



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

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

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

**Wednesday, December 8, 2021
10:15 AM**

or

Upon Adjournment of Previous Meeting

Chair: Natasha Lowell

Vice Chair: Donna J. Hrinak

Members: Cesar L. Alvarez, Jose J. Armas – *Health Affairs liaison*, Dean C. Colson, Joerg Reinhold,
Chanel T. Rowe, Alexander Rubido, Marc D. Sarnoff, Roger Tovar – *Athletics liaison*

AGENDA

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|---|--------------------|
| 1. Call to Order and Chair's Remarks | Natasha Lowell |
| 2. Approval of Minutes | Natasha Lowell |
| 3. Action Items | |
| AP1. Tenure as a Condition of Employment Nomination | Kenneth G. Furton |
| AP2. New Program Proposal: Master of Business Administration in Cybersecurity Risk Management | Elizabeth M. Bejar |
| AP3. New Program Proposal: Limited Access Bachelor of Science in Public Health | Elizabeth M. Bejar |
| AP4. Florida International University HB 1261 Career Planning Requirement Implementation Plan | Kenneth G. Furton |
| AP5. Updated Exclusion Resolution | Kenneth G. Furton |
| 4. Information and Discussion Items | |
| 4.1 Academic Affairs Regular Reports | |
| ▪ Academic and Career Success | Valerie Johnsen |

4.1 Academic Affairs Regular Reports *(Continued...)*

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

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| 5. Student Government Updates | Alexander Rubido |
| 6. Faculty Senate Updates | Joerg Reinhold |
| 7. New Business <i>(If Any)</i> | Natasha Lowell |
| 8. Concluding Remarks and Adjournment | Natasha Lowell |

Academic Policy and Student Affairs Committee Meeting

Time: December 08, 2021 10:15 AM - 11:15 AM EST

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

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 8, 2021

Subject: Approval of Minutes of Meeting held on September 14, 2021

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on September 14, 2021 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom.

Background Information:

Committee members will review and approve the minutes of the Academic Policy and Student Affairs Committee meeting held on September 14, 2021 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom.

Supporting Documentation:	Minutes: Academic Policy and Student Affairs Committee Meeting, September 14, 2021
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Facilitator/Presenter:	Natasha Lowell, <i>Academic Policy and Student Affairs Committee Chair</i>
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Academic Policy and Student Affairs Committee

September 14, 2021

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom

MINUTES

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Natasha Lowell on Tuesday, September 14, 2021, at 11:12 a.m.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Natasha Lowell, *Committee Chair*; Donna J Hrinak, *Committee Vice Chair*; Cesar L. Alvarez; Jose J. Armas, *Health Affairs Liaison (via Zoom; joined after roll call)*; Dean C. Colson, *Board Chair*; Joerg Reinhold; Chanel T. Rowe; Alexander Rubido; Marc D. Sarnoff; and Roger Tovar, *Board Vice Chair and Athletics Liaison*.

Trustees Gene Prescott and Carlos Trujillo (*via Zoom*) and University President Mark B. Rosenberg were also in attendance.

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

Provost and Executive Vice President Kenneth G. Furton commented on the appointment of Dr. Heather Russell as Vice Provost for Faculty Leadership and Success, noting that Dr. Russell succeeds Dr. Kathleen Wilson who plans to retire at the end of 2021. Provost Furton noted that Dr. Russell serves as Dean of the School of Environment, Arts and Society and has served, since its inception, on the Steering Committee for the Office of Faculty Leadership and Success. Provost Furton remarked that after nearly three years at the helm of the Herbert Wertheim College of Medicine (HWCOM), Dean Robert Sackstein has announced that he will be accepting the position of Senior Vice President for Global Medical Affairs at FIU. Provost Furton mentioned that Dr. Juan Cendan, Vice Dean, Executive Associate Dean for Student Affairs, and Professor of Surgery at HWCOM, is now serving as Interim Dean of HWCOM, adding that Dr. Cendan is a widely published researcher and recently received the Association of American Medical Colleges' Thomas Hale Award for Investigators. Provost Furton introduced Mr. Ryan Kelley, Director for the Office of Civil Rights Compliance and Accessibility, formerly Inclusion, Diversity, Equity & Access (IDEA) and Title IX Coordinator for the University.

2. Approval of Minutes

Committee Chair Lowell asked that the Committee approve the minutes of the meeting held on June 16, 2021. A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on June 16, 2021.

3. Action Items

AP1. Tenure as a Condition of Employment Nominations

Committee Chair Lowell explained that there are six (6) Tenure as a Condition of Employment (TACOE) nominations, adding 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 institution. Provost Furton pointed out that TACOE is reserved for individuals who have achieved highly prestigious academic careers at other peer institutions, adding that TACOE candidates have either received or are eligible for tenure at their previous institution. He 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, the Provost, the President and the FIU Board of Trustees. Provost Furton indicated that the TACOE candidates have been vetted and briefly commented on each of the TACOE candidates.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees the approval of six (6) candidates for Tenure as a Condition of Employment as specified in the Board materials.

AP2. 2022-2023 Legislative Budget Requests

Committee Chair Lowell indicated that the 2022-23 Legislative Budget Requests (LBRs) have been formally submitted to the Florida Board of Governors (BOG) for review and approval. Provost Furton presented the 2022-23 LBRs for Committee review, pointing out that the LBRs are a result of an assessment of needs developed by the BOG, in cooperation with State University System of Florida (SUS) institutions. He indicated that the BOG requires that all SUS institutions submit their LBRs to their respective Board of Trustees for review and approval. He commented that FIU is requesting \$4,850,188 for the Strategic Degree Implementation Plan, adding that the Plan will transform and reengineer how strategic degrees in science, technology, engineering, and mathematics (STEM) and health are taught and optimized to increase retention, graduation rates, post degree marketability, career placement, and advancement or entrepreneurship. Provost Furton remarked that FIU is also requesting \$15.15M, recurring, for the Program of Distinction in Environmental Resilience, stating that the Program is designed to advance current research programs and lead to innovative solutions for enhancing local, regional, and national resilience to environmental change, including preparing the workforce needed to address these challenges.

In response to Committee Chair Lowell, Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar described active learning classrooms as physically designed to enhance the teaching and learning experience, noting that they use smartboards, have flexible seating arrangements, and can be adjusted to meet the daily or weekly group needs of any class setting. Further responding to Committee Chair Lowell, Sr. VP Bejar explained that the faculty Sandbox is an opportunity for faculty, in their professional development, to work with other faculty on

improving their pedagogical practices, as well as with instructional designers in designing state of the art objectives to improve teaching and learning. Trustee Joerg Reinhold shared his personal experience with active learning classrooms, noting positive student learning outcomes.

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 2022-2023 Legislative Budget Requests:

- Strategic Degree Implementation Plan Request: \$ 4,850,188
- Program of Distinction in Environmental Resilience Request: \$15,150,000

AP3. Textbook and Instructional Materials Affordability Annual Report

Sr. VP Bejar presented the Textbook and Instructional Materials Affordability annual report for Committee review. She indicated that each year, the Board of Trustees is required to review the University's efforts towards making textbooks more affordable for students. She pointed out that the annual reporting includes the University's established practices in terms of compliance requirements by the State as well as reporting on the efficacy of new, innovative initiatives. She acknowledged Director of Academic Support Services, Birgitta Rausch Montoto, who has been leading the University's implementation effort and follow through with affordability requirements; Kenia Junco, Director of Business Services; and Nicholas (Nick) Agnone, regional manager for Barnes & Noble.

Sr. VP Bejar commented that 48% of fall 2020 sections and 47% of spring 2021 sections had no textbook costs associated with them, noting that across the fall 2020 and spring 2021 semesters, nearly 30% of course sections were considered to have low textbook costs, which she pointed out is identified by the state as less than \$20 per credit hour. She pointed out that the University met compliance, explaining that the reporting requirement is that faculty provide the list of required textbooks 45 days prior to the first day of class for each semester thereby allowing students to have ample opportunity for comparison shopping.

Sr. VP Bejar referred to the agenda materials where University initiatives designed to reduce the costs of textbooks and instructional materials are detailed. She commented on the Panther Book Pack Inclusive Affordability Pilot Program for fall 2021, noting that the program is focused on students being opted in. She added that materials are available the first day of classes, if not prior. She pointed out that students having access to materials on the first day of class is a national determinant for student success and first year retention, primarily in the university setting. Sr. VP Bejar explained that the current program is a two-year pilot for undergraduate students only and is subscription based by the semester. She commented that students that were opted in for fall 2021 had a cost of \$20 per credit hour for all of their course materials, adding that this is a negotiated flat rate in partnership with Barnes & Noble.

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 Textbook and Instructional Materials Affordability Annual Report.

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

Sr. VP Bejar acknowledged the work of Michelle Horvath, Assistant Dean of Students; Brenezza (Breny) Garcia, Associate Vice President of Student Health and Wellness; and Associate General Counsel Iris Elijah. Sr. VP Bejar also acknowledged General Counsel Castillo, noting that together the team collaborated on revisions in order to ensure that the Student Conduct and Honor Code is strong, robust, and appropriate. She presented the proposed amendment to Regulation FIU-2501 Student Conduct and Honor Code for Committee review, noting that the revisions consist of formatting changes, scrivener's errors, and changes in response to the 2021 legislative session. She referred to the updated document which corrects a typo in the originally printed materials and requested an additional change consisting of the removal of the following proposed redline addition: *"If a Respondent elects to have an advisor speak on their behalf, the Respondent is endorsing the veracity (truthfulness) of all statements made by the advisor."* She provided an overview of the various requirements from Sections 1004.097 and 1006.60 of the Florida Statutes, adding that several revisions to section 1006.60, Florida Statutes, were already in practice, but the specific language was added for consistency.

Trustee Marc D. Sarnoff commended the team that was involved in the proposed amendment.

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.

AP5. Florida Educational Equity Act Report, 2021 reporting year

Committee Chair Lowell referred Trustees to the section of the Equity Report that was inadvertently not included in the originally printed board book, noting that said section has been provided to the Trustees. Emmanuele Bowles, Director, Diversity, Equity, and Inclusion, presented the 2021 Florida Educational Equity Act Report for Committee review. She explained that equity reports for SUS institutions will now be listed on the BOG's website, adding that the BOG is also creating an online dashboard that will include SUS equity report data. She commented on academic programs, noting increases, across gender and racial groups, in the number of Florida Community College A.A. transfers and in the retention rates of full-time First-Time-In-College (FTIC) freshmen. Dr. Bowles mentioned that the area for improvement relates to the enrollment of FTIC students. She remarked on graduation participation, specifically highlighting increases in master's degrees awarded to female and Black students, and in terms of doctoral degrees, she mentioned increases in the representation of Hispanic and Black students. She pointed out that the area for improvement relates to the representation rate of female students in doctoral programs.

Dr. Bowles explained that of the 12 required reporting elements for the athletics program, FIU only has two (2) areas for improvement, specifically the female student athlete participation rate gap as it relates to male participants and significant differences that exist between the men's baseball facilities and the women's softball facilities. She mentioned that the Report details the improvement plans that will help address the aforementioned areas for improvement. Dr. Bowles remarked on increases to the number of Black tenured faculty and Hispanic tenure track faculty members, stating that areas

for improvement pertain to increasing female faculty and minority tenured faculty representation. She pointed out that the Report includes FIU's institutional diversity, equity, and inclusion (DEI) goals and the departmental action plans across the University that will help to level the field and move the DEI needle forward in creating a more equitable and inclusive environment.

Trustee Marc D. Sarnoff commented on national university enrollment trends, noting that it is estimated that there will be two (2) females for every male in the university system in the next four years and inquired as to FIU's female to male enrollment ratios. Vice President for Enrollment Management and Services Kevin Coughlin, Jr. explained that FIU's female population is and historically has been approximately 57% for fall terms.

Trustee Chanel T. Rowe commented on the gap in the distribution of scholarship funds among ethnic groups, specifically referring to the Presidential Scholars, Ambassador Scholarships, and the Gold and Blue Scholarships and how Hispanics are the recipients of 70% of said scholarships, while African American students are receiving the same scholarships at rates ranging from less than 10% to less than 5%. She added that in most cases, White students are receiving more in scholarship funds than Asian or Black students and inquired as to the University's efforts relating to ensuring equity in the distribution of funds to the students with the most need. Dr. Bowles explained that the scholarships that Trustee Rowe referred to is indicative of only a subset as the Equity Report does not highlight all available scholarships, pointing out that the University aims to award scholarships in a manner that is reflective of the University's population. Dr. Bowles added that the Equity Report describes the University's efforts as it pertains to working with community-based organizations and Title I schools, noting that this collaboration helps attract a more diverse student population and allows for opportunities to provide micro-scholarships in order to ensure that there are no financial barriers to education. Also responding to Trustee Rowe, VP Coughlin remarked on the University's intentionality as it relates to academic excellence while also creating new pathways that provide access, and while, currently, most may not provide scholarship funding, new pathways associated with scholarships are being developed. Senior Vice President for Human Resources and Vice Provost for Diversity, Equity and Inclusion El pagnier K. Hudson remarked that the University is enthusiastic and equally realistic about the time that systemic change takes.

In response to Board Chair Dean C. Colson, VP Coughlin commented on the data related to FTIC, explaining that the University offers a number of pathways, including part-time enrollment, in order to ensure student access, success, and retention. Also responding to Board Chair Colson, VP Coughlin estimated that Black students represent 12% of the University's total enrollment. Provost Furton explained that personalized education pathways help students transition into higher education and help to ensure student success.

Trustee Donna J. Hrinak recommended, for future Equity Reports, that the areas for improvement also include specific metrics relating to what the University plans to accomplish along with a completion deadline. Referring to Trustee Rowe's comments, Committee Chair Lowell requested that future Equity Reports also detail the University's progress towards addressing the equity gaps in scholarship distribution. In response to Trustee Sarnoff, VP Coughlin commented on freshman data and 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 Florida Educational Equity Act Report for the 2021 reporting year.

4. Information and Discussion Items

4.1 Knight Foundation School of Computing and Information Sciences Sublease

Provost Furton presented a floorplan and provided an overview of the proposed staff and groups to occupy the Knight Foundation space, sectors to be impacted, and return on investment and impact to student success/career development, tech transfer, and deliverables. He referred to the 2025 strategic plan goal relating to amplifying the culture of social innovation and entrepreneurship along with increased opportunities for technology transfer, highlighting the possible advantages related to FIU occupying the space. Provost Furton commented that the space would showcase and connect startups, FIU technologies, and faculty expertise to the MiamiTech ecosystem. He added that the space would also allow the University to embed tech company partners working with FIU faculty and students as part of joint collaborations and has the potential for the recruitment of entrepreneurs for promising FIU tech startups and for attracting partners to license FIU technologies. He also referred to the 2025 strategic plan goal pertaining to supporting and continuing to grow preeminent programs, specifically that the space would showcase the University's preeminent programs, provide a unique platform to engage with companies related to centers of excellence, and conduct research and development with projects that demonstrate commercialization potential.

Provost Furton remarked that the space also would accommodate student presence and activities. He commented on projected positive impacts to metrics, specifically increasing the number of students employed after graduation and increasing the average salary of FIU graduates. He provided an overview of the profit and loss statement, noting future challenges, if the space were to be acquired, with revenue streams to cover space downtown. He remarked on the University's expectation to identify a more favorable lease arrangement within the next four and half years. There was no additional discussion by anyone.

4.2 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.

5. Student Government Updates

Trustee Alexander Rubido, Student Government President, commented that with the start of the fall semester, student organizations are gathering with well attended events, the Student Space Improvement (Commission) is now operational, and a funding source has been identified for the Student Lounge. He pointed out that the University has made great strides since its opening day on September 14, 1972.

6. Faculty Senate Updates

Trustee Reinhold, Faculty Senate Chair, commented on the agenda related to the Faculty Senate Meeting scheduled for later in the day, specifically the approval of a Parliamentarian and the election of members to the Faculty Senate Steering Committee. He added that the Faculty Senate Steering

Committee has representation from each University college and school, helps him as the Faculty Senate Chair develop the Faculty Senate agenda, and meets regularly with Provost Furton. He pointed out that he is termed out as Faculty Senate Chair, adding that he will conclude his second and final term on July 31, 2022. He commented that the Advisory Council of Faculty Senates (ACFS) is charged with advising the Chancellor of the SUS, BOG, the State Board of Education, the Legislature, and the Governor among others, pointing out that the ACFS has passed a Resolution opposing statewide restriction or legislation that limits public health mitigation measures in the SUS during a global pandemic.

7. New Business

No new business was raised.

8. 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 Tuesday, September 14, 2021, at 12:39 p.m.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 8, 2021

Subject: Tenure as a Condition of Employment Nomination

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of one (1) candidate for Tenure as a Condition of Employment (TACOE).

Background Information:

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

The TACOE nominee holds tenure at their previous institution and has been selected to receive TACOE based on the caliber of their work.

Supporting Documentation:

Tenure as a Condition of Employment Nominee Overview

Tenure as a Condition of Employment Nominee Bio

Tenure as a Condition of Employment Nominee Curriculum Vita

Facilitator/Presenter:

Kenneth G. Furton

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Florida International University
Tenure as a Condition of Employment Nomination - December 2021

Name	College	Department	Proposed Rank
Anna Fino	College of Arts, Sciences and Education	Mathematics & Statistics	Professor

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Anna Fino
Mathematics & Statistics
College of Arts, Sciences & Education

Dr. Fino received her PhD in Mathematics from the University of Turin-University of Genoa Consortium in 1997. She has served as a full Professor at the University of Turin since 2015 and as an Associate Professor from 2005 to 2015.

She has focused her research interests in Differential Geometry, Complex Geometry, and Lie Theory. She has published over 80 peer-reviewed papers throughout her career. In addition, she has been successful in obtaining external funding in Europe, and her projects have been supported by the European Union (EU) among other organizations. Professor Fino has presented her work at numerous invited conferences and workshops both in Italy and internationally.

Dr. Fino's teaching includes courses at both the undergraduate and graduate levels, she has directed seven postdoctoral scholars, and she has extensive experience mentoring graduate students. She was heavily involved in leading the growth of the Ph.D. program at her university and has supervised six PhD students, two visiting PhD students, 36 master's students, and 37 undergraduate students.

Professor Fino has contributed impressively to her field and university. She has served on international committees for the University of Minho's Center of Mathematics and the European Mathematical Society. At the national level, she was a member of the Scientific Committee of the Mathematics Italian Union and that of the Italian National Group for Algebraic and Geometric Structures and Applications. Locally, her service includes her role as Coordinator of the Joint Ph.D. Program in Mathematics (University of Turin and Polytechnic University of Turin) and as Deputy Director of Research for her department. Dr. Fino is the founding Managing Editor of *Complex Manifolds* and serves on the editorial boards of top journals that include *The Journal of Geometric Analysis*, *Note di Matematica* and *Revista de la Unión Matemática Argentina*. She has been a referee for over 30 journals in her field.

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CURRICULUM VITAE ET STUDIORUM

ANNA MARIA FINO

Personal Information.

Born in Cuneo, Italy; Italian citizen

Nationality: Italian

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E-mail: annamaria.fino@unito.it

Web: <https://sites.google.com/site/annafino/home>

Member of: American Mathematical Society, European Mathematical Society, Unione Matematica Italiana.

Education.

PhD in Mathematics, University Consortium Torino-Genova, 1997

MSc in Mathematics (*summa cum laude*), University of Torino, 1992

Current Employment. *Full Professor* at the University of Torino from 4 May 2015.

Previous Positions.

Associate Professor, University of Torino, 2005–2015.

Visiting professor, University of Córdoba (Argentina) February 2008.

Visiting professor, University of Southern California at Riverside, May 2004.

Visiting professor, University of Southern Denmark, Odense, March–June 2002.

Lecturer (permanent position), University of Torino, 1996–2005.

Research Interests.

Research Areas: Differential Geometry, Complex Geometry, Lie theory.

Keywords: Special metrics on complex manifolds, cohomologies of almost complex manifolds, deformations of complex structures, symplectic manifolds, special holonomy; geometric flows.

Selected Publications.

A class of eternal solutions to the G_2 -Laplacian flow, (with A. Raffero), to appear in *J. Geom. Anal.*

Closed warped G_2 -structures evolving under the Laplacian flow, (with A. Raffero), *Ann. Sc. Norm. Super. Pisa Cl. Sci.* 20 (2020), 315–348.

Astheno-Kähler and balanced structures on fibrations, (with G. Grantcharov & L. Vezzoni), *Int. Math. Res. Not.* IMRN 2019, no. 22, 6819–6886.

Holonomy groups of G_2^* -manifolds, (with I. Kath), *Trans. Amer. Math. Soc.* 371 (2019), no. 11, 7725–7755.

The Kähler Quotient Resolution of \mathbb{C}^3/Γ singularities, the McKay correspondence and $D = 3N = 2$ Chern-Simons gauge theories, (with U. Bruzzo, P. Fré), *Commun. Math. Phys.* 365 (2019), 93–214.

Algebraic dimension of complex nilmanifolds, (with G. Grantcharov & M. Verbitsky), *J. Math. Pures Appl.* (9) 118 (2018), 204–218.

Six dimensional solvmanifolds with holomorphically trivial canonical bundle, (with A. Otal & L. Ugarte), *Int. Math. Res. Not.* (2015), no. 24, 13757–13799.

The Calabi-Yau equation on the Kodaira-Thurston manifold, viewed as an S^1 -bundle over a 3-torus, (with E. Buzano & L. Vezzoni), *J. Differential Geom.* 101 (2), (2015), 175–195.

G_2 -structures on Einstein solvmanifolds, (with M. Fernandez & V. Manero), *Asian J. Math.* 19 (2015), 321–342.

The pluriclosed flow on nilmanifolds and Tamed symplectic forms, (with N. Enrietti & L. Vezzoni), *J. Geom. Anal.* 25 (2015), 883–909.

Analog of selfduality in dimension nine, (with P. Nurowski), *J. Reine Angew. Math.* 699 (2015), 67–110.

The Calabi-Yau equation on 4-manifolds over 2-tori (with Y. Li, S. Salamon & L. Vezzoni), *Trans. Amer. Math. Soc.* (365) (2013), 1551–1575.

Tamed symplectic forms and SKT metrics, (with N. Enrietti & L. Vezzoni), *J. Sympl. Geom.* 10 (2012), 203–224.

On the de Rham cohomology of solvmanifolds, (with S. Console), *Ann. Sc. Norm. Super. Pisa Cl. Sci.* (5) 10 (2011), 801-818.

On astheno-Kähler metrics, (with A. Tomassini), *J. London Math. Soc.* 83 (2011), 290-308.

Blow ups and resolutions of strong Kähler with torsion metrics, (with A. Tomassini), *Adv. Math.* 221 (2009), no.3, 914-935.

Properties of manifolds with skew-symmetric torsion and special holonomy, (with G. Grantcharov), *Adv. Math.* 189 (2004), 439-450.

Neutral Calabi-Yau structures on Kodaira Manifolds, (with H. Pedersen, Y. S. Poon & M. Weye Sorensen), *Commun. Math. Phys.* 248 (2004) no. 2, 255-268.

Families of strong KT structures in six dimensions, (with M. Parton & S. Salamon), *Comm. Math. Helv.* 79 (2004) no. 2, 317-340.

Dolbeault Cohomology of compact nilmanifolds, (with S. Console), *Transform. Groups* 6 (2001), 111-124.

Principal Investigator, Project Coordinator and Leadership.

- Local coordinator, project PRIN (2017) Real and Complex Manifolds: Topology, Geometry and holomorphic dynamics Ref: 2017JZ2SW5, 2019-2022. Budget 82,000 EUR.
- *Exterior Differential Systems of Riemannian Geometry*, FP7-PEOPLE-2012-IEF project 332209 funded by the *European Union*, 2013–2015. Budget 249,000 EUR.
- Coordinator of Projects of the University of Torino for the years 2006, 2008, 2012, 2013, 2014, 2015, 2018, 2019 and 2020.

Awards and Personal Grants.

- ‘Research in pairs’ fellowship (fully supported) at Oberwolfach (Germany), 2 weeks in 2016.
- ‘Incentivo una tantum anno 2012’ of University of Torino.
- Visiting research fellowship at University of Zaragoza (Spain), 2 months in 2011.
- ‘Research in pairs’ fellowship (fully supported) at CIRM/FBK, Trento (Italy), 1 month in 2009.
- Visiting research fellowship at Humboldt University zu Berlin, 1 month in 2005.
- Visiting research fellowship at USC Riverside (USA), 1 month in 2004.
- Visiting research fellowship, University of Odense (Denmark), 2 months in 2001.
- Prize for best MSc thesis in Mathematics, Torino 1992.

Editorialship & Refereeing.

- Founding Managing editor of *Complex manifolds*, de Gruyter Open, 2014-present
- Editorial boards:

The Journal of Geometric Analysis (2020-Present)

Note di Matematica (2020-Present)

Revista de la Unión Matemática Argentina (2018-Present)

Extracta Mathematica (2018-Present)

Annals of Global Analysis and Geometry (2012-Present)

- Editor of the volumes:

S.G.Chiossi, A. Fino, E. Musso, F. Podestá, L.Vezzoni (Eds), *Special Metrics and Group Actions in Geometry*, Springer INdAM Series 23, Springer-Verlag (2017).

S.G.Chiossi, A.Fino, I.Dotti (Eds), *In Memoriam Sergio Console*, Rend. Sem. Mat. Torino 46/1 (2016) (special issue)

M. Falcitelli, A. Fino, S. Marchiafava (Eds), *Proceedings of the International Conference Geometric Structures on Riemannian Manifolds*, Rend. Sem. Mat. Torino 73 No. 1-2 (2015) (special issue)

- Referee for the journals:

Adv. Math., Geom. Dedicata, Ann. Global Anal. Geom., J. Geom. Phys., J. Eur. Math. Soc., Int. Math. Res. Not., J. Math. Phys., Transform. Groups, Comm. Math. Phys., J. Algebra, Math. Ann., Pacific J. Math., Glasg. Math. J., Math. Z., Asian J. Math., Glasg. Math. J., Differential Geom. Appl., Q. J. Math., Ark. Mat., Illinois J. Math., J. Lond. Math. Soc., Note Mat., Rend. Circ. Mat. Palermo, J. Inequal. Appl., Monatsh.

Math., C. R. Math. Acad. Sci. Paris, Adv. Geom., Math. Phys. Anal. Geom., Mediterr. J. Math., Ann. Mat. Pura Appl., Ann. Sc. Norm. Super. Pisa Cl. Sci., J. Geom. Anal., Invent. Math., Compositio Math., Comm. Anal. Geom., J. Math. Pures Appl..

Other Administration (national & international committees).

- International committees:

2018 - External Advisory Committee Member of Center of Mathematics (CMAT), University of Minho.

2009–2016 “Committee Developing Countries”, European Mathematical Society.

2009–2011 Project of the Spanish Ministry of Science and Innovation “Special structures in Geometry, Topology and Physics”, University of Zaragoza.

2010–2011 Joint German-Italian Vigoni Project (2010) “Moment map and Submanifold geometry” (German partner G. Thorbergsson (Köln)).

2000–2004 European Project “European Differential Geometry Endeavour” (EDGE), Rome node.

- National committees:

2018– *Scientific Committee of UMI*¹.

2013– *Scientific Committee of GNSAGA*², INdAM.

- Local administrative duties:

2020- Coordinator of the joint Ph.D. Program in Mathematics, University and Politecnico of Torino-INdAM.

2017- Member of the Scientific Committee of Scuola degli Studi Superiore Ferdinando Rossi dell’Università di Torino.

2015- 2018 Deputy Director for research of Department of Mathematics at the University of Torino.

2014–2020 Deputy Ccoordinator of the joint PhD Program in Mathematics, University and Politecnico of Torino.

2008– Ph.D. Committee, University of Torino.

2008–2015 Committee for MSc Degrees in Mathematics, University of Torino.

2008– 2012 International Committee for MSc Degrees in Mathematics, University of Torino.

2000–2006, 2010– 2015, 2018 - Executive Committee, Department of Mathematics, University of Torino.

Supervision.

- *Direction of Post-docs:*

- Alberto Raffero, 2018-present

- Nicoletta Tardini, 9 months in 2019-20

- Ioannis Chrysikos, INdAM COFUND Project, 2016-2018

- Arman Taghavi-Chabert, 2017

- Guorgui Mihaylov, 10 months in 2009

- Adrian Andrada, 6 months in 2008

- Luigi Vezzoni, 13 months in 2007-08

- *Ph.D. Students* (former and current):

- Nicola Enrietti, “SKT metrics and symplectic structures”, Torino 2012

- Victor Manero, “Closed G_2 forms and special metrics”, Bilbao 2015 (joint with M. Fernández)

- Alberto Raffero, “Non-integrable Special Geometric Structures in dimension six and seven”, Torino 2016

- Leonardo Bagaglini, “Nilmanifolds, submanifolds and flows related to classes of G_2 -structures”, Firenze 2018

- Francesca Salvatore, third year Ph.D. student

- Fabio Paradiso, second year Ph.D. student

¹Mathematics Italian Union

² Italian National Group for Algebraic and Geometric Structures and Applications

- *Visiting PhD students:*

R.Villacampa (Zaragoza), T.Madsen (Odense), A.Otal (Zaragoza), G.Bazzoni (Madrid), I.Lujan (Madrid), H.Kasuya (Tokyo), A. Latorre (Zaragoza), Z.Larbi (Oran).

- *Master students:*

1998-present (Torino): 35 master theses

2014 (Marburg): 1 master thesis (jointly supervised with I. Agricola)

- 37 *Bachelor theses* at University of Torino, 1998–present

External Examiner of PhD Theses.

- Andrea Anseli, Francesco Bastianoni, Davide Di Micco, Milano, 2020.
- Oliver Sonderegger, Hannover, 2020.
- Tat dat Tô, Toulouse (France), 2018.
- Adela Latorre, Zaragoza (Spain), 2016.
- Antonella Perrone, Lecce (Italy), 2015.
- Stefania D'Alessandro, Marco Marchi, Simona Scoleri, Milano (Italy), 2014.
- Maura Macrí, Torino (Italy), 2014.
- José Antonio Santisteban, Bilbao (Spain), 2014.
- Thomas Madsen, Odense (Denmark), 2011.
- Theofanis Matsoukas, Oxford (UK), 2010.
- Raquel Villacampa, Zaragoza (Spain), 2009.
- Massimo Vaccaro, Università Tor Vergata, Roma (Italy), 2007.
- Nils Schoemann, Humboldt-Universität zu Berlin (Germany), 2006.
- Richard Cleyton, Odense (Denmark), 2001.

External Examiner of Habilitation Theses.

- Gianluca Bande, Université de Haute Alsace (France), 2014.

Selected Conferences/Workshops (only invited/plenary speaker).

Miniworkshop Almost Complex Geometry, Oberwolfach, on line, 2020.

Geometry and Applications Online celebrating the 80th birthday of Dmitri Alekseevsky, on line, 2020.

Concluding Colloquium of the Research Training Group 1670, Hamburg, 2020.

Differential Geometry and Non-associative Algebras, CIRM, Luminy, 2019.

Dirac operators in differential geometry and global analysis - in memory of Thomas Friedrich (1949-2018), Bedlewo, 2019.

Abel Symposium, Alesund, 2019.

Special Metrics and Gauge Theory, ICMAT, Madrid, 2018.

Special Holonomy: Progress and Open Problems 2018, Simons Center, Stony Brook, 2018.

Glances@Manifolds, Kraków, 2018.

RIEMain in Contact, Cagliari, 2018.

Geometric Flows and Special Holonomy, Imperial College, 2018.

International Conference on Symmetry and Geometric Structures, Warsaw, 2017.

ÖMG - DMV 2017 - Special session on Differential Geometry, Salzburg, 2017.

Workshop on Geometric Analysis - Homage to Olga Gil-Medrano, Valencia, 2017.

Workshop on G2 Manifolds and Related Topics, The Fields Institute, Toronto, Canada, 2017.

Lie Group Actions in Riemannian Geometry, Dartmouth College, USA, 2017.

F.I.U. Winter Conference on Geometry, Topology and Applications, Miami, 2017.

V Workshop in Differential Geometry, Cordoba, Argentina, 2016.

Recent Advances in Complex Differential Geometry, Toulouse, 2016.

Special hermitian metrics on non-Kähler manifolds, Firenze, 2016.

End of Year London Geometry Conference, King's College London, 2015.

Minisymposia Topology and geometry of Lie group actions, DMV 2015, Hamburg, 2015.

Winter school & Workshop in Complex Analysis and Geometry, 2015, SNS Pisa.

G2 manifolds, Simons Center for Geometry and Physics, Stony Brook (USA), 2014.

47th Seminar Sophus Lie, Castle Rauischholzhausen (Germany), 2014.
 Lorentzian and Conformal Geometry, Greifswald (Germany), 2014.
 Differential Geometry Workshop, Aarhus (Denmark), 2013.
 Real and complex manifolds: geometry, topology and harmonic analysis, SNS Pisa (Italy), 2013.
 EGBI 2012, Brazil-Italy Geometry Meeting, Salvador (Brazil), 2012.
 G2 days, King's College London and University College London, 2012.
 Third Minho Meeting on Mathematical Physics, Braga (Portugal), 2011.
 EMS-RMSE Joint Mathematical Weekend, Bilbao (Spain), 2011.
 Geometric structures on complex manifolds, Bogomolov Laboratory of Algebraic Geometry, Steklov Institute, Moscow (Russia), 2011.
 Geometric Structures in mathematical Physics, Golden Sands (Bulgaria), 2011.
 XIX International Fall Workshop on Geometry and Physics, Porto (Portugal), 2010.
 Differential Geometry and its Applications, Brno (Czech Republic), 2010.
 Dirac operators and Special Geometries, Marburg (Germany), 2009.
 Workshop on CR and Sasakian Geometry, Luxembourg, 2009.
 Holonomy Groups and Applications in String Theory, Hamburg (Germany), 2008.
 XVII International Fall Workshop on Geometry and Physics, Bilbao (Spain), 2008.
 Special Geometries in Mathematical Physics II, Kühlungsborn (Germany), 2008.
 Workshop on deformation theory in algebraic and differential geometry, HU Berlin (Germany), 2007.
 XV International Workshop on Geometry and Physics, Puerto de la Cruz, Tenerife (Spain), 2006.
 Special Geometries in Mathematical Physics I, Kühlungsborn (Germany), 2006.
 II Encuentro de Geometria Diferencial, La Falda (Argentina), 2005.
 Differential Geometry and Topology, SNS Pisa (Italy), 2004.
 EDGE Mid-Term meeting, SNS Pisa (Italy), 2003.
 Encuentro de Geometria Diferencial, Córdoba (Argentina), 2003.
 Black Sea EDGE Workshop on Differential Geometry, Albena (Bulgaria), 2003.

Selected Invited Seminars. Córdoba (Argentina) 1997, 2000 and 2008; Odense (Denmark) 2001, 2002 and 2004; École Polytechnique, Paris (France) 1999; L'Aquila (Italy) 2003; HU Berlin (Germany) 2003 and 2005; ESI, Wien (Austria) 2004; USC Riverside (USA) 2004 and 2011; Campinas (Brasil) 2005; Bilbao (Spain) 2006; Parma (Italy) 2006 and 2020; CIRM Trento (Italy), 2009; Bochum (Germany) 2009; Köln (Germany) 2010; Oxford (UK) 2010; Lecce (Italy) 2010; Zaragoza (Spain) 2011 and 2013; Bielefeld (Germany) 2012; Stuttgart (Germany) 2013; Universidad Complutense, Madrid (Spain) 2013; Miami (USA) 2013; Bogomolov Laboratory of Algebraic Geometry, HSE, Moscow (Russia) 2014; Hannover (Germany) 2015; Queen Mary University of London, 2016; Marburg (Germany) 2017; Regensburg (Germany) 2018; Milano 2018; Münster (Germany) 2020, on line.

Member of the Organizing/Scientific Committee of Workshops, Schools & Conferences.

- 2019 *Bridging the Gap between Kähler and non-Kähler Complex Geometry*, BIRS, Banff (Canada)
XXI Congresso dell'Unione Matematica Italiana, Pavia
- 2018 *Pluripotential Theory, Geometric Analysis and Calibrated Geometry*, Torino
The 5th Workshop Complex Geometry and Lie Groups, Firenze
Geometries with torsion, Torino
- 2017 *Differential Geometry Days*, Torino
- 2016 *The IV Workshop Complex Geometry and Lie Groups*, Nara, Japan
International conference on differential geometry, Fez, Marocco
A Differential Geometry Day in memory of Sergio Console, Torino
Special session Geometric Structures, Lie Theory and Applications,
The first Joint Meeting Brazil - Italy in Mathematics, IMPA, Brazil
- 2015 *Workshop in memory of Sergio Console*, Torino
Geometric Structures on Riemannian manifolds, Bari
- 2014 *Carnival Differential Geometry*, Torino
Complex Geometry and Lie Groups, Torino

Special Session *Symplectic geometry and special metrics* at the First Joint International Meeting
RSME-SCM-SEMA-SIMAI-UNI, Bilbao

- 2013 *Geometry Day Milano-Torino*, Torino
- Quaternion Kähler Structures in Riemannian and Algebraic Geometry*, Oberwolfach (Germany)
- 2012 *Geometric structures on manifolds and their applications*, Castle Rauischholzhausen (Germany)
- 2011 *Section Topology and Differential Geometry* at XIX UMI Congress, Bologna
- 2009 *Turin Differential Geometry Day*, Torino
- 2007 *VI Workshop on Lie Theory and Geometry*, Córdoba, Argentina
- 2004 *New perspectives on Holonomy and Submanifolds*, Torino

Teaching Experience.

- Undergraduate courses:

At University of Torino:

Differential Geometry, 2020, 2019, 2018, 2013, 2012, 2010, 2009, 2004, 2000

Lie Groups, 2004

Complex Geometry, 2008, 2007, 2006

Geometry 2, 2012, 2011, 2010,

Laboratory of Geometry for Applications, 2012, 2011

Geometry 3, 2015, 2014, 2013

Elements of Advanced Geometry, 2017, 2016, 2015, 2014, 2013

Geometry One, 2020, 2019, 2018, 2017

Algebra and Geometry for Mathematics for Finance and Insurance, 2009

Mathematics for Chemistry, 1999

Mathematics A and B for Chemistry, 2004, 2001

Mathematics C for Chemistry, 2008

Geometry and Linear Algebra I for Physics, 2007, 2006, 2005, 2004, 2003, 2002

Complements of Linear Algebra I for Physics, 2002

Functions of several variables for Physics, 2005.

At University of Odense: *Complex Analysis*, March-May 2002.

- Ph.D courses:

At University of Torino: *Differential Geometry, Lie Groups, Actions of Lie Groups and Symplectic Geometry, Ricci flow and Special Geometric Structures, Topological Properties of Manifolds with exceptional holonomy.*

At University of Lecce: *Lie Groups*, March 2012.

At University of Saragoza: *Symplectic Geometry*, February-March 2011.

At University of Odense: *Geometry III*, March-May 2002.

Torino, 18 November 2020

Complete List of Publications by Anna Maria Fino

Papers in Refereed Journals:

- (1) M. Fernández, A. Fino, A. Kovalev, V. Muñoz, A compact G_2 -calibrated manifold with first Betti number $b_1 = 1$, preprint arXiv:1808.07144, to appear in **Advances in Mathematics**.
- (2) A. Fino, A. Raffero, A class of eternal solutions to the G_2 -Laplacian flow, preprint arXiv:1807.01128, to appear in **The Journal of Geometric Analysis**.
- (3) A. Fino, N. Tardini, Some remarks on Hermitian manifolds satisfying Kähler-like conditions, preprint arXiv:12003.06582, to appear in **Mathematische Zeitschrift**.
- (4) A. Fino, A. Raffero, Closed warped G_2 -structures evolving under the Laplacian flow, **Ann. Sc. Norm. Super. Pisa Cl. Sci. (5)** 20 (2020), no. 1, 315-348.
- (5) L. Bagaglini, M. Fernández, A. Fino, *Laplacian co-flow on the quaternionic Heisenberg group*, **Asian J. Math.** 24 (2020), no. 2, 331-354.
- (6) A. Fino, A. Raffero, Remarks on homogeneous solitons of the G_2 -Laplacian flow, **C. R. Math. Acad. Sci. Paris** 358 (2020), no. 4, 401-406.
- (7) D. Alekseevsky, I. Chrysikos, A. Fino, A. Raffero, Homogeneous 8-manifolds admitting invariant $Spin(7)$ -structures. **Internat. J. Math.** 31 (2020), no. 8, 2050060, 33 pp.
- (8) M. Fernández, A. Fino, A. Raffero, Exact G_2 -structures on unimodular Lie algebras, **Monatsh. Math.** 193 (2020), no. 1, 47-60.
- (9) A. Fino, S. Rollenske, J. Ruppenthal, *Dolbeault cohomology of complex nilmanifolds foliated in toroidal groups*, **Q. J. Math.** 70 (2019), no. 4, 1265-1279.
- (10) U. Bruzzo, A. Fino, P. Fré, The Kähler Quotient Resolution of \mathbb{C}^3/Γ singularities, the McKay correspondence and D=3 N=2 Chern-Simons gauge theories, **Commun. Math. Phys.** 365 (2019), no. 1, 93-214.
- (11) A. Fino, G. Grantcharov, L. Vezzoni, Astheno-Kähler and balanced structures on fibrations, **Int. Math. Res. Not. IMRN** 2019, no. 22, 7093-7117.
- (12) A. Fino, I. Kath, Holonomy groups of G_2^* -manifolds, **Trans. Amer. Math. Soc.** 371 (2019), no. 11, 7725-7755.
- (13) A. Fino, A. Raffero, Closed G_2 -structures on non-solvable Lie groups, **Rev. Mat. Complut.** 32 (2019), no. 3, 837-851.
- (14) U. Bruzzo, A. Fino, P. Fré, P. A. Grassi, D. Markushevich, Crepant resolutions of $\mathbb{C}^3/\mathbb{Z}_4$ and the generalized Kronheimer construction (in view of the gauge/gravity correspondence), **J. Geom. Phys.** 145 (2019), 103467, 50 pp.
- (15) A. Fino, G. Grantcharov, M. Verbitsky, Algebraic dimension of complex nilmanifolds, **J. Math. Pures Appl.** (9) 118 (2018), 204-218.
- (16) L. Bagaglini, A. Fino, The Laplacian coflow on almost-abelian Lie groups, **Ann. Mat. Pura Appl.** 197 (2018), no. 6, 1855-1873.
- (17) L. Bagaglini, M. Fernández, A. Fino, Coclosed G_2 -structures inducing nilsolitons, **Forum Math.** 30 (2018), no. 1, 109-128.
- (18) A. Fino, I. Kath, Local metrics with holonomy contained in G_2^* , **SIGMA** 14 (2018), 081, 28 pages.
- (19) A. Fino, H. Kasuya, Tamed symplectic structures on compact solvmanifolds of completely solvable type, **Ann. Sc. Norm. Super. Pisa Cl. Sci. (5)** 16, (2016), 971-979.
- (20) S. Console, A. Fino, H. Kasuya, On de Rham and Dolbeault Cohomology of Solvmanifolds, **Transform. Groups** 21 (2016), no.3, 653-680.
- (21) M. Fernández, A. Fino, A. Raffero, Locally conformal calibrated G_2 -manifolds, **Ann. Mat. Pura Appl.** 195 (2016), no. 5, 1721-1736.
- (22) M. Fernández, A. Fino, V. Manero, Laplacian flow of closed G_2 -structures inducing nilsolitons, **J. Geom. Anal.** 26 (2016), no. 3, 1808-1837.
- (23) A. Fino, L. Vezzoni, On the existence of balanced and SKT metrics on nilmanifolds, **Proc. Amer. Math. Soc.** 144 (2016), no. 6, 2455-2459.
- (24) Z. Chen, A. Fino, Y. S. Poon, Holomorphic Poisson Structures and its Cohomology on Nilmanifolds, **Differential Geom. Appl.** 44 (2016), 144-160.

- (25) A. Fino, A. Otal, L. Ugarte, Six dimensional solvmanifolds with holomorphically trivial canonical bundle, **Int. Math. Res. Not. IMRN** 2015, no. 24, 13757–13799.
- (26) E. Buzano, A. Fino, L. Vezzoni, The Calabi-Yau equation on the Kodaira-Thurston manifold, viewed as an S^1 -bundle over a 3-torus, **J. Differential Geom.** 101 (2), (2015), 175–195.
- (27) A. Fino, P. Nurowski, Analog of selduality in dimension nine, **J. Reine Angew. Math.** 699 (2015), 67–110.
- (28) N. Enrietti, A. Fino, L. Vezzoni, The pluriclosed flow on nilmanifolds and Tamed symplectic forms, **J. Geom. Anal.** 25 (2015), 883–909.
- (29) A. Fino, H. Kasuya, L. Vezzoni, Tamed complex structures on solvmanifolds, **Tohoku Math. J.** 67 (2015), 19–37.
- (30) M. Fernandez, A. Fino, V. Manero, G_2 -structures on Einstein solvmanifolds, **Asian J. Math.** 19 (2015), 321–342.
- (31) A. Fino, L. Vezzoni, Special Hermitian metrics on compact solvmanifolds, **J. Geom. Phys.** 91 (2015), 40–53.
- (32) G. Calvaruso, A. Fino, Four-dimensional pseudo-Riemannian homogeneous Ricci solitons, **Int. J. Geom. Methods Mod. Phys.** 12 (2015), 1550056 (21 pages).
- (33) G. Calvaruso, A. Fino, A. Zaeim, Homogeneous geodesics of non-reductive homogeneous pseudo-Riemannian 4-manifolds, **Bull. Braz. Math. Soc. (N.S.)** 46 (2015), 23–64.
- (34) A. Fino, A. Raffero, Coupled $SU(3)$ -structures and Supersymmetry, **Symmetry** 2015, 7(2), 625–650.
- (35) A. Fino, I. Luján, Torsion-free $G_{2(2)}^*$ -structures with full holonomy on nilmanifolds, **Adv. Geom.** 15 (2015), no.3, 381–392.
- (36) A. Fino, A. Raffero, Einstein locally conformal calibrated G_2 -structures, **Math. Z.** 280 (2015), no. 3-4, 1093–1106.
- (37) A. Fino, L. Ugarte, On generalized Gauduchon metrics, **Proc. Edimburgh Math. Soc.** 56 (2013), 733–753.
- (38) N. Enrietti, A. Fino, G. Grantcharov, Tamed symplectic forms and Generalized Geometry, **J. Geom. Phys.** 71 (2013), 103–116.
- (39) G. Calvaruso, A. Fino, Hermitian and Parahermitian structures on homogeneous four-manifolds, **Internat. J. Math.** 24, No. 1 (2013), 1–28.
- (40) A. Fino, Y. Li, S. Salamon, L. Vezzoni, The Calabi-Yau equation on 4-manifolds over 2-tori, **Trans. Amer. Math. Soc.** 365 (2013), 1551–1575.
- (41) A. Fino, A. Tomassini, Blow-ups and Cohomology of Almost Complex Manifolds, **Diff. Geom. Appl.** 30 (2012), 520–529.
- (42) G. Calvaruso, A. Fino, Five-dimensional K-contact Lie algebras, **Monatsh. Math.** 157 (2012), 35–59.
- (43) G. Calvaruso, A. Fino, Ricci solitons and geometry of non-reductive homogeneous 4-spaces, **Canad. J. Math.** 64 (2012), 778–804.
- (44) N. Enrietti, A. Fino, L. Vezzoni, Tamed symplectic forms and SKT metrics, **J. Sympl. Geom.** 10 (2012), 203–224.
- (45) E. Buzano, A. Fino, L. Vezzoni, The Calabi-Yau equation for T^2 -bundles over T^2 : the non-Lagrangian case, **Rend. Semin. Mat. Univ. Politec. Torino** 69 (2011), no. 3, 281–298.
- (46) S. Console, A. Fino, On the de Rham cohomology of solvmanifolds, **Ann. Sc. Norm. Super. Pisa Cl. Sci. (5)** 10 (2011), 801–818.
- (47) A. Fino, L. Ugarte, On the geometry underlying supersymmetric flux vacua with intermediate $SU(2)$ structure, **Classical Quantum Gravity** 28 (2011), 1–21.
- (48) M. Fernandez, A. Fino, L. Ugarte, R. Villacampa, Strong Kähler with torsion structures from almost contact manifolds, **Pacific J. Math.** 249 (2011), 49–75.
- (49) A. Fino, A. Tomassini, On astheno-Kähler metrics, **J. London Math. Soc.** 83 (2011), 290–308.
- (50) A. Fino, L. Vezzoni, Some results on cosymplectic manifolds, **Geom. Dedicata** 121 (2011), 41–58.
- (51) D. Conti, A. Fino, Calabi-Yau cones from contact reduction, **Ann. Global Anal. Geom.** 38 (2010), 93–118.
- (52) M. L. Barberis, A. Fino, New strong HKT manifolds arising from quaternionic representations, **Math. Z.** 267 (2011), 717–735.

- (53) A. Fino, A. Tomassini, On some cohomological properties of almost complex manifolds, **J. Geom. Anal.** 20 (2010), 107–131.
- (54) A. Andrada, A. Fino, L. Vezzoni, A class of homogeneous Sasakian 5-manifolds, **Transform. Groups** 14 (2009), no. 3, 493–512.
- (55) L. C. de Andres, M. Fernandez, A. Fino, L. Ugarte, Contact 5-manifolds with $SU(2)$ -structure, **Q. J. Math.** 60 (2009), 429–459.
- (56) A. Fino, A. Tomassini, A survey on strong KT structures, (invited survey), **Bull. Math. Soc. Sci. Math. Roumanie** 52 (100) (2009), no. 2, 99–116.
- (57) A. Fino, A. Tomassini, Blow ups and resolutions of strong Kähler with torsion metrics, **Adv. Math.** 221 (2009), no. 3, 914–935.
- (58) A. Fino, A. Tomassini, Non Kähler solvmanifolds with generalized Kähler structure, **J. Sympl. Geom.** 7 (2009), no. 2, 1–14.
- (59) A. Fino, A. Tomassini, Generalized G_2 -manifolds and $SU(3)$ -structures, **Internat. J. Math.** 19 (2008), 1147–1165.
- (60) S. Chiossi, A. Fino, Nearly integrable $SO(3)$ -structures on 5-dimensional Lie groups, **J. Lie Theory** 17 (2007), 539–562.
- (61) I. Agricola, S. Chiossi, A. Fino, Solvmanifolds with integrable and non-integrable G_2 structures, **Diff. Geom. Appl.** 25 (2007), 125–135.
- (62) S. Console, A. Fino, Y.S. Poon, Stability of Abelian Complex Structures, **Internat. J. Math.** 17 (2006), 401–416.
- (63) L. Barberis, I. Dotti, A. Fino, Hyper-Kähler quotients of solvable Lie groups, **J. Geom. Phys.** 56 (2006), 691–711.
- (64) S. Chiossi, A. Fino, Conformally parallel G_2 structures on a class of solvmanifolds, **Math. Z.** 252 (2006), 825–848.
- (65) A. Fino, Almost Kähler 4-dimensional Lie groups with J-invariant Ricci tensor, **Diff. Geom. Appl.** 23 (2005), 26–37.
- (66) S. Console, A. Fino, E. Samiou, The moduli space of 6-dimensional 2-step nilpotent Lie algebras, **Ann. Global Anal. Geom.** 27 (2005), 17–32.
- (67) A. Fino, H. Pedersen, Y.S. Poon, M. Weye Sorensen, Neutral Calabi-Yau structures on Kodaira Manifolds, **Comm. Math. Phys.** 248 (2004) no. 2, 255–268.
- (68) A. Fino, G. Grantcharov, Properties of manifolds with skew-symmetric torsion and special homonym, **Adv. Math.** 89 (2004), 439–450.
- (69) A. Fino, M. Parton, S. Salamon, Families of strong KT structures in six dimensions, **Comm. Math. Helv.** 79 (2004) no. 2, 317–340.
- (70) I.G. Dotti, A. Fino, Hypercomplex 8-dimensional nilpotent Lie groups, **J. Pure Applied Algebra** 184 (2003) no. 1, 41–57.
- (71) A. Fino, Cotangent bundles of 4-dimensional hypercomplex Lie groups, **Manuscripta Math.** 109 (2002) 4, 527–541.
- (72) I.G. Dotti, A. Fino, Hyperkähler torsion structures invariant by nilpotent Lie groups, **Classical Quantum Gravity** 19 no. 3 (2002), 551–562.
- (73) J. Berndt, S. Console, A. Fino, On index number and topology of flag manifolds, **Diff. Geom. Appl.** 15 (2001), 81–90.
- (74) S. Console, A. Fino, Dolbeault Cohomology of compact nilmanifolds, **Transf. Groups** 6 (2001), 111–124.
- (75) S. Console, A. Fino, Symmetric weights and s-representations, **Kodai Math. J.** 23 (2000), 266–280.
- (76) I.G. Dotti, A. Fino, Abelian hypercomplex 8-dimensional nilmanifolds, **Ann. Global Anal. Geom.** 18 (2000), 47–59.
- (77) A. Fino, Intrinsic torsion and weak holonomy, **Math. J. Toyama Univ.** 21 (1998), 1–22.
- (78) A. Fino, Systems of roots and topology of complex flag manifolds, **Geom. Dedicata** 71 (1998), 299–308.
- (79) S. Console, A. Fino, Homogeneous structures on Kähler submanifolds of complex projective spaces, **Proc. Edinburgh Math. Soc.** 39 (1996), 381–395.
- (80) A. Fino, Almost contact homogeneous structures, **Bollettino UMI** (7) 9-A (1995), 299–311.

- (81) A. Fino, Almost contact homogeneous manifolds, *Riv. Mat. Univ. Parma* (5) 3 (1994), 321–332.

Papers in non-refereed Journals:

- (1) A. Fino, Geometria e topologia degli spazi omogenei, *Boll. Unione Mat. Ital. Sez. A Mat. Soc. Cult.* (8) 1 (1998), suppl., 31–34 (summary of PhD thesis)
- (2) S. Chiossi, I. Dotti, A. Fino, In memoriam Sergio Console, *Rend. Semin. Mat. Univ. Politec. Torino* 74 (2016), no. 1-2, 9-19.

Papers in Refereed Conferences/Proceedings:

- (1) A. Fino, A. Raffero, *Recent results on closed G_2 -structures*, arXiv.:2006.13931, to appear in *Abel Symposia*, Springer.
- (2) M. Fernández, A. Fino, A. Raffero, *On G_2 structures, special metrics and related flows*, In: Karigiannis S., Leung N., Lotay J. (eds) *Lectures and Surveys on G_2 -Manifolds and Related Topics*. Fields Institute Communications, vol 84, 2020. Springer, New York, NY.
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- (2) *Generalized Kähler almost abelian Lie groups*, (with F. Paradiso), preprint arXiv:2008.00458.
- (3) *Solutions to the Hull-Strominger system with torus symmetry*, (with G. Grantcharov, L. Vezzoni), preprint arXiv:1901.10322.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

December 8, 2021

**Subject: New Program Proposal: Master of Business Administration in
Cybersecurity Risk Management**

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Business Administration in Cybersecurity Risk Management (CIP 11.0501) new program proposal.

Background Information:

The College of Business is proposing a new Master of Business Administration in Cybersecurity Risk Management. The proposed 45-credit degree focuses on leadership in cybersecurity risk management, while managing the design, implementation and maintenance of security devices, systems, and procedures.

The MBA will prepare students to take cybersecurity leadership positions in the international business C-Suite with the capability to manage the cybersecurity function, engage in strategic and contingency planning, and investment portfolio management. Graduates will learn to assess the security needs of computer/network systems so as to evaluate, justify, and manage cybersecurity investments as well as vendor relationships.

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

Supporting Documentation: Master of Business Administration in Cybersecurity Risk Management (CIP 11.0501) New Program Proposal
Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar

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THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

**Proposed Master of Business Administration in Cybersecurity Risk Management
College of Business
Florida International University
December 8, 2021**

EXECUTIVE SUMMARY

The proposed 45-credit Master of Business Administration (MBA) in Cybersecurity Risk Management, CIP code 11.0501, focuses on leadership in cybersecurity risk management, while managing the design, implementation and maintenance of security devices, systems, and procedures. Students pursuing the degree will gain the broad overview offered in MBA programs (finance, accounting, international business, competitive strategy, business statistics) as well as specialize in cybersecurity strategies to prevent, detect, and respond to cybersecurity attacks. Students will gain specialized knowledge in cybersecurity risk management, governance, policy, business continuity, incident response, laws, standards, and frameworks. The MBA will prepare students to take cybersecurity leadership positions in the international business C-Suite with the capability to manage the cybersecurity function, engage in strategic and contingency planning, and investment portfolio management. Graduates will learn to assess the security needs of computer/network systems so as to evaluate, justify, and manage cybersecurity investments as well as vendor relationships. The program will emphasize effective communication with the leadership team and the board of directors about cybersecurity issues.

The U.S. Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook reports the demand for Information Security Analyst positions will increase by "31% (much faster than average)" from 2019 through 2029 and the median salary for such a position is \$99,730 in 2019 (see <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>). The publication notes that some employers "prefer applicants who have a Master of Business Administration (MBA) in information systems" (see Information Security Analysts : Occupational Outlook Handbook: U.S. Bureau of Labor Statistics (bls.gov)). The BLS May 2020 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates for the "Miami-Fort Lauderdale-West Palm Beach, FL" metropolitan area show employment at 1,680; employment relative standard error (RSE) of 11.5%; employment per 1,000 jobs of 0.671; location quotient of 0.36; median hourly wage of \$41.38; mean hourly wage of \$43.99; annual mean wages of \$91,500; and mean wage RSE of 3.2% (see https://www.bls.gov/oes/current/oes_33100.htm).

Further, according to the Florida Department of Economic Opportunity, information security analysts' jobs are booming in Florida with predicted growth in the state of 29.1% between 2015 and 2023. The salary range for information security analysts within the Miami-Fort Lauderdale-West Palm Beach metropolitan area is between \$117,802 – \$166,064 and those with a master's degree can expect to earn salaries at the high end of this salary range (see <https://www.cybersecurityeducationguides.org/florida/florida-salary/>).

In addition, the proposed program aligns with needs for cybersecurity professionals as described by industry participants in the State University System Board of Governor's June 22-23, 2021 meeting of the [Task Force on Academic and Workforce Alignment](#).

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

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	30	41.26	0	0	0	\$891,000	\$891,000
Year 2	60	56.26					
Year 3	60	56.26					
Year 4	60	56.26					
Year 5	60	56.26	0	0	0	\$1,215,000	\$1,215,000

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 8, 2021

Subject: New Program Proposal: Limited Access Bachelor of Science in Public Health

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Limited Access Bachelor of Science in Public Health (CIP 51.2201) new program proposal.

Background Information:

The Robert Stempel College of Public Health and Social Work (Stempel College) at Florida International University is proposing a new Limited Access Bachelor of Science degree in Public Health.

The B.S. in Public Health would be the first in a Council of Education in Public Health (CEPH) accredited school of public health in South Florida. With clinical health professions integrating concepts of population health, FIU's BSPH graduates will be uniquely prepared for and competitively positioned for admission to medical, dental and other clinical professional schools, and of course for graduate public health education. They will also have acquired the knowledge and skill sets for employment in a wide range of industry both within and external to the health professions as their skills are cross-cutting.

Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*. Additionally, section (3)(a)(6)(b) of Regulation 8.011 states that in a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

Section (1) of Florida Board of Governors Regulation 8.013 – *Limited Access* states in relevant part that the Board of Governors may declare certain degree programs as limited access programs, upon request by university board of trustees.

Limited access approval is sought to utilize a 2.75 GPA admissions requirement in order to manage enrollment in upper division professional courses which require thorough documentation of individual student competency attainment and post-graduation success for CEPH accreditation.

Supporting Documentation: Bachelor of Science in Public Health (CIP 51.2201) New Program Proposal Executive Summary

Facilitator/Presenter: Elizabeth M. Bejar

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Proposed B.S. in Public Health
Robert Stempel College of Public Health and Social Work
Florida International University
December 8, 2021

EXECUTIVE SUMMARY

The Robert Stempel College of Public Health and Social Work (Stempel College) at Florida International University is proposing a new Bachelor of Science degree in Public Health, CIP code 51.2201 (Public Health, General).

This is a 120-credit undergraduate degree. The B.S. in Public Health would be the first in a Council on Education for Public Health (CEPH) accredited school of public health in South Florida. As such, the degree will manage enrollment through a 2.75 GPA requirement to align with accreditation standards of expected student employment or graduate school admission success which mirrors other Stempel College specialized accredited undergraduate programs (Dietetics/Nutrition and Social Work). The additional BOT approval of this proposed degree's limited access is essential for its future CEPH accreditation.

Rather than focusing on a specific public health discipline such as Environmental Health, Epidemiology, or Health Promotion, this BSPH degree program will provide a breadth of public health knowledge for a wide range of students whose ultimate career goals span the health professions. In addition to providing the foundational population health knowledge common to all health professions, the BSPH program will afford students comparative perspectives and options for their future advancement.

The proposed curriculum is designed for students to tailor their undergraduate public health learning to better align with their specific professional goals by providing ample elective credit to pursue one or more academic minors, or to attain competencies in areas they are most interested. For example, a student may want to pursue a public affairs career within a public health setting – the BSPH with a minor in Public Affairs would allow that. Similarly, a student may want to practice public health but within the tourism industry – a BSPH with a Minor in Travel & Tourism would allow that. A BSPH student may also take elective credit that advances understanding in analytics and can do this with additional courses. Or a BSPH student may use elective credits to increase their competitiveness for medical or health profession school admission. All BSPH students however will share a foundational knowledge in public and population health that are critically needed as we have learned from the COVID-19 experience.

Students will be trained through a series of modules: Foundations of Public Health; Core Disciplines of Public Health; and Public Health Evidence Tools. They will be immersed in the foundations of population health science as well as basic statistics. They will be introduced to specific public health strategies used in environmental health, epidemiology, and health promotion. Finally, they will learn how evidence is used from three perspectives: planning and evaluation; informing health policy; and translating research findings. After completing these three modules (elective credit opportunities are embedded within each module), the students will participate in a culminating capstone experience where they will apply their newly acquired knowledge through teamwork and leadership roles to recommend population health improvements for defined South Florida communities.

With clinical health professions integrating concepts of population health, FIU's BSPH graduates will be uniquely prepared for and competitively position for admission to medical, dental and other clinical professional schools, and of course for graduate public health education. They will also have acquired the knowledge and skill sets for employment in a wide range of industry both within and external to the health professions as their skills are cross-cutting. Examples of employment opportunities for BSPH graduates include (American Public Health Association, 2021): serving as a program assistant with an international health organization; carrying out health-related assessments at construction sites; working as a research assistant with a nonprofit organization; doing consulting work related to disease prevention; working at a company that does health communication and health marketing; conducting air quality sampling and surveying; or responding to calls at a West Nile virus hotline.

Labor market data provided by the [Board of Governors](#) for planning new degree programs, identifies two Standard Occupational Classifications for CIP Code 51.2201 (public health, general) for bachelor graduates. The first, medical and health services management positions, expects a 32.5% increase nationally (139,600 additional positions over the 10-year period 2020-2030, from a 2020 base of 429,800). The second, health education specialists, anticipates a 12.4% increase in the U.S. (7,600 additional positions from a 2020 base of 61,100)

Source: [Search by CIP or SOC Employment Projections Data Tool v4.0 SRS 9-23-21](#).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	55	47
Year 2	125	108
Year 3	140	122
Year 4	230	204

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$5,108	\$240,076	0	0	\$240,076

Year 5	245	216	\$3,463	\$747,936	0	0	\$747,936
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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee

December 8, 2021

Subject: Florida International University HB 1261 Career Planning Requirement Implementation Plan

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees (1) approve Florida International University's House Bill 1261 Career Planning Requirement Implementation Plan as provided in the Board materials and (2) delegate authority to the University President to perform finish editing as needed and to amend consistent with comments received from the Board of Governors (BOG).

Background Information:

House Bill 1261, Career Planning requirement mandates that each university in the State University System adopt procedures that connect undergraduate students to career planning and related programs during their first academic year and (2) that these procedures be reviewed and approved by the State University System Board of Governors by March 1, 2022.

The implementation plan will outline the established procedures to require students to do the following during their first year of enrollment:

1. Register with the university's career center.
2. Complete a career readiness training module provided by the career center.
3. Be directed to the State University System dashboard that presents financial data by academic disciplines of graduates and the percentage of graduates who have continued their education beyond the baccalaureate level.
4. Attest that they have been provided with the information as required by HB 1261.

The implementation plan must also include placing a hold on student registration before the end of the first year of each student's enrollment if the requirements have not been met. To lift the hold and register for classes, students must complete the above activities.

This plan may require final editing or necessary updates. Additionally, the BOG may require additional changes to the plan. Therefore, a delegation of authority to the University President to make changes as necessary is being requested.

Supporting Documentation: House Bill 1261
State University Career Planning Guidance – HB 1261
Florida International University's HB 1261 Career Planning Requirement Implementation Plan

Facilitator/Presenter: Kenneth G. Furton
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CS/HB 1261, Engrossed 3

2021 Legislature

1
2 An act relating to higher education; creating s.
3 768.39, F.S.; providing legislative findings; defining
4 the term "educational institution"; providing that the
5 Board of Governors and the State Board of Education
6 are afforded certain immunity protections; prohibiting
7 an educational institution that has taken certain
8 reasonably necessary actions to diminish the impact or
9 spread of COVID-19 from being civilly liable for such
10 actions; specifying that the provision of certain
11 services by educational institutions was impossible
12 during certain periods of time; providing that certain
13 reasonably necessary actions are deemed justified;
14 providing exceptions; providing severability;
15 providing for a burden of proof; amending s. 1006.75,
16 F.S.; requiring the Board of Governors to publish an
17 online dashboard containing specified data; requiring
18 that such dashboard be made available by a specified
19 date; requiring that each state university board of
20 trustees adopt procedures to connect undergraduate
21 students to certain programs; requiring that the Board
22 of Governors approve such procedures by a specified
23 date; requiring that such procedures include placing a
24 hold on certain student registration under certain
25 circumstances; providing that the Board of Governors

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hb1261-05-er

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CS/HB 1261, Engrossed 3

2021 Legislature

26 review and approve certain procedures by a specified
27 date; amending s. 1009.25, F.S.; revising provisions
28 relating to certain fee exemptions; amending s.
29 1009.26, F.S.; requiring a state university to waive
30 the tuition and fees for certain courses in which
31 certain resident students are enrolled; providing
32 applicability; providing specified criteria for such
33 waiver; requiring the reporting of tuition and fees
34 waived for state funding purposes; requiring
35 disbursement to the student upon his or her enrollment
36 in a program of strategic emphasis; requiring each
37 state university to report certain information
38 regarding such waiver to the Board of Governors,
39 annually; authorizing a state university in compliance
40 with the waiver provisions to earn incentive funding,
41 subject to appropriation; requiring the board to adopt
42 regulations; creating the State University Free Seat
43 Program; providing a purpose; providing a limitation
44 on fee waivers under the program; providing an
45 exemption from tuition and fees for one online course
46 at a state university for certain resident students;
47 prohibiting a state university from charging such
48 students more than a specified percentage of the
49 tuition rate and the tuition differential under
50 certain circumstances; providing a limitation on the

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2021 Legislature

51 application of such tuition discount; requiring each
52 state university to annually report to the Board of
53 Governors certain information regarding waivers under
54 the program; requiring the board to adopt regulations;
55 requiring a state university to waive the out-of-state
56 fee for a nonresident student who meets certain
57 requirements; defining the term "grandparent";
58 providing applicability; requiring a student or his or
59 her parent to provide specified documentation before a
60 state university waives the out-of-state fee;
61 providing that a state university is not required to
62 independently verify certain statements; authorizing
63 the state university to refer specified documentation
64 to law enforcement under certain circumstances;
65 requiring each state university to annually report to
66 the Board of Governors specified information regarding
67 such out-of-state fee waivers; requiring a state
68 university, within the nonresident student enrollment
69 systemwide, to prioritize the enrollment of a student
70 granted such fee waiver over a certain out-of-state
71 student under certain conditions; providing a
72 limitation on the number of fee waivers granted per
73 academic year; requiring the Board of Governors to
74 adopt regulations; amending s. 1009.40, F.S.;
75 conforming cross-references; creating s. 1009.46,

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2021 Legislature

76 F.S.; providing duties for certain postsecondary
77 educational institutions relating to state financial
78 aid and tuition assistance programs; requiring that an
79 institution that fails to perform its duties be placed
80 on probation by the Department of Education; providing
81 duties for the department; amending s. 1009.50, F.S.;
82 revising provisions relating to funds appropriated for
83 the Florida Public Assistance Grant Program; removing
84 provisions authorizing that certain funds be deposited
85 into a specified trust fund; amending s. 1009.505,
86 F.S.; revising provisions relating to the Florida
87 Public Postsecondary Career Education Student
88 Assistance Grant Program; amending s. 1009.51, F.S.;
89 revising provisions relating to the Florida Private
90 Student Assistance Grant Program; amending s. 1009.52,
91 F.S.; revising provisions relating to the Florida
92 Postsecondary Student Assistance Grant Program;
93 amending s. 1009.893, F.S.; providing that the 2021-
94 2022 academic year is the last year for an out-of-
95 state student to be eligible to receive an initial
96 Benacquisto Scholarship award; providing an effective
97 date.

98
99 Be It Enacted by the Legislature of the State of Florida:
100

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CS/HB 1261, Engrossed 3

2021 Legislature

101 Section 1. Section 768.39, Florida Statutes, is created to
102 read:

103 768.39 Immunity for educational institutions for actions
104 related to the COVID-19 pandemic.—

105 (1) The Legislature finds that during the COVID-19 public
106 health emergency, educational institutions had little choice but
107 to close or restrict access to their campuses in an effort to
108 protect the health of their students, educators, staff, and
109 communities. Despite these efforts, more than 120,000 cases of
110 COVID-19 have been linked to colleges and universities
111 nationwide, and the deaths of more than 100 college students
112 have been attributed to the disease. The Legislature further
113 finds that lawsuits against educational institutions based on
114 their efforts to provide educational services while keeping
115 students, faculty, staff, and communities safe during the COVID-
116 19 public health emergency are without legal precedent. One
117 court has even acknowledged that the "legal system is now
118 feeling COVID-19's havoc with the current wave of class action
119 lawsuits that seek tuition reimbursement related to forced
120 online tutelage." Under these circumstances, the Legislature
121 finds that there is an overpowering public necessity for, and no
122 reasonable alternative to, providing educational institutions
123 with liability protections against lawsuits seeking tuition or
124 fee reimbursements or related damages resulting from the
125 institutions changing the delivery of educational services,

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CS/HB 1261, Engrossed 3

2021 Legislature

126 limiting access to facilities, or closing campuses during the
127 COVID-19 public health emergency.

128 (2) For the purposes of this section, the term
129 "educational institution" means any postsecondary institution,
130 whether public or nonpublic. The Board of Governors of the State
131 University System and the State Board of Education are also
132 included within the immunity protections afforded by this
133 section.

134 (3) (a) An educational institution that has taken
135 reasonably necessary actions in compliance with federal, state,
136 or local guidance to diminish the impact or the spread of COVID-
137 19 may not be held liable for, and shall be immune from, any
138 civil damages, equitable relief, or other remedies relating to
139 such actions. Reasonably necessary actions taken while a state
140 of emergency was declared for this state for the COVID-19
141 pandemic include, but are not limited to, any of the following:

142 1. Shifting in-person instruction to online or remote
143 instruction for any period of time;

144 2. Closing or modifying the provision of facilities, other
145 than housing or dining facilities, on the campus of the
146 educational institution; or

147 3. Pausing or modifying ancillary student activities and
148 services available through the educational institution.

149 (b) The provision of in-person or on-campus education and
150 related services is deemed to have been impossible for

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2021 Legislature

151 educational institutions during any period of time in which such
152 institutions took reasonably necessary actions described in
153 paragraph (a) to protect students, staff, and educators in
154 response to the COVID-19 public health emergency.

155 (c) As a result of the various governmental orders and the
156 need for educational institutions to protect their communities,
157 the reasonably necessary actions described in paragraph (a) are
158 deemed justified.

159 (4) In any action against an educational institution, the
160 Board of Governors of the State University System, or the State
161 Board of Education for the reimbursement of tuition or fees,
162 invoices, catalogs, and general publications of an educational
163 institution are not evidence of an express or implied contract
164 to provide in-person or on-campus education and related services
165 or access to facilities during the COVID-19 public health
166 emergency.

167 (5) (a) This section does not apply to losses or damages
168 that resulted solely from a breach of an express contractual
169 provision allocating liability.

170 (b) This section does not apply to losses or damages
171 caused by an act or omission of a college or university which
172 was in bad faith or malicious.

173 (6) If any aspect of the immunity under subsection (3) is
174 limited by a court or by operation of law from applying to
175 certain types of claims or causes of action, the immunity under

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CS/HB 1261, Engrossed 3

2021 Legislature

this section must still be provided to the fullest extent authorized by law to any other types of claims or causes of action.

(7) If an educational institution is required by federal, state, or local order or a directive of the Board of Governors of the State University System or the State Board of Education issued in response to the COVID-19 public health emergency to alter the mode of delivery of instruction and related services or access to facilities, the burden of proof for any plaintiff bringing an action against the educational institution for compliance with such order or directive shall be by clear and convincing evidence to prevail for damages against the institution.

Section 2. Section 1006.75, Florida Statutes, is created to read:

1006.75 State university career planning and information.—

(1) To assist students and families in making better-informed decisions about educational options and future employment opportunities, the Board of Governors of the State University System shall publicly publish an online dashboard. The dashboard must present data, by academic discipline, of graduates of state universities, including at least the following information:

(a) Post-graduation median salary 1, 5, and 10 years after graduation.

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2021 Legislature

201 (b) Median student loan debt.

202 (c) Debt-to-income ratio.

203 (d) Estimated monthly loan payment as a percentage of
204 gross monthly income.

205 (e) The percentage of graduates who have continued their
206 education beyond the baccalaureate level.

207 (2) The online dashboard must be available by January 1,
208 2022. A link to the dashboard shall be prominently displayed on
209 each state university's office of admissions website.

210 (3)(a) Each state university board of trustees shall adopt
211 procedures to connect undergraduate students to career planning,
212 coaching, and related programs during the first academic year of
213 the student's enrollment. Such procedures must be approved by
214 the Board of Governors and include placing a hold on student
215 registration before the end of the first year of each student's
216 enrollment. To lift the hold and register for classes, each
217 student must:

218 1. Register with the university's career center.

219 2. Complete a career readiness training module provided by
220 the career center.

221 3. Be directed to the dashboard established in subsection
222 (1).

223 4. Affirmatively indicate that he or she has been provided
224 with the information required under this paragraph and is aware
225 of the employment and wage prospects for his or her declared

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CS/HB 1261, Engrossed 3

2021 Legislature

major.

(b) The Board of Governors of the State University System shall review and approve each university's procedures by March 1, 2022.

Section 3. Paragraphs (c) and (d) of subsection (1) of Section 1009.25, Florida Statutes, are amended:

1009.25 Fee exemptions.—

(1) The following students are exempt from the payment of tuition and fees, including lab fees, at a school district that provides workforce education programs, Florida College System institution, or state university:

(c) A student who is, or was at the time he or she reached 18 years of age, in the custody of the Department of Children and Families or who, after spending at least 6 months in the custody of the department after reaching 16 years of age, was placed in a guardianship by the court. Such exemption includes fees associated with enrollment in applied academics for adult education instruction. The exemption remains valid until the student reaches 28 years of age.

(d) A student who is, or was at the time he or she reached 18 years of age, in the custody of a relative or nonrelative under s. 39.5085 or s. 39.6225 or who was adopted from the Department of Children and Families after May 5, 1997. Such exemption includes fees associated with enrollment in applied academics for adult education instruction. The exemption remains

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valid until the student reaches 28 years of age.

Section 4. Subsections (18), (19), and (20) are added to section 1009.26, Florida Statutes, to read:

1009.26 Fee waivers.—

(18) (a) Beginning with the 2021-2022 academic year, for every course in a Program of Strategic Emphasis, as identified in subparagraph 3., in which a student is enrolled, a state university shall waive 100 percent of the tuition and fees for an equivalent course in such program for a student who:

1. Is a resident for tuition purposes under s. 1009.21.

2. Has earned at least 60 semester credit hours towards a baccalaureate degree within 2 academic years after initial enrollment at a Florida public postsecondary institution.

3. Enrolls in one of eight Programs of Strategic Emphasis as adopted by the Board of Governors. The Board of Governors shall adopt eight Programs of Strategic Emphasis in science, technology, engineering, or math for which a student may be eligible to receive the tuition and fee waiver authorized by this subsection. The programs identified by the board must reflect the priorities of the state and be offered at a majority of state universities.

(b) A waiver granted under this subsection is applicable only for upper-level courses and up to 110 percent of the number of required credit hours of the baccalaureate degree program for which the student is enrolled.

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276 (c) Upon enrollment in a program of strategic emphasis,
277 the tuition and fees waived under this subsection must be
278 reported for state funding purposes under ss. 1009.534 and
279 1009.535 and must be disbursed to the student. The amount
280 disbursed to the student shall be equal to the award amount the
281 student has received under s. 1009.534(2) or s. 1009.535(2).

282 (d) Each state university shall report to the Board of
283 Governors the number and value of all waivers granted annually
284 under this subsection. A state university in compliance with
285 this subsection may earn incentive funding, subject to
286 appropriation, in addition to the funding provided under s.
287 1001.92.

288 (e) The Board of Governors shall adopt regulations to
289 administer this subsection.

290 (19) The State University Free Seat Program is created to
291 encourage veterans, active duty members of the United States
292 Armed Forces, active drilling members of the Florida National
293 Guard, and nontraditional students to enroll in an online
294 baccalaureate degree program at a state university. Fee waivers
295 granted pursuant to this subsection may not exceed 1,000
296 students systemwide each academic year.

297 (a) A state university shall waive the tuition and fees
298 for one online course for a student who is a resident for
299 tuition purposes under s. 1009.21, has not previously earned a
300 bachelor's degree, and is enrolled in an online baccalaureate

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301 degree program, provided the student meets one of the following
302 eligibility requirements:

303 1. Is a veteran as defined in s. 1.01(14);

304 2. Is an active duty member of the United States Armed
305 Forces;

306 3. Is an active drilling member of the Florida National
307 Guard; or

308 4. Has not been enrolled in a postsecondary institution
309 for more than 5 years.

310 (b) For all other courses in the program, a state
311 university may not charge a student described in paragraph (a)
312 more than 75 percent of the tuition rate as specified in s.
313 1009.24(4) and 75 percent of the tuition differential pursuant
314 to s. 1009.24(16), if the student remains enrolled at least
315 part-time in the program during each academic year.

316 (c) A student who qualifies for the tuition discount under
317 paragraph (b) is eligible to receive the discount for up to 110
318 percent of the number of required credit hours of the degree
319 program for which the student is enrolled.

320 (d) Each state university shall report annually to the
321 Board of Governors the number and value of all fee waivers
322 granted under this subsection during the previous 12-month
323 period.

324 (e) The Board of Governors shall adopt regulations to
325 administer this subsection.

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326 (20) (a) Beginning with the 2022-2023 academic year, a
327 state university shall waive the out-of-state fee for a student
328 who:

329 1. Has a grandparent who is a legal resident as defined in
330 s. 1009.21(1). For purposes of this subsection, the term
331 "grandparent" means a person who has a legal relationship to a
332 student's parent as the natural or adoptive parent or legal
333 guardian of the student's parent.

334 2. Earns a high school diploma comparable to a Florida
335 standard high school diploma, or its equivalent, or completes a
336 home education program.

337 3.a. Achieves an SAT combined score no lower than the 89th
338 national percentile on the SAT;

339 b. Achieves an ACT score concordant to the required SAT
340 score in sub-subparagraph a., using the latest published
341 national concordance table developed jointly by the College
342 Board and ACT, Inc.; or

343 c. If a state university accepts the Classic Learning Test
344 (CLT) for admission purposes, achieves a CLT score concordant to
345 the required SAT score specified in sub-subparagraph a., using
346 the latest published scoring comparison developed by Classic
347 Learning Initiatives.

348 4. Beginning with students who initially enroll in the
349 2022 fall academic term and thereafter, enrolls as a full-time
350 undergraduate student at a state university in the fall academic

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351 term immediately following high school graduation.

352 (b) The waiver under this subsection is applicable for up
353 to 110 percent of the number of required credit hours of the
354 degree program for which the student is enrolled.

355 (c) Before waiving the out-of-state fee, the state
356 university shall require the student or the student's parent, if
357 the student is a dependent child, to provide a written
358 declaration pursuant to s. 92.525(2) attesting to the student's
359 familial relationship to a grandparent who is a legal resident
360 and any other corroborating documentation required by regulation
361 of the Board of Governors. A state university is not required to
362 independently verify the statements contained in each
363 declaration if the signatory declares it to be true under the
364 penalties of perjury as required by s. 92.525(2). However, the
365 state university may refer any signed declaration suspected of
366 containing fraudulent representations to law enforcement.

367 (d) Each state university annually shall report to the
368 Board of Governors the number and value of all fee waivers
369 granted under this subsection during the previous 12-month
370 period.

371 (e) Beginning with students who initially enroll for the
372 2022-2023 academic year or thereafter, a state university shall,
373 within the nonresident student enrollment systemwide, prioritize
374 the enrollment of a student who is granted a fee waiver under
375 this subsection over an out-of-state student who is not eligible

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376 for an out-of-state fee waiver if the students have
377 substantially similar academic and other credentials used in
378 determining admission to the state university.

379 (f) Fee waivers granted pursuant to this subsection may
380 not exceed 350 students systemwide each academic year.

381 (g) The Board of Governors shall adopt regulations to
382 administer this subsection.

383 Section 5. Paragraph (a) of subsection (1) of section
384 1009.40, Florida Statutes, is amended to read:

385 1009.40 General requirements for student eligibility for
386 state financial aid awards and tuition assistance grants.—

387 (1)(a) The general requirements for eligibility of
388 students for state financial aid awards and tuition assistance
389 grants consist of the following:

390 1. Achievement of the academic requirements of and
391 acceptance at a state university or Florida College System
392 institution; a nursing diploma school approved by the Florida
393 Board of Nursing; a Florida college or university which is
394 accredited by an accrediting agency recognized by the State
395 Board of Education; a Florida institution the credits of which
396 are acceptable for transfer to state universities; a career
397 center; or a private career institution accredited by an
398 accrediting agency recognized by the State Board of Education.

399 2. Residency in this state for no less than 1 year
400 preceding the award of aid or a tuition assistance grant for a

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401 program established pursuant to s. 1009.50, s. 1009.505, s.
402 1009.51, s. 1009.52, s. 1009.53, s. 1009.60, s. 1009.62, s.
403 1009.72, s. 1009.73, s. 1009.75, s. 1009.77, s. 1009.89, ~~or~~ s.
404 1009.891, or s. 1009.894. Residency in this state must be for
405 purposes other than to obtain an education. Resident status for
406 purposes of receiving state financial aid awards shall be
407 determined in the same manner as resident status for tuition
408 purposes pursuant to s. 1009.21.

409 3. Submission of certification attesting to the accuracy,
410 completeness, and correctness of information provided to
411 demonstrate a student's eligibility to receive state financial
412 aid awards or tuition assistance grants. Falsification of such
413 information shall result in the denial of a pending application
414 and revocation of an award or grant currently held to the extent
415 that no further payments shall be made. Additionally, students
416 who knowingly make false statements in order to receive state
417 financial aid awards or tuition assistance grants commit a
418 misdemeanor of the second degree subject to the provisions of s.
419 837.06 and shall be required to return all state financial aid
420 awards or tuition assistance grants wrongfully obtained.

421 Section 6. Section 1009.46, Florida Statutes, is created
422 to read:

423 1009.46 Duties relating to state financial aid and tuition
424 assistance programs.—

425 (1) (a) Each postsecondary educational institution that

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426 receives state funds for state financial aid and tuition
427 assistance programs shall:

428 1. Complete and return the annual application for state
429 aid funds in the format and by the date established by the
430 Department of Education.

431 2. Maintain complete, accurate, and auditable student
432 records documenting the institution's administration of state
433 financial aid and tuition assistance funds.

434 3. Verify eligibility of enrolled students with the
435 department each academic term.

436 4. Report each student's program of study to the
437 department using the most recent classification of instructional
438 programs taxonomy for the certificate or degree level as
439 developed by the United States Department of Education's
440 National Center for Education Statistics.

441 5. Disburse state financial aid and tuition assistance to
442 eligible students.

443 6. Notify students annually regarding the renewal
444 requirements for each state-funded award for which they are
445 eligible.

446 7. Complete and return to the department all reports for
447 the administration of state funds in the format and by the date
448 established by the department.

449 8. Complete and return to the department all legislatively
450 required reports in the format and by the date established by

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451 the department.

452 9. Retain required records for the later of 5 years or
453 until such records are audited and any audit exceptions are
454 resolved.

455 10. Refund to the department any undisbursed advances
456 within 60 days after the end of the regular registration period
457 each fall and spring term, within 30 days after the end of the
458 summer term, or within 60 days after the date a student's
459 ineligibility is determined.

460 (b) The requirements in paragraph (a) do not preclude
461 higher standards specified in other sections of this part or the
462 rules of the State Board of Education.

463 (c) An institution that fails to perform its duties in
464 administering state financial aid or tuition assistance programs
465 must be placed on probation by the department.

466 1. The department shall provide allocations on a
467 reimbursement basis to a participating institution that fails to
468 timely remit undisbursed funds for the previous academic year.

469 2. The department may suspend or revoke an institution's
470 eligibility to participate in state-funded programs if the
471 institution fails to provide the required audits, fails to
472 resolve audit findings, or fails to timely provide statutorily
473 required reports by established deadlines.

474 Section 7. Subsection (6) of section 1009.50, Florida
475 Statutes, is renumbered as subsection (5), and paragraph (a) of

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subsection (4) and subsection (5) of that section are amended to read:

1009.50 Florida Public Student Assistance Grant Program; eligibility for grants.—

(4)(a) The funds appropriated for the Florida Public Student Assistance Grant Program shall be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula must consider at least the prior year's distribution of funds and, the number of eligible applicants who did not receive awards, ~~the standardization of the expected family contribution, and provisions for unused funds~~. The formula must account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section and ss. 1009.505, 1009.51, and 1009.52.

~~(5) Funds appropriated by the Legislature for state student assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Public Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section.~~

Section 8. Subsection (5) of section 1009.505, Florida Statutes, is amended to read:

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1009.505 Florida Public Postsecondary Career Education
Student Assistance Grant Program.—

~~(5) Funds appropriated by the Legislature for state
student assistance grants may be deposited in the State Student
Financial Assistance Trust Fund. Notwithstanding s. 216.301 and
pursuant to s. 216.351, any balance in the trust fund at the end
of any fiscal year which has been allocated to the Florida
Public Postsecondary Career Education Student Assistance Grant
Program shall remain therein and shall be available for carrying
out the purposes of this section.~~

Section 9. Paragraph (a) of subsection (4) and subsection
(5) of section 1009.51, Florida Statutes, are amended to read:

1009.51 Florida Private Student Assistance Grant Program;
eligibility for grants.—

(4) (a) The funds appropriated for the Florida Private
Student Assistance Grant Program shall be distributed to
eligible institutions in accordance with a formula approved by
the State Board of Education. The formula must consider at least
the prior year's distribution of funds and, the number of
eligible applicants who did not receive awards, ~~the
standardization of the expected family contribution, and
provisions for unused funds.~~ The formula must account for
changes in the number of eligible students across all student
assistance grant programs established pursuant to this section
and ss. 1009.50, 1009.505, and 1009.52.

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~~(5) Funds appropriated by the Legislature for Florida private student assistance grants may be deposited in the State Student Financial Assistance Trust Fund. Notwithstanding s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Private Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section and as otherwise provided by law.~~

Section 10. Paragraph (a) of subsection (4) and subsection (6) of section 1009.52, Florida Statutes, are amended to read:

1009.52 Florida Postsecondary Student Assistance Grant Program; eligibility for grants.—

(4)(a) The funds appropriated for the Florida Postsecondary Student Assistance Grant Program shall be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula must consider at least the prior year's distribution of funds and the number of eligible applicants who did not receive awards, ~~the standardization of the expected family contribution, and provisions for unused funds.~~ The formula must account for changes in the number of eligible students across all student assistance grant programs established pursuant to this section and ss. 1009.50, 1009.505, and 1009.51.

~~(6) Funds appropriated by the Legislature for Florida postsecondary student assistance grants may be deposited in the~~

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~~State Student Financial Assistance Trust Fund. Notwithstanding s. 216.301 and pursuant to s. 216.351, any balance in the trust fund at the end of any fiscal year which has been allocated to the Florida Postsecondary Student Assistance Grant Program shall remain therein and shall be available for carrying out the purposes of this section and as otherwise provided by law.~~

Section 11. Paragraph (b) of subsection (4) of section 1009.893, Florida Statutes, is amended to read:

1009.893 Benacquisto Scholarship Program.—

(4) In order to be eligible for an initial award under the scholarship program, a student must meet the requirements of paragraph (a) or paragraph (b).

(b) A student who initially enrolls in a baccalaureate degree program in the 2018-2019 through 2021-2022 academic years ~~year or later~~ and who is not a resident of this state, as determined in s. 1009.40 and rules of the State Board of Education, must:

1. Physically reside in this state on or near the campus of the postsecondary educational institution in which the student is enrolled;

2. Earn a high school diploma from a school outside Florida which is comparable to a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105, s. 1003.4281, s. 1003.4282, or s. 1003.435 or must complete a home education program in another state; and

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3. Be accepted by and enrolled full-time in a
baccalaureate degree program at an eligible regionally
accredited Florida public or independent postsecondary
educational institution during the fall academic term following
high school graduation.

Section 12. This act shall take effect July 1, 2021.



State University Career Planning Implementation & Guidance Document

September 2021

Background

During the 2021 legislative session, House Bill 1261 created section 1006.75(3)(a), Florida Statutes, requiring each university to adopt procedures to connect undergraduate students to career planning, coaching, and related programs during the first academic year of the student's enrollment. The procedures established by each university are required to be reviewed and approved by the State University System Board of Governors by March 1, 2022.

Career Planning Requirement

During their first academic year of enrollment in a Florida public institution in fall 2022 and thereafter, all undergraduate students must meet the university's established career planning procedures. Undergraduate students include degree-seeking first-time-in-college students, transfer students, or readmitted students and include full-time and part-time students.

The procedures will require students to do the following during their first year of enrollment.

- ✓ Register with the university's career center.
- ✓ Complete a career readiness training module provided by the career center.
- ✓ Be directed to the State University System dashboard that presents financial data by academic disciplines of graduates as well as the percentage of graduates who have continued their education beyond the baccalaureate level.
- ✓ Affirmatively indicate that students have been provided with the information required (registration with the career center, career readiness training module, directed to the dashboard) and wage prospects for their declared major.

The established procedures must also include placing a hold on student registration before the end of the first year of each student's enrollment if the requirements have not been met. To lift the hold and register for classes, students must complete the above activities.

Timeline for Career Planning Procedures

Date	Requirement
By December 15, 2021	Procedures approved by university boards of trustees (UBOT) and sent to the Board of Governors staff
January 25-26, 2022	Procedures proposed to the Board of Governors for consideration of approval. If procedures proposed are not approved, the revised procedures would be presented at the March Board of Governors for consideration of approval.
August 2022	Procedures fully implemented

Questions

1. How are undergraduate students defined?

The undergraduate student is defined to include the following.

- First time in college, transfer students, and readmitted students
- Degree-seeking
- Full-time and part-time students

2. What is the definition of career readiness?

Career readiness is a foundation for demonstrating requisite core competencies that broadly prepare the college-educated for success in the workplace and lifelong career management.

(Source: National Association of Colleges and Employers <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>)

3. What is the purpose of the career readiness training module?

The career readiness training module is university-specific and will gauge a student's general interests and occupations that are relevant to the institution's degrees and activities offered. This may include university-specific majors connected to career opportunities. The training module may be offered online through the university career centers.

4. How will placing a registration hold be determined?

Each institution will determine how to place a registration hold. The registration hold would begin in spring 2023, blocking student registration for summer 2023 and fall 2023 courses. Each spring, institutions will place registration holds for the following summer and fall terms for students who have not completed the above requirements. The holds may be removed upon completion of all requirements.

HB 1261 – Florida International University - Career and Talent Development: Implementation Plan

Background

Governor DeSantis signed HB 1261 into law establishing a mechanism to connect university undergraduate students to career information. The procedures as set forth in the bill will require undergraduate students to do the following during their first year of enrollment.

- Registering with the university's career center
- Completion of a career readiness training module provided by the career center
- Be directed to the State University System dashboard – MyFloridaFuture, which presents the academic discipline's salary information at the 1-, 5- and 10-year mark.
- Affirmatively indicate that they have been provided with the required information and understand the wage prospects for their chosen major

The established procedures must also include placing a hold on student registration before the end of the first year of each student's enrollment if the requirements have not been met. Undergraduate students include degree-seeking first-time-in-college students, transfer students, or readmitted students and include full-time and part-time students.

FIU's Proposal to meet HB 1261 Requirements

University-wide meetings are currently underway, and staff from the following units/divisions have been informed, consulted, or directly involved in some way as it relates to this initiative:

Academic Advising
Academic and Career Success (ACS)
Analysis and Information Management
Career and Talent Development
Instructional Technology

Office of Micro-Credentials
Office of the Registrar
Orientation
Panthersoft IT

Career Ready Panthers Commitment

FIU is committed to ensuring that students develop the skills and competencies they need for lifelong career management and success. The steps outlined below will guide incoming Panthers through the process of understanding the resources and support available to them, researching their career options, and developing a plan to reach their career goals.

Career Readiness Training Module

FIU's central career development office, Career and Talent Development, in collaboration with the Director for the Academic and Career Success (ACS) Success Courses and the ACS Senior Multimedia Producer, is developing a Career Ready Panther module in Canvas. In this module, students will be provided with the information they need to research potential career opportunities and learn how to create their career plans. They will also learn how to develop the critical skills they will need to be successful in their career and how to connect with the resources and support available to them throughout their career development journey.

Work is underway to create materials to inform students of the module, the resources available within the module, and the Career Readiness legislation requirements. Students will be introduced to this material during both the virtual and in-person sessions of orientation. Incoming Freshmen will also work with information in the module during the First Year Experiences course. The information in the module will be available to students throughout their time at FIU. Portions of the module will be included in a Career module that will be added to each Canvas course shell – making this information readily available to all students.

As per requirements set forth in HB 1261, the module will provide career education and access to key resources to foster and develop career readiness upon entering FIU. The items listed below are included in the module and meet the legislative requirements.

- Videos – Career and Talent Development is developing a series of short and informative videos, featuring FIU students, which will guide the students through the module.
- Handshake –Students will be guided through the process of registering with Career Services and claiming their Handshake account. Coordination between Handshake and Career and Talent Development will ensure that much of the student profile information will be pre-populated through PantherSoft making profile completion quick and efficient. Once registered with Handshake, students will have access to 1:1 career advising, career resources, career programming and professional development workshops and networking events. Student can explore shadowing, internship, and career opportunities. Handshake will also forward tailored job and internship opportunities to students based on their profile and interests.
- SUS Dashboard – As a part of the module, students will be directed to MyFloridaFuture (SUS Dashboard) to research salary data, compare earnings based on academic degree and assess the impact of graduate school on future earnings. FIU students have provided dashboard feedback and CTD submitted the information as requested by 11/5/2021.
- Quiz and attestation – A short quiz will be administered, assessing students' understanding of the information presented and the occupation information they explored in the MyFloridaFuture dashboard. They will electronically "sign" to attest that they have received the information.
- Badging Opportunity – ACS and the Office of Micro-credentials are exploring the possibility of building in a Career-Ready Badge opportunity into the module

Outreach

Upon entering the University, undergraduate students will be made aware that they must register with Career Services, complete the Career Readiness Module, explore the MyFloridaFuture dashboard, and affirm that they have been provided with this information before they will be able to register for their second year of courses. The module described above will provide the opportunity for students to fulfill all requirements. Once the module has been completed, the hold on second year registration will be removed. CTD will engage in a series of outreach efforts to ensure that all students covered by the legislation complete the requirements.

Student Outcomes

Upon completion of the Career Readiness module and exposure to the data shared via the SUS dashboard, FIU students will be able to:

- Identify their interests, values, and strengths and how these relate to selecting an academic major and career path
- Connect with their FIU Career Center, state resources and networks
- Develop and maintain their career plan
- Identify the skills critical to their career success
- Understand the decision-making factors related to gainful employment and realistic post-graduation salary expectations
- Understand the impact of pursuing education beyond their bachelor's degree in relation to their career aspirations and industry demands

Implications for the future of FIU students and its Career Centers

It is critical to capitalize on the opportunity being afforded to State University System Career Centers to intentionally interact and engage freshman and transfer students upon arrival at our universities. Early interaction, intentional programming, and targeted follow up communication will be essential to creating a sustainable university-wide “career” ecosystem, one that will ensure that FIU graduates are indeed “Career Ready”.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 8, 2021

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 21, 2021 (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
Rogelio Tovar
Cesar L. Alvarez
Jose J. Armas
Leonard Boord
Donna J. Hrinak
Natasha Lowell
T. Gene Prescott

Trustee, Chair
Trustee, Vice Chair
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Joerg Reinhold	Trustee
Chanel T. Rowe	Trustee
Alexander Rubido, effective May 10, 2021	Trustee
Marc D. Sarnoff	Trustee
Carlos Trujillo	Trustee
Alexandra Valdes, through May 9, 2021	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: Alexandra Valdes, May 9, 2021, and Leonard Boord, June 14, 2021 and the term of the following Trustees began on the following dates: Alexander Rubido, May 10, 2021, and Carlos A. Duarte, October 22, 2021. 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.

Dean C. Colson	Trustee, Chair
Rogelio Tovar	Trustee, Vice Chair
Cesar L. Alvarez	Trustee
Jose J. Armas	Trustee
Carlos A. Duarte	Trustee
Donna J. Hrinak	Trustee
Natasha Lowell	Trustee
T. Gene Prescott	Trustee
Joerg Reinhold	Trustee
Chanel T. Rowe	Trustee
Alexander Rubido	Trustee
Marc D. Sarnoff	Trustee
Carlos Trujillo	Trustee

This action is in the form of a resolution to take effect immediately upon adoption.

Adopted this 8th day of December 2021 by the Board of Trustees of Florida International University.

Dean C. Colson
Chair
FIU Board of Trustees

Mark B. Rosenberg
Corporate Secretary
FIU Board of Trustees

Supporting Documentation: None

Facilitator/Presenter: Kenneth G. Furton

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ACADEMIC AFFAIRS REGULAR REPORTS

- I. Academic and Career Success**
- II. Engagement**
- III. Enrollment Management and Services**
- IV. Information Technology**
- V. Research and Economic Development / University Graduate School**
- VI. Academic & Student Affairs**

I. ACADEMIC AND CAREER SUCCESS

1. Executive Director, Integrated Industry Partnerships and Career Readiness

In September 2021, Academic and Career Success (ACS) hired Dr. Ruth E. Pacheco to provide leadership in the development of FIU's industry and employer engagement strategy. In her new role, Dr. Pacheco will partner with units across campus to enhance employment and experiential opportunities for our students, ensure alignment with emerging professions and local talent needs, and establish an integrated Career Services Model that incorporates continuous feedback from industry partners. In addition, she will work closely with industry, community, and university partners to provide skills attainment and career credentialing opportunities to FIU students, alumni, and community members.

Dr. Pacheco will also chair the university-wide FIU Career Council. The Career Council is a forum for FIU professionals from all disciplines and units involved in the development of student career readiness and career opportunities. The goals of the Council are to foster collaboration and knowledge sharing, increase awareness of industry trends and needs, and shape the common agenda for academic and career success. The Career Council meets quarterly and is attended by FIU professionals from across the university.

To advance FIU's career readiness ecosystem, Dr. Pacheco will implement a Career Cluster model of career guidance designed help students navigate and prepare to be career-ready. In addition, Dr. Pacheco provides leadership to position Career and Talent Development (CTD) and the Center for Testing and Career Certification (CTCC) as critical components of FIU's Career Readiness Ecosystem.

2. Partnership with FIU Alumni Association to promote ACS programming to alumni

This past August, Career and Talent Development (CTD) partnered with the FIU Alumni Association to promote career and post-graduation academic programming to FIU alumni. The first step in this evolving partnership has been the creation of articles published in the monthly FIU Alumni Association Newsletter. Each month, articles provide alumni with timely and relevant information about programming and events, general career development and management tips, post-graduate academic opportunities, and career certifications opportunities.

These articles will provide vital information to our most recent alumni to equip them with the tools and skills they need to be successful in their job searches as recent graduates. The articles will also help our alumni navigate the process of selecting and applying to graduate school. Additionally, these articles will invite our FIU alumni to participate in Career and Talent Development (CTD) recruitment efforts to #HireFIU and to return to campus to recruit for their companies and serve as mentors to our undergraduate population. October 2021, saw the publication of the first article featuring the popular CTD program, FIU Panther Shadows. The article can be accessed at go.fiu.edu/FIUShadows.

II. ENGAGEMENT

1. Community Outreach and Events: Cafecito Chat Live, State of Black South Florida, and Women in STEM Brunch

The Office of Engagement started new engagement opportunities for faculty, staff, students and community by launching in-person "Cafecito Chat Live" events in May 2021. Over 500 participants have attended the in-person events. The series has been possible thanks to the support of strategic partner, Microsoft. The virtual Cafecito Chats, webinars, and virtual symposiums in the last quarter engaged over 1,000 participants.

The Office of Engagement co-hosted the State of Black South Florida in partnership with the South Florida Black Prosperity Alliance at FIU's Biscayne Bay Campus on September 25th, 2021. The event engaged a dynamic community of South Florida stakeholders, virtually and in-person, in an effort to increase economic and social prosperity across the Black Diaspora of South Florida. 280 participants attended the event and collaborated to build an agenda for the Alliance's work in the coming year. The Office of Engagement provides capacity building support to the Alliance and is one of its founding members.

The fourth annual Women in STEM Brunch engaged 80 emerging scholars in the life sciences for an important conversation at StartUP FIU featuring leaders in the field including Dr. Cheryl Holder of the FIU Herbert Wertheim College of Medicine and Miami-Dade's Chief Bay Officer, Irela Bague.

2. Community Coalitions: Talent Development Network

The Talent Development Network (TDN) continues to focus on engaging local industry and local talent in collaborating for paid internship experiences in Miami-Dade's high growth industries via innovative experiences.

Miami-Dade County proclaimed Talent Day on September 7th, 2017. This county-wide effort was created to highlight Miami's local talent in the form of students, young alumni, employers, and community members, and showcase how paid internships are key to attracting top talent and to building a strong local workforce for our future. For the last four years, Talent Day was celebrated as a social media campaign. In 2021, in an effort to re-connect students and employers in person, the Talent Development Network hosted the first-ever Talent Day Block Party at The Wharf Miami. On September 7th, 2021, more than 300 students from across Miami's seven major academic institutions, gathered to celebrate, engage, and network with Miami's most inspirational industry leaders, employers, and executives. Impactful keynote speakers joined the party and shared their stories of realizing their talents and tips for success. In attendance were more than 100 employers and industry leaders, all committed to developing and investing in our local talent for the benefit of this community. The evening started with a networking component, followed by a scripted program, and ended with music, networking, celebration, and food.

3. Innovation/Future of Work: Venture Miami Opportunity Program and frontier technologies

In partnership with the City of Miami and JP Morgan Chase, the office launched the Venture Miami Opportunity Program in October 2021. The program will focus on supporting female founders in Miami with access to a social network and new capital for their ventures. The program will consist of small cohorts of founders working together over the course of 14 weeks and will be led by an advisory board of seasoned founders and angel investors.

In Summer 2021, the Office of Engagement working in collaboration with Academic Affairs built a series of partnerships with firms in the blockchain, crypto-currency and innovation spaces. The initial introductions were made possible thanks to the novel partnership between the Office of Engagement and the City of Miami Mayor's Office. The new partnerships will allow students and community members access to new learning opportunities and experiences in frontier technologies. Official announcements of these partnerships will be made in Spring 2022.

III. ENROLLMENT MANAGEMENT AND SERVICES

1. University Admissions

For the summer/fall 2021 cycle, University Admissions implemented a hybrid model for undergraduate and graduate recruitment. In September, FIU spotlighted our programs and colleges via an in-person Showcase. The event included 348 prospective students and 524 guests. During the event, 33 students applied to FIU through the application lab, and 500 guests toured campus.

In addition to our participation in school visits and colleges, University Admissions continues to host on-campus tours for a variety of visitors. On September 1 and 2, FIU hosted the Florida BOG SUS Fall Counselor Workshops. During the second week of September, we hosted a statewide transferring student event designed to encourage applications for admission to Florida State University System institutions. On October 13th, we will co-host “Your College Adventure Awaits” for high school students. These events engage Florida residents in exploring the benefits of an education through our State University System.

FIU’s episode of The College Tour will be streaming on Amazon Prime and other platforms such as Roku and Apple TV beginning in early November. We hosted “Watch” parties for late October. These parties included our entire University community across all centers and campuses.

2. International Admissions

We are ahead in applied, admitted, and matriculated international students for AY 2021-2022 (see table 2). We significantly increased the number of applications across all academic levels from prospective international students. The largest increase was in international graduate student applications.

We are slightly down in admitted and matriculated international FTIC students for Spring 2022. The lower SAT/GPA requirements for Summer and Fall reduced the number of students we admitted into Spring who applied to an alternative term. Therefore, the numbers for Spring reflect true applicants for Spring. We will continue to monitor this group and encourage them to complete their applications in a timely manner in order to reverse the current downward trend.

U.S. Embassies have largely returned to normal operations. We anticipate the number of international students requesting to defer their enrollment due to visa issues and travel disruptions to reduce greatly for Spring 2022 onward.

It is too soon to comment on graduate and transfer numbers for AY 2022-2023; however, early FTIC recruitment efforts have resulted in an increase of 108 (73.97%) international applications and 5 admitted international students (29.41%) over AY 2021-2022. The current trend is encouraging given international FTIC numbers historically decline with an increase in the admissions requirements.

Table 3
International Applications by Status and Academic Year (as of 10/08/2021)

Application Status	2020-2021	2021-2022	Diff.	% Diff.
FTIC				
Applied	1,352	1,765	413	30.55%
Admitted	497	499	2	0.40%
Matriculated	139	205	66	47.48%
Undergraduate Transfer				
Applied	1,635	1,814	179	10.95%
Admitted	1,003	1,159	156	15.55%
Matriculated	794	933	139	17.51%
Graduate				
Applied	2,477	4,443	1,966	79.37%
Active Referred	213	421	208	97.65%
Admitted/Matriculated	878	1,654	776	88.38%

3. Transfer and Transition Services

Transfer Credit Processing and Course Equivalencies

To maximize the value derived from our investment in Brainware for Transcripts (BFT), our optical character recognition software, we are restructuring both our Transfer & Transition Services and our Admissions Operations teams. Our work with Brainware is already yielding positive results; for example, during fall 2020 our team manually entered 49,625 courses compared to 17,806 courses entered fall 2021.

Our equivalency team completed 2,128 transfer credit evaluations for summer 2021 and 5,674 for fall 2021 terms. The team is currently working on evaluations for spring 2022 matriculated students. We also launched a strategic proactive rule-building project that includes articulating transfer rules for out-of-state institutions to positively impact out-of-state enrollment (select institutions are based on recruitment and applicant data).

To kick off the 4-year grant to Accelerate Transfer Student success, TTS hosted representatives from the Florida Consortium of Metropolitan Research Universities, University of Central Florida, the University of South Florida, Helios Education Foundation, and Florida College System on September 13, 2021. Helios awarded \$1,250,000 to support student success initiatives that lead to degree completion at FIU, UCF, and USF. In collaboration with this Consortium, TTS will co-host the 4th annual Transfer Success Summit on Monday, November 16, 2021.

Connect4Success

Excelencia in Education selected FIU's Connect4Success as a finalist for the 2021 *Examples of Excelencia*. We were one of eight programs recognized under the Baccalaureate category. Excelencia in Education selects programs based on evidence of effectiveness in accelerating Latino student success. Excelencia will host a virtual event to celebrate finalists and announce winners on Thursday, 28 October.

FIU Humanities Edge held its annual Summer H.E.ART bridge program at FIU August 2-6, 2021. MDC students on transfer pathways in History, English, and Art/Art History participated in the program. During this event, potential transfer met with their peers and faculty from specific disciplines to learn about careers in the humanities; these activities focused on collaborative learning projects and Bridge Advisor support. We used a pre-program/post-program program evaluation method, and we found that 92% of the participants expressed a greater level of confidence about a career in Humanities after completing the program.

4. Financial Aid

Disbursement

During the Fall 2020 semester the Financial Aid Office disbursed \$186 million to 33,345 students while working remotely. As of October 6, 2021, the final 2020-2021 aid disbursed totaled \$543 million to 45,508 students. This represents a 2% increase when compared to 2019-2020 (\$536 million to 44,764).

Aid Year 2021 vs Aid Year 2020

Students Awarded and Sums of Disbursed by Aid Year and Student Level-Type

Student Level	2020-2021		2019-2020	
	Count of ID	Sum of Sum Disbursed	Count of ID	Sum of Sum Disbursed
CNED	141	\$1,116,978.00	122	\$902,891.00
GRAD	6,930	\$148,512,409.19	6,458	\$139,760,404.45
LAW	492	\$16,565,009.45	455	\$15,090,589.71
MED	462	\$26,366,785.54	452	\$25,177,211.80
UGRD	37,483	\$350,516,662.57	37,277	\$357,707,140.72
Grand Total	45,508	\$543,077,844.75	44,764	\$538,638,237.68

Cohort Default Rate

FIU's 3-Year Cohort Default rate decreased for the 2018 cohort. This is a pre-pandemic measure and reflects our continued efforts to assist our FIU Alumni to manage and repay their student loans. The following table provides a comparison to all 4-year public institutions and the national rates for all institutions.

FIU Cohort Default Rate Compared with 4-Year Public Institutions and All Institutions

Institution/Type	Cohort								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
FIU	10.5%	8.9%	6.8%	5.4%	5.8%	5.3%	3.7%	5.2%	4.4%
4-Year Public	9.3%	8.9%	7.6%	7.3%	7.5%	7.1%	6.8%	7.1%	5.4%
National All	14.7%	13.7%	11.8%	11.3%	11.5%	10.8%	10.1%	9.7%	7.3%

5. Office of Scholarships

HEERF

Emergency aid continues to be of critical need to students as they recover from the economic impacts of the pandemic. Since March 13, 2020, we processed over 55,000 applications for emergency

assistance. We awarded grants to 26,504 unique students; these grants equated to \$58 million dollars in awards. We anticipate awarding another 50 million by the end of the spring 2022 term.

Drop for non-payment

Beginning Fall 2020, the Academic and Career Success -Student Success Operations and Strategy team (SOS) began collaborating with Student Financials, Office of Scholarships, Financial Aid, Office of the Registrar, and the colleges to reduce the number of students dropped from their courses for non-payment. Each term, targeted populations of students are assigned to the SOS team for assistance. The team initiates an intensive outreach campaign to coordinate payment reminders, resolution of financial aid issues, and/or connection to funding.

As a result of these efforts, FIU saw a 60% decrease in the number of students dropped from their classes for non-payment from Summer 2020 to Summer 2021. The full team meets before and after each cancellation cycle to discuss and address barriers identified through the process and to implement strategies for improvement.

In our efforts we leverage all available sources, including institutional aid, HEERF funding and financial aid. This recent drop was the smallest Fall drop ever. We provided over \$600,000 in assistance to help students stay enrolled.

6. University Registrar

Implemented Select STEM and Online Free Seat Waivers

Beginning in the Fall of 2021 and in conjunction with the Student Financials, the Office of the Registrar implemented two new undergraduate waivers as authorized by F.S. 1009.26 and Board of Governors Rule 7.008. These waivers helped over 1,000 students pay less tuition and fees and be on track to graduate. Below is a summary of the waivers and awards/denials. Additional information is listed on the [Tuition and Fee waivers website](#).

Select STEM waiver: These waivers are for students enrolled in a Baccalaureate Program of Strategic Emphasis, as identified by the BOG and who are taking 3000/4000 level courses and meet certain other criteria. This waiver is equal to receiving a 50% discount on all eligible tuition, fees, and courses on a term-by-term basis.

Select STEM Waivers:

- Total Students Awarded: 986
- Total Amount Awarded: \$912,138.49

Online Free Seat: This waiver of tuition and fees for **one online course** in the first term and discounted tuition in subsequent terms is for students who meet certain criteria and enroll in an online baccalaureate degree program.

Online Free Seat Waiver

- Total Students Awarded: 47
- Total Amount Awarded: \$27,676.53

Enhanced Tuition and Fee Waivers Information

Our office worked with Student Financials to improve the Tuition and Fee Waivers website and University Catalogs (both Undergraduate and Graduate). This included updates and contact

information on all tuition and fee waivers as authorized by F.S. 1009.26, F.S. 1009.265, F.S. 1009.25 and Board of Governors Rule 7.008.

- Website: [Tuition and Fee waivers website](#)
- University Catalogs:
 - [Undergraduate 2021-22 catalog – Tuition and Fees](#)
 - [Graduate 2021-22 catalog – Tuition and Fees](#)

Enhancements to outgoing Electronic Transcript System (Electronic Data Interchange)

Our office continues to enhance transcripts to provide better service to our students and other institutions. We completed the following changes:

- Added General Education flag
- Added Florida residency for tuition purposes information
- Removed gender
- Removed old CLAST information
- Removed duplicate institutions from process which was causing errors in transmission

7. OneStop

During the Fall 2021 peak period, August 16 – September 10, 2021, OneStop team members created 15,208 cases to respond to students via chat, email, phones, and the front counter. When compared the Fall 2020 peak, fewer students engaged our services in person. For the fall 2021 peak, in-person visits represented 9.9% (1507 cases) of the student transactions.

IV. INFORMATION TECHNOLOGY REPORT

1. Enterprise-Wide Cloud Strategy Update

Following two (2) years of planning, developing, and testing, the Division of IT has completed the migration of all of FIU's PeopleSoft applications to the Oracle Cloud Infrastructure (OCI). This project is part of the Enterprise-wide cloud strategy to leverage and enhance the ability to accelerate production with autonomous technologies for FIU's enterprise applications including PantherSoft Campus Solutions, Human Resources, and Financials. This strategic move to the cloud allows for greater scalability to meet the university's growing needs, higher service availability, and to protect FIU services from natural disasters. This also gives FIU broader access to emerging technologies such as chatbots, cloud integrations, and blockchain technologies. This new cloud infrastructure relies on a multi-location redundancy within the US which augments our disaster recovery capabilities; reduces our dependency on our on-premises systems and diminishes the university's risk during hurricane season. Panthersoft is only one of many transitions to a cloud-based infrastructure that will take place over the next year. Other applications such as email and authentication have already been transitioned to the cloud.

2. MyFIU Portal User Experience Redesign

The Division of IT is in the discovery phase of redesigning the student portal that will provide a more personalized experience to help drive the university's institutional goals. The redesigned portal will include more focused content and integrated data to unify the student experience across numerous FIU backend systems and will better reflect FIU's branding and ADA accessibility standards. The goal is to allow students a greater level of personalization to increase engagement and drive student success. The portal will be designed from the students' perspective and with a "mobile first" strategy. Subsequent phases of the project will include design, build and deployment, with the expected go-live of Summer 2022.

3. Google Migration to Microsoft Office 365 Suite

Over the course of the next two semesters, the Division of IT will migrate all Google GSuite student accounts to the Microsoft Office 365 (O365) environment. Having all students, faculty, staff, and alumni on the same communication platform provides the university many benefits including enhanced security and compliance, increased storage capabilities and significant cost savings to the university. The Microsoft O365 platform provides the Division of IT greater access to tools to be able to protect from malicious activity and threats, preventing a greater number of phishing emails from reaching student accounts. Additionally, hosting all students and employees on the Microsoft cloud platform increases collaboration with available tools such as OneDrive and Teams and provides a seamless integration and user experience. Knowledge and experience of O365 also gives our students a competitive advantage upon graduation considering 95% of Fortune 500 companies use the Microsoft O365 suite.

V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

Awards received during the first quarter (July through September) of FY 21-22 totaled \$61.5M, 2% more than awards received last fiscal year (\$60M) during the same period. Among colleges, the Robert Stempel College of Public Health & Social Work experienced a 49% increase (from \$4.2M to \$6.3M) and CASE a 44% increase (from \$16.9M to \$24.5M). Although awards received by all centers and institutes were 30% lower than last fiscal year, the Biomolecular Science Institute (from \$0.48M to \$1M), the Extreme Events Institute/IHRC (from \$.48M to \$.996M) and the Institute of Environment (from \$5.3M to \$10.8M) all experienced significant increases—115%, 107% and 102%, respectively. The overall distribution by funding source slightly changed, receiving 89% from federal sources (83% last year), 3% from private other sources (4% last year), and 8% from state and local government (13% last year). Proposals submitted during this period increased in number by 3% (from 326 to 335) but decreased in value by 5% (from \$209M to \$198M). Proposal activity among centers and institutes increased in numbers by 9% (from 126 to 137), and by 1% in value (from \$91.8M to \$92.9M).

2. Innovation, Partnerships and Economic Development

StartUP FIU has been working with 23 faculty members at various stages of research commercialization, of which six were new in the quarter and five became inactive. Two teams were accepted in this quarter to the national I-Corps program for FY2022. Two National Science Foundation (NSF) Small Business Technology Transfer Program (STTR) are under development with local startup companies, one of which was referred by Small Business Development Centers (SBDC). Dr. Ou Bai (Electrical and Computer Engineering) and Dr. William Pelham (Psychology) collaborated to secure a \$150,000 NSF planning grant for an anticipated second grant application of \$1+ million. The Rapid Innovation Studio was launched, which will introduce and advance students through the early stages of innovation and social entrepreneurship using comprehensive programming and experiential learning. The Studio will also prepare students to participate in the first-ever MIT Solv[ED] Youth Innovation Challenge. This quarter 199 students participated across the two learning community roundtables (Hacker Nation, Student Hustlers). We opened the second consecutive semester with Student Innovation Week, a week-long series of events hosted by StartUP FIU students to engage and attract new students to our programs and community. With a 49% increase in student participation, 197 students participated in 14 activations. The pilot Softbank Operator School at FIU was created by FIU's new partnership with SoftBank Group International to prepare

students to work with tech startups in South Florida. StartUP FIU Food is collaborating with Bank of America regarding its inaugural Small Business Holiday Village at “The Underline.” The team will provide two bootcamps (online) and two Pitch Days at the Underline (end of October-early November). Bank of America will select a total of ten winners and highlight these winners during its Holiday event at the Underline in December (\$120,000). The City of North Miami Community Redevelopment Agency (CRA) department funded a bootcamp for small businesses selected by them that will be held in November for \$25,000. Discussions are underway with the CRA Director for potential resources and technical assistance for the community in 2022. During the first quarter of FY 2021-2022, there were 24 disclosures and 17 patent applications. Additionally, FIU researchers received 17 patents and 3 license options were executed. The Office of Technology Management and Commercialization (OTMC) assisted Dr. José Almirall with the intellectual property and commercialization strategy plan for a \$250,000 proposal to NSF for Partnerships for Innovation Technology Translation (PFI-TT), which was recently awarded. The staff also on-boarded three undergraduate Biomedical Engineering students taking part in the Coulter Undergraduate Research Excellence Program (CURE program). OTMC will train these students in different aspects of technology transfer, for which OTMC will receive assistance from the interns in areas such as technology marketing, potential licensee scouting, etc.

3. University Graduate School (UGS)

The final enrollment numbers for Fall 2021 were 478 new doctoral students, a 24.5% increase compared to last year, and 2,719 new master's students, a 3.3% decrease compared to last year. The Colleges that contributed most to the increase in doctoral enrollment were CEC (30 new students, 61.2% increase) and SIPA (25 students, 73.5% increase). Doctoral enrollment increase was mostly accounted for by new international students. UGS secured twenty housing units at The One that were offered as part of the package for new fellows and incoming international students. Amongst the 20 students receiving free housing for two years at The One are 3 Presidential Fellows, 1 McKnight Fellow and 1 Inclusion fellow. UGS launched a new format for the Orientation to New Graduate Students. Orientation was held in three different sessions. The first General Session was held virtually and synchronous. Six hundred and forty-three students attended and had the opportunity to hear and ask questions to UGS leadership. The second session on Student Life and Resources was also held virtually in collaboration with various FIU support centers and services such as Career and Talent Development, Center for the Advancement of Teaching, Center for Excellence in Writing, Center for Leadership and Service, Student Conduct and Conflict Resolution, FIU Libraries, The Office of Veteran & Military Affairs, Counseling and Psychological Services, Victim Empowerment Program, and Healthy Living Program. One hundred and forty-nine students attended. The third session was dedicated to doctoral, and thesis bound master's students, and focused on degree progression and responsible conduct of research. This session was attended by 45 students in person and broadcast to virtual attendees. On September 16, UGS along with the global pharmaceutical company Lilly hosted a “virtual site visit” of Lilly and recruitment event. The event was focused on STEM careers for students to learn more about the company, internships, and other opportunities. This event was part of FIU's UGS Accelerate to Industry (A2i) series. The A2i series is an approach to workforce readiness where graduate students can explore opportunities within industry. Our Office of Training and Fellowships (UGS-OTF) continues to provide a series of workshops and working groups to facilitate the submission of proposals for external funding by our graduate students. To assist students to prepare for the NSF Graduate Fellowship Program application, UGS-OTF hosted a GRFP Writing Group for FIU students applying to the program on Sep. 1 – Oct. 13. During the weekly meetings, students shared their drafts and asked questions about the application process. This model will be

implemented every year to create awareness and provide a support mechanism for students applying to this prestigious program with the goal of increasing the number of students receiving NSF funding.

VI. ACADEMIC & STUDENT AFFAIRS REPORT

1. FIU Online

Softbank Website - In a matter of two days, FIU was able to design, develop, and launch a new [website for the SoftBank Operator School \(S.O.S.\)](#). The website allows FIU students to register to participate in the S.O.S. semester-long program that will offer for-credit graduate and undergraduate courses for enrollees at Florida International University. FIU Online also designed the [promotional video](#) for the SoftBank Operator School.

B.A. in Global Sustainable Tourism - In January 2021, the Chaplin School of Hospitality and Tourism launched the fully online B.A. in Global Sustainable Tourism. This degree is a direct response to the shift toward sustainability in all industries and was created in partnership with the FIU Department of Earth and Environment of the College of Arts, Science and Education. Corporate social responsibility programs are multifaceted, and sustainability paths for organizations must address conservation activities, consumer demand, the operations of an organization and industry governance. This program prepares graduates from the business standpoint and for the interdisciplinary work needed to make sustainability a priority in the hospitality and tourism industry. The fact that the new B.A. in Global Sustainable Tourism is available in an online format offers its own sustainability and resilience advantages and is in line with the university's commitment to becoming synonymous with sustainability and serving its community, anytime, anywhere. The bachelor's degree speaks to all avenues and, because of its novel approach, has garnered considerable press with mentions on local television and social media. The program already has substantial interest for the spring 2022 start.

Online Success Webinar Series - Summer 2021, FIU Online focused on increasing awareness of Online Student Success Services and student engagement with a [new landing page](#) and the launch of the Online Success Webinar Series. June 2021, FIU Online hosted its first Online Success Webinar series focusing on Financial Aid tips and important deadline information. The webinar series will take place each term and aims to cover key focus areas that will help students navigate their journey. Each webinar is hosted by an Online Student Success Coach and university subject matter experts, such as a financial aid manager, Counseling & Psychological service team member, Career & Talent Development Advisors, and more. Students will get the opportunity to ask questions live and gain valuable insight into the topics that matter most to their success both in and out of the classroom.

Webinar Topics:

- Meet Your Success Coach Team
- Financial Aid
- Mental Health & Stress Management
- Time Management
- University Resources
- Commitment to Graduate
- Career Planning

From The Executive Suite The Executive Suite series aims to highlight the University's deep connection to industry and leading practitioners, as well as to leverage their expertise and experience for the benefit of our students. The series will feature senior organizational leaders sharing their views on the current and future state of their industries, the characteristics, and skills they look for in graduates for high potential opportunities, and where possible, their endorsement of FIU programs in equipping professionals for their industry. Industries to be featured will correlate to existing FIU programs and strategic emphasis areas for the state.

Online Student Ambassadors FIU has a robust student ambassador program but historically had not delineated an Online Student Ambassador. The Online Student Ambassador will represent the unique experiences of the learner who opts to complete their FIU degree online, collaborate in responding to student questions and concerns on social media as well as clarify misconceptions, and to promote the unique benefits and opportunities strategically developed by FIU Online to support the online learner.

Online Ranking and Reputation Given the importance of university rankings by US News and World Report, FIU Online in June of 2021 undertook strategic initiatives with a view to positively impacting the rankings of our online programs. Dedicated emails were sent to more than 800 university leaders with responsibilities for their schools' online/virtual modality, accompanied by collateral developed specifically to highlight FIU's varied contributions and accomplishments in the online space. Highlights included Career Engage, Affordability Counts, Success Coaching, PantherDen, and WellConnect- a program that ensures online students and their families have access to psychological support. Campaigns on LinkedIn and Facebook also accompanied these initiatives, and targeted user profiles on these platforms with indications of university leadership roles in online.

2. Vaccine Incentive & Vaccine Reward Programs

On August 25, 2021, the University launched Vaccine Incentive and Vaccine Reward programs that would issue \$150 "vax bucks" to eligible employees' and students' FIU One Cards:

Incentive Program was aimed at encouraging students and employees to start and complete their vaccine series and ran August 25 and through October 30.

Reward Program was aimed at recognizing early adopters of the vaccine, 300 students/employees would be selected in a raffle to receive the incentive. The program was for anyone fully vaccinated prior to August 25 and turned in a valid vaccine card by September 30.

As of October 5, 2021, Health Compliance had vaccine cards for 5,399 unique Panther IDs:

- 1,346 qualified for the incentive program
- 4,053 qualified for reward program that ended on Sept. 24 (300 winners were submitted on Oct. 6 for processing)

3. Disability Resource Center

The DRC has awarded \$153,213.40 to 83 students with disabilities as part of the Theodore R. and Vivian M. Johnson Scholarship program for the 2021-2022 academic year. This scholarship, funded by the Florida Board of Governors and an FIU challenge grant match with the Johnson Scholarship Foundation, is awarded to undergraduate students with disabilities who are seeking their first baccalaureate degrees and have a significant unmet financial need. For the upcoming year, student recipients are pursuing majors such as Information Technology, Health Services Administration, and Biology, and have disabilities including psychological/behavioral disabilities, Autism Spectrum Disorder, and specific learning disabilities.

On October 21st, in honor of National Disability Employment Awareness month, DRC is hosting their 5th annual Disability Awareness Group Photo event, “Cafecito With Cori,” to show and celebrate the contributions of people with disabilities in the workforce and the FIU community. The event will conclude with a group photo of the diverse FIU community in solidarity with the disability community.

4. Pride Leaders Program

The Pride Leaders Program in the Office of Social Justice and Inclusion at Florida International University (FIU) is a six day and night living learning experience that aims to support LGBTQIA+ students and allies at FIU who seek training as leaders representing and advocating for the rights and needs of LGBTQIA+ people. This program was launched in August of 2021 with 15 students. The Pride Leaders Program develops student's leadership skills that they will apply to improving the lives of LGBTQIA+ people through their roles as students, as future professionals in their various careers, and as civically engaged members of our democracy. This program formalizes the official training of the Pride Student Union executive board for the upcoming academic year and includes additional student leaders who apply and are accepted into the program. The major goals of the program are for students to meet the following learning objectives:

- Explore LGBTQIA+ experiences from multiple, intersectional perspectives.
- Identify and deconstruct systems of power that affect individual lives and groups, such as racism, ableism, classism, cisgenderism, and heterosexism.
- Strengthen an array of skill sets and practices, such as time management, self-care, and conflict resolution.
- Meet and network with partnering community organizations, community members, and with other students in the program who are invested in LGBTQIA+ organizing.
- Build practical leadership skills by developing an original engagement plan (e.g., an event) or improvement plan (e.g., a policy or service project) to be implemented at FIU and/or in the wider Miami community.
- Receive credit toward earning the Gender and Orientation Badge, a micro-credential currently being developed for launch in Fall 2021.

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