone who will be an industry visionary for years to come.

It is truly an honor to recommend David Grutman for this degree as he has proven over the years his commitment to FIU, Chaplin School and our students. One only needs to see the heartfelt feedback pertaining to his courses to understand the impact he has on our students. There is no one single individual who has impacted as many FIU students as strongly as he has in the short time that he has taught for us, without expectation of compensation or recognition. David Grutman has truly positively enhanced the academic vitality of FIU and is very deserving of being conferred a doctoral degree *honoris causa*.

Please feel free to contact me with any questions about this outstanding degree candidate and selfless contributor to our industry and school.

Sincerely,



Michael Cheng, PhD

Dean

Chaplin School of Hospitality & Tourism Management



## Chaplin School of Hospitality and Tourism Management

DATE: May 1, 2023

TO: Dr. Deanne Butchey, Chair, FIU Faculty Senate

FROM: Steven Moll, Chair, Honorary Degrees and Awards Committee

SUBJECT: Nomination of Mr. David Grutman for an honorary degree at FIU

Dear Dr. Butchey:

The Honorary Degree and Awards committee met on February 10, 2023, to evaluate the portfolio of Mr. David Grutman for the award of an honorary degree at FIU. After deliberation, the committee unanimously agreed that Mr. Grutman is a deserving candidate for this award and recommended that FIU award him the honorary degree. Mr. Grutman has exhibited exemplary characteristics in Entrepreneurship, Service, and Civic Engagement. His career spans more than 25 years. He has exhibited dignity, integrity, and an extraordinary work ethic throughout his career. In the paragraphs that follow, we provide you a brief summary of Mr. Grutman's credentials.

David Grutman is the President of Groot Hospitality, a leader in the hospitality/lifestyle field based in Miami Beach, Florida. He is also a courtesy professor at the Chaplin School of Hospitality & Tourism Management since 2019 and has been teaching his eponymous HFT 4932 The David Grutman Experience class, focusing on entrepreneurship. Grutman is the embodiment of a self-made business icon and venture capitalist who has spent significant personal time and his own resources at the Chaplin School teaching hundreds of students with career aspirations involving restaurant and hotel/lifestyle management. He has committed his entire corporate staff to support and hire our FIU students. Mr. Grutman and his team have served as guest speakers, operational hosts and career placement guides offering our students opportunities in operations, marketing, and all other hospitality related segments.

**Chaplin School of Hospitality and Tourism Management**

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## Chaplin School of Hospitality and Tourism Management

Grutman's success started when he opened the famed nightclub LIV at Fontainebleau, followed by his first restaurant venture, Komodo, which led to a string of new restaurants and hotels, including Story, Swan, The Key Club, Papi's Steak, Gekko, Strawberry Moon, and Goodtime Hotel. Under his leadership, Groot Hospitality will be opening 29 new locations and new concepts across the USA and internationally over the next three years, including a resort, Somewhere Else on Atlantis Paradise Island in the Bahamas. David Grutman has been recognized by various national press and media, including being featured on the covers of GQ Hype and Ocean Drive, and highlighted in Architectural Digest, Vogue, Celeb Magazine, White Wall, Daily Front Row, Page Six, Complex News, Hola, Fashion Bomb, Forbes, Hotel- Online, Hospitality Design, and so on. Needless to say, Mr. Grutman has been recognized nationally and internationally for his work across the State of Florida and beyond.

David Grutman is a tireless innovator and entrepreneur with an incredible vision and eye for detail. His gregarious yet hospitable nature is a force of its own and he has re-cemented Miami as *the* hotspot by reimagining dining, hospitality and nightlife through a lens of lavish design, in-demand talent, celebrities, and social media moments. His commitment to FIU and to the Chaplin School specifically may be seen by the multitude of national and international press imprints that the School receives whenever Grutman teaches his class, The David Grutman Experience.

The lessons that he presents to our students are not simply about business acumen, but also about our responsibility as future business leaders to give back to the community and industry. For example, during this time of Covid, which has decimated much of the hospitality industry, Grutman has been a major contributor and fundraiser for those in the industry hardest hit by the pandemic. This was during a time when his own businesses were also heavily impacted.

Integrity, authenticity, and a real desire to help FIU students succeed in our industry are but a few of the reasons Grutman is deserving of a doctoral degree *honoris causa* from Florida International University. Despite being courted by universities around the nation, Mr. Grutman has chosen FIU as his "home school."

### Chaplin School of Hospitality and Tourism Management

3000 N.E. 151<sup>st</sup> Street, HM 352 • North Miami, Florida 33181-3605 • Tel: 305-919-4502 • Fax: 305-919-4555 • [www.fiu.edu](http://www.fiu.edu)

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**FIU****FLORIDA  
INTERNATIONAL  
UNIVERSITY**

## **Chaplin School of Hospitality and Tourism Management**

We have attached a zip file with all of the documentation supporting the nomination of Mr. Grutman for this honorary degree. This includes the letter of nomination from Dr. Michael Cheng, Dean, Chaplin School of Hospitality and Tourism Management at FIU as well as more than 110 letter of support from his past students.

**Chaplin School of Hospitality and Tourism Management**

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Florida International University Institutes and Centers Annual Report**

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**Proposed Committee Action:**

Recommend to the Florida International University Board of Trustees approval of Florida International University's Institutes and Centers Annual Report.

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**Background Information:**

Pursuant to the Florida Board of Governors Regulation 10.015, Institutes and Centers, each university board of trustees shall adopt policies for establishing, operating, evaluating, reviewing, and disbanding institutes and centers in the State University System. A copy of the university institute and center policies shall be on file in the Office of Academic and Student Affairs in the Board of Governors office.

In order to ensure that institutes and centers implemented within the State University System are of the highest quality, enhance existing university activities, and are aligned with the goals of the Board of Governors, expenditure information for the prior fiscal year shall be provided to the Board of Governors' office. The instructions and reporting templates for these annual requests will be determined by the Chancellor. Annual reports must be approved by the board of trustees of the host university prior to submission to the Board of Governors' office.

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**Supporting Documentation:** Florida International University Institutes and Centers Annual Report

**Facilitator/Presenter:** Elizabeth M. Bejar  
Andres G. Gil

I&C Information				Expenditure Information (Fiscal Year 2022-2023)						Staff/Faculty (FY 2022-2023)	Evaluation Information			
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	5A. Center Status (BOG)	5B. Center Status (Institution)	6.Total FY 2022-23 Expenditures	7. Expenditures: State & E&G	8. Expenditures: Contracts & Grants	9. Expenditures: Fees for Service	10. Expenditures: Private and Trust Funds	11. Staff / Faculty FTE	12. Year of Most Recent Evaluation	13. Year of Prior Evaluation	14. Rational for Missing Evaluations
Florida International University	University	80.0100	Kimberly Green Latin American and Caribbean Center	Active	Active	2,109,379	1,070,661	876,210	43,908	118,600	7.67	2023	2016	
Florida International University	University	80.0105	Cuban Research Institute (CRI)	Active	Active	597,832	565,268	19,934	107	12,524	4.10	2023	2016	
Florida International University	University	80.0130	Center for Women's and Gender Studies	Active	Active	1,991,697	486,553	1,459,460	465	45,219	13.04	2023	2016	
Florida International University	University	80.0170	Jack D. Gordon Institute for Public Policy	Active	Active	5,006,039	421,388	3,645,394	302,010	637,246	13.53	2017	2012	
Florida International University	University	80.0230	Center for the Administration of Justice	Active	Active	358,386	190,045	147,666	-	20,675	2.05	2023	2016	
Florida International University	University	80.0250	English Language Institute	Active	Active	1,432,747	-	-	1,432,747	-	10.38	2017	2012	
Florida International University	University	80.0260	High Performance Data Research Center	Active	Active	609,921	221,682	330,695	29,980	27,565	1.44	2017	2011	
Florida International University	University	80.0370	FIU Applied Research Center	Active	Active	8,351,929	-	7,482,777	-	869,153	29.44	2022	2015	
Florida International University	University	80.0390	Lehman Center for Transportation Research	Active	Active	1,410,110	-	1,362,702	-	47,408	3.85	2022	2021	
Florida International University	University	80.0400	Engineering Manufacturing Center	Active	Active	132,517	121,581	-	10,936	-	1.04	2022	2015	
Florida International University	University	80.0430	International Forensic Research Institute	Active	Active	1,456,098	293,368	621,670	535,545	5,515	5.74	2018	2013	
Florida International University	University	80.0450	Cyber Infrastructure Education and Research for Trust and Assurance	Active	Active	294,956	-	294,956	-	-	0.10	2022	2021	
Florida International University	University	80.0520	Center for Advanced Technology and Education	Active	Active	27,613	-	7,556	-	20,057	0.33	2022	2015	
Florida International University	University	80.0570	Telecommunications and Information Technology Institute	Active	Active	460,816	-	460,816	-	-	0.52	2022	2015	
Florida International University	University	80.0580	Center for Diversity in Engineering and Computing	Active	Active	1,376,785	615,972	676,499	77,530	6,785	5.72	2022	2015	
Florida International University	University	80.0610	Center for Internet Augmented Research and Assessment	Active	Active	5,881,832	-	4,645,240	-	1,236,592	14.73	2023	2016	
Florida International University	University	80.0640	Metropolitan Center	Active	Active	1,376,260	364,058	949,210	-	925	6.54	2018	2013	
Florida International University	University	80.0660	Center for Leadership	Active	Active	1,576,415	453,076	-	814,982	308,357	7.44	2018	2013	
Florida International University	University	80.0670	Center for Research on U.S. Latino HIV/AIDS and Drug Abuse (CRUSADA)	Active	Active	2,639,687	-	2,387,875	-	251,812	11.02	2022	2020	
Florida International University	University	80.0690	Institute of Neuroimmune Pharmacology	Active	Active	2,951,081	815,537	2,034,441	-	101,103	13.01	2018	2013	
Florida International University	University	80.0710	Center for the Humanities in an Urban Environment	Active	Active	182,575	175,211	-	-	6,900	1.25	2023	2016	
Florida International University	University	80.0720	STEM Transformation Institute	Active	Active	5,485,169	2,878,031	2,529,968	464	77,171	21.26	2017	NA	created in 2013
Florida International University	University	80.0730	Center for Children and Families	Active	Active	20,687,848	2,564,499	17,195,604	60,280	867,465	86.05	2017	2012	
Florida International University	University	80.0740	Florida International University Extreme Events Institute (FIU-EEI)	Active	Active	2,843,820	-	2,466,775	-	377,046	11.36	2017	NA	created in 2013
Florida International University	University	80.0750	Biomolecular Sciences Institute	Active	Active	4,387,062	-	4,247,262	-	139,800	13.44	2018	NA	created 2014
Florida International University	University	80.0760	International Center for Tropical Botany	Active	Active	366,219	-	-	-	366,219	-	2022	2021	
Florida International University	University	80.0770	Institute of Environment	Active	Active	28,862,684	3,202,486	23,261,872	1,743,819	654,506	121.21	2022	2021	
Florida International University	University	80.0780	FIU Community-Based Research Institute	Active	Active	4,839,028	14,037	4,679,800	-	145,190	16.97	2022	NA	created in 2015
Florida International University	University	80.809	Florida-Caribbean Institute	Active	Active	-	-	-	-	-	-	2023	2016	
Florida International University	University	80.8100	Florida-Mexico Institute	Active	Active	-	-	-	-	-	-	2023	2016	
Florida International University	University	80.9130	Center for Labor Research and Studies	Active	Active	897,166	-	-	897,166	-	2.04	2023	2016	
Florida International University	University	1	FIU Embrace Center for Advancing Inclusive Communities	Active	Active	3,043,191	2,014,590	-	786,958	241,643	15.53	NA	NA	created in 2022
Florida International University	University	80.9150	International Hurricane Research Center	Active	Active	NA	NA	NA	NA	NA	NA	NA	NA	Duplicative with COE for Hurricane Damage Mitigation and Product Development (row 194). This is the same entity/Activity reported under 99.9999 COE for Hurricane Damage Mitigation and Product Development
Florida International University	CoExcellenc	99.9999	COE for Hurricane Damage Mitigation and Product Development	Active	Active	7,342,937	595,797	5,951,713	397,573	397,854	17.32	2017	2013	

1) BOG Center Code for FIU Embrace not yet assigned

**INSTITUTE & CENTERS (I & C) ANNUAL REPORTING DATA REQUEST TEMPLATE**  
*Please Provide the Information Requested for each Center of Excellence*

1. Institution Name	2. Center Type	3. Center Code	4. Center Name	5. Established Year	6. Cumulative Total State Funds Received	7. Cumulative Total Non-State Funds Received	8. Fiscal Year State Funds Received	9. Fiscal Year Non-State Funds Received
Florida International University	CoExcellence	99.9999	COE for Hurricane Damage Mitigation and Product Development	2008	14,595,738	57,649,936	595,797	6,747,140

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
 September 14, 2023

**Subject: Florida International University Institutes and Centers 2023 Evaluations and Evaluation Summary**

**Proposed Committee Action:**

Recommend to The Florida International University Board of Trustees approval of Florida International University’s Institutes and Centers 2023 Evaluations and Evaluation Summary.

**Background Information:**

Pursuant to the Florida Board of Governors Regulation 10.015, Institutes and Centers, each university board of trustees shall adopt policies for establishing, operating, evaluating, reviewing, and disbanding institutes and centers in the State University System. A copy of the university institute and center policies shall be on file in the Office of Academic and Student Affairs in the Board of Governors office.

In order to ensure that institutes and centers implemented within the State University System are of the highest quality, enhance existing university activities, and are aligned with the goals of the Board of Governors, all university centers and institutes shall be reviewed on a seven-year cycle. The review cycle can be accelerated in periods of fiscal exigency or as indicated by a previous review of a center/institute or as requested by the Provost or Senior Vice President for Research.

Upon completion, a summary of the evaluation/review will be submitted to the FIU Board of Trustees certifying that the evaluation/review contained all the required components using a template provided by the SUS Chancellor. A copy of the summary must be submitted to the Florida Board of Governors’ office within thirty (30) days after the FIU Board of Trustees’ review.

**Supporting Documentation:** Florida International University 2023 Institutes and Centers Evaluations

Florida International University 2023 Institutes and Centers Evaluation Summary

**Facilitator/Presenter:** Elizabeth M. Bejar  
 Andres G. Gil

2023  
Institutes & Centers Annual Report  
FLORIDA  
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## TABLE OF CONTENTS

INTRODUCTION.....	3
STRATEGY .....	3
University Mission Statement .....	3
INSTITUTES & CENTERS (I&Cs).....	3
Annual Assessments.....	3
Evaluations.....	3
2023 EVALUATIONS.....	4
80.0100—Kimberly Green Latin American and Caribbean Center (LACC).....	4
80.0105—Cuban Research Institute (CRI).....	5
80.0130—Center for Women’s and Gender Studies (CWGS).....	6
80.0230—Center for the Administration of Justice (CAJ).....	8
80.0610—Center of Internet Augmented Research and Assessment (CIARA).....	10
80.0710—Center for the Humanities in an Urban Environment (CHUE).....	11
80.8090—Florida-Caribbean Institute (FCI).....	12
80.8100—Florida-Mexico Institute (FMI).....	13
80.9130—Center for Labor Research and Studies (CLRS).....	14
DEFINITIONS .....	17



## INTRODUCTION

The Academic and Student Affairs (ASA) unit in the Board of Governors Office provides support and oversight to the twelve institutions in the State University System (SUS) to offer high-quality academic programs and related support services to prepare students for success in the global community and marketplace. ASA provides leadership and coordination via collaborative data collection, research, analysis, policy development, and strategic planning for academic, student, research, and economic development issues that affect the SUS. Additionally, ASA is responsible for providing an official inventory of approved State University System Institutes and Centers, in accordance with Board of Governors Regulation 10.015. Per Board Regulation 10.015, all state of Florida institutes and centers shall be reviewed at least every five years, and all university institutes and centers (I&C) shall be reviewed at least every seven years.

## STRATEGY

### University Mission Statement

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

## INSTITUTES & CENTERS (I&Cs)

### Annual Assessments

Annual assessments shall be provided to the University Provost. The annual assessment should define the center's/institute's objectives (matching one of the three areas of the mission: teaching, research, or collaborative engagement) assessment methods, and results, along with improvement-based improvement strategies. In addition, annually financial summaries will be submitted by the Office of Research and Economic Development to the University Board of Trustees for approval prior to submission to the Florida Board of Governors by established due dates.

### Evaluations

At a minimum, all evaluations/reviews shall include the following:

1. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, FIU's mission, and the current Board of Governor's Strategic Plan;
2. An assessment of the return on investment of state dollars, if applicable;
3. The need for continuation of the institute or center;
4. Possible changes in mission or organizational structure;
5. Budget reduction or expansion;
6. Recommendations for change of classification (State of Florida institute or center, or University institute or center), if applicable; and
7. Recommendations for status change (active, inactive, terminated), if applicable.



## 2023 EVALUATIONS

### 80.0100—Kimberly Green Latin American and Caribbean Center (LACC)

1. A determination of the institute or center’s progress against defined goals and objectives within the context of the institute or center’s mission, FIU’s mission, and the current Board of Governor’s Strategic Plan: In the last seven years, LACC has met its mission through a program of research, public events, and outreach in service to our students and partners (local, state, and global). LACC’s activities during this time include an average of 150 events per year. These consist of conferences, panels, lectures, roundtables, book launches, film screenings, exhibitions, and concerts. LACC has hosted a variety of distinguished experts on Latin America and the Caribbean and helped FIU faculty members to engage in public debates, policy consultation, and media coverage on issues affecting the region. This now includes events at the FIU Office in Washington DC, which was opened in the fall of 2022. LACC has partnered with many other units at FIU, including the Jack Gordon Institute, the Cuban Research Institute, the School of Music, the School of Journalism and Media, the Business School, and others, as well as organizations outside of FIU, such as the Caribbean Policy Consortium, the Miami Book Fair, USAID, and the Americas Society/Council of the Americas. LACC’s public engagement has enhanced its reputation as a global hub of scholarly activity on Latin America and the Caribbean while our BA and MA programs contribute to the educational choices offered to FIU students. LACC’s external grant income over the last four-year period amounts to over \$5 million and it counts on an endowment from its generous benefactor Kimberly Green.
2. LACC had funding support of \$1,070,661 provided by the University, which yields a 97% return on investment. The return on the funding provided by the university is as expected and adequate.
3. The need for continuation of the institute or center: While many units at FIU do research and teaching on some aspect of Latin America and the Caribbean, LACC is the only unit that focuses on the region in a comprehensive and interdisciplinary way. As one of only sixteen federally funded Title VI Latin America and the Caribbean area studies programs in the United States, with over 300 affiliated faculty at FIU and a plethora of local, regional, and global partners, LACC fulfills a unique function at our university. We also have the capacity to strengthen our ties with partners within and beyond FIU. LACC should focus efforts on expanding research through collaborations with existing/new faculty or redefine its mission in alignment with providing Title VI coordination.
4. Possible changes in mission or organizational structure—see above.
5. Budget reduction or expansion—The move of the Research Director to the Center for the Administration of Justice, planned for 2023-2024, will result in a loss of approximately half of the externally-funded research grants.
6. Recommendations for change of classification (State of Florida institute or center, or University institute or center), if applicable—none.
7. Recommendations for status change (active, inactive, terminated), if applicable—not applicable.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$68,947.40	\$748.52	\$15,680.11	\$401,273.18	\$486,649.21
Admin & Staff Salaries	\$0.00	\$0.00	\$4,306.67	\$362,683.84	\$366,990.51
Other Personnel Services	\$99,928.19	\$40,398.03	\$20,326.06	\$83,336.20	\$243,988.48
Fringe Benefits	\$23,621.66	\$270.44	\$7,617.93	\$280,675.28	\$312,185.31
Total Salaries and Benefits	\$192,497.25	\$41,416.99	\$47,930.77	\$1,127,968.50	\$1,409,813.51
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$535,644.79	\$1,213.03	\$94,988.92	\$38,761.54	\$670,608.28
<b>Total</b>	<b>\$728,142.04</b>	<b>\$42,630.02</b>	<b>\$142,919.69</b>	<b>\$1,166,730.04</b>	<b>\$2,080,421.79</b>





2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$33,289.25	\$8,383.43	\$3,300.30	\$429,114.02	\$474,087.00
Admin & Staff Salaries	\$0.00	\$0.00	\$1,407.96	\$289,387.89	\$290,795.85
Other Personnel Services	\$82,556.79	\$23,417.32	\$38,296.89	\$66,274.42	\$210,545.42
Fringe Benefits	\$11,660.71	\$3,051.66	\$2,217.68	\$262,097.30	\$279,027.35
Total Salaries and Benefits	\$127,506.75	\$34,852.41	\$45,222.83	\$1,046,873.63	\$1,254,455.62
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$512,991.15	\$3,058.60	\$94,697.89	\$111,807.37	\$722,555.01
<b>Total</b>	<b>\$640,497.90</b>	<b>\$37,911.01</b>	<b>\$139,920.72</b>	<b>\$1,158,681.00</b>	<b>\$1,977,010.63</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$68,975.59	\$7,335.98	\$0.00	\$393,541.92	\$469,853.49
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$245,142.05	\$245,142.05
Other Personnel Services	\$107,079.78	\$16,720.49	\$75,510.50	\$87,731.95	\$287,042.72
Fringe Benefits	\$26,671.64	\$2,836.09	\$0.00	\$259,558.91	\$289,066.64
Total Salaries and Benefits	\$202,727.01	\$26,892.56	\$75,510.50	\$985,974.83	\$1,291,104.90
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$673,483.17	\$17,015.82	\$43,089.26	\$84,686.19	\$818,274.44
<b>Total</b>	<b>\$876,210.18</b>	<b>\$43,908.38</b>	<b>\$118,599.76</b>	<b>\$1,070,661.02</b>	<b>\$2,109,379.34</b>

80.0105—Cuban Research Institute (CRI)

1. In the last seven years, the Institute has fully met its mission through an intense program of research, public events, and outreach in service to our students, our local, state, and global communities, as stated in the FIU mission and the Board of Governor’s Strategic Plan. During this period, CRI’s programming included three academic conferences (2017, 2019, 2022), numerous (an average of 50 per year) academic panels, lectures, and discussions; and many activities of interest to the community, including book presentations, film screenings, exhibitions, and concerts, reaching an average of more than 7,200 people every year. CRI has hosted many well-known experts on Cuban and Cuban American affairs and facilitated the participation of FIU faculty experts in public discussion, media coverage, and public policy formulation on issues regarding Cuba and its diaspora. With the co-sponsorship of other FIU units (CasaCuba and the Kimberly Green Latin American and Caribbean Center), the Institute has launched “Briefings on Cuba,” a series of in-depth analyses of current trends in Cuban politics, economics, culture, and society by top experts. CRI has cultivated regular meetings with the U.S. Department of State Cuban Affairs Office to exchange information and perspectives on US-Cuba policy and developments in the island. This intense public programing has cemented CRI’s reputation as an international and national hub of scholarly activity in relation to Cuba and its diaspora, while enriching the educational experience offered to FIU students and the community at large. The Institute has consistently supported faculty and students through scholarships, travel grants, and assisting with academic publications and participation in conferences and panels. In this period, CRI has contributed over \$1.3 million to FIU through external grants and private donations throughout the university.
2. CRI had funding support of \$565,268 provided by the University, which yields a 5.8% return on investment. The return on the funding provided is relatively low however the programming by the center has resulted in scholarly works. Efforts over the next evaluation period should focus on how to improve the overall ROI.
3. There is a need to continue the CRI with ongoing assessment.
4. There are no proposed changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. No classification changes recommended.
7. No status change recommended.



2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$0.00	\$0.00	\$210,771.24	\$210,771.24
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$173,380.20	\$173,380.20
Other Personnel Services	\$0.00	\$0.00	\$0.00	\$5,138.00	\$5,138.00
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$137,304.27	\$137,304.27
Total Salaries and Benefits	\$0.00	\$0.00	\$0.00	\$526,593.71	\$526,593.71
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$0.00	\$3,138.14	\$5,165.81	\$13,929.84	\$22,233.79
<b>Total</b>	<b>\$0.00</b>	<b>\$3,138.14</b>	<b>\$5,165.81</b>	<b>\$540,523.55</b>	<b>\$548,827.50</b>
2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$0.00	\$0.00	\$200,035.85	\$200,035.85
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$173,380.22	\$173,380.22
Other Personnel Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$141,763.88	\$141,763.88
Total Salaries and Benefits	\$0.00	\$0.00	\$0.00	\$515,179.95	\$515,179.95
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$0.00	\$707.43	\$527.05	\$24,068.61	\$25,303.09
<b>Total</b>	<b>\$0.00</b>	<b>\$707.43</b>	<b>\$527.05</b>	<b>\$539,248.56</b>	<b>\$540,483.04</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$0.00	\$0.00	\$192,561.45	\$192,561.45
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$170,058.75	\$170,058.75
Other Personnel Services	\$15,009.72	\$0.00	\$4,493.00	\$9,842.48	\$29,345.20
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$148,555.87	\$148,555.87
Total Salaries and Benefits	\$15,009.72	\$0.00	\$4,493.00	\$521,018.55	\$540,521.27
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$4,924.51	\$107.00	\$8,030.51	\$44,249.13	\$57,311.15
<b>Total</b>	<b>\$19,934.23</b>	<b>\$107.00</b>	<b>\$12,523.51</b>	<b>\$565,267.68</b>	<b>\$597,832.42</b>

80.0130—Center for Women’s and Gender Studies (CWGS)

1. CWGS’s mission is in alignment with FIU’s mission to amplify learner success and institutional affinity. Major and certificate programs are designed to prepare students for career pathways in a variety of fields that benefit from knowledge about people’s professional, health related, and socioeconomic experiences as they are gendered. The newest certificate in Health Humanities, for example, helps prepare students who are interested in pursuing careers in medicine, public health, social work, and graduate study in Health Humanities. By Fall 2024, the Health Humanities Certificate will also include a course about FemTech. FemTech is an umbrella term used to describe technologies, services, products, and software used to facilitate women’s health care needs. FemTech inspired apps and wearable devices provide women with a range of services including fertility tracking; self-help protocols to deal with anxiety during pregnancy, and support for symptoms associated with perimenopause and menopause. The FemTech industry needs people who can lead and participate in gender-sensitive research and design and who will note gendered differences in both symptoms and expression of illness and disease. CWGS will help to meet this professional demand by offering students the opportunity to take advantage of courses and associated internships that will not only prepare them for rewarding career paths in FemTech, but also provide them with a means through which they may use their expertise to advance women’s access to health care. Students also will gain tools for analyzing economic, political, and health outcomes and the ways in which research and community collaborations facilitate the health and welfare of people within and outside of Florida. CWGS’s mission also is in alignment with the Board of Governor’s Strategic Plan. The BOG’s strategic plan emphasizes



efforts to “generate new knowledge and innovative solutions for the betterment of our environment, health and society.” Toward that end, CWGS has secured a Children's Trust, five-year, \$1.37 million grant (2021), a Miami Foundation, \$25,000 Program Support grant (2021); and a TD Bank Ready Commitment Grant for \$50,000 (2022) for provider and community health education workshops that will improve access to prenatal, birthing, and postpartum doula care for Black women in our local communities and conduct research and improve maternal health care for all people throughout South Florida. Moreover, we recently submitted a grant proposal for a Health Resources and Services Administration (HRSA) Maternal Health Research Collaborative for Minority-Serving institutions (MH RC-MSI) Research Centers (RCs). CWGS’s collaborative team includes faculty from the School of International and Public Affairs (SIPA); Herbert Wertheim School of Medicine (HWCOM), The School of Communication; the Miami based Behavioral Science Research Institute (BSRI), Metro Mommy Agency; and other community-based partners. Collectively, our grant initiatives contribute to the BOG’s stated priority to “mobilize resources to address significant challenges and opportunities facing Florida citizens, regions, the state and beyond” and “delivers knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.” CWGS recently developed a fully online Health Humanities and Women’s and Gender Studies Online Certificate as well as a fully online major and second major option. Members of the faculty have established Collaborative Online International Learning courses (COIL) such as WST 4115 Gender Violence and Law (COIL) with universities in Brazil, Mexico, and Canada. Faculty also have secured the FIU Panther High Quality Course Designation, Quality Matters Certification for both WST 3120 and WST 3105, thus contributing to the university's 2025 Strategic Plan for Online Education.

2. CWGS had funding support of \$486,553 which has decreased from amounts provided in prior years although the ROI has increased to 309%. The return on the funding provided by the university is very good.
3. CWGS has become a vibrant, reliable, and resourceful leader among various Florida communities. Our grant funded initiatives, programming, and faculty presentations have established CWGS as a respected knowledge collector who is in full support of our community partners. Our public visibility also has increased significantly. CWGS hosted and co-hosted approximately 24 public events during the 2022-2023 academic year. These events were held not only on two of our campuses, but also at museums and business venues throughout South Florida including Books & Books: The YWCA South Florida, and the Patricia and Philip Frost Art Museum.
4. There are no proposed changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. No classification changes recommended.
7. No status change recommended.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$200,897.13	\$0.00	\$0.00	\$447,746.17	\$648,643.30
Admin & Staff Salaries	\$368,496.82	\$0.00	\$0.00	\$30,689.69	\$399,186.51
Other Personnel Services	\$35,586.89	\$0.00	\$156.72	\$52,393.53	\$88,137.14
Fringe Benefits	\$179,903.86	\$0.00	\$0.00	\$165,100.97	\$345,004.83
Total Salaries and Benefits	\$784,884.70	\$0.00	\$156.72	\$695,930.36	\$1,480,971.78
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$388,727.70	\$1,810.57	\$6,150.68	\$4,397.38	\$401,086.33
<b>Total</b>	<b>\$1,173,612.40</b>	<b>\$1,810.57</b>	<b>\$6,307.40</b>	<b>\$700,327.74</b>	<b>\$1,882,058.11</b>
2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$192,536.16	\$0.00	\$122.30	\$382,808.82	\$575,467.28
Admin & Staff Salaries	\$332,962.34	\$0.00	\$0.00	\$44,628.42	\$377,590.76



Other Personnel Services	\$50,444.65	\$0.00	\$1,248.80	\$63,253.79	\$114,947.24
Fringe Benefits	\$189,340.16	\$0.00	\$139.71	\$154,575.09	\$344,054.96
Total Salaries and Benefits	\$765,283.31	\$0.00	\$1,510.81	\$645,266.12	\$1,412,060.24
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$344,430.43	\$471.93	\$20,126.77	\$7,557.10	\$372,586.23
<b>Total</b>	<b>\$1,109,713.74</b>	<b>\$471.93</b>	<b>\$21,637.58</b>	<b>\$652,823.22</b>	<b>\$1,784,646.47</b>
<b>2022-2023</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other</b>	<b>SUS Appropriated Funds</b>	<b>Total</b>
Faculty Salaries	\$321,519.75	\$0.00	\$0.00	\$243,646.37	\$565,166.12
Admin & Staff Salaries	\$352,088.85	\$0.00	\$0.00	\$51,003.90	\$403,092.75
Other Personnel Services	\$65,228.63	\$0.00	\$11,361.26	\$62,960.43	\$139,550.32
Fringe Benefits	\$228,376.11	\$0.00	\$0.00	\$116,129.83	\$344,505.94
Total Salaries and Benefits	\$967,213.34	\$0.00	\$11,361.26	\$473,740.53	\$1,452,315.13
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$492,246.55	\$465.45	\$33,857.73	\$12,812.58	\$539,382.31
<b>Total</b>	<b>\$1,459,459.89</b>	<b>\$465.45</b>	<b>\$45,218.99</b>	<b>\$486,553.11</b>	<b>\$1,991,697.44</b>

### 80.0230—Center for the Administration of Justice (CAJ)

1. The CAJ has continually worked with and fostered collaborative working relations with public officials, scholars, and practitioners in Latin America, and has become a leading source of information and leadership on justice sector reform issues in the region. Its assessments and publications have been widely disseminated and have been critical in shaping public policy throughout the region. CAJ is also involved in research, technical assistance, preparation of reports and publications, training, and dissemination of information through the mass media. CAJ advances its academic mission by sponsoring workshops and seminars, producing publications, entering academic exchange programs, and participating in academic workshops and meetings. CAJ has also entered into academic cooperation agreements with several foreign academic institutions. As part of these agreements, attorneys, prosecutors, public defenders, law students and faculty members from Colombia, Italy and Spain have come to CAJ for training and CAJ representatives have participated in workshops sponsored by law faculties in Costa Rica, Honduras, El Salvador, Portugal, and Spain. In addition, through its projects, CAJ has also sponsored several CCJ undergraduate and Graduate Students (average of 2 per year and up to 4). CAJ continues with its long-term mission and goals of strengthening and invigorating fair and independent justice systems in Latin America, combating corruption in the public sector and drug trafficking, by conducting research and implementing programs that impact Latin American countries. It also continues with its efforts of providing technical assistance and training on a variety of topic areas and issues dealing with ROL, corruption, drug trafficking, money laundering, alternative dispute resolutions (ADR), gang resistance and the prevention of crime.
2. CAJ had funding support of \$190,045 provided by the University, which yields a 88.6% return on investment. The return on the funding provided by the university is as expected and adequate. Although the reassignment of an external faculty will improve CAJ ROI in the coming years, CAJ is encouraged to collaborate with other/new faculty to find new external funding opportunities.
3. The Center for the Administration of Justice is a major component of FIU'S justice and foreign portfolio. CAJ's pioneering activities in support of the Rule of Law (ROL) began with the Regional Administration of Justice's initiative to improve justice systems in Central America. Since then, CAJ's ROL work has extended to include most Latin American democracies, obtained more than \$50 million in grants from USAID, INL, World Bank, Inter- American Development Bank (IDB), Central American Bank of Economic Integration (BCIE), NIJ, UNICEF, Koch foundation, MacArthur Foundation, Charles & Lynn Schusterman Family Foundation, and governments. CAJ has gained a deep understanding of the implementation complexities of these crucial US government foreign assistance programs. By placing special emphasis on support of local efforts to strengthen and invigorate fair and independent justice systems, the CAJ



has fostered collaborative working relationships with public officials, scholars and practitioners in Latin America and has become a leading regional resource for information and leadership on justice sector reform issues. Thus, prominently positioning itself continue conducting quality research and being an important player in the region. Through the years, CAJ has worked with other University units such as LACC, IFRI, and College of Law in providing training and technical assistance. It has developed strong partnerships with Universities and CSOs in the region that continue to be essential for the successful implementation of its projects. CAJ continues to be an important player in the region and contributing to strengthen the institutions' ability to reduce corruption, works with civil society organizations and the private sector to improve their capacity to serve as watchdogs of the judicial sector are key to contributing to strengthening democracy and rule of law in the region. It is currently implementing the SALCAP project in El Salvador. This multi-year \$2Million project directed at strengthening the capacity of civil society organizations in El Salvador to identify, analyze, and expose corruption and impunity by developing civil society capacity to hold government institutions accountable, especially in the areas of budgeting, public expenditure, and public service delivery is funded by INL and being implemented in coordination with LACC. Similarly, a INL funded regional Gang Resistance Education and Training (G.R.E.A.T.) program evaluation and outcomes study for El Salvador, Honduras, Panama, and Costa Rica is being implemented. This regional effort totals \$600,000. All 5 projects contemplate potential extensions beyond 2025 with additional funding. CAJ is constantly working at identifying funding sources and partnerships and will continue to do so. It is currently working with UNDP to conduct a training needs assessment and implement training program for parole officers in El Salvador which will bring additional funding for 2023-24 in the amount of \$350,000. Continuation of the Center will ensure the continuance of FIU as an important player in the region and contributor to the strengthening of the rule of law and democracies in the region.

4. There are no anticipated changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. There are no recommendations for change in classification.
7. There are no recommendations for change in status.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$448,990.65	\$0.00	\$10,217.26	\$71,936.92	\$531,144.83
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$10,968.35	\$10,968.35
Other Personnel Services	\$51,784.27	\$0.00	\$5,184.50	\$35,980.83	\$92,949.60
Fringe Benefits	\$153,829.11	\$0.00	\$5,923.57	\$25,739.28	\$185,491.96
Total Salaries and Benefits	\$654,604.03	\$0.00	\$21,325.33	\$144,625.38	\$820,554.74
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$836,800.56	\$0.00	\$5,887.15	\$1,171.44	\$843,859.15
<b>Total</b>	<b>\$1,491,404.59</b>	<b>\$0.00</b>	<b>\$27,212.48</b>	<b>\$145,796.82</b>	<b>\$1,664,413.89</b>
2021-2022	Contracts and Grants	Fees for ServiceOs	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$32,502.62	\$0.00	\$5,275.00	\$85,723.70	\$123,501.32
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$45,739.56	\$45,739.56
Other Personnel Services	\$0.00	\$0.00	\$2,107.25	\$12,759.45	\$14,866.70
Fringe Benefits	\$11,480.99	\$0.00	\$4,368.72	\$47,589.29	\$63,439.00
Total Salaries and Benefits	\$43,983.61	\$0.00	\$11,750.97	\$191,812.00	\$247,546.58
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$115,550.82	\$0.00	\$15,190.74	\$1,205.22	\$131,946.78
<b>Total</b>	<b>\$159,534.43</b>	<b>\$0.00</b>	<b>\$26,941.71</b>	<b>\$193,017.22</b>	<b>\$379,493.36</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$34,743.68	\$0.00	\$5,881.41	\$83,647.75	\$124,272.84





Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$46,099.71	\$46,099.71
Other Personnel Services	\$31,804.83	\$0.00	\$3,628.49	\$8,589.00	\$44,022.32
Fringe Benefits	\$13,283.80	\$0.00	\$4,841.48	\$50,628.96	\$68,754.24
Total Salaries and Benefits	\$79,832.31	\$0.00	\$14,351.38	\$188,965.42	\$283,149.11
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$67,833.52	\$0.00	\$6,323.97	\$1,079.64	\$75,237.13
<b>Total</b>	<b>\$147,665.83</b>	<b>\$0.00</b>	<b>\$20,675.35</b>	<b>\$190,045.06</b>	<b>\$358,386.24</b>

80.0610—Center of Internet Augmented Research and Assessment (CIARA)

- One of CIARA’s goals includes to “ensure employment readiness, post-graduation success, and workforce and industry advancement” and accountability metric to maintain internships per year. CIARA continuously offers exciting internships and hands-on projects to students each year, providing them with valuable experience in cutting-edge technology training and the opportunity to contribute to open-source projects. For the FY23 CIARA had engaged total of 32 students in various projects. For FY23, CIARA collaborated with 26 FIU Faculty to support research and education. CIARA provides the FIU faculty and students from the Knight Foundation School of Computing and Information Services (KFSCIS) with access to a cyber-infrastructure for research on the AmLight ExP experimental testbeds over production international R&E networks. CIARA also participates in National Science Foundation (NSF) projects such as the Reconfigurable Advanced Platform for Transdisciplinary Open Research (RAPTOR), Adaptive Programmable Research Infrastructure for Computer Science and Science Applications (FABRIC), and Advanced Cyberinfrastructure Coordination Ecosystem: Services & Support (ACCESS). CIARA continuously supports FIU faculty research by assisting with grant proposals and submission for new NSF projects. Additionally, CIARA co-organizes conferences and workshops to promote FIU prominent research programs. One CIARA’s goals is to “ensure that all investments are in support of the university and its mission” and accountability metric measuring internal student employment, internships, and post-graduate employment opportunities.
- Not applicable.
- The continuation of the CIARA research center is needed to support FIU faculty and students' research for several reasons. Firstly, CIARA serves as a hub for high-quality research, providing the necessary resources, infrastructure, and expertise to facilitate impactful studies. Secondly, CIARA plays a vital role in enhancing the academic excellence of FIU by promoting collaborative research initiatives. The center fosters interdisciplinary collaboration among researchers from various disciplines, creating a rich environment for knowledge sharing and cross-pollination of ideas. This collaborative approach enhances the quality and impact of research conducted at FIU. Furthermore, CIARA's technological cyber-infrastructure capabilities are instrumental in supporting advanced research projects. The Center provides access to state-of-the-art tools, technologies, and data resources, enabling researchers to tackle complex research questions and push the boundaries of knowledge. Additionally, CIARA's engagement with students through internships and hands-on projects is invaluable. By involving students in research activities, CIARA not only enhances their learning experience but also prepares them for future careers in research and technology. This hands-on exposure to cutting-edge research and open-source projects equips students with practical skills and fosters their passion for exploration and discovery. Overall, the continuation of CIARA as a research center is essential to support FIU faculty and students in their research endeavors, promoting academic excellence, interdisciplinary collaboration, and technological innovation.
- No changes in mission or organizational structure are anticipated.
- CIARA’s budget is driven by sponsored projects from the National Science Foundation (NSF). Projects typically are funded on 5-year cycles to support the evolution and operations of the network and cyberinfrastructure to support research and education. There is growth due to the new grants awards the center has received because of its engagements with new NSF awards. There is no other



- anticipated change in the budget.
6. No changes in classification.
  7. No changes in status.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$0.00	\$17.20	\$0.00	\$17.20
Admin & Staff Salaries	\$306,671.18	\$0.00	\$444,961.79	\$0.00	\$751,632.97
Other Personnel Services	\$45.80	\$0.00	\$40,713.40	\$0.00	\$40,759.20
Fringe Benefits	\$105,139.98	\$0.00	\$168,902.16	\$0.00	\$274,042.14
Total Salaries and Benefits	\$411,856.96	\$0.00	\$654,594.55	\$0.00	\$1,066,451.51
Operating Capital Outlay	\$133,380.96	\$0.00	\$0.00	\$0.00	\$133,380.96
Expenses	\$2,416,415.51	\$0.00	\$918,290.65	\$0.00	\$3,334,706.16
<b>Total</b>	<b>\$2,961,653.43</b>	<b>\$0.00</b>	<b>\$1,572,885.20</b>	<b>\$0.00</b>	<b>\$4,534,538.63</b>
2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$81,679.04	\$0.00	\$76,194.61	\$0.00	\$157,873.65
Admin & Staff Salaries	\$314,781.08	\$0.00	\$446,822.37	\$0.00	\$761,603.45
Other Personnel Services	\$199.00	\$0.00	\$62,865.83	\$0.00	\$63,064.83
Fringe Benefits	\$142,954.18	\$0.00	\$209,551.46	\$0.00	\$352,505.64
Total Salaries and Benefits	\$539,613.30	\$0.00	\$795,434.27	\$0.00	\$1,335,047.57
Operating Capital Outlay	\$267,328.08	\$0.00	\$2,610.50	\$0.00	\$269,938.58
Expenses	\$1,509,667.55	\$0.00	\$627,038.19	\$0.00	\$2,136,705.74
<b>Total</b>	<b>\$2,316,608.93</b>	<b>\$0.00</b>	<b>\$1,425,082.96</b>	<b>\$0.00</b>	<b>\$3,741,691.89</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$122,677.88	\$0.00	\$29,522.91	\$0.00	\$152,200.79
Admin & Staff Salaries	\$579,382.54	\$0.00	\$397,270.31	\$0.00	\$976,652.85
Other Personnel Services	\$17,001.95	\$0.00	\$95,296.30	\$0.00	\$112,298.25
Fringe Benefits	\$272,549.22	\$0.00	\$182,398.11	\$0.00	\$454,947.33
Total Salaries and Benefits	\$991,611.59	\$0.00	\$704,487.63	\$0.00	\$1,696,099.22
Operating Capital Outlay	\$624,759.00	\$0.00	\$0.00	\$0.00	\$624,759.00
Expenses	\$3,028,869.51	\$0.00	\$532,103.94	\$0.00	\$3,560,973.45
<b>Total</b>	<b>\$4,645,240.10</b>	<b>\$0.00</b>	<b>\$1,236,591.57</b>	<b>\$0.00</b>	<b>\$5,881,831.67</b>

80.0710—Center for the Humanities in an Urban Environment (CHUE)

1. CHUE has supported humanities scholars across the colleges, in curating unique humanities programming that reaches faculty, staff, and students as well as our local South Florida community, and creating partnerships with units on and off campus to support FIU humanities initiatives. By centering issues of contemporary concern that cut across the disciplines, CHUE responds to and helps fulfill FIU’s commitment to “collaborative engagement with our local and global communities.” By centering issues that contextualize the lived experiences of our student body, CHUE responds to FIU’s mission to serve “its students and the diverse population of South Florida.” Similarly, CHUE responds to the Board of Governor’s Strategic Plan by creating content that appeals to students through their identities, languages, and cultural histories, thus promoting “exceptional student-centered learning.” In so doing, we also foster a sense of place and belonging that “amplify learner success and institutional affinity.”
2. The CHUE had funding support of \$175,211 provided by the University, which yields less than a 5% return on investment. The ability for the programming and support to be provided outside of a formal center structure should be considered moving forward given the small ROI.
3. As the oldest Humanities Center operating on campus, with the charge of serving humanities units,



programs, departments, courses, faculty, staff, students, in CASE, CARTA, and SIPA, CHUE’s value and continued need on campus is clear.

4. No changes in mission or organizational structure are anticipated.
5. No changes in budget are expected.
6. No changes in classification are expected.
7. Recommend for termination if different structure is defined to carry out programming/objectives.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$0.00	\$0.00	\$113,873.22	\$113,873.22
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$22,500.02	\$22,500.02
Other Personnel Services	\$0.00	\$522.40	\$0.00	\$1,783.60	\$2,306.00
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$46,862.64	\$46,862.64
Total Salaries and Benefits	\$0.00	\$522.40	\$0.00	\$185,019.48	\$185,541.88
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$0.00	\$4,851.78	\$6,510.00	\$1,060.78	\$12,422.56
<b>Total</b>	<b>\$0.00</b>	<b>\$5,374.18</b>	<b>\$6,510.00</b>	<b>\$186,080.26</b>	<b>\$197,964.44</b>
2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$0.00	\$0.00	\$111,793.33	\$111,793.33
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$22,500.03	\$22,500.03
Other Personnel Services	\$0.00	\$0.00	\$0.00	\$180.00	\$180.00
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$48,529.05	\$48,529.05
Total Salaries and Benefits	\$0.00	\$0.00	\$0.00	\$183,002.41	\$183,002.41
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$5,000.00	\$535.00	\$6,250.00	\$595.19	\$12,380.19
<b>Total</b>	<b>\$5,000.00</b>	<b>\$535.00</b>	<b>\$6,250.00</b>	<b>\$183,597.60</b>	<b>\$195,382.60</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$0.00	\$0.00	\$102,914.77	\$102,914.77
Admin & Staff Salaries	\$0.00	\$0.00	\$0.00	\$22,068.99	\$22,068.99
Other Personnel Services	\$0.00	\$0.00	\$0.00	\$1,750.00	\$1,750.00
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$48,452.69	\$48,452.69
Total Salaries and Benefits	\$0.00	\$0.00	\$0.00	\$175,186.45	\$175,186.45
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$0.00	\$464.00	\$6,900.00	\$24.32	\$7,388.32
<b>Total</b>	<b>\$0.00</b>	<b>\$464.00</b>	<b>\$6,900.00</b>	<b>\$175,210.77</b>	<b>\$182,574.77</b>

80.8090—Florida-Caribbean Institute (FCI)

1. The original mission of the FCI, which was established by the state legislature, is "to promote and expand commercial, cultural, and educational linkages between Florida and the Caribbean." There has been no state funding in recent years, thus the main mission or objective of this institute has been to provide tuition waivers for qualified students. The performance objective of providing efficient administration of tuition waivers has been accomplished. The FCI provided support to 33 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 552 graduate credits and offering tuition waivers to all students awarded. The FCI provided support to 166 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 2,598 undergraduate credits and offering tuition waivers to all students awarded.
2. NA





3. The Institute continues to provide critical support to foreign nationals enrolled at state institutions throughout Florida and should continue both as a benefit and educational incentive for students and as required by current state legislation.
4. There are no proposed changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. No classification changes recommended.
7. No status change recommended.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	0	0	0	0	0
Admin & Staff Salaries	0	0	0	0	0
Other Personnel Services	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
Total Salaries and Benefits	0	0	0	0	0
Operating Capital Outlay	0	0	0	0	0
Expenses	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	0	0	0	0	0
Admin & Staff Salaries	0	0	0	0	0
Other Personnel Services	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
Total Salaries and Benefits	0	0	0	0	0
Operating Capital Outlay	0	0	0	0	0
Expenses	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	0	0	0	0	0
Admin & Staff Salaries	0	0	0	0	0
Other Personnel Services	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
Total Salaries and Benefits	0	0	0	0	0
Operating Capital Outlay	0	0	0	0	0
Expenses	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

80.8100—Florida-Mexico Institute (FMI)

1. The original mission of the FMI, which was established by the state legislature, is "to promote and expand commercial, cultural, and educational linkages between Florida and Mexico." There has been no state funding in recent years thus the main mission or objective of this institute has been to provide tuition waivers for qualified students. The performance objective of providing efficient administration of tuition waivers has been accomplished. The FMI provided support to 7 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 155 graduate credits and offering tuition waivers to all students awarded. The FMI provided support to 67 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 1,803 undergraduate credits and offering tuition waivers to all students awarded.



2. NA
3. The Institute continues to provide critical support to foreign nationals enrolled at state institutions throughout Florida and should continue both as a benefit and educational incentive for students and as required by current state legislation.
4. There are no proposed changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. No classification changes recommended.
7. No status change recommended.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	0	0	0	0	0
Admin & Staff Salaries	0	0	0	0	0
Other Personnel Services	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
Total Salaries and Benefits	0	0	0	0	0
Operating Capital Outlay	0	0	0	0	0
Expenses	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	0	0	0	0	0
Admin & Staff Salaries	0	0	0	0	0
Other Personnel Services	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
Total Salaries and Benefits	0	0	0	0	0
Operating Capital Outlay	0	0	0	0	0
Expenses	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	0	0	0	0	0
Admin & Staff Salaries	0	0	0	0	0
Other Personnel Services	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
Total Salaries and Benefits	0	0	0	0	0
Operating Capital Outlay	0	0	0	0	0
Expenses	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

80.9130—Center for Labor Research and Studies (CLRS)

The Center’s vision is to develop knowledge about the changing nature of work and drive positive changes in employment and the labor force that advance work throughout South Florida and beyond. This vision contributes to the University’s objectives of serving the people of South Florida, the state, the nation, and the international communities. As an accredited academic center, CLRS is dedicated to generating and disseminating knowledge that improves all workers’ lives and transforms the future of work. CLRS positively impacts individuals and communities through the following:

- Creating high-quality learning environments that focus on developing critical thinking and problem-solving to develop the next generation of leaders and activists.



- Generating relevant research focusing on work, employment and labor, social justice, and equality that influences public policy and informs organizational strategy and best practices.
- Engaging in community collaboration and partnerships to support and promote the needs of local communities and organizations committed to improving all workers' lives
- 1. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, FIU's mission, and the current Board of Governor's Strategic Plan: 2021 -2022 was an exceptional academic year for CLRS in the following categories. CLRS is also on trend to have another outstanding 2022-2023 year.
  - Research Report: 2021-2022 State of Working Florida report (19th edition)
  - Collaboration and Engagement:
    - CLRS continues to maintain positive partnerships within and outside the FIU community, including our ongoing shared revenue partnership with the School of Communication + Journalism to award graduate students in the M.S. in Global and Strategic Communications an opportunity to earn a Graduate Certificate in Conflict Resolution and Consensus Building
    - CLRS hosted four new mediation training continuing education events.
  - Teaching and Learning: CLRS continues to offer students classes in a variety of modalities and with specific designations:
    - Global Learning (GL) = 9 ( LBS 3001, LBS 3468, LBS 3480, LBS 4154, LBS 4210, LBS 4483, LBS 4484, LBS 4610, LBS 4654)
    - University Core Course (UCC) =1 (LBS 3001)
    - High-Quality (HQ) = 4 ( EVT 3004, EVT 4502, LBS 4110, LBS 5115)
  - Academic Program Metrics AY 21-22
    - 4% Increase in Enrollment. CLRS is on trend to surpass 2021-2022 enrollment at the end of the 2022-2023 academic year.
    - 93 Active Students
    - 47 Certificates/Minors Awarded (as of spring 2022)
  - Revenue FY 21-22
    - 25% Increase in Operating Revenue (due to increased enrollment). CLRS is on trend to surpass 2021-2022 revenue at the close of the 2022-2023 fiscal year.
- 2. NA
- 3. The need for continuation of the institute or center
  - CLRS offers high-quality teaching and learning experiences. Students can select to enroll in a variety of courses to satisfy various university and department requirements or electives
    - 1 University Core Course (UCC)
    - 9 Global Learning (GL) Courses
    - 4 High-Quality (HQ) Courses
    - 25 Fully Online Courses
  - CLRS's enrollment and interest in our courses/programs continue to increase annually.
    - Enrollment increased by 4% in AY 21-22. Total enrollment was 1509 in AY 21-22 vs. 1503 in AY 20-21. This was the highest enrollment within the past five years.
    - CLRS is on trend to surpass 2021-2022 enrollment at the end of the 2022-2023 academic year.
  - CLRS has over 93 active students across all four academic programs.
    - Between fall 2021 and spring 2022, 47 certificates and minors were awarded across all four academic programs. An exceptional number of certificates and minors were awarded in AY 20-21, totaling 70.
    - Minor in Labor Studies (15 credits):
    - Undergraduate Certificate in Labor Studies (18 credits):
    - Undergraduate Certificate in Conflict Dispute and Resolution (18 credits):
    - Graduate Certificate in Conflict Resolution and Consensus Building (15 credits):



4. There are no proposed changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. No classification changes recommended.
7. No status change recommended.

2020-2021	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$116,428.66	\$0.00	\$0.00	\$116,428.66
Admin & Staff Salaries	\$0.00	\$60,750.10	\$0.00	\$0.00	\$60,750.10
Other Personnel Services	\$0.00	\$78,949.61	\$0.00	\$0.00	\$78,949.61
Fringe Benefits	\$0.00	\$60,945.08	\$0.00	\$0.00	\$60,945.08
Total Salaries and Benefits	\$0.00	\$317,073.45	\$0.00	\$0.00	\$317,073.45
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$0.00	\$498,200.29	\$0.00	\$0.00	\$498,200.29
<b>Total</b>	<b>\$0.00</b>	<b>\$815,273.74</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$815,273.74</b>
2021-2022	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$116,686.57	\$0.00	\$0.00	\$116,686.57
Admin & Staff Salaries	\$0.00	\$60,750.10	\$0.00	\$0.00	\$60,750.10
Other Personnel Services	\$0.00	\$103,336.96	\$0.00	\$0.00	\$103,336.96
Fringe Benefits	\$0.00	\$64,814.20	\$0.00	\$0.00	\$64,814.20
Total Salaries and Benefits	\$0.00	\$345,587.83	\$0.00	\$0.00	\$345,587.83
Operating Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenses	\$0.00	\$577,067.82	\$0.00	\$0.00	\$577,067.82
<b>Total</b>	<b>\$0.00</b>	<b>\$922,655.65</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$922,655.65</b>
2022-2023	Contracts and Grants	Fees for Services	Private & Other	SUS Appropriated Funds	Total
Faculty Salaries	\$0.00	\$115,966.95	\$0.00	\$0.00	\$115,966.95
Admin & Staff Salaries	\$0.00	\$63,417.46	\$0.00	\$0.00	\$63,417.46
Other Personnel Services	\$0.00	\$132,954.46	\$0.00	\$0.00	\$132,954.46
Fringe Benefits	\$0.00	\$69,732.52	\$0.00	\$0.00	\$69,732.52
Total Salaries and Benefits	\$0.00	\$382,071.39	\$0.00	\$0.00	\$382,071.39
Operating Capital Outlay	\$0.00	\$7,728.38	\$0.00	\$0.00	\$7,728.38
Expenses	\$0.00	\$507,366.57	\$0.00	\$0.00	\$507,366.57
<b>Total</b>	<b>\$0.00</b>	<b>\$897,166.34</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$897,166.34</b>



## DEFINITIONS

**University centers and institutes (C&Is)** are organizational forms designed to further the University's instructional, research, and public service missions in ways that cannot be addressed through traditional structures, such as departments, schools, and colleges. Centers and institutes provide a vehicle for cross-disciplinary collaboration to maximize the capacity of the University to address complex problems, conduct research, educate students, and serve the needs of the state, the nation, and the world. Though C&Is are an integral part of the University, their respective missions should not duplicate those of departments, schools, and colleges. Instead, they should offer programs or opportunities that cannot be offered effectively through existing structures.

**State of Florida institute or center:** An organization with a statewide mission that may include two or more state universities established to coordinate interinstitutional research, service, and teaching across the State University System. State of Florida institutes and centers must be approved by the Board of Governors. State of Florida institutes and centers' operational budgets reside within the bases of their host institutions. Additional budget requests must be reviewed by the Council of Academic Vice Presidents and only those with a positive recommendation are carried forward to the Board of Governors for consideration.

By definition, the work of centers and institutes should support the overall mission of Florida International University. The terms "*center*" and "*institute*" are used interchangeably.

This definition of centers and institutes is not to be confused with facilities that include "Center" in their name (e.g., a NIH-classified "P" award, such as P20 or P56) or units that provide ongoing administrative or support services (e.g., The Writing Center, Copy Center, Graham Center).

I&C Information												
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	BOG STATUS	5. Year of Most Recent Evaluation/ Review [20XX]	6. Year of Next Evaluation/ Review [20XX]	7. Determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, the participating university's mission, and the current Board of Governors' strategic plan.		8. Assessment of the return on investment of state dollars, if applicable.		9. The need for continuation of the institute or center.	
							Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary
Florida International University	University	80.0100	Kimberly Green Latin American and Caribbean Center (LACC)	Active	2023	2030	4	LACC has met its mission through a program of research, public events, and outreach in service to our students and partners (local, state, and global). LACC's activities during this time include an average of 150 events per year. These consist of conferences, panels, lectures, roundtables, book launches, film screenings, exhibitions, and concerts. LACC has hosted a variety of distinguished experts on Latin America and the Caribbean and helped FIU faculty members to engage in public debates, policy consultation, and media coverage on issues affecting the region.	4	LACC had funding support of \$1,070,661 provided by the University, which yields a 97% return on investment. The return on the funding provided by the university is as expected and adequate.	4	Continuation is recommended, given attainment of goals.
Florida International University	University	80.0105	Cuban Research Institute (CRI)	Active	2023	2030	5	CRI has fully met its mission through an intense program of research, public events, and outreach in service to our students, our local, state, and global communities, as stated in the FIU mission and the Board of Governor's Strategic Plan. During this period, CRI's programming included three academic conferences (2017, 2019, 2022), numerous (an average of 50 per year) academic panels, lectures, and discussions; and many activities of interest to the community, including book presentations, film screenings, exhibitions, and concerts, reaching an average of more than 7,200 people every year.	5	CRI had funding support of \$565,268 provided by the University, which yields a 5.8% return on investment. The return on the funding provided is relatively low however the programming by the center has resulted in scholarly works. Efforts over the next evaluation period should focus on how to improve the overall ROI.	5	Continuation is recommended, given attainment of goals with ongoing assessment.
Florida International University	University	80.0130	Center for Women's and Gender Studies (CWGS)	Active	2023	2030	6	CWGS's mission is in alignment with FIU's mission to amplify learner success and institutional affinity. Major and certificate programs are designed to prepare students for career pathways in a variety of fields that benefit from knowledge about people's professional, health related, and socioeconomic experiences as they are gendered. The newest certificate in Health Humanities, for example, helps prepare students who are interested in pursuing careers in medicine, public health, social work, and graduate study in Health Humanities.	7	CWGS had funding support of \$486,553 which has decreased from amounts provided in prior years although the ROI has increased to 309%. The return on the funding provided by the university is very good.	7	Continuation is recommended, given attainment of goals.
Florida International University	University	80.0230	Center for the Administration of Justice (CAJ)	Active	2023	2030	8	The CAJ has continually worked with and fostered collaborative working relations with public officials, scholars, and practitioners in Latin America, and has become a leading source of information and leadership on justice sector reform issues in the region. Its assessments and publications have been widely disseminated and have been critical in shaping public policy throughout the region. CAJ is also involved in research, technical assistance, preparation of reports and publications, training, and dissemination of information through the mass media. CAJ advances its academic mission by sponsoring workshops and seminars, producing publications, entering academic exchange programs, and participating in academic workshops and meetings. CAJ has also entered into academic cooperation agreements with several foreign academic institutions. As part of these agreements, attorneys, prosecutors, public defenders, law students and faculty members from Colombia, Italy and Spain have come to CAJ for training and CAJ representatives have participated in workshops sponsored by law faculties in Costa Rica, Honduras, El Salvador, Portugal, and Spain.	8	CAJ had funding support of \$190,045 provided by the University, which yields a 88.6% return on investment. The return on the funding provided by the university is as expected and adequate. Although the reassignment of an external faculty will improve CAJ ROI in the coming years, CAJ is encouraged to collaborate with other/new faculty to find new external funding opportunities.	8	Continuation is recommended, given attainment of goals.

I&C Information												
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	BOG STATUS	5. Year of Most Recent Evaluation/ Review [20XX]	6. Year of Next Evaluation/ Review [20XX]	7. Determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, the participating university's mission, and the current Board of Governors' strategic plan.		8. Assessment of the return on investment of state dollars, if applicable.		9. The need for continuation of the institute or center.	
							Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary
Florida International University	University	80.0610	Center for Internet Augmented Research and Assessment (CIARA)	Active	2023	2030	10	CIARA continuously offers exciting internships and hands-on projects to students each year, providing them with valuable experience in cutting-edge technology training and the opportunity to contribute to open-source projects. For the FY23 CIARA had engaged total of 32 students in various projects. For FY23, CIARA collaborated with 26 FIU Faculty to support research and education. CIARA provides the FIU faculty and students from the Knight Foundation School of Computing and Information Services (KFSCIS) with access to a cyber-infrastructure for research on the AmLight ExP experimental testbeds over production international R&E networks. CIARA also participates in National Science Foundation (NSF) projects such as the Reconfigurable Advanced Platform for Transdisciplinary Open Research (RAPTOR), Adaptive Programmable Research Infrastructure for Computer Science and Science Applications (FABRIC), and Advanced Cyberinfrastructure Coordination Ecosystem: Services & Support (ACCESS).	10	N/A	10	Continuation is recommended, given attainment of goals
Florida International University	University	80.0710	Center for the Humanities in an Urban Environment (CHUE)	Active	2023	2027	11	CHUE has supported humanities scholars across the colleges, in curating unique humanities programming that reaches faculty, staff, and students as well as our local South Florida community, and creating partnerships with units on and off campus to support FIU humanities initiatives. By centering issues of contemporary concern that cut across the disciplines, CHUE responds to and helps fulfill FIU's commitment to "collaborative engagement with our local and global communities." By centering issues that contextualize the lived experiences of our student body, CHUE responds to FIU's mission to serve "its students and the diverse population of South Florida." Similarly, CHUE responds to the Board of Governor's Strategic Plan by creating content that appeals to students through their identities, languages, and cultural histories, thus promoting "exceptional student-centered learning." In so doing, we also foster a sense of place and belonging that "amplify learner success and institutional affinity."	11	The CHUE had funding support of \$175,211 provided by the University, which yields less than a 5% return on investment. The ability for the programming and support to be provided outside of a formal center structure should be considered moving forward given the small ROI.	11	Continuation is recommended, given attainment of goals
Florida International University	University	80.8090	Florida-Caribbean Institute (FCI)	Active	2023	2030	12	The performance objective of providing efficient administration of tuition waivers has been accomplished. The FCI provided support to 33 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 552 graduate credits and offering tuition waivers to all students awarded. The FCI provided support to 166 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 2,598 undergraduate credits and offering tuition waivers to all students awarded.	12	N/A	13	Continuation is recommended, given attainment of goals
Florida International University	University	80.8100	Florida-Mexico Institute (FMI)	Active	2023	2030	13	The performance objective of providing efficient administration of tuition waivers has been accomplished. The FMI provided support to 7 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 155 graduate credits and offering tuition waivers to all students awarded. The FMI provided support to 67 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 1,803 undergraduate credits and offering tuition waivers to all students awarded.	14	N/A	14	Continuation is recommended, given attainment of goals
Florida International University	University	80.9130	Center for Labor Research and Studies	Active	2023	2030	14	The Center has meet their goals and objectives.	15	N/A	15	Continuation is recommended, given attainment of goals

I&C Information							Review Components Included [Please provide relevant page numbers and paragraphs of the uploaded evaluation for each component]					
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	BOG STATUS	5. Year of Most Recent Evaluation/ Review [20XX]	6. Year of Next Evaluation/ Review [20XX]	10. Possible changes in mission or organizational structure.		11. Budget reduction or expansion.		12. Recommendations for change of classification (state of Florida institute or center, or university institute or center), if applicable.	
							Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary
Florida International University	University	80.0100	Kimberly Green Latin American and Caribbean Center (LACC)	Active	2023	2030	4	LACC should focus efforts on expanding research through collaborations with existing/new faculty or redefine its mission in alignment with providing Title VI coordination.	4	The move of the Research Director to the Center for the Administration of Justice, planned for 2023-2024, will result in a loss of approximately half of the externally-funded research grants.	N/A	N/A
Florida International University	University	80.0105	Cuban Research Institute (CRI)	Active	2023	2030	N/A	None	N/A	None	N/A	N/A
Florida International University	University	80.0130	Center for Women's and Gender Studies (CWGS)	Active	2023	2030	N/A	None	N/A	None	N/A	N/A
Florida International University	University	80.0230	Center for the Administration of Justice (CAJ)	Active	2023	2030	N/A	None	N/A	None	N/A	N/A



I&C Information							Review Components Included [Please provide relevant page numbers and paragraphs of the uploaded evaluation for each component]					
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	BOG STATUS	5. Year of Most Recent Evaluation/ Review [20XX]	6. Year of Next Evaluation/ Review [20XX]	10. Possible changes in mission or organizational structure.		11. Budget reduction or expansion.		12. Recommendations for change of classification (state of Florida institute or center, or university institute or center), if applicable.	
							Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary
Florida International University	University	80.0610	Center for Internet Augmented Research and Assessment (CIARA)	Active	2023	2030	N/A	None	N/A	None	N/A	N/A
Florida International University	University	80.0710	Center for the Humanities in an Urban Environment (CHUE)	Active	2023	2027	N/A	None	N/A	None	N/A	N/A
Florida International University	University	80.8090	Florida-Caribbean Institute (FCI)	Active	2023	2030	N/A	None	N/A	None	N/A	N/A
Florida International University	University	80.8100	Florida-Mexico Institute (FMI)	Active	2023	2030	N/A	None	N/A	None	N/A	N/A
Florida International University	University	80.9130	Center for Labor Research and Studies	Active	2023	2030	N/A	None	N/A	None	N/A	N/A

I&C Information													
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	BOG STATUS	5. Year of Most Recent Evaluation/ Review [20XX]	6. Year of Next Evaluation/ Review [20XX]	13. Explanation of recommendations for change of classification (state of Florida institute or center, or university institute or center), if applicable.		14. Recommendations for status change (active, inactive, terminated), if applicable.		15. Explanation of recommendations for status change (active, inactive, terminated), if applicable.		16. Missing Evaluation Component Explanation [Optional]
							Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	
Florida International University	University	80.0100	Kimberly Green Latin American and Caribbean Center (LACC)	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended
Florida International University	University	80.0105	Cuban Research Institute (CRI)	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended
Florida International University	University	80.0130	Center for Women's and Gender Studies (CWGS)	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended
Florida International University	University	80.0230	Center for the Administration of Justice (CAJ)	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended

I&C Information													
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	BOG STATUS	5. Year of Most Recent Evaluation/ Review [20XX]	6. Year of Next Evaluation/ Review [20XX]	13. Explanation of recommendations for change of classification (state of Florida institute or center, or university institute or center), if applicable.		14. Recommendations for status change (active, inactive, terminated), if applicable.		15. Explanation of recommendations for status change (active, inactive, terminated), if applicable.		16. Missing Evaluation Component Explanation [Optional]
							Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	Page Number	Text Excerpt/Summary	
Florida International University	University	80.0610	Center for Internet Augmented Research and Assessment (CIARA)	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended
Florida International University	University	80.0710	Center for the Humanities in an Urban Environment (CHUE)	Active	2023	2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended
Florida International University	University	80.8090	Florida-Caribbean Institute (FCI)	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended
Florida International University	University	80.8100	Florida-Mexico Institute (FMI)	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended
Florida International University	University	80.9130	Center for Labor Research and Studies	Active	2023	2030	N/A	N/A	N/A	N/A	N/A	N/A	N/A if the component was not applicable or no changes were recommended

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic Policy and Student Affairs Committee**  
September 14, 2023

**Subject: Updated Exclusion Resolution**

**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees adopt a Resolution that updates the exclusion of the named members of the FIU Board of Trustees from the requirements for a personnel security clearance.

**RESOLUTION**

WHEREAS, Florida International University (“FIU”), a university in the State University System of Florida, has and desires to continue to enter into contractual obligations with agencies of the United States Government, including contractual obligations requiring security clearance; and

WHEREAS, current Department of Defense (DoD) policy requires that the Chair of the FIU Board of Trustees and all FIU principal officers meet the personnel clearance requirements established for the level of the University’s security clearance; and

WHEREAS, said DoD policy permits the exclusion from the personnel security clearance requirement of members of the Board of Trustees and other officers, provided that this Board adopts a resolution stating that such Board members and officers designated by name shall not require, shall not have, and can be effectively excluded from access to all classified information in the possession of FIU, and that they do not occupy positions that would enable them to adversely affect FIU's policies or practices in the performance of classified contracts for the DoD or other agencies of the National Industrial Security Program; and

WHEREAS, by Resolution dated April 27, 2023 (the “Exclusion Resolution”), it was resolved that the following Board of Trustees members, who were at the time serving on the Board, shall not require, shall not have, and can be excluded from access to all classified information in the possession of FIU, and do not occupy positions that would enable them to adversely affect FIU’s policies or practices in the performance of classified contracts for the Department of Defense (DoD) or other agencies of the National Industrial Security Program. As such, they were excluded from the requirements for a personnel security clearance.

- |                  |                     |
|------------------|---------------------|
| Dean C. Colson   | Trustee, Chair      |
| Rogelio Tovar    | Trustee, Vice Chair |
| Cesar L. Alvarez | Trustee             |
| Jose J. Armas    | Trustee             |
| Deanne Butchey   | Trustee             |
| Carlos A. Duart  | Trustee             |
| Alan Gonzalez    | Trustee             |
| Francis Hondal   | Trustee             |

Natasha Lowell	Trustee
Cristhofer Lugo, through May 2, 2023	Trustee
T. Gene Prescott	Trustee
Chanel T. Rowe	Trustee
Marc D. Sarnoff	Trustee
Alexander Sutton, effective May 3, 2023	Trustee

WHEREAS, the composition of the FIU Board of Trustees has changed since the adoption of the Exclusion Resolution in that the term of the following Trustees ended on the following dates: Cristhofer Lugo, May 2, 2023, Deanne Butchey, July 31, 2023, and Jose J. Armas, September 11, 2023 and the term of the following Trustees began on the following dates: Alexander P. Sutton, May 3, 2023, Noël C. Barengo, September 12, 2023, and Yaffa Popack, September 12, 2023. Accordingly, an update to the Exclusion Resolution is needed to reflect the current composition of the FIU Board of Trustees and the exclusion of those Board members, including the new Board of Trustees members, from the requirements for a personnel security clearance.

NOW THEREFORE, BE IT RESOLVED, that the following Board of Trustees members shall not require, shall not have, and can be effectively excluded from access to all classified information in the possession of FIU, and do not occupy positions that would enable them to adversely affect FIU's policies or practices in the performance of classified contracts for the Department of Defense (DoD) or other agencies of the National Industrial Security Program. As such, they are excluded from the requirements for a personnel security clearance.

Rogelio Tovar	Trustee, Chair
Carlos A. Duarte	Trustee, Vice Chair
Cesar L. Alvarez	Trustee
Noël C. Barengo	Trustee
Dean C. Colson	Trustee
Alan Gonzalez	Trustee
Francis A. Hondal	Trustee
Natasha Lowell	Trustee
Yaffa Popack	Trustee
T. Gene Prescott	Trustee
Chanel T. Rowe	Trustee
Marc D. Sarnoff	Trustee
Alexander P. Sutton	Trustee

This action is in the form of a resolution to take effect immediately upon adoption.

Adopted this 14th day of September, 2023 by the Board of Trustees of Florida International University.

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Rogelio Tovar  
Chair  
FIU Board of Trustees

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Milly Bello  
Corporate Secretary  
FIU Board of Trustees

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**Supporting Documentation:** None

**Facilitator/Presenter:** Elizabeth M. Bejar

## **ACADEMIC AFFAIRS REGULAR REPORTS**

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

## **I. ACADEMIC AND STUDENT AFFAIRS**

### **1. Panther2Panther Mentor Collective**

Launched as a university-wide program in the 2021-2022 academic year, the Panther2Panther Mentor Collective (P2P) matches incoming students with trained, one-on-one, upper-level student mentors based on common interests, background, academics, and professional aspirations. By participating in P2P, mentees learn what to expect in college, how to approach challenges, and gain career advice; and mentors build their networks and develop skills to become better professionals and leaders. P2P saw tremendous growth from its first to second year of operation. In 2021-2022, 56 mentors and 185 mentees logged 506 mentorship conversations through the program. In 2022-2023, 503 mentors and 1,614 mentees logged 6,164 mentorship conversations through the program. These relationships are empowering students' success in the classroom and are the building blocks of the strong professional networks on which these students will rely when they graduate.

Additionally, a first-generation student receives a scholarship through the P2P program each year. This year, College of Communication, Architecture + The Arts freshman Andrea Fonseca earned a \$750 scholarship. When asked about her experience in the program, Andrea said, "Your mentor is purposefully here to answer any questions you may have – about your campus, social life, personal questions – and they are there to help you with anything you might need."

### **2. Department of Education Grant**

FIU, through the Office of the Provost, received a \$975,000 grant from the Department of Education to build on the success of completion grants and financial wellness programming to re-enroll students who stopped out during the pandemic or are at risk of stopping out. Programming will begin in Fall 2023.

### **3. Educating Students About Hazing Prevention and Awareness**

Following an audit conducted by the university last year, and in an effort to ensure a safe and welcoming environment for the Panther community, FIU has reaffirmed its commitment to raise awareness of and prevent hazing. In response to the auditor's recommendations, representatives from FIU Student Health & Wellness and FIU Student Life & Development created a comprehensive plan based on best practices from the Hazing Prevention Network, a nationally recognized organization dedicated to the cause.

The plan, which launched June 30, 2023, will reach students university-wide and includes: a mandatory virtual learning module that educates students on what hazing is, how to prevent it, and how to report instances of hazing to the university (for which student-athletes and members of fraternities and sororities will be restricted if they do not complete in the required timeframe); updates to the bylaws and constitutions of registered student organizations to include statements regarding the prevention of hazing; increased communication to student leaders regarding hazing prevention and the Student Conduct and Honor Code; and more.

### **4. FIU Online Panther Talk Podcast**

Launched in February 2023, FIU Online Panther Talk podcast aims to highlight student voices our fully online students and provide meaningful and relatable discussions regarding online student life including triumphs, struggles, tips for success, and everything in between. Each podcast will feature a new topic and special guests and co-hosts – including fully online students, alumni, faculty, and industry voices – to share their take on student life and real-world experiences. Panther Talk is now available on [Spotify](#), [Apple Podcast](#) and [YouTube](#), and will soon be released on additional streaming platforms.



## **5. FIU Homecoming Week – Fully Online Edition**

To foster a sense of community and connection, FIU Online will be hosting a virtual homecoming week experience from September 18 through September 23, 2023. FIU Online will bring our fully online students together in a celebration of school pride through an array of engaging activities and challenges, all hosted on social media.

Activities will include a virtual talent quest, cooking/food challenge, spirit photo contest, daily giveaways, and even a pawtastic Y2K-themed pet gala. Additionally, we'll be featuring stories of inspiration where students can share about influential faculty or fellow Panthers that have been a spark of inspiration during their student journey. All are welcome and encouraged to join in including current students, alumni, faculty, and staff. The goal is to celebrate our FIU pride together, no matter where we are in South Florida or around the world! #fireupyourroar

## **6. FIU Online OPX Service Model**

We pivoted our service model for FIU Online through a campaign called the Online Program Experience (OPX). FIU academic units and departments that we service have been reintroduced to our service model, and have been asked if they would like to connect with our leadership team for more information and support. The FIU community can also see more information about our FIU Online service model and how to contact us at <https://fiuonline.fiu.edu/about-us/online-program-experience.php>.

# **II. ENROLLMENT MANAGEMENT AND SERVICES**

## **1. University Admissions and Enrollment**

University Admissions hosted International Association of College Admissions Counseling (International ACAC) from July 10 – 14 at MMC. More than 1,300 college admission professionals and school counselors from around the world came to FIU to engage in sessions regarding hot topics, best practices and global initiatives. FIU provided tours of the campus; accommodations in Tamiami Hall for those who did not want to stay in a hotel; engagement in social activities; and immersion into the campus culture and community.

Staff from University Admissions presented at two sessions, managed the event, and ensured all attendees had what they needed to be successful during the conference. The keynote speaker was two-time FIU alum, Tony Succar. Attendees were left speechless by his story and enamored by the music shared.

## **2. Transfer and Transition Services**

Our equivalency and transfer credit processing teams reviewed and articulated courses for 2,174 summer transfer admits. Most recently, they began processing over 2,000 Advanced Placement (AP) (received July 5, 2023) and 244 International Baccalaureate (IB) test scores for First Time in College (FTIC) students. The steady work around articulating rules supports the seamless onboarding of students as well as transparency around transfer and test credit. FIU's Transfer Equivalency Database (TED) now stands at 88,614 domestic and 6,531 international rules.

## **3. C4S**

During summer 2023 (May-July), our C4S team served 803 students through individual advising appointments. Additionally, Bridge Advisors hosted or presented at 13 events at Miami Dade College

(MDC) and virtually (class visits, tabling, online workshops). These events afford opportunities to reach more students and share information about C4S and its benefits.

Our initiative to offer enhanced and personalized pre-transition supports to out-of-area students has been positive. The “reason for visit” data included: transfer credits (earned, needed post transfer, optimal majors for timely completion), course equivalency process, prerequisites, transfer GPA requirements, and transition information (onboarding). We are using these themes to reconsider what and how we communicate information on these topics on our website.

Our new Bridge Advisor/Manager (C4S/Break Through Tech) onboarded on 15 May 2023 and is housed at MDC North Campus. Their role is part of a grant-funded partnership with the Knight Foundation School of Computing and Information Sciences (KFSCIS) to expand access to computing and IT degrees. At present, we are focusing efforts on networking with MDC computing/IT leads and student life coordinators (clubs/organizations) and communicating the new specialized Bridge Advisor services to students via email and marketing collateral.

#### **4. Financial Aid**

Our Director of Financial Aid continues to serve on the Board of Directors of the Post-Secondary Electronic Standards Council. He is also on the College Board’s CSS National Assembly and serves on NASFAA’s Executive Leadership Collective Committee and is part of the first cohort of 50 beginning in the 2023-2024 School Year.

Our Senior Associate Director of Financial Aid, Katharine Conrad begins her term as Vice President of the Southern Association of Student Financial Aid Administrators (SASFAA) which serves 9 southern States in the Financial Aid Profession.

Additionally, Jessica Ly, our Assistant Director of Financial Aid, continues her 2-year term as Vice President for Training for the Florida association of Student Aid Administrators (FASFAA).

#### **5. Office of Scholarships**

##### Merit Scholarships

For the 2023-2024 academic year, we are focusing on improving the quality of our merit aid program. Merit aid not only recognizes students for their academic achievements, but also provides financial resources for students to make their dreams a reality.

Together with University Admissions, we held a Scholar Breakfast for students who received a premier merit scholarship award during admitted student day.

For the Fall 2023 class (as of 4/26/23), we have committed 9 national merit finalists (this is two more than 2022). We recruited our third set of College Board Scholars - 13 College Board Hispanic Scholars. Our institutional merit scholarships yielded 107 Presidential Scholars, 46 Ambassador Scholars, 66 Transfer Scholars and 443 Gold and Blue Scholars. Our raise.me scholarship program yielded us 610 students, many with no other forms of scholarship assistance available.

## **6. University Registrar**

### **Comprehensive Catalog and Curriculum System (Update)**

The implementation process for our Comprehensive Catalog and Curriculum Management System officially began in June 2023. On June 2nd and 29th, we met with Coursedog representatives for partnership kickoff meetings. In these initial planning sessions, the Coursedog and FIU teams established a mutual understanding of roles and responsibilities for the project. Productive discussions ensured that we aligned our timelines, personnel, objectives, and technical requirements. On July 12th, FIU completed the initial steps required for integration between PeopleSoft Campus Solutions and Coursedog. Coursedog is currently in the process of API development with an August 8th target completion date. Once integrated, the configuration phase of the project will commence, with weekly curriculum implementation meetings scheduled to begin on August 15th.

## **7. CRM**

We completed all recruitment communication updates in preparation for the 2024-2025 recruitment class and are ready to start the new cycle.

As of July 1, 2023, we launched our new parent communication plan. We have enhanced our Request for More Information form to collect parent/guardian information. We are looking forward to expanding our parent communication plans to discuss financial aid, scholarships, and how to best assist their students.

In addition, to this we have been working closely with the Commencement Ceremony Office and providing support with their communication efforts. As a result of our recent partnership, their Spring 2023 commencement ceremony saw an increase of nearly 10% in attendance compared to pre-covid attendance. We are excited to continue this partnership and to help them reach their attendance goals for this very important milestone event for our students.

## **III. FACULTY SENATE**

During the month of June, the Faculty Senate topics of discussion and approval were the following, the Honorary Degree & Awards Committee recommended to the President's Office for an Honorary Degree to be granted to Dr. David Grutman and to Dr. Marie McDemmond (posthumous). The University Curriculum Committee approved Curriculum Bulletin #6. The Steering Committee approved the University Curriculum Calendar for AY 2023-2024.

The Faculty Senate approved the Modern Languages Department statement concerning HB-7 Type Investigations and Title VII Violations.

The Student Learning and Success Committee, presented to the Faculty Senate, Simple Syllabus tools and the status of implementation, to be compliant with Florida Statute requests, to be effective Fall 2023.

The Faculty Senate approved a motion to create a special Task Force to examine further Non-Tenure Track issues, and future directions. Motion was approved 29 yes/ 2 nays.

Chair Butchey's resignation is effective July 31st. The Nominating Committee of the Faculty Senate have created a schedule for Faculty Senate Chair Election. On September 12th, the Committee will present for the second time the slate of names and will permit floor nominations. A motion to close Nominations will follow. At 2:00pm the Election will begin. Meanwhile, vice-chair Barengo will act as interim/acting chair, beginning August 1st. The Senate shares with the University administration the duty to protect academic freedom and effective shared governance.

Senators thanked Dr. Deanne Butchey for her chairmanship.

#### **IV. INFORMATION TECHNOLOGY REPORT**

##### **1. Mutara: A Centralized Student Application Process**

The Division is in the process of planning the implementation of Mutara. This is a comprehensive web-based application that will cover all student applications for non-degree undergraduate, non-degree graduate, degree-seeking graduate, dual enrollment, and non-credit based applicants. This multiyear project will provide a personalized experience that acknowledges each prospective student's unique identity and aspirations, removing any obstacles along the way. This software will help us to attract, enroll, and retain highly motivated students by streamlining the admissions process, making it more user-friendly and tailored to each candidate's unique identity and goals. Additionally, this will centralize all processing of these applicants, enabling the university to conduct real-time analytics based on admission types. This will increase efficiency by standardizing the process, allowing for more effective management of all applicants.

##### **2. Technology Fee for the 2023/2024 Academic Year**

The Technology Fee Council reviewed 119 proposals from students, faculty, and staff. The final recommendations were submitted to Vice President and CIO Robert Grillo and to the Provost, Executive Vice President and Chief Operating Officer, Dr. Elizabeth Bejar, for their approval. The Council recommended 43 proposals that align with the Next Horizon 2025 strategic plan, designed to support emerging technologies, innovative teaching concepts, exceptional student-centered learning, and academic and career readiness. The proposals include updates to the University's classroom technologies, lab, and refresh of equipment, all aimed at enhancing our student experience and success.

##### **3. Cybersecurity Education and Workforce Development**

The Division of IT is committed to raising awareness on cybersecurity to continue to protect its digital resources. For the seventh year in a row, the Division of IT along with several industry partners, hosted the Secure Miami Cybersecurity Conference on Thursday, May 4, 2023. This year's conference brought together over 400 attendees who learned from top cybersecurity executives and practitioners as they examined the latest cybersecurity trends and their implications for organizations facing new and emerging cyber risks and threats.

Additionally, the division, in collaboration with the Jack D. Gordon Institute for Public Policy, and New America hosted the annual NICE Conference and Expo in Seattle, Washington from June 5 – 7, 2023. More than 600 attendees participated in the conference, which focused on "Resetting Expectations: Creating Accessible Cybersecurity Career Pathways." The conference provided an opportunity to address important issues such as promoting employer-led workforce investments, emphasizing skill development, fostering a more diverse and inclusive workforce, supporting the mental health of cybersecurity professionals, and creating career pathway systems that encourage different careers in cybersecurity.

#### **V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL**

##### **1. External Grant Awards' Performance**

The value of awards received during fiscal year (FY) 2022-2023 was \$259.4M, a 37% increase from \$188.7M received last fiscal year. This is the largest year-to-year increase in research awards since 1985 (in 2021 there was a larger increase because non-research federal awards related to COVID-19 were awarded through ORED). The College of Arts, Sciences and Education exceeded \$100M (\$102.6M),

with an increase of 44%. The College of Engineering and Computing increased awards by 56% (from \$47.5M to \$74.3M); Robert Stempel College of Public Health & Social Work increased by 55% (from \$21M to \$33M). Overall awards for centers and institutes increased by 49% (from \$73M to \$127M). Notable increases include J. Gordon Institute of Public Policy and Citizenship (\$2.7M to \$15.6M—474%); STEM Institute (\$1.4M to \$7.4M—411%); Community Based Research Institute (\$2.2M to \$8.9M—212%); Applied Research Center (\$4.7M to \$8.6M—80%); and Extreme Events Institute/International Hurricane Research Center (\$7.6M to \$12.59M—65%). Finally, regarding centers and institutes, the Institute of Environment received the most awards, increase by 39% from \$25.9M to \$36M. The distribution of awards received by funding sources did not vary much between fiscal years. In FY 2022-2023, federal sources were 74% (versus 77% last FY); private and other sources were 14% (versus 12% last FY) and state/local government were 12% (versus 11% last FY) of total funds received.

## **2. Innovation, Partnerships and Economic Development**

During the first quarter of FY 2023-2024, StartUP FIU supported Dr. Deborah Goldfarb and Dr. Linhua Lou, who each received \$50K NSF I-Corps grants. In addition, we submitted a \$6M grant to NSF for the Accelerating Research Translation Program. During the GlaxoSmithKline (GSK) Innovation Challenge in April, GSK leaders were so impressed that they are funding a second challenge for the Fall 2023 semester—contracting for an additional \$220K. Additionally, StartUP FIU supported the College of Engineering and Computing - Knight Foundation School of Computing & Information Sciences, with a workshop on the *Fundamentals of Design Thinking*. The Guild Program event – attended by 25 FIU and MDC students – was hosted by Break Through Tech Miami, an initiative that helps traditionally underserved communities develop an interest in tech and computer sciences.

StartUP FIU Local delivered multiple workshops and programs to over 400 small businesses and provided additional consulting services to 52 entrepreneurs. The team continues to offer both *GovQuote* and refresher training to those University departments that request it. A new Bank of America-funded program, *Retail and Procurement Bootcamp*, is being prepared and is scheduled to launch Fall 2023. The StartUP FIU Local team also recruited Verizon to co-sponsor the bootcamp with Bank of America. Moreover, we concluded the 8-week *Business Development Incubator* program for Cohort # 6. The Marketing Resources quarterly workshop was launched in a new and improved format and a novel eight-week program—*BECOMING A CEO*—was launched for new small businesses and aspiring entrepreneurs. During FY 2022-2023, FIU researchers had 112 intellectual property disclosures, filed 81 patents, received 58 patents (60 for calendar year 2022), and executed 18 license agreements. Licensing income received during FY 2022-2023 was \$199,125.64.

## **3. University Graduate School (UGS)**

For the Academic Year (AY) 2022-2023, the University awarded 3,853 master's degrees (3% increase compared to the previous year). There was a 9% increase in research doctorates awarded (from 243 to 264), and a 4% increase in professional doctoral degrees awarded (from 153 to 159) from last year. As of July 17, 2023, FIU received 2,924 applications for doctoral programs (+4.5%), and thus far, admitted 608 doctoral students, an 8% decrease compared to last year. FIU received 9,677 applications for master's degrees (-0.5%), of which 3,800 were admitted, and 919 have enrolled, a 4% decrease compared to last year. To monitor the impact of our doctoral students' dissertations, UGS records the number of downloads in Digital Commons. From July 2022 to June 2023, electronic dissertations were downloaded 263,667 times from all over the world. In August 2022, we were awarded FGLSAMP Bridge to the Doctorate Fellowship grant from the National Science Foundation. As part of the grant, we are in the process of recruiting 15 talented MS or doctoral students and will provide them with funding and comprehensive professional development support in the first two years of their graduate program. This past year, we also selected our inaugural cohort of Bouchet Graduate Honor Society Fellows among FIU doctoral students. The three fellows participated in the Bouchet Induction Ceremony at Yale University



in March 2023 and were featured in the FIU News. In Fall 2022, UGS launched its Graduate Writing Fellows Program that focused on training advanced doctoral students to serve as writing facilitators in their programs for two consecutive semesters. The inaugural Graduate Writing Fellows were trained by faculty from FIU's Writing Across Curriculum program. Three of the Graduate Writing Fellows successfully launched writing groups among their peers. Feedback from the Writing Fellows and group participants was positive; therefore, the program will continue through next year. In a continual effort to expand affordable housing for graduate students, UGS solidified a partnership with University Housing. After a successful pilot in Fall 22/Spring 23, UGS secured additional on-campus units (70 units total) for the incoming AY 23-24. Some of these units have been specifically reserved for graduate students with families. In addition, UGS increased the number of awards/subsidies from 17 in Fall 22/Spring 23 to 40 for the next academic year. UGS also maintained relationships with outside housing partners and continued to provide free housing for 20 doctoral students. Throughout the past year, UGS continued to offer thesis, dissertation, and graduation workshops for students as well as workshops for FIU's graduate program directors. Finally, to support Ph.D. students' financial challenges and be more competitive in attracting the best Ph.D. students, for the coming Fall 2023 term, assistantships for Ph.D. students will be increased by 10% from the levels of Fall 2022.