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

FIU, Modesto A. Maidique Campus, Tamiami Hall, Multipurpose Room
Livestream: http://webcast.fiu.edu/

Thursday, September 14, 2023
10:15 AM

or

Upon Adjournment of Previous Meeting

Chair: Natasha Lowell
Vice Chair: Dean C. Colson
Members: Cesar L. Alvarez, Jose J. Armas – Health Affairs liaison, Noël C. Barengo, Alexander Sutton, Chanel T. Rowe, Marc D. Sarnoff, Roger Tovar – Athletics liaison

AGENDA

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

Andres G. Gil
3. **Action Items (Continued...)**

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

   AP10. Updated Exclusion Resolution  
       Elizabeth M. Bejar

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

   4.1 Student Government Updates  
       Alexander Sutton

   4.2 Faculty Senate Updates  
       Noël C. Barengo

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

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

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

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

*The next Academic Policy and Student Affairs Committee Meeting is scheduled for December 7, 2023*
Subject: Approval of Minutes of Meeting held on June 15, 2023

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

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

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

Facilitator/Presenter: Natasha Lowell, Chair, Academic Policy and Student Affairs Committee
1. Call to Order and Chair’s Remarks
The Florida International University Board of Trustees’ Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Natasha Lowell on Thursday, June 15, 2023, at 11:51 AM.

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

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

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

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

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

Provost and Executive Vice President Elizabeth M. Bejar commented on the appointment of Dr. Jorge Valdes to serve as Acting Dean of the Nicole Wertheim College of Nursing and Health Sciences effective May 17, 2023. She indicated that over the past several months, the University conducted an extensive national search for the next Dean of the Steven J. Green School of International and Public Affairs. She added that the search was led by a search and screen committee comprised of faculty, administrators, and students with the assistance of the national search firm, Isaacson, Miller. Provost Bejar pointed out that, after reviewing the finalists’ qualifications and feedback from the University community, and in consultation with University President Kenneth A. Jessell, Dr. Shlomi Dinar was selected as the Dean of the Steven J. Green School of International
and Public Affairs effective July 1, 2023. She added that Dr. Dinar served as Associate Dean for Graduate Studies and Innovation at the Green School, from 2015 until last year when he agreed to serve as interim dean. She stated that Dr. Dinar’s leadership and strategic implementation was key to the Green School’s acceptance as a full member of APSIA (Association of Professional Schools of International Affairs). Provost Bejar introduced Professor Aaron Kuntz who will serve as the next Dean of the School of Education and Human Development in the College of Arts Sciences and Education.

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

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

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

3. Action Items
Committee Chair Lowell explained that the Committee’s agenda was amended to remove Regulation FIU 105, which will be reviewed at a later date.
AP1. Tenure Nominations

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

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

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

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

Board Vice Chair Tovar recommended that, moving forward, the University President and Provost meet the Tenure candidates. Board Chair Dean C. Colson requested that, moving forward, the University also present data highlighting, and comparing among other universities, the number of tenure-earning assistant professors appointed to a tenure track position in relation to the number of tenure candidates that are presented for Board of Trustees approval.
A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the FIU Board of Trustees approval of the Tenure Nominations as specified in the Board materials.

AP2. Tenure as a Condition of Employment Nominations

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

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

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

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

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees approval of the FIU Embrace Education Program Renewal Application to the Center for Students with Unique Abilities.
AP4. Proposed Amendment to Regulation FIU-2501 Student Conduct and Honor Code
Provost Bejar presented for Committee review the proposed amendments to Regulation FIU-2501 Student Conduct and Honor Code. She delineated the proposed amendments that are required by the BOG, including permitting the accused student to present information at disciplinary proceedings, clarifying the language on the role of the advisor, and addition of complainant rights. She pointed out that changes to Academic Integrity sections include updating definitions and violations to better align with current practices and case trends and expanding the eligibility for who can serve on Student Conduct Committee hearings. Provost Bejar commented that changes to Behavioral Conduct sections encompassed updating definitions on on-campus housing, expanding definitions related to alcohol, drugs, smoking and animals, and removal of the Presidential Review process. She remarked that updating definitions for interim suspension, conduct probation, deferred suspension, and suspension are changes relevant to both Academic Integrity and Behavioral Conduct cases. Provost Bejar mentioned that non-substantive changes pertained to updated departmental names, hyperlinks, titles, formatting, and scrivener’s errors.

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

AP5. Proposed Amendment to Regulation FIU-2505 Alcoholic Beverages
Provost Bejar presented the proposed amendments to Regulation FIU-2505 Alcoholic Beverages. She indicated that the proposed changes outline the responsible and permissible possession, service, and sale of alcoholic beverages at the Wolfsonian-FIU. She added that, upon the University’s own internal review, it was noted that the prior regulation did not adequately address that the Wolfsonian-FIU has its own alcohol license and operationalizes it as such. She commented on the non-substantive change to update to the title of authority from Senior Vice President of Academic and Student Affairs or designee to Chief Student Affairs Officer or designee.

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

AP6. Proposed Amendment to Regulation FIU-2506 Academic Program Termination and Temporary Suspension of New Enrollments
Provost Bejar presented for Committee review the proposed amendments to Regulation FIU-2506 Academic Program Termination and Temporary Suspension of New Enrollments. She indicated that to align with changes to BOG regulations, proposed changes to FIU-2506 include: a change in the title of the regulation to “FIU-2506 Authorization, Termination, and Temporary Suspension of
Degree Programs;” addition of a new provision noting that all proposals for new degree programs shall be approved in accordance with BOG regulations and University policy; addition of a new provision allowing institutions to terminate programs at the doctoral and professional level without requiring BOG approval; addition of a new provision prohibiting institutions from terminating a program funded through Education and General funds in favor of an identical or similar self-supporting or market tuition rate program at the same level; addition of a new provision requiring the termination or suspension of new enrollments in nursing master’s programs to be approved by the BOG before implementation; and updating the process for requesting a temporary suspension of enrollment as the BOG regulation does not require Board of Trustees approval for temporary suspensions of enrollment.

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

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

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

4.2 Student Government Updates
Trustee Sutton commented on discussions with the Division of Student Affairs regarding the creation of a task force of students that will collect qualitative and quantitative data about students' experiences with academic advising. Trustee Sutton noted that the feedback will be used to support the already underway efforts to restructure and improve advising services. He stated that one of the greatest priorities for his term in office is to strengthen Panther Pride among the student body. He indicated that two (2) events, Roary’s Birthday and the Panther Luau, will be coming back this year after having been removed several years ago. He also mentioned that Student Government has been
collaborating with the office of Fraternity and Sorority Life to launch a survey aimed at learning how to better support the needs of the University’s Greek life population. Trustee Sutton mentioned that rising costs and stagnating revenues have contributed to a slow but noticeable decline in the amount of resources available for student event programming, which is funded by the Activity and Service fee. Trustee Sutton also commented on student concerns regarding Senate Bill 266, such as the possibility that FIU will not be able to provide the same resources or programming it does now. He indicated that the Student Senate recently passed a resolution entitled Can't Ban Us, which affirms that students worry about the implementation of said legislation. He added that the Student Senate also recently created a Diversity, Equity, and Inclusion Ad-Hoc committee. He further stated that Student Government awaits guidance from the BOG regarding the implementation of SB 266 and that when it finally comes time for the Board of Trustees to adopt a regulation on the matter, he will continue to advocate for the best interests of the student body.

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

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

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

We further endorse the Federal Injunction against FL HB7 and BOG Rule 10.005 ordered on November 17, 2022 by Chief Judge Mark E. Walker for the Northern District of Florida...
(Purnell et al. v. Florida Board of Governors, et al., Case No.: 4:22cv304-MW/MAF, Document 63). The Injunctive Order states in relevant parts:

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

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

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

Intimidation is the unavoidable feeling we have in the face of continuing HB7 investigations. We recognize the State’s right to regulate curricula during the normal course of business, but in the shadow of HB7, which threatens disciplinary action and termination of professors as well as loss of funding for the University, these continuing probes cannot be considered to be part of the normal course of business or separate in any way from furthering HB7 investigations. They are not part of the normal course of business, first because they are unprecedented in the history of the University, and second because all standing courses and university curricula have already been approved by the Curriculum Committee and the Board of Governors, in the regular course of business.” …
“The Society for Human Resource Management (SHRM) issues the following Title VII guidance: A hostile work environment is created when harassing or discriminatory conduct is so severe and pervasive it interferes with an individual’s ability to perform their job; creates an intimidating, offensive, threatening, or humiliating work environment; or causes a situation where a person’s psychological well-being is adversely affected (HR Glossary).”

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

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

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

6. New Business
No new business was raised.

7. Concluding Remarks and Adjournment
With no other business, Committee Chair Natasha Lowell adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, June 15, 2023, at 1:11 PM.
THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 14, 2023

Subject: Tenure Nomination

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

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

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

Supporting Documentation:  Tenure Flowchart
                                      Tenure Nomination
                                      Tenure Nominee Biography

Facilitator/Presenter:  Elizabeth M. Bejar
Tenure Approval Flow Chart

A new tenure-earning Assistant Professor is appointed to a tenure track position.

Third-Year Review is conducted to review progress toward tenure. Reviews are completed by:
- Department or School Committee
- Department Chair/Director or School Director
- Dean
- Provost

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued.

In the sixth year of continuous service:

If no application is submitted, a letter of non-renewal is issued.

Tenure application is submitted and reviewed by:
- External Reviewers (minimum of 5)
- Department/Unit or School Committee
- Department/Unit Chair/Director or School Director
- College/Unit Committee
- Dean

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued.

Tenure application is submitted and reviewed by the Academic Policy & Student Affairs Committee of the Board of Trustees.

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued.

Tenure application is submitted and reviewed by the Board of Trustees for final decision.

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued.

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

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

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

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

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

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

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

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

Facilitator/Presenter: Elizabeth M. Bejar
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<td>David Delaine</td>
<td>College of Engineering and Computing</td>
<td>SUCCEED</td>
<td>Associate Professor</td>
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<td>Anil Misra</td>
<td>College of Engineering and Computing</td>
<td>Civil and Environmental Engineering</td>
<td>Professor</td>
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<td>College of Art, Sciences &amp; Education</td>
<td>Math &amp; Statistics</td>
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Dr. David A. Delaine
Tenure as a Condition of Employment
School of Universal, Computing, Construction & Engineering Education (SUCCEED)
College of Engineering & Computing

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

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

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

Dr. Delaine has an impressive record of service to his field, University, and community. He was instrumental in building the department’s Ph.D. program. He has held numerous leadership roles in professional societies, and has a strong record of impactful community engagement.
Dr. Delaine will contribute significantly to the SUCCEED in the College of Engineering & Computing.
DAVID A. DELAINE  
David.Delaine@gmail.com  
www.theicbllab.com

CURRENT APPOINTMENTS:

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

AREAS OF SPECIALIZATION:

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

JOURNAL PUBLICATIONS:


### PUBLICATIONS IN CONFERENCE PROCEEDINGS:


**PUBLICATIONS IN REVIEW:**


**RESEARCH FUNDING SUMMARY:**

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

03/31/23

D. Delaine, 4
Delaine, D. (PI). (09/01/2023 – 08/30/2024) “Collaborative Research: Planning: Track 1 for Catalyzing a Paradigm Shift towards an Inclusive Engineering for Community Development.” Funded Planning Grant proposal: National Science Foundation Award #_______. $66,226. (Response to reviewer comments requested*)


**DOCTORAL STUDENTS ADVISED:**

2021 – Present  
Tyler Young. Examining Engineering Education Research with American Indian and Alaska Native Populations: A Systematic Review Utilizing Tribal Critical Race Theory.  
Expected Graduation: Winter 2024.

2021 – Present  
Brenden Drinkard-McFarland. The Impact of Shared Positionality and Identity between University and Community Partners within Engineering Community-Based Learning.  
Expected Graduation: Summer 2025.

2022 – Present  
Nia Johnson. The Role of Metacognition in Community-Based Learning in Engineering.  
Expected Graduation: Summer 2025.

2018 – Present  
Nathan Harris. Culturally Relevant Pedagogy as a platform for empowering Black Parental Involvement in STEM Education.  
Current Position: Instructional Consultant within the PAST Foundation. CEO and Founder of See Brilliance.

Graduated 2022  
Dr. Linjue Jade Wang. Exploring and Integrating Empathy in Engineering Community-Based Learning Contexts: A Qualitative Approach. OSU Engineering Education.  
Current Position: Instructional Consultant within Center for Teaching and Learning, College of Engineering, University of Michigan.

Graduated 2021  
Dr. Amena Shermadou. Encounters with Cultural Differences as a Platform for Critical International Service-Learning in Engineering Education: An Exploration of Student Experiences. OSU Engineering Education.  
Current Position: Visiting Assistant Professor, School of Engineering Education, Purdue University.

**UNDERGRADUATE STUDENT RESEARCH MENTORSHIP:**

2023 - Present  

2021 - 2022  
2021 - 2022  
Nia Johnson. Paid URA on Research Funding: Community-Engaged Student Learning for the Development of Empathy in Engineering. Chemical Engineering Student.

2021 - 2022  

2020 - 2021  
Sina Musie. Paid URA on Research Funding: Community-Engaged Student Learning for the Development of Empathy in Engineering. Mechanical Engineering Student.

2018 - 2020  
August Majtenyi. Paid URA on Departmental Start-up Research Funding: Mechanical Engineering Student.

2016 - 2017  
Cole Harlow. Paid URA on Departmental Start-up Research Funding. Mechanical Engineering Student.

**AWARDS/FELLOWSHIPS:**

**ASEE 2019 BIOMEDICAL ENGINEERING DIVISION BEST DIVERSITY PAPER NOMINEE**  
June 2019

**NATHAN HARRIS GRADUATE RESEARCH FELLOWSHIP PROGRAM**  
March 2019

**ASEE 2018 FIRST YEAR ENGINEERING DIVISION BEST PAPER NOMINEE**  
June 2018

**EED FACULTY MENTOR AWARD**  
May 2018

**CNPq POSTDOCTORAL FELLOWSHIP** – not accepted due to accepting FAPESP  
April 2014

**FUNDAÇÃO DE AMPARO À PESQUISA DO ESTADO DE SÃO PAULO (FAPESP) POSTDOCTORAL FELLOWSHIP**  
March 2014

Awarded fellowship for “Assessing the Impact of One Boundary Spanner on University-Wide STEM educational Engagement” at the University of São Paulo.

**FULBRIGHT SCHOLAR AWARD POSTDOCTORAL FELLOWSHIP**  
August 2013

Awarded fellowship for “Assessing the Impact of One Boundary Spanner on University-Wide STEM educational Engagement” at the University of São Paulo.

**BEST POSTER AWARD: 9th ANNUAL LACCEI CONFERENCE**  
August 2011

**DREXEL UNIVERSITY INTERNATIONAL TRAVEL AWARD**  
June 2011

Awarded for travel to Medellin, Colombia for the LACCEI Conference

**BEST PAPER AWARD: STUDENT CATEGORY – IEEE EDUCON 2011**  
April 2011

**3rd PLACE LACCEI STUDENT AWARD – 8th ANNUAL LACCEI CONFERENCE**  
June 2010

**SEFI ANNUAL CONFERENCE BEST PAPER AWARD NOMINATION**  
July 2009

Finalist for best paper award out of 157 submissions

**DREXEL UNIVERSITY INTERNATIONAL TRAVEL AWARD**  
August 2009

Awarded for travel to Budapest, Hungary for the ASEE and SPEED conferences
LEADERSHIP POSITIONS:

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

EDUCATION:

POST-DOCTORAL
ESCOLA POLITECNICA DA UNIVERSIDADE DE SAO PAULO, São Paulo, Brazil
Advisor: Dr. Joachim Walther (University of Georgia); José Roberto Cardoso (EPUSP)      May 2013 – April 2016

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

Summary: The radiometric force is investigated through experimental and numerical analysis to determine the feasibility of a MEMS scale, scavenging device. A prototype, macro-scale, permanent-magnet induction generator based in the design of Crooke’s radiometer is used for the development of experimental characterization and mathematical verification providing proof-of-concept. A MEMS scale axial flux permanent-magnet generator driven by multiple radiometric vanes is proposed and mathematically verified.
Awards: Fulbright Scholar Postdoctoral Fellowship, Fundação de Amparo a Pesquisa do Estado de São Paulo (FAPESP) Postdoctoral Fellow

GRADUATE
DREXEL UNIVERSITY, Philadelphia, PA, Ph.D. in Electrical Engineering
Advisor: Dr. Adam K. Fontecchio
June 2012

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

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

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

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

UNDERGRADUATE
NORTHEASTERN UNIVERSITY, Boston, MA Bachelors of Science in Electrical Engineering
Cum Laude
May 2005

RESEARCH EXPERIENCE:

THE INCLUSIVE COMMUNITY-BASED LEARNING LAB, OSU - Columbus, Ohio
Title: Founder, Director
June 2016- Present

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

ESCOLA POLITECNICA UNIVERSIDADE DE SÃO PAULO, São Paulo, SP, Brazil
Title: Postdoctoral Research Fellow
July 2013- March 2015

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

DREXEL UNIVERSITY SCHOOL OF EDUCATION, Philadelphia, PA, USA
Title: Postdoctoral Researcher
September 2012- March 2013
• Research Assistant for Research Initiation Grant: Establishing a Research Collaboration between Engineering, Engineering Technology and Cognitive Science Faculty: Integrating Creativity into Undergraduate Course Projects
• Interdisciplinary analysis of learning outcomes upon increasing classroom practices with creative pedagogies
• Use of Reisman Diagnostic Creativity Assessment, Torrance Tests for Creative Thinking, and Experience Sampling model

DREXEL UNIVERSITY ELECTRICAL ENGINEERING DEPARTMENT, Philadelphia, PA, USA
Title: Graduate Research Fellow September 2005- June 2012
• Development of Direct Simulation Monte Carlo Method and Finite element analysis of rarefied gas dynamics and multiphysics behavior of gas pressure forces and radiometric phenomena
• Microfabrication Super User including photolithography, thin film deposition, chemical etching, and surface characterization and vacuum systems.
• Investigation of novel power scavenging techniques for development of MEMS systems to power large-scale systems and many aspects of renewable energy to remain current with the state of the industry.
• Mathematical modeling and low-pressure experimental analysis of solar radiometer in development of MEMS Stirling-Cycle Power Radiometer.
• Investigation of the poling of ferroelectric polymers for liquid crystal alignment to develop electro-optic devices through electrical poling, using corona and other techniques.

DREXEL UNIVERSITY BIOMEDICAL ENGINEERING DEPARTMENT, Philadelphia, PA, USA
Title: Graduate Research Assistant – Biomedical Engineering Department March 2009 - July 2011
• Student survey analysis to determine integrity and success of biomedical engineering departments current student perceptions and opinions
• Analysis of survey system to allow for easier analysis of new courses

TEACHING EXPERIENCE:

THE OSU EED – RESEARCH DESIGN IN ENGINEERING EDUCATION
Title: Course Developer, Instructor
• Developed course structure, outcomes and objectives for inaugural course implementation

THE OSU EED – PEDAGOGY, LEARNING THEOY AND ASSESSMENT IN ENGINEERING EDUCATION
Title: Course Developer, Instructor
• Developed course structure, outcomes and objectives for inaugural course implementation

THE OSU EED – ENGINEERING EDUCATION SEMINAR
Title: Course Developer, Instructor
• Developed course structure, outcomes and objectives for inaugural Engineering Education Seminar

THE OSU EED – FOUNDATIONS AND THE FIELD OF ENGINEERING EDUCATION
Title: Course Developer, Instructor
• Developed course structure, outcomes and objectives for inaugural Introduction to Engineering Course for industrial and computational engineers
• Weekly supervision of meetings with course coordinators and direction of local sectional professors

THE OSU EED – FUNDAMENTALS OF ENGINEERING
Title: Instructor

UNIVERSIDADE VIRTUAL DO ESTADO DE SÃO PAULO (UNIVESP), São Paulo, SP, Brazil
Title: Course Supervisor July 2014 – December 2014

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

DREXEL UNIVERSITY MATH PRACTICUM – CALCULUS INSTRUCTOR, Philadelphia, PA, USA
Title: Instructor September 2010 – June 2012
• Developed course structure, outcomes and objectives for ENGR180 – calculus practicum course for underperforming freshmen in engineering.
• In class teaching of several sections of calculus 2

DREXEL UNIVERSITY LINEAR ALGEBRA, Philadelphia, PA, USA
Title: Teaching Assistant September 2009 – June 2010
• Instructed Linear Algebra courses with emphasis on Matlab.

DREXEL UNIVERSITY BIOMEDICAL ENGINEERING DEPARTMENT, Philadelphia, PA, USA
Title: Teaching Assistant/Research Assistant March 2009 – Sept 2010
• Developed and Taught Experimental Instructional Laboratory Course for the summer and fall quarters.
• Analysis of department survey data

INVITED TALKS AND PRESENTATIONS:


3. Delaine, D. (March, 9, 2023). Advancing Reciprocal Community-Based Learning to Strengthen Engineering Education. Seminar Delivered to the Purdue University School of Engineering Education.


11. Delaine, D. (November 29, 2021) Approaches to Engineering as an Antiracist Technology. Anti-racist technology course, Mechanical Engineering Department at The Ohio State University, Columbus, Ohio.


14. Delaine, D., (September 18, 2021) “Nah, that’s not for me” Hesitations that Strengthened a Career in Higher Education. Seminar delivered to the Northeastern University Student Pathways Opening World Energy Resources (S-Power) program. Boston, Massachusetts.


64. Delaine, D. (June 3, 2013). *Creating Your Own Space within Engineering Education*. Seminar - University of Georgia, Athens, Georgia.

65. Delaine, D. (December 7, 2010). *What can a Ph.D. do for me?*, Philadelphia Girls High School


68. Lim, T., Delaine, D. (September 21, 2007). *So you want to pursue a Ph.D.?* NSF Bridge to the Doctorate Summer Retreat, Lewes Delaware.


**REPORTS AND COMMISSIONED WORK:**


WORKSHOPS DELIVERED:

• 1st Foro Argentino de Estudiantes de Ingenieria, Formosa, Argentina, April, 2014.

SERVICE, ENGAGEMENT/OUTREACH ACTIVITIES:

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

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

- Feira Brasileira de Ciências e Engenharia (FEBRACE) 2015 – Evaluator and Central Committee
- Carrinhos de Rolimã – 4 day go-kart workshop for low income students, Oct. 2014
- Feira Brasileira de Ciências e Engenharia (FEBRACE) 2014 – Evaluator and Central Committee
• Big Picture Philadelphia Spring ’11 College Fair, Philadelphia Pa, May 24th, 2011.
• REU Grad/Fellowship Panel, Drexel University, July 14th, 2010.
• Chair of the 6th Global Student Forum on Engineering Education, Budapest, Hungary, October 2010.
• BEST robotics competition kick off seminar. Villanova University, September 17, 2007
• Developed and volunteered for the Drexel University Biomedical Engineering Mentorship Program, which assists inner city Philadelphia High School, students enrolled in a biomedical engineering class meet the requirements for coursework and oral presentations (06-07)
• Presenter in State Senators Leanna M. Washington’s Preparing Tomorrow’s Innovative Leaders event.
• Participant in presentations at Philadelphia schools (Renaissance Charter School, Thurgood Marshall School) to promote k-12 participation in science, technology, engineering and mathematic (STEM) fields.
• Judge at the 2007 Greater Philadelphia SEA Perch Challenge in which students participated in a under water robot challenge.
• Mentee for the Drexel University Summer Mentorship program in which high school students performs research closely alongside a graduate student participating in daily research/experimentation resulting in a poster presentation.
• Participant in multiple panels for the Drexel University Alliance for Minority Participation (AMP) in which college level students present time management, study skills, and general advice to pre-college students.
• Participant in a panel on Study Skills and Time Management for the Drexel University Academic Advising Retention and Diversity group. A discussion on strategies employed and helpful advice for high school students took place with 40 Upward Bound Math & Science high school students.
• Co-chair for the 1st annual Drexel University IEEE Chapter Engineering a Better World Conference.

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

RESEARCH COMMITTEES:


PROFESSIONAL EXPERIENCE:

INNOVAHIED (http://innovahied.com/)
Title: Educational Consultant, instructor, and workshop facilitator
Sept. 2014 – Sept. 2017

EDUCATIONAL CONSULTING,
Title: Educational Analyst

BR&A CONSULTING ENGINEERS, New York, NY
Title: Electrical Designer/ CAD Operator

HARVARD UNIVERSITY ENGINEERING AND UTILITIES, Boston, MA
Title: Electrical CAD Operator
Jan-Dec 2002

COMPETENCIES:

LANGUAGES:

• Fluent in English, Spanish, French, and Portuguese

CERTIFICATIONS:

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

SKILLS SOFTWARE:
- NVivo Qualitative Analysis, Fourier Transform Infrared (FTIR) Spectroscopy, Optical Profilometry, Lasers and Optics, Microfabrication, Photolithography, Thin Film Deposition, Vacuum Technology, AutoCAD, MATLAB, Direct Simulation Monte Carlo Mathematical Modeling.
Anil Mishra  
Tenure as a Condition of Employment  
Department of Civil and Environmental Engineering  
College of Engineering & Computing

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

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

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

Dr. Misra also has an extensive and impressive record of service to his program, department, college, community, and his field. Dr. Misra’s appointment is in excellent alignment with the College of Engineering and Computing’s mission.
RÉSUMÉ OF ANIL MISRA, Ph.D., P.E.
Fellow AAAS, Fellow ASCE, Fellow EMI, Fellow AIMBE
(February 1, 2022)
(Website - http://people.ku.edu/~amisra/)

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

A. BACKGROUND INFORMATION.

Home Address
13857 Pembroke Drive
Leawood, KS 66224
Ph: (913) 839-3241
E-mail: amisra@ku.edu

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

Citizenship: United States of America

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

PROFESSIONAL REGISTRATION
• State: Missouri Registration Number: E-26963

EXPERIENCE
• January 2008 – present, Professor of Civil Engineering, University of Kansas, Lawrence.
• January 2008 – present, Professor of Mechanical Engineering (by Courtesy), University of Kansas, Lawrence.
• September 2002 – December 2007, Professor of Civil Engineering, University of Missouri-Kansas City (UMKC).
• September 1996 – August 2002, Associate Professor of Civil Engineering, University of Missouri-Kansas City.
• September 1990 – August 1996, Assistant Professor of Civil Engineering, University of Missouri-Kansas City.
• September 1985 – August 1990, Graduate Assistant, Civil Engineering Department, University of Massachusetts at Amherst.
• May 1984 – August 1984, Civil Engineer, Hindustan Construction Company, Bombay, India.

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

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

HONORS AND AWARDS
• National Talent Search Scholarship sponsored by the Government of India (1979–1985).
• Research Assistantship throughout graduate studies (1985-1990), from grants to University of Massachusetts
sponsored by the National Science Foundation and the Air Force Office of Scientific Research.

- Honor societies: Tau Beta Pi.
- Special Recognition for Dedicated Teaching, UMKC Student Chapter of American Society of Civil Engineers (1996).
- Faculty Research Award, College of Engineering, University of Missouri (1996).
- Alumni Association Good Teaching Faculty Award, UMKC School of Interdisciplinary Computing and Engineering (2001).
- Kauffman Entrepreneurial Scholar, UMKC and Ewing Marion Kauffman Foundation (2003-05).
- Coal Combustion Products Partnership (C²P²) 1st prize award for Jackson County demonstration project on cold-in-place recycling of asphalt pavements with fly ash, U.S. Environmental Protection Agency (2005).
- UMKC Trustees’ Faculty Fellowship award (2005-6).
- N.T. Veatch Award for distinguished research and creativity, UMKC (2005-6).
- Interdisciplinary Doctoral Student Council’s Outstanding Faculty Award, UMKC (2006).
- Fellow, American Institute for Medical and Biological Engineering (AIMBE) (2013).
- Leading Light Award, University of Kansas (2013).
- Miller Scholars Award, School of Engineering, University of Kansas (2014, 2021).
- Fellow, American Society of Civil Engineers (ASCE) (2017).
- Bellows Scholars Award, School of Engineering, University of Kansas (2017, 2018).
- Fulbright Specialist award Warsaw University Technology (May 2018).
- Fellow, American Association for the Advancement of Science (AAAS) (2022).

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

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

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION (selected)
- Campus Writing Program Faculty Workshop, University of Missouri-Columbia, January 1998.
- Midwest Civil Engineering Department Chairs and Heads Meeting, University of Missouri – Rolla, March 2004.
- National Civil Engineering Department Chairs and Heads Meeting, Salt Lake City, May 2005.
B. TEACHING.

COURSES TAUGHT
University of Missouri (1990-2007)
- CE 085 - Statics
- CE 195 - Strength of Materials
- CE 232 - Civil Engineering Materials (Writing Intensive)
- CE 255 - Soil Mechanics
- CE 372 - Foundation Engineering
- CE 375 - Matrix Methods of Structural Analysis
- CE 401 - Environmental Geotechnology
- CE 436 - Advanced Soil Mechanics
- CE 401 - Computer Methods in Geotechnical Engineering
- CE 475 - Introduction to Earthquake Engineering
- CE 407 - Numerical Methods in Engineering
- CE 501 - Advanced Dynamics
- CE 601 - Advanced Foundation Engineering
- CE 601 - Advanced Matrix Methods of Structural Analysis
- CE 601 - Retaining Walls and Soil Slopes
- CE 621 - Continuum Mechanics
- CE 676 - Finite Element Method

University of Kansas (2008-)
- ENGR 600 - Engineering Applications in India: Technical, Business, and Implementation Issues
- CE 801 - Energy Methods
- CE 895 - Geotechnical Earthquake Engineering
- CE 895 - Computer Methods in Geotechnical Engineering
- CE 861 - Finite Element Method for Solid Mechanics
- CE 895 - Micromechanics
- CE 588 - Foundation Engineering

(Developed)

OTHER TEACHING ACTIVITIES
Fundamentals of Engineering Exam Reviews, 2008-.

GRADUATE AND POST-DOCTORAL STUDENTS DIRECTED
Post Doctoral Students and Visiting Scholars
1. Sungwon Park, Post-Doc, Korea, June 2008-May 2010
2. Yang Yang, Visiting Scholar (Ph.D.), China University of Geosciences, Wuhan, September 2008 -September 2010
3. Yu Zhou, Visiting Scholar (Ph.D.), University of Science and Technology, Beijing, September 2011 August 2012
5. Guifeng Liu, Visiting Scholar, Assoc. Prof. Shandong University of Technology, July 2013-July 2014
6. Haipeng Jia, Visiting Scholar, Prof. Hebei University of Technology, April 2014-April 2015, July 2017
7. Yuanwu Zhou, Visiting Scholar, Prof. Guangxi University of Science and Technology, January 2016-January 2017
10. Shiping Huang, Visiting Scholar, Asst. Prof. South China University of Technology, October 2017-January 2018.

Doctor of Philosophy:
10. Payam Poorsolhjouy, “Continuum modeling using granular micromechanics approach: method development and applications” August 2016. (Outstanding Doctoral Student Award, School of Engineering, University of Kansas)
12. Michele de Angelo, “The role of higher order and higher gradient theories in the development of mechanical metamaterials,” January 2021.

Master of Science:

UNDERGRADUATE RESEARCH:
23. Aaron Brooks “Granular structures with 3D printing”, 2017
24. Jacob Hammill “Metamaterials”, 2018-2020
25. Emaad Garemi “Granular Metamaterials”, 2021-2022
C. RESEARCH.

PUBLICATIONS (Google Scholar Citation h-index = 52)

Books and Journals Special Issues Edited/Authored


Refereed Articles in Journals, Edited Books, Proceedings


factors influencing form and function” Clinical, Cosmetic and Investigational Dentistry, Vol. 5, 33-42.


Refereed Abstracts, Short Articles in Conference and Workshop Proceedings


Reports


Presentations


8. “A Discrete Model Analysis of Micro-Macro Crack Interactions in Particulate Composites,” Twenty-second


75. “Resilient Moduli and Structural Layer Coefficient of Flyash Stabilized Recycled Asphalt Base” World of Coal Ash Conference, May 2007 Covington, KY

76. “Rate-Dependent Micromechanical Model of Imperfect Interfaces with Application to Wave Propagation,” 18th American Society of Civil Engineers Engineering Mechanics Conference, Blacksburg, VA, June 2007.


84. “Micro-scale Compositional and Mechanical Analysis of Primary Dentin,” 37th Annual Meeting & Exhibition of the AADR, Dallas, TX, April 2008.


95. “Relating Ab Initio Simulations of Complex Atomic Models to Elastic and Failure Behavior at Continuum Scales”34th International Conference & Exposition on Advanced Ceramics & Composites (ICACC), Daytona Beach, Florida, January 2010 (invited).


103. “Granular Media Micromechanics and Higher Order Continuum Theories” Indian Institute of Technology, Gandhinagar, August 2011 (invited).


106. “Second gradient continuum mechanics theory and its micromechanical derivation for cohesive granular materials” Applied Math Seminar, Department of Mathematics University of Kansas, April 2012 (invited).


111. “Relationship of theoretical nano-scale structure/properties of calcium silicate hydrate (CSH) and experimental micro-scale properties of cement paste” NSF CMMI Engineering Research and Innovation Conference, July 2012 (invited).


113. “Granular Micromechanics – Discrete Element and Continuum Modeling” South China University of Technology, Guangzhou, China, October 2012 (invited).

114. “Deep Foundation Analysis – ‘t-z’ and p-y’ Methods with Application to Probabilistic Analysis” South China University of Technology, Guangzhou, China, October 2012 (invited).

115. “Micromechanics based continuum mechanics theory for cohesive granular materials” University of Science and Technology, Beijing, China, November 2012 (invited).

116. “Micromechanics based continuum mechanics theory for cohesive granular materials” Hebei University of Technology, Tianjin, China, November 2012 (invited).


119. “Micromechanics based continuum mechanics theory for cohesive granular materials” Chongqing University Chongqing, China, November 2012 (invited).

120. “Micromechanics based continuum mechanics theory for cohesive granular materials” Shanghai Jiaotong University Shanghai, China, November 2012 (invited).

121. “Micromechanics based continuum mechanics theory for cohesive granular materials” Kansas State University, Manhattan, April 2013 (invited).


123. “Nonlinear micro-poro-mechanics of fluid saturated active fibrous media” 4th Canadian Conference on Nonlinear Solid Mechanics, Montreal, Quebec, July 2013 (invited).


129. “Stability theory- a short course” South China University of Technology, Guangzhou, China, October 2013 (invited).

130. “Nonlinear micro-poro-mechanics of fluid saturated active fibrous media” Chongqing Jiaotong University Chongqing, China, October 2013 (invited).

131. “Nonlinear micro-poro-mechanics of fluid saturated active fibrous media” Chongqing University Chongqing, China, October 2013 (invited).


133. “Rate dependent damage model using granular micromechanics and thermo-mechanics frameworks” Euromech Colloquium 563, Cisterna Di Latina, Italy, March 2014 (invited).

134. “Granular micromechanics model of geomaterials derived in thermo-mechanics framework” Ecole Centrale de
Nantes, France, March 2014 (invited).


139. “Granular micromechanics model for cementitious materials” 2014 Society of Engineering Sciences Conference, Purdue University, West Lafayette, October 2014.

140. “Granular micromechanics model predicts loading path dependent behavior of geomaterials” Bilateral French-Italy Workshop Going down to the microscale in multiphysics problems from seismic driven risks to petroleum geomechanics, Arpino (Italy), May 4-6, 2015 (invited).

141. “Rate dependent coupled damage-plasticity model of granular materials derived in thermo-mechanics framework” Shanghai Jiao Tong University, China, May 2015 (invited).


146. “Micromechanics of granular geomaterials and interfaces: Review” Qinghai University, Xining, China, August 2015 (invited).


151. “Granular micromechanics Leads to Micromorphic Continuum Model” Indian Institute of Technology, Delhi, January 12, 2016 (invited).

152. “Granular micromechanics Leads to Micromorphic Continuum Model” Fudan University, Shanghai, May 6, 2016 (invited).


156. “New paradigms for mechanical behavior with implications to materials genome – Lessons at diverse scales from ab initio modeling and granular micromechanics” International Workshop on the Genome of Stone-based Civil Infrastructure Materials, University of Science and Technology, Beijing, China, June 8-9, 2016 (invited).


159. “Granular micromechanics Leads to Micromorphic Continuum Model” University of Tsukuba, Japan, October 14, 2016 (invited).

160. “Application of granular micromechanics to path-dependent and rate-dependent behavior of geomaterials” Huazhong University of Science and Technology, Wuhan, China, October 19, 2016 (invited).

161. “Application of granular micromechanics to path-dependent and rate-dependent behavior of geomaterials” Wuhan University of Technology, Wuhan, China, October 20, 2016 (invited).

162. “Granular micromechanics Leads to Micromorphic Continuum Model” China Geosciences University, Wuhan, China, October 20, 2016 (invited).

163. “Granular (meta)materials with high micro-scale rigidity-extensibility ratio” Generalized and microstructured continua: [new ideas in modeling] and/or [applications to structures with (nearly)inextensible fibers], Arpino, Italy, April 3-8, 2017 (invited).


167. “Molecules to Meters: Predicting Properties and Function” Institute for Bioengineering Research (IBER), University of Kansas, June 9, 2017 (invited).


170. “Granular micromechanics: a paradigm for micromorphic continuum mechanics” University of Macau, Macau, August 30, 2017 (invited).

171. “Granular micromechanics paradigm for structural material modeling” Guangzhou University, China, September 2, 2017 (invited).

172. “Granular micromechanics and Interfaces of Rough Solids” University of Tsukuba, Japan, September 6, 2017 (invited).

173. “Granular micromechanics: a paradigm for micromorphic continuum mechanics” Kyoto University, Japan, September 8, 2017 (invited).


175. “Granular micromechanics: a paradigm for continuum mechanics” University of California, Berkeley, February 1, 2018 (invited).


183. “Granular micromechanics: a paradigm for continuum modelling” Zhejiang University, Hangzhou, China, September 3, 2019 (invited).

184. “Granular micromechanics: a paradigm for continuum modelling” Guangxi University of Science and Technology, Liuzhou, China, September 6, 2019 (invited).


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

Research Grants
1. ASHRAE, $93,598, 09/91-09/93, Co-Principal Investigator. Title: “Development of a design procedure for thermal energy storage tanks utilizing technologies which separate the manufacture of ice from the storage of ice.”


5. Kansas City Power and Light Company, $50,000, 1/95-9/96, Principal Investigator. Title: “Utilization of Western Coal Fly Ash in the Construction of Highways in the Midwest.”

6. U.S. Department of Transportation, Mid-America Transportation Center, University of Nebraska-Lincoln, $58,019, 9/95-8/98, Principal Investigator. Title: “Utilization of Western Coal Fly Ash in the Construction of Highways in the Midwest.”


8. Kansas City Water Services Department, $16,590, 01/98-06/98, Principal Investigator. Title: “Municipal Applications of PVC Pipes and Plastic Shrink Wrap.”


10. Missouri Local Transportation Assistance Program, Missouri Department of Transportation, $5,000, 12/00-11/03, Principal Investigator. Title: “Roadway Management System - Pavement Characterization.”

11. Kansas Local Transportation Assistance Program, University of Kansas, $2,500, 12/00-12/02, Principal Investigator. Title: “Roadway Management System - Pavement Characterization.”

12. Bucher, Willis & Ratliff, and Shafer, Warren & Kline, $2,000, 12/00-12/02, Principal Investigator. Title: “Roadway Management System - Pavement Characterization.”


14. Kansas City Power and Light Company, $20,061, 2/01-1/03, Principal Investigator. Title: “Crushed Aggregates from Class C Fly Ash.”

15. Kansas City Power and Light Company, $64,390, 8/03-6/05, Principal Investigator. Title: “Cold in-place Recycling of Asphalt Pavements using Class C Fly Ash: Field and Laboratory Study.”


17. UMKC Chancellor’s Innovation Award, $29,560, 7/04-12/05, Co-Principal Investigator. Title: “Multi-disciplinary


27. National Science Foundation, $280,000, 7/11-12/15, *Principal Investigator*. Title: “Relationship of theoretical nano-scale structure/properties of calcium silicate hydrate (CSH) and experimental micro-scale properties of cement paste”

28. Kansas Department of Transportation, $55,000, 7/12-6/13, *Co-Principal Investigator*. Title: “Calibrating mechanistic-empirical pavement design guide for Kansas.” (PI: Jie Han)

29. Kansas Department of Transportation, $58,000, 7/12-6/13, *Co-Principal Investigator*. Title: “Development of resistance factors for piles from PDA data.” (PI: Robert Parsons)

30. National Institute of Health/NIDCR, $1,519,336, 8/15-1/20, *Co-Principal Investigator*. Title: “Peptide-Polymer Engineering Dentin/Adhesive Interfacial Bond Integrity (PI: Paulette Spencer).”


32. Kansas Department of Transportation, $86,939, 8/18-1/20, *Co-Principal Investigator*. Title: “Development of test procedures to evaluate moisture susceptibility of asphalt mixtures used in the state of Kansas, Phase I: surface free energy for binders” (PI: Masoud Darabi)

33. National Science Foundation, $97,682, 9/18-8/21, *Principal Investigator*. Title: “Planning Grant: Engineering Research Center for Intelligent Infrastructure for Safe, Efficient and Resilient Mobility (ERC-I2SERM)”

34. National Institute of Health/NIDCR, $1,818,000, 8/20-7/25, *Co-Principal Investigator*. Title: “Peptide-Polymer
Engineering Dentin/Adhesive Interfacial Bond Integrity (PI: Paulette Spencer).”

**Travel Grants**


3. Institute of Mechanics and Materials, University of California, San Diego (through the Tulane University), $571, 12/93. Travel grant to Workshop on Theory and Simulation of Compaction and Sintering of Powders, Tulane University, New Orleans, LA, December 1993.


D. SERVICE.

PROFESSIONAL SERVICE

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

Society Committee Memberships/Chairmanships:
- Member, ASME Applied Mechanics Division Committee on Geomechanics (1992-).
- Corresponding Member, Technical Subcommittee 13 on Nonbuilding Structures, Building Seismic Safety Council (2001-).
- Chair, ASME Applied Mechanics Division Committee on Geomechanics (2001-5).
- Member, ASME Applied Mechanics Division-Materials Division Joint Committee on Constitutive Equations (1992-).
- Member, ASCE Engineering Mechanics Division Properties of Materials Committee (1996-).
- Member, Transportation Research Board Geomaterials Section Committee on Chemical and Mechanical Stabilization (1997-2001).
- Control Group Member, ASCE Engineering Mechanics Division Granular Materials Committee (2001-5, 2010-).
- Vice Chair, ASCE Engineering Mechanics Division Granular Materials Committee (2004-6).
- Chair, ASCE Engineering Mechanics Institute Granular Materials Committee (2006-10).

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

Conference Session Chairmanships/Organizer:
- Chair, Session on Damage/Crack/Plasticity, 22nd Midwestern Mechanics Conference, Rolla, MO, October 1991.
- Session chair, Symposium on Powders, Particles and Plasticity at the above conference.
• **Organizer and Session Chair**, Symposium on Recent Developments in the Mechanics of Geomaterials (2 sessions), 1996 International Mechanical Engineering Congress and Exposition, Atlanta, GA, November 1996.

• **Organizer and Session Chair**, Symposium on Mechanics of Particulate Materials (9 sessions), 1997 Joint American Society of Mechanical Engineers/ American Society of Civil Engineers/ Society of Engineering Science, Northwestern University, June 1997.


• **Co-Director**, Trenchless Technology Conference, Kansas City, MO, September 2000.

• **Session Chair**, Trenchless Technology Conference, St Louis, MO, November 2000.


• **Session Chair**, Session on Microleakage, 82nd General Session & Exhibition of the International Association of Dental Research (IADR/AADR/CADR), Honolulu, March 2004.

• **Session Chair**, Session on Instabilities in Geo/Granular Materials, 2004 American Society of Civil Engineers Engineering Mechanics Conference, Newark, Delaware, June 2004.


• **Session Chair**, Session on Fracture and Failure, International Congress on Computational Mechanics and Simulation (ICCMS-04), Kanpur, India, December 2004.


• **Session Chair**, Session on Adhesive Microstructure Analysis, 35th Annual Meeting & Exhibition of the American Association of Dental Research (AADR), Orlando, FL, March 2006.


• **Session Chair**, Symposium on Granular Materials, 18th American Society of Civil Engineers Engineering Mechanics Conference, Blacksburg, VA, June 2007.

• **Session Chair**, 12th Conference of the International Association for Computer Methods and Advances in Geomechanics, Goa, India, October 2008.

• **Session Chair**, Session on Operative Materials and Tooth Properties, General Session & Exhibition of the International Association of Dental Research (IADR/AADR/CADR), Miami, FL, March-April 2009.


• **Session Chair**, Session on Simulation/Characterization of Deformation Mechanisms and Other Properties, 34th International Conference & Exposition on Advanced Ceramics & Composites (ICACC), Daytona Beach, Florida, January 2010.

• **Group Program Chair**, Dental Materials, 39th Annual Meeting & Exhibition of the American Association of Dental Research (AADR), Washington, DC, March 2010.
• **Session Chair**, Session on Adhesive-Enamel/Dentin Bond Strength, 39th Annual Meeting & Exhibition of the American Association of Dental Research (AADR), Washington, DC, March 2010.


• **Poster session Chair**, Session on Operative Materials and Tooth Properties, 89th International Association of Dental Research (IADR/AADR/CADR) General Session & Exhibition, San Diego, CA March 2011.


• **Session Chair**, Euromech Colloquium 563, Cisterna Di Latina, Italy, March 2014.


• **Session Chair**, International Workshop on the Genome of Stone-based Civil Infrastructure Materials, University of Science and Technology, Beijing, China, June 8-9, 2016.


• **Session Chair**, International Conference on Structural Engineering and Computational Mechanics, Guangzhou, China, August 25-27, 2017.

• **Session Chair**, French-Italy Workshop on Bone Biomechanics: multiscale and multiphysical aspects, Giuliano di Roma, Italy, September 26-28, 2017.

• **Moderator**, Lorentz Center Workshop on Granular Matter Across Scales, Leiden, the Netherlands, March 18-22, 2019.


• **Symposium Organizer and Session Chair**, Contact Mechanics of Interfaces, International Conference on Nonlinear Solid Mechanics, Roma, Italy, June 16-19, 2019.

• **Symposium Organizer and Session Chair**, New frontiers in regularized damage modelling, International Conference on Nonlinear Solid Mechanics, Roma, Italy, June 16-19, 2019.

• **Symposium Organizer**, Multiscale mechanics of granular media (Symposium 6.2) at the 56th Annual Technical Meeting of the Society of Engineering Science (SES), Washington University, St. Louis, October 13-15, 2019.

• **Workshop Organizer**, Road Infrastructure Reimagined, workshop to support NSF Engineering Research Center planning grant, Alexandria, VA, October 3-4, 2019.

**Technical Reviewer:** (counts since 2008)

• ACS Energy and Fuels (2020-2).


• Advances in Materials Science and Engineering (2018-1).

• Advanced Science (2021-1).

• AIMBE Fellows (2020-1).

• American University Sharjah (2021-1).


• ASME Journal of Tribology (2021-1).

• ASME 2010 Summer Bioengineering Conference (2010-1).

• Archives of Applied Mechanics (2020-1).

• Biomechanics and Modeling in Mechanobiology (2010-1)
• BONE (2009-1).
• Canadian Geotechnical Journal (2008-1).
• Chilean National Science Foundation (2015-1).
• Composites B (2019-2).
• Composites Science and Technology (2019-1).
• Computer Methods in Applied Mechanics and Engineering.
• Cyprus University of Technology (2020-1).
• Dental Materials (2010-1, 2013-1, 2018-1).
• Energy Science and Engineering (2019-1).
• Engineering Fracture Mechanics (2018-1).
• European Commission (2020-1).
• European Journal of Civil Engineering (2015-2, 2016-1).
• Experimental Mechanics (2019-1, 2021-1).
• Finite Elements in Analysis & Design (2018-1, 2021-1)
• Geotechnical Engineering (2008-1).
• Georisk (2008-1).
• GeoShanghai Conference (2009-1).
• GeoRisk Conference (2010-2).
• Granular Matter (2015-1, 2018-1).
• Hong Kong Science Foundation (2009-1).
• IEEE Transactions UFFC, (2012-1).
• Indian Institute of Technology, Roorkee, Ph.D. Dissertation external reviewer.
• International Journal of Composites Engineering.
• International Journal of Geotechnical Engineering (2010-1).
• International Journal of Mechanical Sciences (2021-1, 2022-1).
• International Journal of Plasticity.
• Israel Science Foundation. (2014-1, 2021-1)
• International Conference on Advances in Geotechnical Earthquake Engineering and Soil Dynamics.
• Islamia University of Bahawalpur, Pakistan (2010-1).
• Journal of Acoustical Society of America (JASA) (2009-1).
• Journal of Aerospace Engineering, American Society of Civil Engineers (2008-1, 2010-1, 2011-1).
• Journal of Bridge Engineering, American Society of Civil Engineers (2011-2, 2012-1, 2013-2).
• Journal of Dental Research.
• Journal of Elasticity (2021-1)
• Journal of Engineering Mathematics (2015-1)
• Journal of Engineering Tribology (2013-1)
• Journal of Geotechnical and Geological Engineering.
• Journal of Materials in Civil Engineering, American Society of Civil Engineers.
• Journal of the Mechanical Behavior of Biomedical Materials (2018-1, 2020-1)
• Journal of Nanomechanics and Micromechanics, ASCE (2015-2), (2017-2)
• Journal of Pipeline Systems Engineering and Practice, American Society of Civil Engineers (2010-1).
• Journal of Structural Geology.
• Journal of Volcanology and Geothermal Research.
• Journal of Zhejiang University (2020-1).
• Materialia (2018-1).
• Mechanics of Materials.
• Motilal Nehru National Institute of Technology, Ph.D. Dissertation external reviewer (2009-1).
• Multidiscipline Modeling in Materials and Structures (2013-1, 2014-1)
• Nanoscale Research Letters (2017-1).
• NIH Dental and Enamel: Developmental Biology (2009-1).
• Oak Ridge Associated University (2009-2).
• Polish-U.S. Fulbright Commission, Graduate Student Award (2019-1)
• Powder Technology (2013-1).
• Pure and Applied Geophysics (2013-1).
• PWS Publishing Company.
• Recycled Materials Resource Center, University of New Hampshire.
• Scientific Reports (2016-1).
• Soil Dynamics and Earthquake Engineering (2013-1, 2014-1)
• Strain, (2013-2, 2020-1).
• Swiss National Science Foundation, (2011-2, 2018-3).
• Transportation Research C, (2018-1).
• Tribology Letters, (2012-1).
• University of Missouri Research Board.
• Wear, (2020-1).

Workshop Participation:
• Invited Speaker, Workshop on Theory and Simulation of Compaction and Sintering of Powders, Tulane University, New Orleans, LA, December 1993.
• Invited Participant, NATO Advanced Study Institute on Physics of Dry Granular Media, Cargese, France, September 1997.
• Participant, the 7th International Comminution Research Association Workshop, Toulouse, France, September 1998.
• Lunch and Learning Speaker, 85th General Session & Exhibition of the IADR, New Orleans, LA, March 2007.
UNIVERSITY SERVICE
University of Missouri (1990-2007)
- Chair, Coordinated Engineering Programs-Civil Engineering Director Evaluation Committee (1994).
- Chair, Scholarships and Awards Committee, Coordinated Engineering Programs (1991-96).
- Member, Ad Hoc Committee for Evaluation of Engineering 20 (1994).
- Member, Computing Services Committee, Coordinated Engineering Programs (1992-96).
- Member, Facilities Planning Committee, Coordinated Engineering Programs (1992-94).
- Member, Library Committee, Coordinated Engineering Programs (1991-92).
- Member, Faculty Search Committee, Department of Civil Engineering (1991, 1993).
- Laboratory and Computer Facilities Coordinator, Department of Civil Engineering (1991-96).
- Member, Doctoral Faculty, University of Missouri-Columbia (1995-).
- Member, Civil Engineering Chair Search Committee, University of Missouri-Columbia (1996).
- Member, Faculty Search Committee, Department of Mechanical Engineering (1996).
- Member, Engineering Policy Committee, University of Missouri-Columbia (1997-99).
- Member, Engineering Annual Research Award Committee, University of Missouri-Columbia (1998, 99).
- Member, Graduate Recruiting Task Force, University of Missouri-Kansas City (1999).
- Member, IT Vision Committee, University of Missouri-Columbia (1999-2000).
- Member, Technology and Curriculum Task Force, University of Missouri-Kansas City (2000).
- Member, Chancellor's Extended Cabinet, University of Missouri-Kansas City (2001-2002).
- Member, Workstation Support Standards Subcommittee, University of Missouri-Kansas City (2001).
- Faculty Advisor, ISPE Student Chapter, University of Missouri-Kansas City (2001-2002).
- Chair, Graduate Committee, Engineering Sciences Division, SICE, UMKC (2001-2002).
- Chair, Undergraduate Committee for Curriculum and Handbook, Engineering Sciences Division, SICE, UMKC (2001-2002).
- Chair, Structural Engineering Faculty Search Committee, Engineering Sciences Division, SICE, UMKC (2001-2002).
- Member, Mechanical Engineering Faculty Search Committee, Engineering Sciences Division, SICE, UMKC (2002).
- Member, Promotion and Tenure Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Organizational Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Policy Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Academic Affairs Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002).
- Member, Machine Shop Committee, School of Interdisciplinary Computing and Engineering, UMKC (2002-).
- Chair, ABET Lab Equipment Committee, School of Computing and Engineering (SCE), UMKC (2002-).
- Graduate Program Coordinator, Civil and Mechanical Engineering, SCE, UMKC (2002-).
- Engineering Discipline Coordinator, Interdisciplinary Ph.D., UMKC (2002-).
- Member, UMKC Interdisciplinary Ph.D. Executive Committee, UMKC (2002-).
- Member, Space Committee, School of Computing and Engineering, UMKC (2003).
- Chair, Mechanical Engineering Faculty Search Committee (3 searches), SICE, UMKC (2003).
- Member, Campus Promotion and Tenure Committee, UMKC (2003-6).
- Member, Absence Policy Committee, School of Computing and Engineering, UMKC (2004).
- Member, Promotion and Tenure Committee, School of Computing and Engineering, UMKC (2004, 2007).
- Chair, Mechanical Engineering Faculty Search Committee, SCE, UMKC (2004-05).
- Chair, Civil Engineering Faculty Search Committee, SCE, UMKC (2004-05).
- Member, Provost Search Committee, UMKC (2005-06).
- Chair, Civil and Mechanical Engineering Promotion and Tenure Committee, UMKC (2007).

University of Kansas (2008-)
- Member, Tenure and Promotion Committee, CEAE Department (2008-).
- Member, Ophthalmic Bioengineering Search Committee, KU Eye (2008).
- Member, Research Development and Enhancement Committee, CEAE Department (2008-10).
- Member, Curriculum Committee, CEAE Department (2008-).
- Member, Tenure and Promotion Committee, School of Engineering (2008-10).
- Member, Sabbatical Leave Committee, School of Engineering (2011-12).
• Member, University Senate Judicial Board (2012-4).
• Member, Equipment Committee, CEAE Department (2012-3).
• Chair, Advanced Infrastructure Materials and Sustainability Search Committee, CEAE Department (2013-2014).
• Member, Structures Search Committee, CEAE Department (2014-2015).
• Member, Launch Committee, Masoud Darabi, Assistant Professor CEAE, (2014-16)
• Member, Academic Standards Committee, School of Engineering (2014-2016).
• Member, Sabbatical Leave Committee, School of Engineering (2016-17), (2018-19).
• Member, Bioengineering Search Committee, School of Engineering (2016-17).
• Member, Post Tenure Review Committee, CEAE Department (2014-15), (2017-18).
• Chair, Sabbatical Leave Committee, CEAE Department (2017-18).
• Chair, CEAE Department Chair (5-year) Review Committee, School of Engineering (2017-18).
• Member, Faculty Senate Standards and Procedures on Promotion and Tenure Committee (2018-21).
• Chair, Faculty Senate Standards and Procedures on Promotion and Tenure Committee (2020-21).
• Member, School of Engineering Faculty Rights, Privileges, and Responsibilities Committee (2021-2?).

INTERNATIONAL OUTREACH
• Key facilitator in establishing an academic exchange program between University of Kansas, Lawrence and Università dell’Aquila, Italy (2017)

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

CONSULTING SERVICE
• Terracon Consultants: Rock property evaluation (1990).
• T.J. Lipton: Retaining walls and steel deck design evaluation (1991, 92).
• Taliaferro and Browne: Slope stability evaluation (1996).
• Downtown Motors: Review and Expert Testimony for Concrete Property Evaluation (2002).
E. SHORT BIOGRAPHY.

Biography of Dr. Anil Misra, Professor of Civil Engineering

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

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

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

Dr. Misra was awarded the 2017 Eugenio Beltrami Senior Scientist Prize for his seminal contributions to granular micromechanics, his pioneering works and innovations in theoretical and experimental mechanics, and his ability to transcend basic and applied research (see the laudatio for this award). He was selected as a Fulbright Specialist in Engineering Education in 2018. He has been honored for his work with Chair and Visiting Professorships as well as membership of academic boards at international universities. He has also been recognized at his home institutions of KU and UMKC with various research and teaching awards.
Dr. Indranil SenGupta received his PhD from the Texas A&M University in 2010 in Mathematical Physics. In 2012, he was hired at the Assistant Professor rank at North Dakota State University, in the Department of Mathematics. While there, he was tenured and promoted to Associate Professor in 2018 and earned the rank of Professor in 2022. Dr. SenGupta is joining FIU as a tenured Professor as a condition of employment.

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

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

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

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

ACADEMIC/ADMINISTRATIVE POSITIONS

Department of Mathematics, North Dakota State University (NDSU)
Fargo, North Dakota, USA
• Full Professor, August 2022- present.
• Graduate Recruitment Chair (equivalent to Mathematics Graduate Program Director), July 2015- present.
• Associate Professor, August 2018- July 2022.
• Assistant Professor, August 2012- July 2018.

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

EDUCATION
Texas A&M University, College Station, Texas, USA
Ph.D., Mathematics, August 2006- August 2010.
• Dissertation topic: Analysis of the three-dimensional superradiance problem and some generalizations.
• Advisor: Prof. Goong Chen.
• Committee Members: Prof. Goong Chen, Prof. Harold Boas, Prof. Dudley Herschbach (Nobel laureate in Chemistry 1986), Prof. Francis Narcowich.
• GPA: 4.0

University of Texas Rio Grande Valley (Formerly, University of Texas- Pan American), Edinburg, Texas, USA
• GPA: 4.0

IIEST, Shibpur (Formerly, Bengal Engineering and Science University, Shibpur), West Bengal, India
• First Class.

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

PUBLICATIONS
2. Analysis of stock index with a generalized BN-S model: an approach based on machine
learning and fuzzy parameters, To appear in Stochastic Analysis and Applications, Accepted: 22 Jun 2022 (with X. Hui, B. Sun, and H. Jiang).


45. Korteweg-de Vries-Burgers equation with a higher-order nonlinearity (2008), Differential Equations and Dynamical Systems, 16 (1 & 2), 3-27, (with Z. Feng).


Submitted: A data-science-driven short-term analysis of Amazon, Apple, Google, and Microsoft stocks, (with S. Ekapure, N. Jiruwala, and S. Patnaik). [This is a Summer (2021) REU paper.]


**Awards & Grants**

- Emerald Literati Award in the category of Outstanding Reviewer, 2020.
- College of Science and Mathematics Award for Excellence in Teaching, NDSU, 2017.
- Collaborative Research funding by the Department of Agribusiness and Applied Economics, NDSU:
  - Summer research support (for 2 months), 2022,
  - Summer research support (for 2 months), 2021,
  - Summer research support (for 2 months), 2020,
  - Summer research support (for 2 months), 2019,
  - Summer research support (for 2 months), 2018,
  - Summer research support (for 2 months), 2017.
- Nominated for:
  - NDSU Excellence in Mentoring Award, 2021.
  - College of Science and Mathematics Award for Excellence in Research, NDSU, 2020.
  - Paul Juell Mentoring Award, 2018 and 2021.
- Graduate Recruitment Award, NDSU, 2020.
- Research Development Travel Award, NDSU, 2018.
- Research Development Travel Award, NDSU, 2017.
- Lorraine Elvrum Murphy Faculty International Award, NDSU, 2015.
- Provost travel and research grant, December 2013.
- **Travel awards**:
  - AIMS 2012 travel award.
  - AIMS 2010 travel award.
– AMS 2010 International Congress of Mathematicians travel award.

**Outstanding Student Research Award in Mathematics:**
– Hispanic Engineering, Science & Technology (HESTEC) 2005 Science Symposium at the University of Texas- Pan American.
– Hispanic Engineering, Science & Technology (HESTEC) 2004 Science Symposium at the University of Texas- Pan American.

**Presentations**¹

**2022:**
– *Stochastic volatility models and data-science-driven improvements*, Special Session on *High-Frequency Data Analysis, Complex Datasets, and Applications*, AMS Fall Central Sectional Meeting, September 17-18, 2022, University of Texas at El Paso, El Paso, Texas.
– *Brownian motion, Lévy process, and Mathematical Finance*, April 7, 2022, Electrical Engineering (EE) Graduate Seminar, South Dakota School of Mines & Technology, South Dakota, invited virtual talk.
– *Stochastic models, some generalizations, and relation to data-science*, February 17, 2022, Probability and Stochastic Analysis Seminar, Ohio State University at Marion, Ohio, invited virtual talk.

**2021:**
– *Some data science-based improvement techniques of financial models*, September 24, 2021, Department seminar, Department of Mathematics and Statistics, Texas A&M University at Corpus Christi, Texas, invited virtual talk.
– *A machine/deep learning-based improvement of stochastic models with applications in finance*, Special Session on *Stochastic Analysis*, AMS Spring Eastern Sectional Meeting, March 20-21, 2021, [virtual meeting hosted by the American Mathematical Society].
– *A machine learning-driven crude oil data analysis, with applications in continuous-time quadratic hedging*, February 12, 2021, Minnesota Center for Financial and Actuarial Mathematics (MCFAM) seminar, University of Minnesota, Minneapolis, Minnesota, invited virtual talk.

**2020:**
– *Barndorff-Nielsen and Shephard model in finance*, December 14, 2020, as a part of MStat final year course on *Quantitative Finance*, Indian Statistical Institute, Kolkata, India, invited virtual talk.

¹Does not include Seminar, Colloquium and Math Club or Actuarial Club talks at North Dakota State University after August 2012.
– Barndorff-Nielsen and Shephard model: a data-science based refinement and oil data analysis, October 12, 2020, Probability Seminar, Department of Mathematical Sciences, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin, invited virtual talk.

– Machine learning-based refinement of stochastic models and oil data analysis, Special Session on High-Frequency Data Analysis and Applications, AMS Fall Central Sectional Meeting, September 12-13, 2020, [virtual meeting hosted by the American Mathematical Society].


– Introduction to stochastic calculus with applications, January 6, 2020, Department of Mathematics, Ramakrishna Mission Vidyamandira, Howrah, West Bengal, India, invited introductory level talk.

• 2019:


– Refinement of stochastic models: machine learning and the analysis of crude oil price, December 4, 2019, Department of Mathematics, Texas State University, San Marcos, Texas, invited lecture.

– A machine learning driven refinement of some stochastic financial models, September 5, 2019, Statistics Seminars, Department of Statistics, University of Manitoba, Winnipeg, Canada, invited talk.


– Barndorff-Nielsen and Shephard model- application for derivative and commodity markets, The first International forum on Financial Mathematics and FinTech, June 30- July 1, 2019, Renmin University of China (Suzhou Campus), Suzhou, China, invited lecture.

– Lévy processes, variance swaps, and applications in financial markets, June 27, 2019, School of Mathematics and Systems Science, Beihang University, Beijing, China, invited talk at colloquium.

– Analysis of variance swaps with application in oil hedging problem, April 2, 2019, Computational Finance Seminar, Department of Statistics, Purdue University, West Lafayette, Indiana, invited lecture.


• 2018:

– Lévy processes, variance swaps, and applications in oil hedging, December 6, 2018, Department of Mathematics, Texas Christian University, Fort Worth, Texas, invited lecture.

– Barndorff-Nielsen and Shephard Model for Hedging Energy with Quantity Risk, Special Session on Probabilistic and Statistical Problems in Stochastic Dynamics, AMS Fall Western Sectional Meeting, October 27-28, 2018, San Francisco State University, San Francisco, California.

– Barndorff-Nielsen and Shephard model with various applications in finance, September 21, 2018, School of Mathematical and Statistical Sciences, University of Texas-Rio Grande Valley, Edinburg, Texas, invited talk at colloquium.


2017:


- Barndorff-Nielsen and Shephard model, its generalization, and implementation in pricing financial instruments, April 18, 2017, Concordia College- Moorhead, Minnesota, Tri-College Colloquium.


2016:


- Lecture series on mathematical finance, 2016 (November 29, December 1, 6, 13, 14, 16), Sampling and Official Statistics Unit (SOSU), Indian Statistical Institute, Kolkata, India, Invited lecture series.


2015:

- Analysis of volatility, variance, and covariance swaps in Lévy driven financial markets, November 20, 2015, Department of Mathematical Sciences, Northern Illinois University, DeKalb, Illinois, invited talk at colloquium.

- Generalized BN-S models in finance, June 3, 2015, Department of Mathematics, Jadavpur University, Kolkata, India, invited talk at colloquium.

- Pricing various swaps in Lévy driven market, One day workshop on Emerging Issues, Methods and Models in Finance, May 26, 2015, Indian Statistical Institute, Kolkata, India, invited talk.

- Volatility, Variance and Covariance swaps for Lévy process driven financial market, Special Session on Stochastic Analysis and Applications, AMS Spring Sectional Meeting, March 27-29, 2015, University of Alabama in Huntsville, Huntsville, Alabama.
– Heavy-tailed Lévy processes in pricing exotic options in finance, AMS Special Session on Heavy-Tailed Distributions and Processes, Joint Mathematics Meetings 2015, January 10-13, 2015, San Antonio, Texas.


2014:


– Radial concentration problem using Radon transform, Special Session on Harmonic Analysis and Its Applications, AMS Spring Sectional Meeting, April 4-6, 2014, University of New Mexico, Albuquerque, New Mexico.


2013:


– Generalized BN-S model in finance, August 14, 2013, Bayesian and Interdisciplinary Research Unit, Indian Statistical Institute, Kolkata, India, invited talk at colloquium.

– Option pricing and BN-S models in finance, August 5, 2013, Department of Mathematics, Bengal Engineering and Science University, Shibpur, India, invited talk at colloquium.


– Hedging in option pricing with stochastic volatility, March 1, 2013, Department of Mathematical Sciences Colloquium, University of Texas- El Paso, El Paso, Texas, invited talk at colloquium.


2012:

– Stochastic models applied to earthquake data, Special Session on Stochastic Analysis: Current Directions and Applications, AMS Fall Southeastern Section Meeting, October 13-14, 2012, Tulane University, New Orleans, Louisiana.


– Option pricing problems in financial market, January 23, 2012, Department of Mathematical Sciences, University of Cincinnati, Cincinnati, Ohio, invited talk at colloquium.


● 2011:

– Concentration problems for bandpass filters in communication theory, December 1, 2011, Department of Mathematics, North Dakota State University, Fargo, North Dakota, invited talk at colloquium.


– Band pass concentration problems and a generalization of prolate spheroidal functions, May 30, 2011, Physics and Applied Mathematics Unit, Indian Statistical Institute, Kolkata, India, invited talk at colloquium.

– Band pass concentration problems in communication theory, May 27, 2011, Department of Applied Mathematics, University of Calcutta, Kolkata, India, invited talk at colloquium.

– Option pricing with transaction costs and stochastic volatility in a financial market, May 23, 2011, Economic Research Unit, Indian Statistical Institute, Kolkata, India, invited talk at colloquium.

– Weak solutions to integro-differential parabolic problems in financial market, May 20, 2011, Department of Mathematics, Tianjin University of Technology and Education, Tianjin, China, invited talk at colloquium.

– Solutions to integro-differential parabolic problems arising in the Lévy market, The Fifth International Conference on Recent Advances in Applied Dynamical Systems, May 16-18, 2011, Shanghai Normal University, Shanghai, China.

– Existence of weak solution to an integro-differential parabolic problem in a Lévy Market, May 13, 2011, Department of Mathematics, Beijing Jiaotong University, Beijing, China, invited talk at colloquium.

– Nonlinear PDE analysis for financial model with transaction costs and stochastic volatility, May 13, 2011, School of Mathematics and Systems Science, Beihang University, Beijing, China, invited talk at colloquium.


– Option pricing with transaction costs and stochastic volatility, March 28, 2011, Department of Mathematical Sciences, Stevens Institute of Technology, Hoboken, New Jersey, invited talk at colloquium.
2004-2010:

- Concentration problems in communication theory over disjoint frequency intervals, Mathematics, Analysis and Control in Chemical Physics and Related Systems, December 14-17, 2010, University of Nevada, Las Vegas, Nevada.
- Differential operator related to the three-dimensional superradiance integral equation, NSF/CBMS Regional Conference in the Mathematical Sciences: Nonlinear water waves with applications to wave-current interactions and Tsunamis, May 17-21, 2010, University of Texas- Pan American, Edinburg, Texas.
- Electrodynamics, Maxwell’s Equations and Special Relativity, Graduate student organization seminar, October 29, 2009, Texas A&M University, College Station, Texas.
- Spectral analysis of the three dimensional Dicke superradiance problem, Special Session on Mathematical Aspects of Spectral Problems Related to Physics, AMS Sectional Meeting, October 16-18, 2009, Baylor University, Waco, Texas.
- On some differential operators commuting with integral operators related to the superradiance Problem, Texas PDE Conference, March 28-29, 2009, Texas State University, San Marcos, Texas.
- Some properties of Mittag-Leffler functions, Applied Mathematics Seminar, September 28, 2005, University of Texas- Pan American, Edinburg, Texas.
- Fractals and fractal geometry, HESTEC Science Symposium, September 26, 2005, University of Texas- Pan American, Edinburg, Texas.
- On derivatives and integrals of fractional order with applications, HESTEC Science Symposium, September 24, 2004, University of Texas- Pan American, Edinburg, Texas.

Teaching Experience

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

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

2Some courses are offered more than once.
- Fourier Analysis (senior undergraduate/graduate level),
- Numerical Analysis-I (senior undergraduate/graduate level),
- Numerical Analysis-II (senior undergraduate/graduate level),
- Mathematical Methods in Physics-II (graduate level),
- Ordinary Differential Equations-I (graduate level),
- Partial Differential Equations-I (graduate level),
- Modern Probability Theory (graduate level),
- Topics in Applied Mathematics: Mathematical Stochastic Process (graduate level),
- Topics in Applied Mathematics: Probability Theory in Finance (graduate level),
- Topics in Applied Mathematics: Introduction to Machine Learning (graduate level),
- Deep Learning and Neural Networks (graduate level).

- Instructor- North Dakota Governor’s School (Summer 2018 and 2019):
  - Game Theory.

- Graduate reading courses:
  - Stochastic Differential Equations I,
  - Stochastic Differential Equations II,
  - Topics in Mathematical Finance,
  - Lévy Processes in Finance,
  - Stochastic Processes,
  - Financial Modeling using Lévy Processes,
  - Brownian Motion Calculus,
  - Stochastic Differential Equations,
  - Introduction to Financial Mathematics,
  - Machine Learning Algorithms,
  - Topics in Ordinary Differential Equations.
  - Mathematical Data Science.

- Undergraduate reading courses:
  - Introduction to Financial Mathematics,
  - Stochastic Calculus,
  - Stochastic Calculus-II.

Department of Mathematical Sciences, University of Texas- El Paso
Instructor, Spring 2011- Spring 2012.
- Undergraduate reading course: Individual Studies in Mathematics.

Department of Mathematics, Texas A&M University, College Station
Graduate Teaching Assistant, Fall 2006 - Summer 2010.
- Instructor: Mathematical Concepts -Calculus
- Recitation TA: Calculus I, Calculus II
- Assistant for Online graduate level courses: Mathematical Communication and Technology, Seminar in Geometry, History of Mathematics.

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

Department of Mathematics, North Dakota State University

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

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

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

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

- Ph.D. supervisory committee member:

- External examiner:\(^3,^4\):

- Master’s supervisory committee member:

Undergraduate:

- Senior Capstone project mentoring:
  2. Vincent Casey: Application of fractal measurements to economic models, Fall 2021.

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

^4This is an outreach activity.
18. Alex Kopyy: *Special Relativity and Lorentz transformations*, Fall 2015.

**Reading course projects (undergraduate):**
- Ayushi Saxena (Fall 2016, Spring 2017), Nicholas Weis (Summer 2015), Robert Suppa (Spring 2014), Scott Haws and Jessica Zent (Fall 2013).

**Mentorship for summer REU program**:  
- Topic: *Artificial intelligence based improvement of stochastic models.*  
- Students: (1) Shubham Ekapure (Major: Mechanical Engineering, Year of study: 3), (2) Nuruddin Jiruwala (Major: Electrical Engineering, Year of study: 3), (3) Sohan Patnaik (Major: Mechanical Engineering, Year of study: 2).  
- Institute: Undergraduate students from *Indian Institute of Technology (IIT), Kharagpur, India.*  
- Duration: 3 months, Summer 2021.

Department of Mathematical Sciences, University of Texas- El Paso

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

**Selected diversity activities**
- Student-presentation reviewer: SACNAS (Society for the Advancement of Chicanos/Hispanics and Native Americans in Science) 2020- The National Diversity in STEM Conference, 2020, Virtual Conference.
- College of Science and Mathematics representative of NDSU Faculty Senate Diversity, Equity, Inclusion Committee, (Spring 2021-present).
- Executive Committee member for the NDSU President’s Council for Diversity, Inclusion and Respect (PCDIR), (Fall 2021-present).

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

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5This is an outreach activity.
Speaker in Science Café on Nov 14, 2017, College of Science and Mathematics.

- Participated in multiple peer review of teaching at NDSU. Participated in NDSU Formative track and Summative track peer-review of teaching program.
- Attended more than 10 Faculty Luncheons/Pedagogical Luncheons\(^6\) during the last 6 years.

**Selected data-science related activities**

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

**Professional Services**

- **Associate Editor in the area of finance and risk management:** Journal of Modelling in Management, February 2015–present.
- **Associate Editor of mathematical finance section:** Frontiers in Applied Mathematics and Statistics, March 2021-present.
- **Associate Editor-in-Chief:** Mathematics, August 2014–August 2019.

**Other Editorial Board membership:**

- Stochastic Analysis and Applications, (February 2020-present).
- Stats, (August 2017-present).
- International Journal of Mathematical Physics, (May 2018-present).
- Global Journals, (August 2017-present).

- **Faculty advisor of American Mathematical Society Student Chapter:** Mathematics graduate student group, NDSU, December 2017-present. Web: http://www.ams.org/programs/studentchapters

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

\(^7\)This does not include mentoring students related to data-science projects, or publications related to data-science.

\(^8\)SAMSI is a partnership of Duke University, North Carolina State University (NCSU), and the University of North Carolina at Chapel Hill (UNC). SAMSI is part of the Mathematical Sciences Institutes program of the DMS at the NSF.
• Advisory board member of Preprints, Web: http://www.preprints.org, a platform for hosting working papers, January 2017- present.

• Instructor for North Dakota Governor’s School, Summer 2018 and Summer 2019.

• Committee Chair at North Dakota State University:
  – Mathematics Graduate Recruitment Chair (Graduate Program Director), July 2015- present.
  – Department of Mathematics Graduate Committee Chair July 2015- present.

• Committee Member at North Dakota State University:
  – University Committee:
    • Executive Committee member for the NDSU President’s Council for Diversity, Inclusion and Respect (PCDIR), (Fall 2021-present).
    • College representatives for NDSU Faculty Senate Diversity, Equity, Inclusion Committee, (Spring 2021-present).
    • University Curriculum Committee, College of Science and Mathematics representative (alternate), (Fall 2020-present).
    • Campus Space and Facilities committee, (Fall 2020-present).
    • College representatives for Academic Integrity Faculty Senate Committee, (Summer 2019-Fall 2020).
    • Records Management Advisory Committee, (Fall 2018-present).
  – College of Science and Mathematics Committee:
    • Professional Science Master’s (PSM) Steering Committee, (Spring 2013- Spring 2014).
  – Department of Mathematics Committee:
    • Visitors Committee (Spring 2016-present).
    • Social Media liaison (Spring 2016-present).
    • Graduate Committee (Fall 2014- present).
    • Applied Mathematics Preliminary Examination Committee (2013-present).
    • External Competitive Exams (include Putnam Exam, NCS/MAA team exam etc) Committee 2013-2014.
    • North Dakota Mathematics Talent Search Committee 2012-2013.

• Organizer:
  – Invited Session on Data Science in Finance, 10th International Workshop on Applied Probability (IWAP 2023), June, 2023, Thessaloniki, Greece.
  – Conference: Statistical Methods in Finance 2022, June 28- July 2, 2022, [on virtual platform].
  – Conference: Statistical Methods in Finance 2021, June 27- July 1, 2021, [on virtual platform].
  – Mini-conference: Midwest mini-conference on stochastic processes and mathematical finance, April 8, 2017, North Dakota State University, Fargo, North Dakota.
– Special Session on *Mathematical Finance*, AMS Sectional Meeting, April 16-17, 2016, North Dakota State University, Fargo, North Dakota.
– Special Session on *Mathematical Finance*, AMS Sectional Meeting, April 5-6, 2014, University of New Mexico, Albuquerque, New Mexico.
– Organizer of the Applied Mathematics Seminar, NDSU (every spring, started on Spring 2014).

**Conference Co-chair:**

**Technical Committee Member:**
– Intelligent Systems Conference (IntelliSys) 2023, August 24-25, 2023, Amsterdam, Netherlands.
– 4th Annual 2016 International Conference on Geo-Informatics in Resource Management & Sustainable Ecosystem [GRMSE-2016], November 18-20, 2016, Hong Kong, China.
– 8th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2018), June 11-12, 2018, Singapore.
– 7th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2017), June 5-6, 2017, Singapore.
– 5th Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2015), May 18-19, 2015, Singapore.
– 3rd Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2013), May 20-21, 2013, Bangkok, Thailand.
– Annual International Conference on Qualitative and Quantitative Economics Research (QQE 2011), May 23-24, 2011, Singapore.

**Judge for poster sessions and oral presentations:**
– National:
  ✴ Judge for Mathematical Association of America (MAA) Undergraduate Student Poster Session, Joint Mathematics Meetings, 2020, Denver, Colorado.
  ✴ Judge for Mathematical Association of America (MAA) Undergraduate Student Poster Session, Joint Mathematics Meetings, 2019, Baltimore, Maryland.
  ✴ Judge for Mathematical Association of America (MAA) Undergraduate Student Poster Session, Joint Mathematics Meetings, 2018, San Diego, California.
– Local:
  ✴ Judge for 5th Annual Graduate Student Council Research Symposium, NDSU, April 8, 2021.

**Proposal Reviewer:**
Reviewer for one NSF EPSCoR program, 2020.


**Present/Past Affiliations**

- Member of American Mathematical Society (AMS), 2006-present.
- Member of Institute for Operations Research and the Management Sciences (INFORMS), 2017-2018.
- Member of Society for Industrial and Applied Mathematics (SIAM), 2010-2015.
- FORWARD Ally, North Dakota State University, 2012-present.
- Member of Dimensional-Scaling club, Texas A&M University (A club founded and mentored by Prof. Dudley R. Herschbach - Nobel laureate in Chemistry, 1986), 2008-2010.
- Member of Texas A&M University Chapter of Sigma Xi (a scientific research society for science and engineering), 2007-2010.
Dr. Natalia Trujillo earned her Ph.D. in Biomedical Basic Sciences with a focus on Neurosciences at the University of Antioquia, Medellin, Colombia in 2011. In 2015 she was hired as a tenured Assistant Professor at the University of Antioquia in Medellin, Colombia where she was promoted to the Associate Professor (2015-2019) and Professor (2019-2023) ranks. Dr. Trujillo is joining FIU as a tenured Associate Professor as a condition of employment.

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

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

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

NAME: Trujillo, Natalia

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

POSITION TITLE: Full Professor

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

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<tr>
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<td>University of Antioquia, Medellin</td>
<td>Postdoc</td>
<td>11/2016</td>
<td>Preclinical marker for Parkinson disease Equity in Brain Health at Global Brain Health Institute</td>
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<tr>
<td>University of California, San Francisco</td>
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A. Personal Statement

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

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

I am part of two global mental health initiatives in the United State. The first one is the multi-Partner Consortium to Expand Dementia Research in Latin America (ReDLat), funded by NIH R01. The goal is to
improve dementia characterization of genomic, neuroimages, behavioral and social determinants of health among diverse populations. In REDLAT multisite project, I am evaluating the role of social determinants of health on the progression of Alzheimer’s disease. I am also involved in the transcultural validation of functional scales. In addition, I will participate in data analysis and results in interpretation considering the multiethnic variation observed in South American countries. The second initiative is the Atlantic Fellow for Equity in Brain Health at Global Brain Health Institute at the University of California, San Francisco, and Trinity College of Dublin, Ireland. I am enrolled in this program that provides innovative training, networking, and support to emerging leaders focused on improving brain health and reducing the impact of dementia in their local communities and on a global scale. The program has historically included up to 200 leaders from 48 countries. It focuses on global brain health problems analysis and the active promotion of global collaboration to improve brain health. I am part of the 2022-2023 cohort. At the end of the program, I will become a senior and global Atlantic Fellow who aims to promote the discussion of global health problems from different public health areas.

B. Positions and Honors

Positions and Employment
2006-2006 Young researcher, Psychology Faculty, San Buenaventura University, Medellín, Colombia
2007-2011 Doctoral student, Medicine Faculty, University of Antioquia: Medellin, Colombia
2010-2010 Full-time professor, Psychology Faculty, Maria Cano University Foundation, Medellin, Colombia
2008-2014 Part-time professor at Psychology Faculty, San Buenaventura University, Medellín, Colombia
2011-2014 Adjunct Researcher, Neurosciences Group, Medicine Faculty at University of Antioquia: Medellin, Colombia
2014-2015 Assistant Professor (tenured), Public Health Faculty, University of Antioquia, Medellín, Colombia
2015-2019 Associate Professor (tenured), Public Health Faculty, University of Antioquia, Medellín, Colombia
2019-2022 Full Professor (tenured), Public Health Faculty, University of Antioquia, Medellín, Colombia

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

C. Contributions to Science

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

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

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


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


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

C1. Publications in peer-reviewed scientific journals

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

*Underline articles indicates publication selected by the leading applicant.

**Postdoctoral publications**

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


**Neurological disorders**


**Doctoral publications**


**Doctoral publications in collaboration**


C2. Peer-reviewed conference proceedings


C3. Contributions to books

C4. Oral contributions to conferences (talk or poster)

- **Trujillo, N.** (2022). Enfermedad neurodegenerativa en tiempos de pandemia y postpandemia. XVIII Conferencia Internacional AMNET. Medellín, Colombia [Postdoctoral- Oral presentation]


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

- UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLín, COLOMBIA. Mental health seminar at Public Health Faculty, coordinator, 20-08-2014 –present
- UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLín, COLOMBIA. [Academic Group of Mental Health-Annual Forum], Former coordinator, member, 20-08-2014 – present.
- UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLín, COLOMBIA. Workshop at 10° Congreso Internacional de Salud Pública, speaker, 16-10-2017
- NATURE PRESS. Disarming the mind: Reintegrating ex-combatants in Colombia, speaker. [https://www.nature.com/articles/d41586-018-05044-w%E2%80%8B], 2018.
- NATURE PRESS. Colombia: after the violence, speaker, [https://www.nature.com/immersive/d41586-018-04976-7/index.html], 2018.
- ATELIER BOLOMBOL. La forma del presente [The Form of the Present]- documentary, speaker, 2018.
- SURCOLOMBIANA UNIVERSITY PRESS UNIT. Psicologia para el postconflict [Psychology for post-conflict], speaker, [https://www.youtube.com/watch?v=8umshLzIdDE&feature=youtu.be], 2018.

*Selected contributions

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

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

**My Bibliography and at Scholar Citation:**


[https://scholar.google.com/citations?user=YdOSA1QAAAAJ&hl=en&oi=ao](https://scholar.google.com/citations?user=YdOSA1QAAAAJ&hl=en&oi=ao)

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

**Ongoing Research Support**

Atlantic Fellow for Equity in Brain Health 2022-2023

Toolkid for dementia evaluation among primary health care systems in Colombia. Role: Co-PI, ≈USD$100.000.

Science Ministry of Colombia (Minciences) 2022-2025
SERAEL: Evaluación y SGuimiento Cognitivo Remoto de la Enfermedad de Alzheimer desde estudios preclínicos, Goal: To establish and communicate the utility of a spatial navigation as a preclinical marker among carriers of E280A Presenilin 1 paisa mutation. Role: Co-PI, ≈USD$300,000.

National institute of health
2019-2023
MULTI-PARTNER CONSORTIUM TO EXPAND DEMENTIA RESEARCH IN LATIN AMERICA (ReDLat), Goal: To identify the unique genetic and social determinants of health/socio-economic status (SDH/SES) factors that drive AD and FTDs presentation in Latin American Countries (LAC) relative to the US, including risk factors, cognitive profiles, and brain imaging. Role: Scientific coordinator for Antioquia, ≈USD$1,500,000.

Minciencias 852-2019
2020-2023
Restaurar tejidos sociales en comunidades durante el postconflicto a través de un enfoque de intervención biopsicosocial comprehensivo: estrategias hacia la construcción de paz en Colombia. Goal: Restore biopsychosocial functions that limit the reconciliation and reconstruction of the social tissue in people with different degrees of exposure to armed conflict experiences. Role: Co-PI, ≈USD$300,000.

Minciencias 844-2019
2019-2023
Estrés alostático como biomarcador en la predicción de desenlaces en salud mental y cardiometabólica, en regiones geográficas de Colombia afectadas por el conflicto armado. Goal: Establish the utility of the Allostatic Stress Index (ASI) as a biomarker for predicting outcomes in mental and cardiometabolic health, among individuals with high and low exposure to violence in the context of the armed conflict. Role: PI, ≈USD$100,000.

Completed Research Support

Colciencias
2017-2020
Identificación de perfiles biopsicosociales en sujetos crónicamente expuestos al conflicto colombiano: estrategias hacia la individualización de programas de reintegración social, Goal: To build a model that identifies biopsychosocial profiles of social cognition in ex-combatants chronically exposed to the Colombian armed conflict as a strategy towards the individualization of social reintegration programs. Role: PI, ≈USD$100,000.

Universidad del Rosario
2018-2020
El impacto del conflicto armado en la mentalidad de las fuerzas Militares: Una propuesta para la reconciliación y la reforma al sector de seguridad en el postconflicto. Goal: To explore psychosocial patterns underlying the change of deliberative attitudes and behaviors among military as a key element to improve democracy, national security, and political reconciliation in the post-conflict era. Role: Co-PI, ≈USD$300,000.

British Council
2016-2016
Evaluation of a socio-emotional short training programme on the modulation of brain connectivity patterns in ex-combatants of the Colombian armed conflict. Goals: 1) Evaluate the sensitivity of experimental measures to follow up participants of a socio-emotional intervention training programme. 2) To develop an empirical model that describes the effect of the socio-emotional training on the ex-combatants population. 3) To design a public health implementation proposal that integrates the programme’s outcomes. 4) To draft a proposal for policy makers and community groups in Colombia. Role: PI, ≈USD$30,000.

University of Antioquia
2016-2018
Análisis de patrones de cognición social en los relatos de actores del conflicto armado como apoyo en la comprensión de la utilidad de la deliberación política, Goal: Establish the effect of psychological training over social and political reintegration in populations chronically exposed to combat experiences. Role: PI, ≈USD$10,000.
E. Institutional responsibilities

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

- **TEACHING**: to prepare lectures and coordinate courses for undergraduate and graduate programs; to advise honor theses for the undergraduate program, to advise master and doctoral dissertations; to coordinate students in mental health research practices and to participate in the training of young researchers.

- **INVESTIGATION**: to prepare applications for national and international funding bodies; to prepare and perform scientific dissemination of evidence-based results through conferences, workshops, documentaries, and scientific papers; execute own research budget; to prepare reports for funding agencies and to consolidate permanent networking via international exchange and meeting with colleagues.

- **EXTENSION**: to prepare public engagement in workshops and scientific dissemination activities, to present investigation results through general dissemination articles, to participate in national and international academic events and to represent the mental health groups in the providence and municipality meeting for discussing mental health public policy.

- **ADMINISTRATIVE**: to coordinate the mental health research group and mental health master’s program; to be part of technical and ethical scientific committees, and to supervise the hiring of scientific and technical personnel enrolled in research projects.

F. Supervision of junior researchers

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

- **INEQUITIES IN STROKE MORTALITY AMONG COLOMBIAN POPULATION. PAULINA VALDEZ AND VIVIANA MUNERA**, University of Antioquia, Medellin, Colombia, 01-02-2019 to 15-06-2020.

- **RISK FACTOR AND ECONOMIC COST IN SUICIDE ATTEMPT. MARISOL MEDINA AND ANGIE VELÁSQUEZ**, University of Antioquia, Medellin, Colombia, 01-02-2016 to 15-10-2017.

- **EMPATHIC EMOTIONAL PROCESSING IN EX-COMBATANTS. STELLA VALENCIA**, University of Antioquia, Medellin, Colombia, 01-07-2014 to 15-10-2015.

- **CHARACTERIZATION OF EMOTIONAL PROCESSING. JORGE RENDÓN**, University of Antioquia, Medellin, Colombia, 01-02-2013 to 15-10-2014.

- **REVERSE LEARNING AND AGGRESSION IN EX-COMBATANTS. DIANA GÓMEZ AND ANA BAENA**, University of Antioquia, Medellin, Colombia, 01-02-2012 - 15-10-2013.

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


- **SERIOUS GAMES OF SPATIAL NAVIGATION AS A PRECLINICAL MARKER OF ALZHEIMER DISEASE. JUAN PABLO SANCHEZ**, University of Antioquia, Medellin, Colombia, 01-08-2019 - Currently.

- **VALIDATION OF THE SCALE OF CHRONIC EXPOSURE TO VIOLENCE. LUZ STELLA GIRALDO**, University of Antioquia, Medellin, Colombia, 01-02-2017 – 01-12-2019*

- **COGNITIVE TRAINING MODULATES BRAIN CONNECTIVITY. STELLA VALENCIA**, University of Antioquia, Medellin, Colombia, 01-08-2016 – 01-09-2019*

- **BEHAVIORAL AND EEG EVIDENCE OF ATTENTIONAL BIAS. DIANA GÓMEZ**, University of Antioquia, Medellin, Colombia, 01-07-2014 to 01-02-2017*.

G. Teaching Activities

- **UNIVERSITY OF ANTIOQUIA, NATIONAL FACULTY OF PUBLIC HEALTH, MEDELLIN, COLOMBIA**: lecturer and director the following courses: EEG signal processing I, investigation and investigation seminar I-IV.
(Graduated Biomedical Basic Sciences Program), Investigation seminar I-IV (Master in Epidemiology, and Public and Mental Health Master Program), Ethics (Information management undergrad program). 02-02 2015 – Currently.

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

- MARIA CANO UNIVERSITY, MEDELLIN, COLOMBIA: lecturer of the following courses: neuropsychology, cognitive basic processes, and clinical psychology. 01-02-2010 – 30-08-2010.
Subject: 2023 Florida Equity Report

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

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

Supporting Documentation: 2023 Florida Equity Report

Facilitator/Presenter: Emmanuele A. Bowles
### Florida Equity Report

**Report Year: 2023**

<table>
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<tr>
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<td>Dr. Emmanuele Bowles, Assistant</td>
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<tr>
<td>(name, title,</td>
<td>Vice Provost, Diversity, Equity,</td>
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<tr>
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<tr>
<td>or its designee</td>
<td>September 14, 2023</td>
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Provide the web citation of the university's non-discrimination policy adopted by the university board of trustees.

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Strategic Initiatives & Performance

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

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<tr>
<th>Academic Program Reviews-Admissions Undergraduate:</th>
<th>FIU admissions are considered selective, with over 56,000 students and a first-year acceptance rate of 58%. FIU offers admission through the Talented 20 Program. All other first-time in-college pathways for admission take into consideration a combination of high school academic GPA, courses completed in high school as they are related to the readiness of college-level coursework; acceleration through Advanced Placement, Dual Enrollment, or other advanced curriculum; standardized testing as is required by Florida statute; family educational background, socio-economic status, graduation from a low-performing high school, military service or unique talents. Graduate: FIU has increased scholarships for graduate students to help with the burden of graduate fees. FIU graduate programs have implemented more 4+1 tracks to expedite students getting their masters quicker. To achieve the established goals, the University Graduate School continues to focus on attracting a diverse pool of highly qualified applicants with the following initiatives and actions: Requiring that part of the UGS recruitment funding allocated to the doctoral programs be targeted to recruit underrepresented minority students. o Funding Inclusion Fellowships to encourage promising students from underrepresented minorities or people with disabilities to pursue a Ph.D. 2 new fellowships were awarded. Engagement with state and national programs to encourage the participation of underrepresented minority students in graduate education: 1)The Ronald E. McNair program is a Federal TRIO program that prepares students from low-income, first-generation, and traditionally under-represented groups for doctoral studies. 2)The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). 3)The National Name Exchange (NNE) is a consortium of fifty-five nationally known universities that collect and exchange the names of talented underrepresented undergraduate students to identify a pool of qualified students who could be recruited to the graduate programs. 4) The McKnight Fellows receive a $13,000 stipend from the Florida Education Fund (FEF) and a $13,889.70 enhancement and medical insurance supplement from UGS. 5) NSF FLAGEP, an alliance of Florida institutions (FIU, USF, FAMU, FMU, BC), supports women in the late stages of their doctoral degrees for retention and progression in academia. 6) Through UGS, FIU created a new institutional chapter of the Bouchet Graduate Honor Society (BGHS) based at Yale University. Becoming an institutional partner reflects FIU's accomplishments in producing and preparing Ph.D. recipients from underrepresented groups for faculty positions in the academy and will aid in retaining these students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Financial Assistance- The 2021-2022 Federal Student Financial Aid Audit, the most recent audit, reported no findings for FIU. FIU's Golden Promise program began in the 2017-2018 Academic Year. This program guarantees incoming First Time in College Florida Residents with a 0 EFC that 30 credits of tuition and fees will be covered with a combination of Federal, State, and Institutional Scholarships and Grants. Through the 2021-2022 Academic Year, 3,523 students were in the program. University-wide Initiatives: The University’s first-ever campus climate survey, the Belonging Survey, allowed nearly 6,000 students, faculty, and staff to provide feedback regarding their sense of belonging and experiences with discrimination and sexual harassment on campus. The study aimed to understand the collective experiences of active FIU students, faculty, and staff, focusing on race/ethnicity, gender, ability status, religion, political ideology, sexual orientation, gender identity, and veteran status. Respondents shared their lived experiences through the survey and provided useful feedback in making our university community more inclusive than ever before. The survey was conceived to serve as a measurement tool for the experiences of various University stakeholders. Through the survey, we hoped to achieve a few things: 1) capture the perceptions of the campus climate experienced by faculty, staff, students, and administrators; 2) help FIU administrators and leadership understand faculty, staff, and student's perceptions of belonging and their capacity for academic, professional, and personal success at and beyond FIU; and 3) allow for the identification of opportunities to mitigate climate concerns of various stakeholders. Student Services Initiatives-Advising Services: FIU students have equal access to academic advising services. In survey responses, students have indicated that they appreciate this flexibility, and data show a strong preference for online advising. From July 1 to June 30, 2022, 77,903 unique undergraduate advising appointments were made across all schools and colleges. This included 77,553 scheduled appointments and 350 drop-in appointments. During this measurement period, re-enrollment data indicates that students who attended an advising session during the academic year had overall higher retention/graduation rates than those who did not participate in advising. Incoming students must complete</td>
<td></td>
</tr>
</tbody>
</table>
the Virtual Orientation (VO), then register for the in-person orientation session. Retention and Graduation Support/Student Success Outreach Initiatives: The academic advising community actively participated in several outreach campaigns designed to support student success and assist students with making positive progress toward their degrees. These included advising appointment campaigns to the 2021 FTIC students to encourage Spring and Summer/Fall enrollment and advising appointment campaigns to students approaching 90 credit hours to assist in mapping out the final semesters to graduation. FIU continues to track students’ graduation through the cohort tracking project. This included both First Time in College students and AA Transfers. Each semester, the colleges are provided with updated analysis on their FTIC students and AA Transfers, focusing on students approaching or completing their fourth or second year, respectively. Each student's progress is tracked through indicators such as credits earned and in progress, GPA, remaining courses needed and their availability, future enrollment, financial concern, etc. The advisors are asked throughout the year to review each student in the specified cohort and indicate whether they are “on track” for four-year graduation. They worked with the students if/when any actions were needed to keep them on track for on-time graduation. The Student Success Advocate and two Student Success Specialists continue to assist with supporting the colleges in their student success efforts. The Student Success Advocate identifies targeted populations of students for retention and/or graduation-related outreach. The Student Success Specialists reach out to the students, document any barriers the students are facing, and work closely with the Student Success Advocate to resolve pending barriers to success. Self-Assessment: Excellence in Academic Advising: In Spring 2021 and Spring 2022, an academic advising survey was again sent electronically to all active undergraduates. The academic advising surveys were designed to elicit feedback from key stakeholders in the institution. They were directly related to the Key Performance Indicators within the nine Conditions of Excellence in Academic Advising. The Academic Advising team received close to 1100 responses from students. FIU's Analysis and Information Management (AIM) division conducted an in-depth qualitative results analysis of the student survey. Health Services—Student Health and Wellness (SHW) and Counseling and Psychological Services (CAPS) + Victim Empowerment Program (VEP) CAPS/VEP engaged in ongoing activities and training to enhance the department and better serve students who work during the day or are part of communities more hesitant to seek mental health support, we added supplemental
clinical services through a telehealth company (BetterMynd) and a peer-to-peer support network (Togetherall). Both options effectively expanded our clinical team and extended the opportunities for students needing counseling services. Club and Intramural Athletics - Intramural Sports were significantly impacted in the previous academic year due to COVID. The increase in participation in this measurement period can be attributed to a focused effort to reengage student participation, outreach to student groups, collaboration with resident assistants, and engagement with sorority chairs. Campus Recreation expanded programming to include aquatics, virtual options, and eSports expansion. The following increases occurred in the number of intramural teams from 20-21 to 21-22; Female teams increased from 0 to 47, and male teams increased from 35 to 142. Unique Intramural participants also rose from last year, female participants increased from 77 to 611, a 694% increase, and male participation increased from 273 to 1,875, a 587% increase. The large percentage increases obtained during 21-22 were significant but will level off in 22-23 post-COVID. Intramural participation, defined as the total number of participations, also witnessed vast increases from last year; Female participation increased from 202 to 2,068, a staggering 924% increase, and male 1,006 to 8,793, a 774% increase. Overall participation numbers were extremely high compared to the previous year as students returned to in-person activities post COVID. Growth was not without challenges, as there was a reduction in the number of student staff that returned or were hired. Campus Recreation will continue to recruit and hire student staff at previous thresholds. Sport Clubs - Sport Clubs experienced an overall reduction in clubs from 23 to 18 but increased the number of active sport club athletes from 171 to 1,472. This significant addition of participation can be attributed to active clubs increasing their rosters from previous years. Housing: FIU Housing and Residential Life continued using a curricular approach across all residential communities. Student Employment: During this measurement period, the Division of Human Resources focused on two foundational structures to assist managers in hiring and managing students: 1) the student evaluation process was introduced to a small test group 2) Increased transparency of the student hiring process provided HR business partners access to multiple system statuses including completion of background checks, employment authorization, and new hire sign-on. Student employee professional development continues to be an area of focus for the Talent Acquisition and Management's Career Ready team. During this report's measurement period, the Student Employee Performance Excellence Process (Student PEP) instrument was introduced to two departments, Housing and Residential Life and Children’s Creative Learning Center. 64 student employees and 9 Supervisors completed the process in the initial test group.
Areas of Improvement Pertaining to Academic Services, Programs, & Student Enrollment  
(Identified This Year)

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

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

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

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

**Academic Program - Admissions:** FIU has increased in-person and virtual outreach efforts and developed admissions pathways to help ensure access to an FIU education. We have continued to strengthen relationships in the United States and abroad. **FTIC:** The top 10% initiative has increased the number of First Time In College enrolling in FIU by 1% over last year and 4% since 2018. More than ½ of the class was in the top quartile of their high school class, and 66% had a GPA of above 4.0. The Office of Admissions worked with the College of Arts Sciences and Education to develop a high school course selection publication based on an anticipated college major. The FIU School of Hospitality visited all Hospitality career academies in Miami-Dade County and gave out information regarding programs and opportunities at FIU. **University Graduate School** In AY2021-2022, Black students represented 9% of all research doctorates awarded; Hispanic students represented 28% of all research doctorates awarded. **Program - Health Services:** The Healthy Living Program (HLP) continues monitoring student experience after providing services. The survey was modified in AY 21-22 from a 5-point Likert scale to 3 points (disagree, neutral, agree). The responses below are for respondents who selected “Agree”: 99% of survey respondents said they felt welcomed and valued by their provider and comfortable and safe in the building, 97% said they left listened to and asked about their needs, 89% of respondents said their privacy was well maintained. **Student Health Clinics (SHC)** continues to monitor the student experience after providing services. Respondents answer on a 5-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree). The responses below are for respondents who selected “Agree” and “Strongly Agree”: 96% said it was easy to make an appointment, 97% said the staff was welcoming and attentive to their needs, 95% said they felt cared for by their provider, 95% said their privacy and confidentiality were well maintained. **Club and Intramural Athletics:** FIU accomplished the following: 1) increased eSports and virtual fitness offerings to provide both in-person and virtual access to recreational activities; 2) expanded the open division in intramural sports to provide additional opportunities to increase female participation; and 3) successfully outreached through social media and direct marketing to underrepresented groups to provide information and access to programs, services, and facilities. **Housing:** Self-Assessment: Housing Assessment of Diversity Initiatives: Housing and Residential Life use the Skyfactor Resident Satisfaction Survey to assess if students have meaningful, diverse interactions while living on campus. Its overall score for the category of diverse interactions is a mean score of 5.44 compared to 5.41 the previous year. The goal is to have a mean score of 5.5 or above. This is based on the following three (3) survey questions: 1. To what degree has your on-campus housing experience helped you: Interact with residents who are different from you (i.e., race, gender, beliefs). Achieved a mean score of 5.57 compared to 5.61 in the previous year.; 2. To what degree has your on-campus housing experience helped you: Understand other residents by putting yourself in their place? Achieved a mean score of 5.30 compared to 5.27 in the previous year.; 3. To what degree has your on-campus housing experience helped you: Benefit from the interactions with residents who are different from you? Achieved a mean score of 5.46 compared to 5.38 in the previous year. **Student Employment** Student employment has steadily increased over the past year by 4.3%. This continues the trend of increased student employment since the pandemic in March 2020. The increase in Asian student employees is most likely a result of the easing of COVID restrictions and allowing international students to return to work on campus. During this report’s measurement period, the following professional development courses were completed by Student Assistants: 6,027 total courses and 8,514 total professional development hours, and the supervisory/leadership professional development courses were completed by Student Assistants: 309 total courses and 290 total professional development hours.
<table>
<thead>
<tr>
<th>Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bid was extended to hire an architect to design construction documents for the expansion of the home and visiting team dugouts for softball. The bids are currently being reviewed. Improvements to the softball facilities continue to be worked on. The athletics department is currently engaged in an athletics master facilities planning effort with AECOM to enhance all facilities for our student-athletes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIU was one of the best colleges in the nation to work for in 2021, according to the Great Colleges to Work For® program. The university also achieved honor roll designation in 10 out of 120 categories. Honor status is given when the university receives recognition across all categories. FIU has received honor roll designation every year since 2016. FIU has now been recognized seven times, six of these consecutively with honor roll designation. FIU was also named in Forbes' prestigious list of Best-in-State Employers and ranked number 30 in Florida. In accordance with the university’s Affirmation Action plan, FIU achieved the under-utilization placement goals in (5) goals. The university slightly increased the number of veterans hired during this period and met the 7% goal for individuals with disabilities in four (4) job groups. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45 and do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.</td>
</tr>
</tbody>
</table>
Provide a detailed budget plan to support attainment of the university’s goals as outlined in its equity plan in accordance with state & federal law. In addition to funded totals, list detailed line items/expenditures & any unmet need(s) that exist.

The Division of Diversity, Equity, and Inclusion, which includes the Office of Diversity, Equity, and Inclusion and the Office of Civil Rights Compliance and Accessibility, oversees overall university diversity, equity, and inclusion policies, goals, and compliance with the following laws: Executive Order 11246-Women and Minorities, Vietnam Era Veterans Readjustment Assistant Action (VEVRAA), Section 503 of the Rehabilitation Act of 1973 - Individuals with Disabilities a which oversees compliance with the following laws: Title VI, Title VII, Pregnancy Discrimination Act, The Equal Pay Act, Title I of the Americans with Disabilities Act of 1990, Age Discrimination in Employment Act of 1967, Title II of the Genetic Information, FIU-105: Sexual Harassment (Title IX) and Sexual Misconduct, Title IX of the Education Amendments of 1972, Violence Against Women Reauthorization Act of 2013 (VAWA), Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), Nondiscrimination Act of 2008, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990, Americans with Disabilities Amendments Act of 2008. The division has a $1.4 million E&G budget allocation to ensure the institutional diversity, equity, and inclusion goals are intentionally set campus-wide and met. The $1.4M budget breakdown is $1,057,502 for salaries, $61,259 for temporary employees, and $300,337 for expenses ($280,150 carry forward and $20,187 E&G). This budget helps to accomplish the equity components within our university-wide diversity, equity, and inclusion goals. Individual department budget plans include specific strategies and a budget allocation that support diversity and inclusion among faculty, staff, and students.
<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment % Males</th>
<th>Total Undergraduate Enrollment % Females</th>
<th>Participating in Athletics % Males</th>
<th>Participating in Athletics % Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.1</td>
<td>57.9</td>
<td>47.7</td>
<td>52.3</td>
</tr>
<tr>
<td>Element</td>
<td>Assessment of Equity Plan</td>
<td>Area for Improvement</td>
<td>Plan for Improvement</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Sports offerings</td>
<td>FIU offers seventeen (17) Division I sports, six (6) for men and eleven (11) for women. For 2021-2022 FIU offers all the women’s sports sponsored by our multiple sports conference, Conference USA. FIU partnered with Helen Grant Consulting (HGC) to conduct a Title IX assessment summary. We will continue to monitor interest and sports offered by the conference, the state of Florida, and recruiting regions to ensure continuing opportunities in sports offerings.</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Participation rates, male &amp; female, compared with full-time undergraduate enrollment</td>
<td>There is a difference in the male-to-female participation rates. The difference of 5.6% does not meet proportionality. As such, FIU athletics continues recruiting and encouraging female students to join the athletic teams while the men focus on managing roster numbers.</td>
<td>Yes</td>
<td>HGC provided recommendations for consideration, such as continuing the student interest surveys to determine interest in a sport, monitoring the growth of current NCAA women’s sports and NCAA Emerging Sports for women, and monitoring undergraduate enrollment rates for male and female students and continuing the monitor of sport squad sizes. The FIU Athletics Department is exploring these recommendations. We continue to monitor and adjust roster management practices and encourage women’s team coaches to recruit and identify participants while maintaining the men’s teams to target roster sizes.</td>
</tr>
<tr>
<td>Availability of facilities</td>
<td>FIU Athletics sports programs have equitable availability of facilities for practice and competition per the Title IX assessment summary conducted by HGC. Each sport that practices on campus has equitable availability of locker rooms. As noted in previous Equity reports, FIU Athletics continues to work on improvements to the softball facility.</td>
<td>Yes</td>
<td>HGC made additional recommendations, including additional locker rooms, men's and women's soccer stadium renovations, and on-campus indoor and outdoor track. In addition to the improvements to the softball facility noted in previous equity reports, the athletics department is currently engaged in an athletics master facilities planning effort with AECOM to enhance all facilities for our student-athletes.</td>
</tr>
<tr>
<td>Scholarship offerings</td>
<td>There is a difference in assessing the financial aid percentages awarded to the men’s and women’s teams. The difference is 1.9%, favoring women between the participation rate and financial assistance awarded. The non-discriminatory reason for the significant number of higher-cost international and out-of-state women student-athletes vs. males with more in-state tuition purposes can explain the 0.9% above the allowable 1%.</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Funds allocated for:</td>
<td>The HGC Title IX assessment summary notes that this is equitable.</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Result</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>recruitment</td>
<td>The HGC Title IX assessment summary notes that this is equitable.</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>comparable coaching</td>
<td>The HGC Title IX assessment summary notes that this is equitable.</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>publicity &amp; promotion</td>
<td>The HGC Title IX assessment summary notes that this is equitable.</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>other support costs</td>
<td>The HGC Title IX assessment summary notes that this is equitable.</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Compliance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Is the university in compliance with all applicable state laws in providing equal opportunity &amp; access to students to participate in intercollegiate athletics, as well as in intramural, club, or recreational athletics?</td>
<td>Explain any areas of noncompliance with state laws.</td>
<td>Is the university in compliance with all applicable federal laws in providing equal opportunity &amp; access to students to participate in intercollegiate athletics, as well as in intramural, club, or recreational athletics?</td>
<td>Explain any areas of noncompliance with federal laws.</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Has the university Board of Trustees completed an annual evaluation of the university President on the extent to which the institution's sex equity goals in intercollegiate athletics have been achieved?</td>
<td>Date of Evaluation</td>
<td>Were the sex equity goals achieved?</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>FIU</td>
<td>Yes</td>
<td>27-Sep-22</td>
<td></td>
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</tbody>
</table>
## Tenured Faculty

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

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

## Terminology & Abbreviations for Race & Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native only</td>
<td>AI/AN</td>
</tr>
<tr>
<td>Asian only</td>
<td>A</td>
</tr>
<tr>
<td>Black or African American only</td>
<td>B</td>
</tr>
<tr>
<td>Hispanic or Hispanic and any race category</td>
<td>H</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islanders only</td>
<td>NH/OPI</td>
</tr>
<tr>
<td>White only</td>
<td>W</td>
</tr>
<tr>
<td>More than one race category</td>
<td>≥2</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>NRA</td>
</tr>
<tr>
<td>Unknown</td>
<td>UNK</td>
</tr>
</tbody>
</table>

**Source:** Integrated Postsecondary Education Data System
## Tenure-Track Faculty

<table>
<thead>
<tr>
<th>Indicator</th>
<th>AI/AN</th>
<th>A</th>
<th>B</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>NRA</th>
<th>UNK</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
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<tbody>
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<td>100%</td>
<td>11%</td>
<td>-37%</td>
<td>0%</td>
<td>N/A</td>
<td>-12%</td>
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<td>-9%</td>
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<td>-12%</td>
<td>-8%</td>
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<tr>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<td>N/A</td>
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</table>

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

### Terminology & Abbreviations for Race & Ethnicity

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

**Source:** Integrated Postsecondary Education Data System
### Non-Tenure-Track Faculty or Faculty at Non-Tenure Granting Universities

<table>
<thead>
<tr>
<th>Indicator</th>
<th>AI/AN</th>
<th>A</th>
<th>B</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>NRA</th>
<th>UNK</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
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<td>-1%</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
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**Source:** IPEDS Fall Staff, IPEDS Human Resources Data.

### Terminology & Abbreviations for Race & Ethnicity

<table>
<thead>
<tr>
<th>Term</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>American Indian or Alaskan Native only</td>
<td>AI/AN</td>
</tr>
<tr>
<td>Asian only</td>
<td>A</td>
</tr>
<tr>
<td>Black or African American only</td>
<td>B</td>
</tr>
<tr>
<td>Hispanic or Hispanic and any race category</td>
<td>H</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islanders only</td>
<td>NH/OPI</td>
</tr>
<tr>
<td>White only</td>
<td>W</td>
</tr>
<tr>
<td>More than one race category</td>
<td>≥ 2</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>NRA</td>
</tr>
<tr>
<td>Unknown</td>
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**Source:** Integrated Postsecondary Education Data System
## Senior-Level Administrative Positions - Executive/Administrative/Managerial

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<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>NRA</th>
<th>UNK</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
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**Source**: IPEDS Fall Staff, IPEDS Human Resources Data.

### Terminology & Abbreviations for Race & Ethnicity

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<td>Black or African American only</td>
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<tr>
<td>Hispanic or Hispanic and any race category</td>
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<td>Native Hawaiian or Other Pacific Islanders only</td>
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<td>White only</td>
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<tr>
<td>More than one race category</td>
<td>≥2</td>
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<tr>
<td>Non-Resident Alien</td>
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**Source**: Integrated Postsecondary Education Data System
<table>
<thead>
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<table>
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<td><strong>2</strong></td>
<td><strong>13</strong></td>
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</tbody>
</table>

**LEGEND:**

- Applied: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).
- Withdrawn: Faculty who withdrew from tenure consideration after applying for review.
- Denied: Faculty for whom tenure was denied during the review process.
- Nominated: Faculty for whom tenure is being recommended by the University.
For each year in which prior year goals were not achieved, provide a narrative explanation & a plan for achievement of equity.

<table>
<thead>
<tr>
<th>Annual Goals to Address Areas of Underutilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIU is committed to ensuring that the faculty and staff at our institution reflect the diversity of our local community and student body. The Division of Human Resources continues to lead efforts to strengthen employment, recruitment, classification, and compensation by leveraging technology to meet current university/legal/compliance demands, expectations, and changes in the law for administrative, staff, and student employees. The Division of Diversity, Equity, and Inclusion reviews outreach efforts per the university's Affirmative Action plan and identifies, through self-audits, areas for improvement. The recommendation is to post all university employment opportunities in at least two diverse job boards to assist in helping to achieve underutilization, and disparities were deployed. As required by federal law, training in equal opportunity policies and procedures for hiring managers is being created to ensure compliance with the aforementioned laws. Further, the Division of Academic Affairs and the Office to Advance Women, Equity, and Diversity (AWED) actively recruit, retain, and develop university faculty throughout each college/school. To improve faculty recruitment from these under-represented groups, we provide best practices in faculty hiring workshops for faculty search committees focusing on recruiting diverse pools and equitable evaluation methods and procedures. Additionally, one search committee member undergoes extra training and is designated as an advocate for these best practices to help guide the committee during the search process. We have developed various programs for retention, including a faculty mentoring program and an affinity group. We have College and Departmental Diversity, Equity, and Inclusion plans with measurable action items. These plans aim to increase faculty representation from historically underrepresented groups and to enhance the institutional climate to attract and retain such faculty. The chairs provide annual reports on the progress that the Office assesses to Advance Women, Equity, and Diversity. This office also conducts workshops on effective and effective faculty evaluation for department chairs, Deans, and members of College-level tenure and promotion committees.</td>
</tr>
</tbody>
</table>
THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 14, 2023

Subject: Textbook and Instructional Materials Affordability and Transparency Annual Report

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

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

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

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

Facilitator/Presenter: Heather Russell
<table>
<thead>
<tr>
<th>Instructions</th>
<th></th>
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<tbody>
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<td>1.</td>
<td>Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting</td>
</tr>
<tr>
<td></td>
<td>requirements by Board staff. Do not edit the content of the template. Expand the response</td>
</tr>
<tr>
<td></td>
<td>space as needed.</td>
</tr>
<tr>
<td>2.</td>
<td>Statutory due date is September 29, 2023.</td>
</tr>
<tr>
<td>3.</td>
<td>If there are questions, contact Kirsten Harvey Director of Student Success &amp; Workforce Alignment,</td>
</tr>
<tr>
<td></td>
<td>at <a href="mailto:Kirsten.Harvey@flbog.edu">Kirsten.Harvey@flbog.edu</a></td>
</tr>
<tr>
<td>4.</td>
<td>Include the university contact name and email for the staff who completed the report below:</td>
</tr>
<tr>
<td>5.</td>
<td>Please note some cells are auto-calculated and do not require you to enter a figure. These cells</td>
</tr>
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<td></td>
<td>are green.</td>
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</tbody>
</table>

<p>| University Contact Name and Email: | Birgitta Rausch-Montoto (<a href="mailto:gmontoto@fiu.edu">gmontoto@fiu.edu</a>) and Paden Goldsmith (<a href="mailto:pgoldsmi@fiu.edu">pgoldsmi@fiu.edu</a>) |</p>
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<thead>
<tr>
<th><strong>University Submitting Report:</strong></th>
<th>Florida International University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Approved by the University Board of Trustees:</strong></td>
<td>14-Sep-23</td>
</tr>
<tr>
<td><strong>Signature of Chair, University Board of Trustees:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signature of Vice President for Academic Affairs:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signature of President:</strong></td>
<td></td>
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</table>
### General Education Courses with High Enrollment

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<tr>
<th>Course Prefix &amp; Number</th>
<th>Course Title</th>
<th>Total Number of Course Sections (n =)</th>
<th>Selection Process</th>
<th>If &quot;other,&quot; describe</th>
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<tbody>
<tr>
<td>ENC 1102</td>
<td>Writing and Rhetoric II</td>
<td>180</td>
<td>Department Committee</td>
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<td>MAC 1105</td>
<td>College Algebra</td>
<td>45</td>
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<tr>
<td>AMH 2020</td>
<td>Amer Hist Since 1877</td>
<td>71</td>
<td>Combination of the Above</td>
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<td>ENC 1101</td>
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<td>SLS 1501</td>
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<td>ECO 2013</td>
<td>Principles Macroeco</td>
<td>48</td>
<td>Individual Faculty</td>
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<tr>
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<tr>
<td>MUL 1010</td>
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<td>General Biology I</td>
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<td>Stat Bus &amp; Eco</td>
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<td>Department Committee</td>
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</table>
### Course Sections with No Cost for Textbooks/Instructional Materials

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2022</th>
<th>Spring 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Course Sections Offered (Including Exceptions)</td>
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<td>7443</td>
</tr>
<tr>
<td>Total Number of Course Sections Offered with No Cost Materials</td>
<td>3570</td>
<td>3635</td>
</tr>
<tr>
<td>Percent of Course Sections with No Cost Materials (Auto-Calculated)</td>
<td>47%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for $20 or less per credit hour (e.g., $60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2022</th>
<th></th>
<th>Spring 2023</th>
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</tr>
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<tbody>
<tr>
<td>Total Number of Course Sections Offered (Including Exceptions)</td>
<td>7612</td>
<td></td>
<td>7443</td>
<td></td>
</tr>
<tr>
<td>Total Number of Course Sections Offered with the Cost of Materials at $20 or less per credit hour</td>
<td>5350</td>
<td></td>
<td>5574</td>
<td></td>
</tr>
<tr>
<td>Percent of Course Sections Offered with the Cost of Materials at $20 or less per credit hour (Auto-Calculated)</td>
<td></td>
<td>70%</td>
<td></td>
<td>75%</td>
</tr>
</tbody>
</table>
Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

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

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

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

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

In the Summer of 2023, the libraries piloted Leganto, an LTI that allows free library materials to be integrated seamlessly into Canvas course shells. It also allows faculty to explore related materials and request that the library procure digital copies of 000materials. The pilot was a success and full rollout will take place in the fall semester with faculty piloting the tool also involved in creating training tools for fellow faculty. This is an opportunity to fully integrate the library resources into the curriculum at zero-cost to students.

The FIU Libraries continue to support faculty in shifting to new models for course materials and on acquiring e-resources with unlimited simultaneous user access. Faculty use the library resources as an alternative to expensive textbooks. They may embed and use the materials in their courses, cost free for students. The libraries subscribe to a number of e-book collections and more than 1,160 databases.
Course Reserves is a service available to FIU faculty to house pertinent course materials. Materials may be in print, electronic, and multimedia formats in compliance with the Copyright Law. Whenever possible, materials are scanned as electronic documents and made available to students 24/7. This allows students to use specific library materials, or professor provided materials, free of charge.

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

**College of Law Library**

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

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

**Financial Aid Textbook Advance**

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Count</th>
<th>Sum of Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1876</td>
<td>$636,146.09</td>
</tr>
<tr>
<td>Spring</td>
<td>1462</td>
<td>$479,674.62</td>
</tr>
<tr>
<td>Summer</td>
<td>464</td>
<td>$112,333.00</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3802</td>
<td>$1,228,153.71</td>
</tr>
</tbody>
</table>

**Barnes & Noble Textbook Affordability Initiatives**

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

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

Collective Textbook Affordability Efforts at FIU

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

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

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

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

Launched first in Fall 2021, the Panther Book Pack is FIU's inclusive access program in partnership with Barnes & Noble in its second year. Undergraduate students may choose to participate or opt out of the program. The total savings passed on to students is $3,789,032.79 (25,242 students) for Fall 2022 and $2,339,512.80 (24,105 students) in Spring 2023. The Panther Book Pack offers the required textbooks and instructional materials in undergraduate courses at a flat rate of $20 per credit hour. Students may choose to have the materials shipped to them at an off-campus location, get them at the on-campus bookstore, or access them digitally on Canvas. Materials provided through the Panther Book Pack program are always available to participating students on the first day of class, ensuring that they keep up with course requirements and do not fall behind. Students have the ability to opt-out of the program in our student registration system and obtain the materials on their own if they wish to do so.
Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

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

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

The University has made great strides in implementing the Panther Book Pack, which we deem to be the most pervasive affordability program to the benefit of our students.
Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

<table>
<thead>
<tr>
<th>Fall 2022</th>
<th>Spring 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Course Sections (Not Including Exceptions)</td>
<td>Total # Of Course Sections (Not Including Exceptions)</td>
</tr>
<tr>
<td># of Course Sections Identified As Exceptions</td>
<td># Of Course Sections Identified As Exceptions (Column A + Column B) (Auto-Calculated)</td>
</tr>
<tr>
<td>Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)</td>
<td>Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)</td>
</tr>
<tr>
<td>% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)</td>
<td>% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)</td>
</tr>
<tr>
<td>Reasons For Exceptions</td>
<td>Reasons For Exceptions</td>
</tr>
<tr>
<td>5239</td>
<td>5093</td>
</tr>
<tr>
<td>2373</td>
<td>2350</td>
</tr>
<tr>
<td>7612</td>
<td>7443</td>
</tr>
<tr>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Class location, courses added after 45 day window, instructors changed within 45 day window, or other justifiable exclusion.</td>
<td>Class location, courses added after 45 day window, instructors changed within 45 day window, or other justifiable exclusion.</td>
</tr>
</tbody>
</table>
Please use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement.

<table>
<thead>
<tr>
<th>Fall 2022</th>
<th></th>
<th>Spring 2023</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)</td>
<td># Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)</td>
<td>% Of Course Sections Meeting Requirement (Auto-Calculated)</td>
<td># Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)</td>
</tr>
<tr>
<td>5,239</td>
<td>4,986</td>
<td>95%</td>
<td>93.00</td>
</tr>
<tr>
<td>5,093</td>
<td>4,940</td>
<td>97.00%</td>
<td>61.00</td>
</tr>
</tbody>
</table>

**Note: Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.**
Subject: Proposed Regulation FIU-2508 Post-Tenure Faculty Review

Proposed Committee Action:
Recommend that the Florida International University Board of Trustees approve the proposed Regulation FIU-2508 Post-Tenure Faculty Review and delegate authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

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

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

Facilitator/Presenter: Elizabeth M. Bejar
NOTICE OF CHANGE TO PROPOSED REGULATION

REGULATION NO.: FIU-2508

REGULATION TITLE: Post-Tenure Faculty Review

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

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

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

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

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

CONTACT PERSON REGARDING THE PROPOSED REGULATION:
Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199.
Email: devillee@fiu.edu | Phone: 305.348.2103 | Fax: 305.348.3272.

DATE OF PUBLICATION OF NOTICE OF PROPOSED REGULATION:
August 14, 2023

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

THE FULL TEXT OF THE PROPOSED REGULATION IS BELOW. THE CHANGES TO THE PROPOSED REGULATION IS HIGHLIGHTED IN YELLOW.
FIU-2508 Post-Tenure Faculty Review

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

a. Ensure high standards of quality and productivity among the tenured faculty at FIU.

b. Determine whether a faculty member is meeting the responsibilities and expectations associated with assigned duties in research, teaching, and service, including compliance with federal and state laws, BOG and BOT regulations and policies.

c. Recognize and honor exceptional achievement and provide an incentive for retention as appropriate.

d. Refocus academic and professional efforts and take appropriate employment action when appropriate.

II. Timing and Eligibility.

a. Timing. Each tenured faculty member shall have a comprehensive post-tenure review of five (5) years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.

1. In the first year following the effective date of the BOG Regulation 10.003 (i.e., March 29, 2023), a randomized cohort of twenty percent (20%) of tenured faculty will be evaluated in addition to faculty in the fifth year under II(a).

2. In each of the second, third, fourth, and fifth years following March 29, 2023, a randomized cohort of twenty percent (20%) tenured faculty who have not received a comprehensive review will be evaluated in addition to the faculty who are in the fifth year under II(a).

3. Beginning with the sixth year following March 29, 2023, the process outlined in II(a) shall be followed.

b. Eligibility.

1. All tenured faculty are eligible for the post-tenure review except tenured faculty in administrative roles, such as department Chairs or center directors who are supervising other faculty.

2. Tenured faculty in administrative roles (Chairs, center directors who are supervising other faculty or higher) shall be reviewed annually by their supervisors based on performance of all assigned duties, responsibilities, professional conduct, and, if applicable, non-compliance with federal and state law, BOG and
BOT regulations and policies, and substantiated student complaints.
3. The timing of the comprehensive post-tenure review can be extended when there are extenuating, unforeseen circumstances (e.g., medical leave of absence). The Provost will report any exceptions that are granted as part of the Provost’s report to the President and BOT regarding the outcomes of the comprehensive post-tenure review as described in Section VI.

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

IV. Process Requirements.
   a. The faculty member shall complete a university-designated dossier highlighting accomplishments and demonstrating performance relative to assigned duties and submit the dossier to the Chair.
   b. The faculty member’s Chair shall review the completed dossier, the faculty member’s personnel file, and other records related to professional conduct, academic responsibilities, and performance.
   c. The faculty member’s Chair shall add to the dossier the following:
      1. Additional records related to professional conduct, academic responsibilities, and performance.
      2. A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.
      3. Relevant departmental guiding documents.
   d. The faculty member’s Chair shall forward the dossier, including all records and the Chair’s letter, to the Dean for review.
e. The Dean shall review all materials provided by the faculty member’s Chair.

f. The Dean shall add to the dossier a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the Dean’s recommended performance rating using the following scale:
   1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member’s discipline and unit.
   2. Meets expectations: expected level of accomplishment compared to faculty with a similar assignment across the faculty member’s discipline and unit.
   3. Does not meet expectations: performance falls below the normal range of annual variation in performance compared to faculty across the faculty member’s discipline and unit but is capable of improvement.
   4. Unsatisfactory: failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.

g. The Dean shall forward the dossier to the Provost for review.

h. The Provost shall review the dossier provided by the Dean.

i. With guidance and oversight from the President, the Provost will rate the faculty member’s professional conduct, academic responsibilities, and performance during the review period. The Provost may accept, reject, or modify the Dean’s recommended rating. The Provost may request assistance from a university advisory committee in formulating an assessment. Each faculty member reviewed will receive one (1) of the following performance ratings, as defined above.
   1. Exceeds expectations
   2. Meets expectations
   3. Does not meet expectations
   4. Unsatisfactory

j. The Provost shall notify the faculty member, the faculty member’s Chair, and the Dean of the outcome.

V. Review Outcomes

a. University regulations and policies regarding outcomes of the comprehensive post-tenure review process shall include recognition and compensation considerations and consequences for underperformance.

b. For each faculty member who receives a final performance rating of “exceeds expectations” or “meets expectations,” the Dean, in consultation with the Chair, shall recommend to the Provost appropriate recognition
and/or compensation in accordance with the faculty member’s performance and this regulation. The Provost shall make the final determination regarding recognition and/or compensation.

c. For each faculty member who receives a final performance rating of “does not meet expectations,” the Dean, in consultation with the Chair, shall propose a performance improvement plan (PIP) to the Provost.
1. The plan must include a deadline for the faculty member to achieve the requirements of the PIP. The deadline may not extend more than twelve (12) months past the date the faculty member receives the PIP.
2. The Provost shall make final decisions regarding the requirements of each PIP.
3. Each faculty member who fails to meet the requirements of a PIP by the established deadline shall receive a notice of termination from the Provost.

d. For each faculty member who receives a final performance rating of “unsatisfactory,” the Provost shall give the faculty member a notice of termination.

e. Final decisions regarding post-tenure review for faculty members may be appealed under University procedures or the BOT-UFF collective bargaining agreement. The final decisionmaker shall review the final decision solely for the purpose of determining whether it violates a University policy or the applicable CBA and may not consider claims based on equity or substitute the final decisionmaker’s judgment for that of the University’s.

VI. Monitoring and Reporting

a. The Provost shall report annually to the President and the BOT on the outcomes of the comprehensive post-tenure review process consistent with Florida Statutes Section 1012.91.

1. Beginning January 1, 2024, and continuing every three (3) years thereafter, the University must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the Board of Trustees by July 1st.

2. The audit shall be performed by the University’s Chief Audit Executive or by an independent, third-party auditor (collectively the auditor) as determined by the Chair of the Board of Trustees.

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

Authority: Section 7(d), Art. IX, Fla. Const., Board of Governors’ Regulation 10.003, Florida Statutes Section 1001.706(6)(b); New.
10.003 Post-Tenure Faculty Review.

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

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

(2) Timing and Eligibility

(a) Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.
   1. In the first year following the effective date of this regulation, 20% of tenured faculty will be evaluated, in addition to faculty in the fifth year under (2)(a).
   2. In each of the second, third, fourth, and fifth years following the effective date of this regulation, 20% of tenured faculty who have not received a comprehensive review will be evaluated in addition to faculty who are in the fifth year under (2)(a).
   3. Beginning with the sixth year following the effective date of this regulation, the process outlined in (2)(a) shall be followed.

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

(c) Policies and regulations adopted by the boards of trustees may include exceptions to the timing of the comprehensive post-tenure review for extenuating, unforeseen circumstances. Exceptions granted to tenured faculty members shall be disclosed in the chief academic officer’s report to the university’s president and board of trustees on the outcomes of the comprehensive post-tenure review outlined in Section (6) below.
(3) Review Requirements
   (a) The comprehensive post-tenure review shall include consideration of the following.
      1. The level of accomplishment and productivity relative to the faculty member’s assigned duties in research, teaching, and service, including extension, clinical, and administrative assignments. The university shall specify the guiding documents. Such documents shall include quantifiable university, college, and department criteria for tenure, promotion, and merit as appropriate.
      2. The faculty member’s history of professional conduct and performance of academic responsibilities to the university and its students.
      3. The faculty member’s non-compliance with state law, Board of Governors’ regulations, and university regulations and policies.
      4. Unapproved absences from teaching assigned courses.
      5. Substantiated student complaints.
      6. Other relevant measures of faculty conduct as appropriate.
   (b) The review shall not consider or otherwise discriminate based on the faculty members’ political or ideological viewpoints.

(4) Process Requirements
   (a) The faculty member shall complete a university-designated dossier highlighting accomplishments and demonstrating performance relative to assigned duties and submit the dossier to the appropriate department chair.
   (b) The faculty member’s department chair shall review the completed dossier, the faculty member’s personnel file, and other records related to professional conduct, academic responsibilities, and performance.
   (c) The faculty member’s department chair shall add to the dossier the following.
      1. Additional records related to professional conduct, academic responsibilities, and performance concerns.
      2. A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.
   (d) The faculty member’s department chair shall forward the dossier, including all records and the chair’s letter, to the appropriate college dean for review.
   (e) The dean of the college shall review all materials provided by the faculty member’s department chair.
   (f) The dean of the college shall add to the dossier a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean’s recommended performance rating using the following scale.
1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member’s discipline and unit.
2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member’s discipline and unit.
3. Does not meet expectations: performance falls below the normal range of annual variation in performance compared to faculty across the faculty member’s discipline and unit but is capable of improvement.
4. Unsatisfactory: failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.

(g) The dean of the college shall forward the dossier to the chief academic officer for review.

(h) The chief academic officer shall review the dossier provided by the dean of the college.

(i) With guidance and oversight from the university president, the chief academic officer will rate the faculty member’s professional conduct, academic responsibilities, and performance during the review period. The chief academic officer may accept, reject, or modify the dean’s recommended rating. The chief academic officer may request assistance from a university advisory committee in formulating an assessment. Each faculty member reviewed will receive one of the following performance ratings, as defined in (4)(f) above.
   1. Exceeds expectations
   2. Meets expectations
   3. Does not meet expectations
   4. Unsatisfactory

(j) The chief academic officer shall notify the faculty member, the faculty member’s department chair, and the appropriate college dean of the outcome.

(5) Outcomes

(a) University regulations and policies regarding outcomes of the comprehensive post-tenure review process shall include recognition and compensation considerations and consequences for underperformance.

(b) For each faculty member who receives a final performance rating of “exceeds expectations” or “meets expectations,” the appropriate college dean, in consultation with the faculty member’s department chair, shall recommend to the chief academic officer appropriate recognition and/or compensation in accordance with the faculty member’s performance and university regulations and policies. The chief academic officer shall make the final determination regarding recognition and/or compensation.

(c) For each faculty member who receives a final performance rating of “does not meet expectations,” the appropriate college dean, in consultation with
the faculty member’s department chair, shall propose a performance improvement plan to the chief academic officer.

1. The plan must include a deadline for the faculty member to achieve the requirements of the performance improvement plan. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan.

2. The chief academic officer shall make final decisions regarding the requirements of each performance improvement plan.

3. Each faculty member who fails to meet the requirements of a performance improvement plan by the established deadline shall receive a notice of termination from the chief academic officer.

(d) Each faculty member who receives a final performance rating of “unsatisfactory” shall receive a notice of termination from the chief academic officer.

(e) Final decisions regarding post-tenure review may be appealed under university regulations or collective bargaining agreements, as applicable to the employee. The arbitrator shall review a decision solely for the purpose of determining whether it violates a university regulation or the applicable collective bargaining agreement and may not consider claims based on equity or substitute the arbitrator’s judgment for that of the university.

(6) Monitoring and Reporting

(a) The chief academic officer shall report annually to the university president and board of trustees on the outcomes of the comprehensive post-tenure review process consistent with section 1012.91, Florida Statutes.

1. Beginning January 1, 2024, and continuing every three years thereafter, each university must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the university’s board of trustees by July 1. The audit shall be performed by the university’s chief audit executive or by an independent, third-party auditor (“auditor”), as determined by the chair of the university’s board of trustees. The auditor must provide the university board of trustees with a report that includes the following.
   a. The number of tenured faculty in each of the four performance rating categories as defined in (4)(f).
   b. The university’s response in cases of each category.
   c. Findings of non-compliance with applicable state laws, Board of Governors’ regulations, and university regulations and policies.

2. Each university board of trustees shall consider the audit report at the next regularly scheduled board of trustees meeting after the report’s publication date.
   a. The chief academic officer or the auditor must present the audit report to the board of trustees. The board of trustees shall not adopt the report as a consent agenda item.
b. If the audit report shows that a university is in compliance with applicable state laws, Board of Governors’ regulations, or university regulations and policies, a copy of the adopted audit report shall be provided to the Board of Governors consistent with Regulation 1.001(6)(g).

c. If the auditor finds that a university is out of compliance with applicable state laws, Board of Governors’ regulations, or university regulations and policies, the auditor must present the report to the Board of Governors at its next regularly scheduled meeting.

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

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

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.706(6)(b), Florida Statutes; New 03-29-23.
Title XLVIII
EARLY LEARNING-20 EDUCATION CODE

Chapter 1001
EARLY LEARNING-20 GOVERNANCE

1001.706 Powers and duties of the Board of Governors.—

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

(2) REGULATORY AUTHORITY.—

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

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

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

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

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

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

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

(d) The Board of Governors shall develop guidelines for supervising faculty practice plans for the academic health science centers.
(e) The Board of Governors shall ensure that students at state universities have access to general education courses as provided in the statewide articulation agreement, pursuant to s. 1007.23.

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

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

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

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

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

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

(4) POWERS AND DUTIES RELATING TO FINANCE.—

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

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

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

(d) The Board of Governors, or the board’s designee, is authorized to secure comprehensive general liability insurance pursuant to s. 1004.24.
(e) The Board of Governors may transfer unused appropriations from the Education/General Student and Other Fees Trust Fund, pursuant to s. 1011.4106(2), between institutions.

(5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

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

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

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

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

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

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

5. Include criteria for nondegree credentials.

(c) The Board of Governors shall develop an accountability plan for the State University System and each constituent university. The accountability plan must address institutional and system achievement of goals and
objectives specified in the strategic plan adopted pursuant to paragraph (b) and must be submitted as part of its legislative budget request. Each university shall submit, as a component of the university’s annual accountability plan:
   1. Information on the effectiveness of its plan for improving 4-year graduation rates; and
   2. The level of financial assistance provided to students pursuant to paragraph (h).
   (d) The Board of Governors shall annually require a state university prior to registration to provide each enrolled student electronic access to the economic security report of employment and earning outcomes prepared by the Department of Economic Opportunity pursuant to s. 445.07. In addition, the Board of Governors shall require a state university to provide each student electronic access to the following information each year prior to registration using the data described in s. 1008.39:
      1. The top 25 percent of degrees reported by the university in terms of highest full-time job placement and highest average annualized earnings in the year after earning the degree.
      2. The bottom 10 percent of degrees reported by the university in terms of lowest full-time job placement and lowest average annualized earnings in the year after earning the degree.
   (e) The Board of Governors shall maintain an effective information system to provide accurate, timely, and cost-effective information about each university. The board shall continue to collect and maintain, at a minimum, management information as such information existed on June 30, 2002. To ensure consistency, the Board of Governors shall define the data components and methodology used to implement ss. 1001.7065 and 1001.92. Each university shall conduct an annual audit to verify that the data submitted pursuant to ss. 1001.7065 and 1001.92 complies with the data definitions established by the board and submit the audits to the Board of Governors Office of Inspector General as part of the annual certification process required by the Board of Governors.
   (f) If the Board of Governors of the State University System determines that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement within the state university, the Office of the Inspector General shall investigate the allegations.
   (g) The Board of Governors may consider waiving its regulations and may waive or modify the tuition differential use requirements under s. 1009.24(16)(a). If not currently authorized, the Board of Governors may request authority from the Legislature to waive or modify specific statutory requirements, including percentages and dollar amount limitations in s. 1009.24, in order to reduce barriers and support the attainment of goals identified in institutional plans, as necessary for advancing system priorities and unique institutional priorities. Regulatory flexibilities authorized and statutory flexibilities authorized or requested by the Board of Governors pursuant to this paragraph must be included in the accountability plan prepared and submitted pursuant to paragraph (c).
   (h) By June 1, 2018, each university board of trustees shall submit a comprehensive proposal to improve undergraduate 4-year graduation rates to the Board of Governors for implementation beginning in the fall 2018 academic semester. The proposal must:
      1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.
      2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.
      3. Include assurances that there will be no increased cost to students.
   (i) The Board of Governors shall match individual student information with information in the files of state and federal agencies that maintain educational and employment records. The board must enter into an agreement with the Department of Economic Opportunity that allows access to the individual reemployment assistance wage records maintained by the department. The agreement must protect individual privacy and provide that student information may be used only for the purposes of auditing or evaluating higher education programs offered by state universities.
   (6) POWERS AND DUTIES RELATING TO PERSONNEL.—
   (a) The Board of Governors, or the board’s designee, shall establish the personnel program for all employees of a state university. The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected.
(b) The Board of Governors shall adopt a regulation requiring each tenured state university faculty member to undergo a comprehensive post-tenure review every 5 years. The board may include other considerations in the regulation, but the regulation must address:
   1. Accomplishments and productivity;
   2. Assigned duties in research, teaching, and service;
   3. Performance metrics, evaluations, and ratings; and
   4. Recognition and compensation considerations, as well as improvement plans and consequences for underperformance.

(c) The Department of Management Services shall retain authority over state university employees for programs established in ss. 110.123, 110.1232, 110.1234, 110.1238, and 110.161 and in chapters 121, 122, and 238. Unless specifically authorized by law, neither the Board of Governors nor a state university may offer group insurance programs for employees as a substitute for or as an alternative to the health insurance programs offered pursuant to chapter 110.

(d) Except as otherwise provided by law, university employees are public employees for purposes of chapter 112 and any payment for travel and per diem expenses shall not exceed the level specified in s. 112.061.

(e) Each contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, containing a provision for severance pay with an officer, agent, employee, or contractor must include the provisions required in s. 215.425.

(7) POWERS AND DUTIES RELATING TO PROPERTY.—
   (a) The Board of Governors shall develop guidelines for university boards of trustees relating to the acquisition of real and personal property and the sale and disposal thereof and the approval and execution of contracts for the purchase, sale, lease, license, or acquisition of commodities, goods, equipment, contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price. Title to all real property acquired before January 7, 2003, and to all real property acquired with funds appropriated by the Legislature shall be vested in the Board of Trustees of the Internal Improvement Trust Fund and shall be transferred and conveyed by it.

   1. No later than October 1, 2023, the Board of Governors shall develop regulations for university boards of trustees relating to the procedures for contracting for professional services as defined in s. 287.055 and for the construction of new facilities or for the remodeling, renovation, or maintenance of or additions or repairs to existing facilities. The regulations must include, but are not limited to, competitive bids, design-build, and selection of a construction management entity. Contracts executed, extended, or amended on or before September 30, 2023, must comply with the requirements of s. 287.055.

   2. Notwithstanding this subsection, any acquisition pursuant to this paragraph is subject to s. 1010.62.

   (b) The Board of Governors shall develop guidelines for university boards of trustees relating to the use, maintenance, protection, and control of university-owned or university-controlled buildings and grounds, property and equipment, name, trademarks and other proprietary marks, and the financial and other resources of the university. Such authority may include placing restrictions on activities and on access to facilities, firearms, food, tobacco, alcoholic beverages, distribution of printed materials, commercial solicitation, animals, and sound. The authority provided the board of trustees in this subsection includes the prioritization of the use of space, property, equipment, and resources and the imposition of charges for those items.

   (c) The Board of Governors, or the board’s designee, shall administer a program for the maintenance and construction of facilities pursuant to chapter 1013.

   (d) The Board of Governors, or the board’s designee, shall ensure compliance with the provisions of s. 287.0951 for all procurement and ss. 255.101 and 255.102 for construction contracts, and rules adopted pursuant thereto, relating to the utilization of minority business enterprises, except that procurements costing less than the amount provided for in CATEGORY FIVE as provided in s. 287.017 shall not be subject to s. 287.0951.

   (e) Notwithstanding the provisions of s. 253.025 but subject to the provisions of s. 1010.62, the Board of Governors, or the board’s designee, may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, enter into a written agreement with a state university for the purchase of educational services from that university if the agreement is for services to students enrolled in the university in the state or for services to students from other states, and if the agreement is not more favorable to the state university than prevailing market rates for similar services.
Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.

1. The Board of Governors, or the board’s designee, may secure appraisals and surveys. The Board of Governors, or the board’s designee, shall comply with the rules of the Board of Trustees of the Internal Improvement Trust Fund in securing appraisals. Whenever the Board of Governors, or the board’s designee, finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.

2. The Board of Governors, or the board’s designee, may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the Board of Governors, or the board’s designee, or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the Board of Governors or the board’s designee.

3. This paragraph is not intended to abrogate in any manner the authority delegated to the Board of Trustees of the Internal Improvement Trust Fund or the Division of State Lands to approve a contract for purchase of state lands or to require policies and procedures to obtain clear legal title to parcels purchased for state purposes. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired with funds appropriated by the Legislature shall vest in the Board of Trustees of the Internal Improvement Trust Fund.

(f) The Board of Governors, or the board’s designee, shall prepare and adopt a campus master plan pursuant to s. 1013.30.

(g) The Board of Governors, or the board’s designee, shall prepare, adopt, and execute a campus development agreement pursuant to s. 1013.30.

(h) Notwithstanding the provisions of s. 216.351, the Board of Governors, or the board’s designee, may authorize the rent or lease of parking facilities provided that such facilities are funded through parking fees or parking fines imposed by a university. The Board of Governors, or the board’s designee, may authorize a university board of trustees to charge fees for parking at such rented or leased parking facilities.

(8) COMPLIANCE WITH LAWS, RULES, REGULATIONS, AND REQUIREMENTS.—The Board of Governors has responsibility for compliance with state and federal laws, rules, regulations, and requirements.

(9) COOPERATION WITH OTHER BOARDS.—The Board of Governors shall implement a plan for working on a regular basis with the State Board of Education, the Commission for Independent Education, the Florida Talent Development Council, the Articulation Coordinating Committee, the university boards of trustees, representatives of the Florida College System institution boards of trustees, representatives of the private colleges and universities, and representatives of the district school boards to achieve a seamless education system.

(10) PROHIBITION.—The Board of Governors is prohibited from assessing any fee on state universities, unless specifically authorized by law.

(11) AUTHORIZATION TO REVOKE OR MODIFY.—The Board of Governors may revoke or modify the scope of any power or duty it has delegated.

(12) PUBLIC EDUCATION CAPITAL OUTLAY.—The Board of Governors shall submit the prioritized list as required by s. 1013.64(4). Projects considered for prioritization shall be chosen from a preliminary selection group which shall include the list of projects maintained pursuant to paragraph (d) and the top two priorities of each state university.

(a) The board shall develop a points-based prioritization method to rank projects for consideration from the preliminary selection group that awards points for the degree to which a project meets specific criteria compared to other projects in the preliminary selection group. The board shall consider criteria that evaluates the degree to which:

1. The project was funded previously by the Legislature and the amount of funds needed for completion constitute a relatively low percentage of total project costs;

2. The project represents a building maintenance project or the repair of utility infrastructure which is necessary to preserve a safe environment for students and staff, or a project that is necessary to maintain the
operation of a university site, and for which the university can demonstrate that it has no funds available to complete the project from the sources designated in s. 1011.45;

3. The project addresses the greatest current year need for space as indicated by increased instructional or research capacity that enhances educational opportunities for the greatest number of students or the university's research mission;

4. The project reflects a ranked priority of the submitting university;

5. The project represents the most practical and cost-effective replacement or renovation of an existing building; or

6. For a new construction, remodeling, or renovation project that has not received a prior appropriation, the project has received, or has commitments to receive, funding from sources other than a project-specific state appropriation to assist with completion of the project; the project is needed to preserve the safety of persons using the facility; the project is consistent with a strategic legislative or board initiative; or the institution has allocated funding equal to a percentage of the total project cost. The percentage shall be no less than:
   a. Six percent for preeminent universities;
   b. Four percent for emerging preeminent universities; and
   c. Two percent for state universities that are neither a preeminent or emerging preeminent university.

(b) The project scoring the highest for each criterion shall be awarded the maximum points in the range of points within the points scale developed by the board. The board shall weight the value of criteria such that the maximum points awarded for each criterion represent a percent of the total of maximum points. However, the board may not weight any criterion higher than the criterion established in subparagraph (a)3.

(c) A new construction, remodeling, or renovation project that has not received an appropriation in a previous year shall not be considered for inclusion on the prioritized list required by s. 1013.64(4), unless:
   1. A plan is provided to reserve funds in an escrow account, specific to the project, into which shall be deposited each year an amount of funds equal to 1 percent of the total value of the building for future maintenance;
   2. There exists sufficient capacity within the cash and bonding estimate of funds by the Revenue Estimating Conference to accommodate the project within the 3-year Public Education Capital Outlay funding cycle; and
   3. The project has been recommended pursuant to s. 1013.31.

(d) The board shall continually maintain a list of all public education capital outlay projects for which state funds were previously appropriated which have not been completed. The list shall include an estimate of the amount of state funding needed for the completion of each project.

(e) The board shall review its space need calculation methodology developed pursuant to s. 1013.31 to incorporate improvements, efficiencies, or changes. Recommendations shall be submitted to the chairs of the House of Representatives and Senate appropriations committees by October 31, 2019, and every 3 years thereafter.

13) INTELLECTUAL FREEDOM AND VIEWPOINT DIVERSITY ASSESSMENT.—

(a) For the purposes of this subsection, the term:
   1. “Intellectual freedom and viewpoint diversity” means the exposure of students, faculty, and staff to, and the encouragement of their exploration of, a variety of ideological and political perspectives.
   2. “Shield” means to limit students’, faculty members’, or staff members’ access to, or observation of, ideas and opinions that they may find uncomfortable, unwelcome, disagreeable, or offensive.

(b) The Board of Governors shall require each state university to conduct an annual assessment of the intellectual freedom and viewpoint diversity at that institution. The Board of Governors shall select or create an objective, nonpartisan, and statistically valid survey to be used by each state university which considers the extent to which competing ideas and perspectives are presented and members of the university community, including students, faculty, and staff, feel free to express their beliefs and viewpoints on campus and in the classroom. The Board of Governors shall annually compile and publish the assessments by December 31 of each year, beginning on December 31, 2024.

(c) The Board of Governors may not shield students, faculty, or staff at state universities from free speech protected under the First Amendment to the United States Constitution, Art. I of the State Constitution, or s.
1004.97.

History.—s. 76, ch. 2007-217; s. 3, ch. 2009-60; s. 1, ch. 2009-213; s. 11, ch. 2010-78; s. 24, ch. 2011-5; s. 5, ch. 2012-134; s. 5, ch. 2012-195; s. 45, ch. 2013-27; s. 2, ch. 2018-4; s. 4, ch. 2019-103; s. 11, ch. 2019-119; s. 29, ch. 2021-10; s. 2, ch. 2021-159; s. 18, ch. 2021-164; s. 1, ch. 2022-70; s. 17, ch. 2023-81; s. 1, ch. 2023-82; s. 2, ch. 2023-83; s. 1, ch. 2023-95.
Subject: Proposed Amendments to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

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

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

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

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

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

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

Facilitator/P presenter: Elizabeth M. Bejar
NOTICE OF CHANGE TO PROPOSED AMENDMENT TO REGULATION

REGULATION NO.: FIU-105

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

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

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

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

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

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

THE CONTACT PERSON REGARDING THIS REGULATION IS: Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199 Email: devillee@fiu.edu | Phone: 305.348.2103 | Fax: 305.348.3272

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

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

THE FULL TEXT OF THE PROPOSED AMENDMENT TO REGULATION IS BELOW. THE PROPOSED CHANGES ARE HIGHLIGHTED IN YELLOW.
FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

I. POLICY STATEMENT

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

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

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

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

II. TITLE IX COORDINATORS

The Title IX Coordinator is:
- knowledgeable and trained in University policies and procedures and relevant state and federal laws;
- responsible for coordinating the effective implementation of Supportive Measures;
- responsible for responding to concerns raised by the Deputy Title IX Coordinator(s), University Police, or Responsible Employees;
• responsible for overseeing investigations of alleged violations of this Regulation;
• responsible for ensuring the effective implementation of this Regulation, including monitoring compliance with all procedural requirements, recordkeeping, and timeframes;
• responsible for overseeing training, prevention, education efforts, and periodic reviews of climate and culture; and
• responsible for maintaining all reports of possible violations of this Regulation and reviews such reports and complaints for systemic patterns that need to be addressed.

The University’s Title IX Coordinator is:

**Ryan Kelley**

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

Office number: 305-348-2785  
Email: ryan.kelley@fiu.edu  
Address: 11200 S.W. 8th Street, PC 220  
Miami, FL 33199

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

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

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, Hearing Officer(s), and the Hearing Body are properly trained based on their roles. Training includes what constitutes Sexual Misconduct and Sexual Harassment, the scope of the University’s education programs and activities, how this Regulation is implemented, how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes, as applicable,
and how to serve impartially including by avoiding pre-judgment of the facts at issue, conflicts of interest and bias, any technology to be used at a live hearing, issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, and relevance to create an investigative report that fairly summarizes relevant evidence.

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

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

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

III. DEFINITIONS

_Actual knowledge_ – Verbal or written notice of Sexual Harassment or Sexual Misconduct or allegations of Sexual Harassment or Sexual Misconduct to the Title IX Coordinator or Responsible Employee.

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

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

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

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

_Consent_ - A clear, knowing, and voluntary agreement to engage in specific sexual activity at the time of the activity. Consent can be communicated by words or actions as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent must be ongoing throughout the sexual activity and can be withdrawn at any time. Sexual contact must cease immediately once withdrawal of consent is clearly communicated.
  - Consent must be active, not passive.
Lack of protest or resistance does not mean consent has been granted, nor does silence mean consent has been granted.

Within each sexual encounter, there may be separate individual sexual acts involved, and consent to one act and/or person(s) by itself does not constitute consent to another act and/or person(s).

The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never, by itself, be assumed to be an indicator of consent for any current or future sexual encounter even in the context of a relationship, there must be mutual consent.

If coercion or force is used, there is no consent.

If a person is incapacitated so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent. This may be affected by conditions due to age, alcohol or drug consumption, unconsciousness, being asleep, physical or developmental disabilities.

Whether one has taken advantage of a position of influence over another can be a factor in determining whether there was consent.

In order to give consent, one must be of legal age.

The question of what the Respondent should have known as to whether the Complainant was incapacitated is objectively based on what a reasonable person, sober and/or exercising good judgment, would have known about the condition of the Complainant.

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

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

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

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

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

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

**Impact Statement** – An oral or written statement that describes how the Complainant or Respondent is impacted by the alleged conduct.
**Incapacitation** – Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring.

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

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

Student employees are only Responsible Employees if they are employed in the following positions:
- Graduate Teaching Assistants and Graduate Research Assistants;
- The Athletics Department; or
- Housing and Residential Life.

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

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

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

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

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

**Retaliation** – Any words or behavior made to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this Regulation, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.
under this Regulation. Retaliation may be committed by the Respondent, the Complainant, the Reporting Party, or any other individual or group of individuals.

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

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

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

- **Coercion** - Conduct, intimidation, and/or express or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in sexual contact or any other type of involuntary conduct, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
  - Causing the deliberate incapacitation of another person;
  - Conditioning an academic benefit or employment advantage;
  - Threatening to harm oneself if the other party does not engage in sexual contact; or
  - Threatening to disclose an individual’s sexual orientation, gender identity, gender expression, or other personal or sensitive information if the other party does not engage in the sexual contact or takes actions involuntarily.

- **Domestic Violence** - violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person
against an adult or youth victim.

- **Dating Violence** - violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

- **Gender-based Harassment** - harassment based on gender, sexual orientation, gender identity, or gender expression, including acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve contact of a sexual nature.

- **Non-Consensual Sexual Touching** – any sexual touching without consent. Sexual touching is any intentional touching of a person’s body, including the breasts, buttocks, groin, genitals, or other intimate parts. Touching may be over or under clothing and may include the Respondent touching the Complainant, the Respondent making the Complainant touch the Respondent or another person, or the Respondent making the Complainant touch the Complainant’s own body.

- **Obscene or Indecent Behavior**
  i. Exposure of one’s sexual organs or the display of sexual behavior that would reasonably be obscene or indecent to others. Other forms of obscene or indecent behavior include sexual exhibitionism, engaging in prostitution, or the facilitation or solicitation of a prostitute.
  ii. Observing another individual’s nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
  iii. Recording, photographing, transmitting, showing, viewing, streaming, or distributing intimate or sexual images, audio recordings, or sexual information of another person in any form without the knowledge and Consent of all parties involved.
  iv. Publishing a sexually explicit image of a person that contains or conveys the personal identification or information of the depicted person to an internet website, text, email, and/or social media without the depicted person’s Consent.

- **Revenge Porn** - to publish a sexually explicit image of a person, including any depiction that contains or conveys the personal identification or information of the depicted person by any electronic, digital or other means, including to an internet website, by text, by email, and/or by or through social media without the depicted person’s Consent.

- **Sex-based Harassment** – any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature:
  i. Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person’s instruction, academic standing, or participation in any University program, activity, or benefit;
  ii. Submission to, or rejection of, such conduct by an individual is used as a basis for academic or work evaluation;
  iii. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University’s educational, and/or campus-residential experience when
viewed both from a reasonable person in similar circumstances and the person in question.

- **Sexual Assault** – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded.

- **Sexual Coercion** – the act of using pressure or force to have sexual contact with someone who has already refused.

- **Sexual Exploitation** - Knowingly or recklessly transmitting a sexually transmitted disease or sexually transmitted infection (such as HIV) to another individual without the knowledge and consent of the person exposed.

- **Stalking** - A course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

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

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

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

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

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

**IV. JURISDICTION**

Jurisdiction applies to University educational program or activities, including locations, events, or circumstances over which the University exercised substantial control over both the respondent and the context in which the harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University. For Sexual Misconduct matters, jurisdiction applies to respondents who are members of the University community regardless of location.
V. OPTIONS FOR SEEKING CONFIDENTIAL ASSISTANCE AND/OR MAKING A REPORT OF A POTENTIAL VIOLATION

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

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

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CONFIDENTIAL ASSISTANCE*
Mean talking about the situation with a professional who cannot share the information with anyone else, getting help figuring out what can be done according to your wishes, and helping with the options you choose, including if you decide to make a report to the University.
*There are certain legal limitations to confidentiality which will be explained to you at the beginning of any contact.

CONTACT:

On-campus professionals who can provide Confidential Assistance:

Victim Empowerment Program
24 hour crisis: 305-348-2277
MMC: SHC 270
vep.fiu.edu

Counseling & Psychological Services (CAPS)
MMC: SHC 270, 305-348-2277
BBC: WUC 320, 305-919-5305
caps.fiu.edu

Student Health Clinics
MMC: SHC, 305-348-8385
BBC: SHC, 305-919-5620

Office of Employee Assistance
MMC: 305-348-2469 • BBC: ACII 246B

MAKING A REPORT TO THE UNIVERSITY

Means University Officials must take appropriate action

CONTACT:

Title IX Coordinator
Deputy Title IX Coordinators
Mandatory Reporters
Campus Security Authorities
Dean of Students
Student Conduct and Academic Integrity (SCAI) Staff
Faculty
Police

THERE IS A DIFFERENCE BETWEEN “SEEKING CONFIDENTIAL ASSISTANCE” AND “MAKING A REPORT TO THE UNIVERSITY.” IT IS IMPORTANT TO UNDERSTAND WHAT WILL HAPPEN DEPENDING UPON WHICH ACTION YOU CHOOSE.
Off-campus professionals who can provide Confidential Assistance:

Roxcy Bolton Rape Treatment Center at Jackson Memorial Hospital
305-585-5185
1611 N.W. 12th Avenue, Miami, FL 33136
http://www.jacksonhealth.org/services-rape-treatment.asp

Florida Council Against Sexual Violence Information Line
1-888-956-RAPE

Florida Domestic Violence Hotline
1-800-500-1119; Florida Relay 711

Florida Victim Assistance
1-800-266-6667

Miami Coordinated Victim Assistance Center (CVAC)
305-285-5900

Any licensed mental health professional can provide Confidential Assistance

University Officials to contact for Making a Report to the University

Ryan Kelley, J.D.
Title IX Coordinator
Office of Civil Rights Compliance and Accessibility (CRCA)
Phone: 305-348-2785 | Email: ryan.kelley@fiu.edu
Primera Casa 220

Jacqueline Moise Gibbs
Deputy Title IX Coordinator
Office of Civil Rights Compliance and Accessibility (CRCA)
Phone: 305-348-2785 | Email: jmoisegi@fiu.edu
Primera Casa 220

Heidi Louisy, Ph.D.
Director, Employee & Labor Relations (ELR)
Phone: 305-348-4186 | Email: elr@fiu.edu
Primera Casa 236

Kevin Kendrick, Ph.D.
Sr. Associate Athletic Director,
University Compliance
Phone: 305-348-2843
Email: kevin.kendrick@fiu.edu
Ocean Bank Convocation Center 154

Devin Parra
Assistant Dean of Students
Student Conduct and Academic Integrity
Phone: 305-348-3939
Email: dmparra@fiu.edu
Graham Center 311

OR REPORT ONLINE:

FIU Central Reporting Page provides a method to report on alleged violations of FIU-105 online:
https://report.fiu.edu

Silent Witness Form provides a method to report on an anonymous basis to the FIU Police Department:
http://police.fiu.edu/Silent_Witness.php

FIU Ethical Panther Line provides a method to report anonymously to the University Compliance Office:
https://fiu.i-sight.com
All other employees not designated as confidential resources or Responsible Employees will safeguard an individual’s privacy, but are strongly encouraged to share any information about such conduct with the Title IX Coordinator or Deputy Title IX Coordinator(s) in recognition of the understanding that centralized reporting is an important tool to address, end and prevent prohibited conduct. Similarly, all students (who are not otherwise required to report as a Responsible Employee are strongly encouraged to report any information, including reports or partial reports, to the Title IX Coordinator or Deputy Title IX Coordinator(s).

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

VI. SUPPORTIVE MEASURES

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

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

- Arranging for medical services
- Access to counseling services either provided by the University and/or through community resources
- Providing crisis intervention, case management, emotional and/or practical support, and/or safety planning through the Victim Empowerment Program for students and through the Office of Employee Assistance for faculty and staff
- Imposition of a University “No-Contact Directive” for all or some of the parties involved in the incident
- Rescheduling of exams and assignments
- Providing alternative course completion options
- Change in class schedule, including the ability to drop a course without penalty or to transfer sections
- Change in work schedule or job assignment
• Change in campus housing assignment
• Assistance from University support staff in completing housing relocation, if feasible
• Voluntary leave of absence from work in accordance with University policies
• Providing an escort to assure safe movement between classes and activities
• Providing academic support services, such as tutoring
• University-imposed leave or suspension for the Respondent.
• Any other feasible measure(s), which can be tailored to the involved individuals to achieve the goals of this Regulation.

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

VII. ADVISORS

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

VIII. FORMAL COMPLAINTS

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

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

Mandatory Dismissal of Formal Complaints of Sexual Harassment

The University must dismiss a Formal Complaint of Sexual Harassment to the extent the conduct alleged in the Formal Complaint:
• Would not constitute Sexual Harassment even if proved;
• Did not occur in the University’s education program or activity; or
• Did not occur in the United States.

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

Permissible Dismissal of Formal Complaints of Sexual Harassment or Sexual Misconduct

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

In determining whether to dismiss in these circumstances, the University will evaluate whether a dismissal would be clearly unreasonable in light of the known circumstances. If dismissed, the University may continue to review the allegations as a violation of other University regulations, rules, and policies.

Consolidation of Formal Complainants

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

IX. INTERIM SUSPENSION AND ADMINISTRATIVE LEAVE

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

If a Respondent is removed pursuant to this section, the University will provide the Respondent with written notice and an opportunity to challenge the removal. The Respondent will have three (3) Business Days from the date of the notice of Interim Suspension or Administrative Leave to challenge the decision, in writing, stating the basis of their challenge to the removal. A copy of the challenge to the Interim Suspension or Administrative Leave will be provided to the
Complainant. No later than three (3) Business Days after receipt of the challenge, the University will provide a written determination to the Respondent and Complainant.

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

X. INVESTIGATION OF FORMAL COMPLAINTS

Criminal Investigations

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

Notice of Allegation

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

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

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

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

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

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

Appointment of an Investigator

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

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

Concurrent Processes

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

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

The Collection of Evidence

Investigators will gather information from the Complainant, Respondent, and other individuals who have information relevant to the Formal Complaint. The parties will have an equal opportunity to present facts and evidence, identify witnesses, and other inculpatory and exculpatory evidence. The investigator may also interview relevant third parties who, throughout the course of the investigation, are determined to have information that may assist in the review of the formal complaint. The investigator has the discretion to determine the relevance of any
witnesses provided by either party, and will determine which witnesses to interview. The investigator will not consider relevant any witnesses who are offered solely for the purpose of providing evidence of a party’s character. If a party declines to provide relevant information, the University’s ability to conduct a prompt, thorough, and equitable investigation may be impaired.

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

**Exclusion of Certain Forms of Evidence**

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

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

**Review of Collected Evidence & Investigatory Report**

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

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

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

**XI. INFORMAL RESOLUTION**

If a Formal Complaint has been filed, the University has the discretion at any time prior to reaching a determination regarding responsibility to choose to offer and facilitate informal resolution options so long as the parties give voluntary, informed written consent to attempt
informal resolution. Informal resolution is not available when a Complainant is a student alleging that a University employee has engaged in Sexual Harassment or Sexual Misconduct.

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

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

XII. HEARINGS

The Hearing Process

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

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

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

If a party or witness does not submit to cross-examination at the live hearing, the Hearing Officer and Hearing Body will not rely on any statement of that party or witness in reaching a determination regarding responsibility. Party or witness statements, police reports, Sexual Assault Nurse Examiner (SANE) reports, medical reports, and other records may be relied upon
in making a final determination after the completion of a live hearing to the extent that they contain statements of a party or witness who has not submitted to cross-examination, subject to the same relevance rules otherwise provided within this regulation. The Hearing Officer and Hearing Body will not draw an inference about the determination regarding responsibility based solely on a party’s or witness’s absence from the live hearing or refusal to answer cross-examination or other questions.

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

The Written Determination Regarding Responsibility

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

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

XIII. DISCIPLINARY SANCTIONS

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

Student Conduct and Academic Integrity will oversee disciplinary sanctions for students and student organizations. Students or student organizations who are found to have violated this Regulation will be subject to disciplinary sanctions as set forth in the Student Conduct and Honor Code, Regulation FIU-2501. Any sanctions will be proportionate to the severity of the violation and the student’s cumulative conduct history. Sanctions include, but are not limited to, reprimand, educational sanctions, counseling assessment, restitution, disciplinary probation, restrictions, exclusion from university housing, suspension, loss of university recognition, or expulsion.
Human Resources will oversee disciplinary sanctions for non-students. Faculty and staff who are found to have violated this Regulation will be subject to disciplinary action pursuant to applicable collective bargaining agreements or applicable personnel regulation, policies, or procedures. Sanctions include, but are not limited to letters of reprimand, training, performance improvement plans, reassignment, demotion, suspension with or without pay, and termination. Third parties (including contractors and visitors) who are found to have violated this Regulation may be barred from the campus and/or conducting business with the University.

XIV. REMEDIES

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

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

XV. PROCESS OF PRESIDENTIAL REVIEW

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

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

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

The President shall issue a written decision, including the results of the appeal and rationale, to the Respondent, Complainant, Appellate Officer, and Title IX Coordinator within fourteen (14) Business Days of notification of a disciplinary outcome. The President’s decision constitutes Final Agency Action and will include notice of the Respondent’s right to appeal to an external judicial forum.

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

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

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

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

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

XVII. PRIVACY AND CONFIDENTIALITY

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

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

XVIII. RETALIATION AND OBSTRUCTION

Retaliation and Obstruction are prohibited during any portion of the grievance process. If a member of the University community believes that Retaliation or Obstruction may have been taken against them or others, they should report the behavior to the Title IX Coordinator or investigator. The situation will be reviewed and a response will be provided to the employee or student who alleged the Retaliation or Obstruction. Charging an individual with a violation for making a materially false statement in bad faith in the grievance process under this Regulation does not constitute Retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. Exercising any rights secured by the First Amendment does not constitute Retaliation.
Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New April 15, 2015, Amended June 8, 2018, Amended 8-13-20, Amended 10-30-20, Amended 3-3-21, Amended 3-4-22, Amended ____________.
THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 14, 2023

Subject: Honorary Degree Nomination

Proposed Committee Action:
Recommend that the Florida International University Board of Trustees endorse David Grutman as a recipient of a doctor of laws honoris causa from Florida International University.

Background Information:
The nomination was recommended by the Faculty Senate on Tuesday, June 13, 2023.

The nominee was approved by the University President and Provost to receive an honorary degree at Commencement.

Florida Board of Governors Regulation 3.004, Honorary Degrees, provides that each university board of trustees shall establish policies and procedures for recommending candidates for honorary degrees.

Supporting Documentation:  Bio for David Grutman
Nomination letter for David Grutman
Recommendation memo from the Faculty Senate Honorary Degree and Awards Committee

Facilitator/Presenter:  Elizabeth M. Bejar
ABOUT DAVID GRUTMAN

David Grutman is a globally renowned innovator and entrepreneur in the hospitality field. He is known for creating immersive experiential venues with distinct atmospheres, infusing high energy transportive luxury across a one-of-a-kind portfolio of restaurants, hotels, bars, and nightclubs.
Swan, The Key Club, Papi Steak and Strawberry Moon. Its nightlife ventures include LIV at Fontainebleau and Story. Grutman also spearheaded the conception and execution of The Goodtime Hotel. Komodo Dallas, now open in the Texan city’s Epic Development neighborhood, is Groot’s first property outside of Florida. Future openings include multiple new national and international venues, spanning from Las Vegas to Doha, Qatar. Somewhere Else will be Grutman and Groot’s first resort, arriving in 2024 on Atlantis Paradise Island, The Bahamas.

These venues are individually influential, yet it’s their combined contribution to the region’s overall hospitality roster that places them on the leading edge: Miami and Miami Beach have long been known for their extensive food, beverage, and hotel offerings, but Grutman has helped to usher in a new paradigm. He has reestablished the Miami area as a contemporary hotspot by imagining dining, hospitality and nightlife through a lens of lavish design, in-demand talent, a frisson of celebrity, social media moments, and, most importantly, escapist fun. Recognizing the global appeal of this formula, Grutman is expanding his vision. First, he ventured to Texas with an extension of the Komodo brand. In the near to mid future, openings will occur across North America, the Middle East and the Caribbean.

In 2008, Grutman opened the nightclub LIV at Fontainebleau after garnering wide acclaim for his prior work in founding the Miami Marketing Group (which specialized in seamlessly merging the fields of nightlife and entertainment). The Fontainebleau had just undergone an extensive renovation by the Soffer family, and it needed an anchor after-hours attraction. Immediately, LIV garnered worldwide buzz and a celebrity clientele, which it has continued to sustain over the past decade. LIV is especially beloved for its Sunday night party, which attracts world-famous athletes celebrating their championship wins, musicians’ release parties, and movie stars whenever they’re in town. The 18,000 square foot venue is one of the highest grossing nightclubs in the United States.

Following the success of LIV, Grutman opened another Miami Beach nightclub, Story, in 2013.

In 2015, he entered the dining space with the launch of Komodo, a 300-seat, ultra-popular restaurant located in Miami’s Brickell neighborhood. With his increasingly proven track record, Grutman then partnered with The Smile (out of New York City) to create OTL, a neighborhood café in Miami’s ascendant Design District.

Grutman solidified his leading position within the hospitality business with what came next: the opening of Swan and Bar Bevy, also in the Design District, for which he partnered with the multi-tenate talent Pharrell Williams. Swan has become a top-tier contender in the region’s
In 2021, he and Pharrell Williams partnered once again on a new endeavor: The Goodtime Hotel, which marked Grutman’s first enterprise in the hotel industry. The 266-room Goodtime, which opened in April 2021, is also home to Strawberry Moon, a restaurant and pool club that promises a tropical trinity of exceptional food, exceptional drink and an exceptional time. Grutman and Williams’ next venture is called Somewhere Else, a resort opening in 2024 on Atlantis Paradise Island in The Bahamas.

In 2022, Grutman launched the Japanese-inspired steakhouse Gekkō in partnership with the recording artist and actor Bad Bunny. The Brickell-based venue serves elevated steak cuts, inventive sushi rolls and bespoke cocktails, and it opened to enormous fanfare (drawing the likes of not only Bad Bunny, but also the Beckham family, Joe Jonas and Sophie Turner, and many more).

In 2023, Grutman grew Groot Hospitality beyond Florida’s borders, with the opening of Komodo Dallas in Texas.

Grutman and Groot Hospitality are working on a number of additional new projects slated to open from 2023 onward.

Outside of hospitality, Grutman also pursues additional business and personal interests. He is the creative director and co-owner of Prince, the athletics and lifestyle company. Additionally, Grutman teaches a guest class at Florida International University called “The Dave Grutman Experience.” The seminar focuses on what it takes to conceptualize and create a leading hospitality platform. He has also guest lectured at the prestigious School of Hotel Administration at Cornell University, the University of Miami, and Harvard Business School.

Grutman is an avid tennis player, hitting the courts seven days a week. He is also passionate about fitness, and enjoys vacationing with his wife, Isabela, and two daughters Kaia and Vida, at their residence at the Amanyara in Turks & Caicos or in Isabela’s home country of Brazil. He and his family live in Downtown Miami.
DATE: Nov 1, 2022

TO: Florida International University Honorary Degree and Awards Committee

FROM: Michael Cheng, PhD. CHE, Dean

SUBJECT: Recommendation of Mr. David Grutman as recipient of doctoral degree *honoris causa*

David Grutman is the President of Groot Hospitality, a leader in the hospitality/lifestyle field based in Miami Beach, Florida. He is also a courtesy professor at the Chaplin School of Hospitality & Tourism Management since 2019 and has been teaching his eponymous HFT 4932 The David Grutman Experience class, focusing on entrepreneurship. Grutman is the embodiment of a self-made business icon and venture capitalist who has spent significant personal time and his own resources at the Chaplin School teaching hundreds of students with career aspirations involving restaurant and hotel/lifestyle management. He has committed his entire corporate staff to support and hire our FIU students. Grutman and his team have served as guest speakers, operational hosts and career placement guides offering our students opportunities in operations, marketing, and all other hospitality related segments.

Grutman’s success started when he opened the famed nightclub LIV at Fontainebleau, followed by his first restaurant venture, Komodo, which led to a string of new restaurants and hotels, including Story, Swan, The Key Club, Papi’s Steak, Gekko, Strawberry Moon, and Goodtime Hotel. Under his leadership, Groot Hospitality will be opening 29 new locations and new concepts across the USA and internationally over the next three years, including a resort, Somewhere Else on Atlantis Paradise Island in the Bahamas. Grutman has been recognized by various national press and media, including being featured on the covers of GQ Hype and Ocean Drive, and highlighted in Architectural Digest, Vogue, Celeb Magazine, White Wall, Daily Front Row, Page Six, Complex News, Hola, Fashion Bomb, Forbes, Hotel-Online, Hospitality Design, and so on. Needless to say, Grutman has been recognized nationally and internationally for his work across the State of Florida and beyond.

Grutman is a tireless innovator and entrepreneur with an incredible vision and eye for detail. His gregarious yet hospitable nature is a force of its own and he has re-cemented Miami as *the* hotspot by reimagining dining, hospitality and nightlife through a lens of lavish design, in-demand talent, celebrities, and social media moments. His commitment to FIU and to the Chaplin School specifically, can be seen by the slew of national and international press that the School receives whenever Grutman teaches his class, The David Grutman Experience.

The lessons that he presents to our students are not simply about business acumen, but also about our responsibility as future business leaders to give back to the community and industry. For example, during this time of Covid, which has destroyed much of our industry, Grutman has been a major contributor and fundraiser for those in the industry hardest hit by the pandemic. This was during a time when his own businesses were also heavily impacted.

Integrity, authenticity, and a real desire to help FIU students succeed in our industry are but a few of the reasons Grutman is deserving of a doctoral degree *honoris causa* from Florida International University.
He has chosen FIU as his “home school” despite being courted by universities around the nation. He is already an industry icon and a degree from FIU helps cement our relationship with someone who will be an industry visionary for years to come.

It is truly an honor to recommend David Grutman for this degree as he has proven over the years his commitment to FIU, Chaplin School and our students. One only needs to see the heartfelt feedback pertaining to his courses to understand the impact he has on our students. There is no one single individual who has impacted as many FIU students as strongly as he has in the short time that he has taught for us, without expectation of compensation or recognition. David Grutman has truly positively enhanced the academic vitality of FIU and is very deserving of being conferred a doctoral degree *honoris causa*.

Please feel free to contact me with any questions about this outstanding degree candidate and selfless contributor to our industry and school.

Sincerely,

Michael Cheng, PhD
Dean
Chaplin School of Hospitality & Tourism Management
DATE: May 1, 2023

TO: Dr. Deanne Butchey, Chair, FIU Faculty Senate

FROM: Steven Moll, Chair, Honorary Degrees and Awards Committee

SUBJECT: Nomination of Mr. David Grutman for an honorary degree at FIU

Dear Dr. Butchey:

The Honorary Degree and Awards committee met on February 10, 2023, to evaluate the portfolio of Mr. David Grutman for the award of an honorary degree at FIU. After deliberation, the committee unanimously agreed that Mr. Grutman is a deserving candidate for this award and recommended that FIU award him the honorary degree. Mr. Grutman has exhibited exemplary characteristics in Entrepreneurship, Service, and Civic Engagement. His career spans more than 25 years. He has exhibited dignity, integrity, and an extraordinary work ethic throughout his career. In the paragraphs that follow, we provide you a brief summary of Mr. Grutman’s credentials.

David Grutman is the President of Groot Hospitality, a leader in the hospitality/lifestyle field based in Miami Beach, Florida. He is also a courtesy professor at the Chaplin School of Hospitality & Tourism Management since 2019 and has been teaching his eponymous HFT 4932 The David Grutman Experience class, focusing on entrepreneurship. Grutman is the embodiment of a self-made business icon and venture capitalist who has spent significant personal time and his own resources at the Chaplin School teaching hundreds of students with career aspirations involving restaurant and hotel/lifestyle management. He has committed his entire corporate staff to support and hire our FIU students. Mr. Grutman and his team have served as guest speakers, operational hosts and career placement guides offering our students opportunities in operations, marketing, and all other hospitality related segments.
Chaplin School of Hospitality and Tourism Management

Grutman’s success started when he opened the famed nightclub LIV at Fontainebleau, followed by his first restaurant venture, Komodo, which led to a string of new restaurants and hotels, including Story, Swan, The Key Club, Papi’s Steak, Gekko, Strawberry Moon, and Goodtime Hotel. Under his leadership, Groot Hospitality will be opening 29 new locations and new concepts across the USA and internationally over the next three years, including a resort, Somewhere Else on Atlantis Paradise Island in the Bahamas. David Grutman has been recognized by various national press and media, including being featured on the covers of GQ Hype and Ocean Drive, and highlighted in Architectural Digest, Vogue, Celeb Magazine, White Wall, Daily Front Row, Page Six, Complex News, Hola, Fashion Bomb, Forbes, Hotel- Online, Hospitality Design, and so on. Needless to say, Mr. Grutman has been recognized nationally and internationally for his work across the State of Florida and beyond.

David Grutman is a tireless innovator and entrepreneur with an incredible vision and eye for detail. His gregarious yet hospitable nature is a force of its own and he has re-cemented Miami as the hotspot by reimagining dining, hospitality and nightlife through a lens of lavish design, in-demand talent, celebrities, and social media moments. His commitment to FIU and to the Chaplin School specifically may be seen by the multitude of national and international press imprints that the School receives whenever Grutman teaches his class, The David Grutman Experience.

The lessons that he presents to our students are not simply about business acumen, but also about our responsibility as future business leaders to give back to the community and industry. For example, during this time of Covid, which has decimated much of the hospitality industry, Grutman has been a major contributor and fundraiser for those in the industry hardest hit by the pandemic. This was during a time when his own businesses were also heavily impacted.

Integrity, authenticity, and a real desire to help FIU students succeed in our industry are but a few of the reasons Grutman is deserving of a doctoral degree honoris causa from Florida International University. Despite being courted by universities around the nation, Mr. Grutman has chosen FIU as his “home school.”
Chaplin School of Hospitality and Tourism Management

We have attached a zip file with all of the documentation supporting the nomination of Mr. Grutman for this honorary degree. This includes the letter of nomination from Dr. Michael Cheng, Dean, Chaplin School of Hospitality and Tourism Management at FIU as well as more than 110 letter of support from his past students.
Subject: Florida International University Institutes and Centers Annual Report

Proposed Committee Action:
Recommend to the Florida International University Board of Trustees approval of Florida International University’s Institutes and Centers Annual Report.

Background Information:
Pursuant to the Florida Board of Governors Regulation 10.015, Institutes and Centers, each university board of trustees shall adopt policies for establishing, operating, evaluating, reviewing, and disbanding institutes and centers in the State University System. A copy of the university institute and center policies shall be on file in the Office of Academic and Student Affairs in the Board of Governors office.

In order to ensure that institutes and centers implemented within the State University System are of the highest quality, enhance existing university activities, and are aligned with the goals of the Board of Governors, expenditure information for the prior fiscal year shall be provided to the Board of Governors’ office. The instructions and reporting templates for these annual requests will be determined by the Chancellor. Annual reports must be approved by the board of trustees of the host university prior to submission to the Board of Governors’ office.

Supporting Documentation: Florida International University Institutes and Centers Annual Report

Facilitator/Presenters: Elizabeth M. Bejar
Andres G. Gil
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Subject: Florida International University Institutes and Centers 2023 Evaluations and Evaluation Summary

Proposed Committee Action:
Recommend to The Florida International University Board of Trustees approval of Florida International University’s Institutes and Centers 2023 Evaluations and Evaluation Summary.

Background Information:
Pursuant to the Florida Board of Governors Regulation 10.015, Institutes and Centers, each university board of trustees shall adopt policies for establishing, operating, evaluating, reviewing, and disbanding institutes and centers in the State University System. A copy of the university institute and center policies shall be on file in the Office of Academic and Student Affairs in the Board of Governors office.

In order to ensure that institutes and centers implemented within the State University System are of the highest quality, enhance existing university activities, and are aligned with the goals of the Board of Governors, all university centers and institutes shall be reviewed on a seven-year cycle. The review cycle can be accelerated in periods of fiscal exigency or as indicated by a previous review of a center/institute or as requested by the Provost or Senior Vice President for Research.

Upon completion, a summary of the evaluation/review will be submitted to the FIU Board of Trustees certifying that the evaluation/review contained all the required components using a template provided by the SUS Chancellor. A copy of the summary must be submitted to the Florida Board of Governors’ office within thirty (30) days after the FIU Board of Trustees’ review.

Supporting Documentation:
Florida International University 2023 Institutes and Centers Evaluations

Florida International University 2023 Institutes and Centers Evaluation Summary

Facilitator/Presenter:
Elizabeth M. Bejar
Andres G. Gil
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- 80.0105—Cuban Research Institute (CRI)
- 80.0130—Center for Women’s and Gender Studies (CWGS)
- 80.0230—Center for the Administration of Justice (CAJ)
- 80.0610—Center of Internet Augmented Research and Assessment (CIARA)
- 80.0710—Center for the Humanities in an Urban Environment (CHUE)
- 80.8090—Florida-Caribbean Institute (FCI)
- 80.8100—Florida-Mexico Institute (FMI)
- 80.9130—Center for Labor Research and Studies (CLRS)

## Definitions

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INTRODUCTION
The Academic and Student Affairs (ASA) unit in the Board of Governors Office provides support and oversight to the twelve institutions in the State University System (SUS) to offer high-quality academic programs and related support services to prepare students for success in the global community and marketplace. ASA provides leadership and coordination via collaborative data collection, research, analysis, policy development, and strategic planning for academic, student, research, and economic development issues that affect the SUS. Additionally, ASA is responsible for providing an official inventory of approved State University System Institutes and Centers, in accordance with Board of Governors Regulation 10.015. Per Board Regulation 10.015, all state of Florida institutes and centers shall be reviewed at least every five years, and all university institutes and centers (I&C) shall be reviewed at least every seven years.

STRATEGY
University Mission Statement
Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

INSTITUTES & CENTERS (I&Cs)
Annual Assessments
Annual assessments shall be provided to the University Provost. The annual assessment should define the center’s/institute’s objectives (matching one of the three areas of the mission: teaching, research, or collaborative engagement) assessment methods, and results, along with improvement-based improvement strategies. In addition, annually financial summaries will be submitted by the Office of Research and Economic Development to the University Board of Trustees for approval prior to submission to the Florida Board of Governors by established due dates.

Evaluations
At a minimum, all evaluations/reviews shall include the following:

1. A determination of the institute or center’s progress against defined goals and objectives within the context of the institute or center’s mission, FIU’s mission, and the current Board of Governor’s Strategic Plan;
2. An assessment of the return on investment of state dollars, if applicable;
3. The need for continuation of the institute or center;
4. Possible changes in mission or organizational structure;
5. Budget reduction or expansion;
6. Recommendations for change of classification (State of Florida institute or center, or University institute or center), if applicable; and
7. Recommendations for status change (active, inactive, terminated), if applicable.
2023 EVALUATIONS

80.0100—Kimberly Green Latin American and Caribbean Center (LACC)

1. A determination of the institute or center’s progress against defined goals and objectives within the context of the institute or center’s mission, FIU’s mission, and the current Board of Governor’s Strategic Plan: In the last seven years, LACC has met its mission through a program of research, public events, and outreach in service to our students and partners (local, state, and global). LACC’s activities during this time include an average of 150 events per year. These consist of conferences, panels, lectures, roundtables, book launches, film screenings, exhibitions, and concerts. LACC has hosted a variety of distinguished experts on Latin America and the Caribbean and helped FIU faculty members to engage in public debates, policy consultation, and media coverage on issues affecting the region. This now includes events at the FIU Office in Washington DC, which was opened in the fall of 2022. LACC has partnered with many other units at FIU, including the Jack Gordon Institute, the Cuban Research Institute, the School of Music, the School of Journalism and Media, the Business School, and others, as well as organizations outside of FIU, such as the Caribbean Policy Consortium, the Miami Book Fair, USAID, and the Americas Society/Council of the Americas. LACC’s public engagement has enhanced its reputation as a global hub of scholarly activity on Latin America and the Caribbean while our BA and MA programs contribute to the educational choices offered to FIU students. LACC’s external grant income over the last four-year period amounts to over $5 million and it counts on an endowment from its generous benefactor Kimberly Green.

2. LACC had funding support of $1,070,661 provided by the University, which yields a 97% return on investment. The return on the funding provided by the university is as expected and adequate.

3. The need for continuation of the institute or center: While many units at FIU do research and teaching on some aspect of Latin America and the Caribbean, LACC is the only unit that focuses on the region in a comprehensive and interdisciplinary way. As one of only sixteen federally funded Title VI Latin America and the Caribbean area studies programs in the United States, with over 300 affiliated faculty at FIU and a plethora of local, regional, and global partners, LACC fulfills a unique function at our university. We also have the capacity to strengthen our ties with partners within and beyond FIU. LACC should focus efforts on expanding research through collaborations with existing/new faculty or redefine its mission in alignment with providing Title VI coordination.

4. Possible changes in mission or organizational structure—see above.

5. Budget reduction or expansion—The move of the Research Director to the Center for the Administration of Justice, planned for 2023-2024, will result in a loss of approximately half of the externally-funded research grants.

6. Recommendations for change of classification (State of Florida institute or center, or University institute or center), if applicable—none.

7. Recommendations for status change (active, inactive, terminated), if applicable—not applicable.
80.0105—Cuban Research Institute (CRI)

1. In the last seven years, the Institute has fully met its mission through an intense program of research, public events, and outreach in service to our students, our local, state, and global communities, as stated in the FIU mission and the Board of Governor’s Strategic Plan. During this period, CRI’s programming included three academic conferences (2017, 2019, 2022), numerous (an average of 50 per year) academic panels, lectures, and discussions; and many activities of interest to the community, including book presentations, film screenings, exhibitions, and concerts, reaching an average of more than 7,200 people every year. CRI has hosted many well-known experts on Cuban and Cuban American affairs and facilitated the participation of FIU faculty experts in public discussion, media coverage, and public policy formulation on issues regarding Cuba and its diaspora. With the co-sponsorship of other FIU units (CasaCuba and the Kimberly Green Latin American and Caribbean Center), the Institute has launched “Briefings on Cuba,” a series of in-depth analyses of current trends in Cuban politics, economics, culture, and society by top experts. CRI has cultivated regular meetings with the U.S. Department of State Cuban Affairs Office to exchange information and perspectives on US-Cuba policy and developments in the island. This intense public programing has cemented CRI’s reputation as an international and national hub of scholarly activity in relation to Cuba and its diaspora, while enriching the educational experience offered to FIU students and the community at large. The Institute has consistently supported faculty and students through scholarships, travel grants, and assisting with academic publications and participation in conferences and panels. In this period, CRI has contributed over $1.3 million to FIU through external grants and private donations throughout the university.

2. CRI had funding support of $565,268 provided by the University, which yields a 5.8% return on investment. The return on the funding provided is relatively low however the programming by the center has resulted in scholarly works. Efforts over the next evaluation period should focus on how to improve the overall ROI.

3. There is a need to continue the CRI with ongoing assessment.

4. There are no proposed changes in mission or organizational structure.

5. There are no expected changes in the budget.

6. No classification changes recommended.

7. No status change recommended.
80.0130—Center for Women’s and Gender Studies (CWGS)

1. CWGS’s mission is in alignment with FIU’s mission to amplify learner success and institutional affinity. Major and certificate programs are designed to prepare students for career pathways in a variety of fields that benefit from knowledge about people’s professional, health related, and socioeconomic experiences as they are gendered. The newest certificate in Health Humanities, for example, helps prepare students who are interested in pursuing careers in medicine, public health, social work, and graduate study in Health Humanities. By Fall 2024, the Health Humanities Certificate will also include a course about FemTech. FemTech is an umbrella term used to describe technologies, services, products, and software used to facilitate women’s healthcare needs. FemTech inspired apps and wearable devices provide women with a range of services including fertility tracking; self-help protocols to deal with anxiety during pregnancy, and support for symptoms associated with perimenopause and menopause. The FemTech industry needs people who can lead and participate in gender-sensitive research and design and who will note gendered differences in both symptoms and expression of illness and disease. CWGS will help to meet this professional demand by offering students the opportunity to take advantage of courses and associated internships that will not only prepare them for rewarding career paths in FemTech, but also provide them with the means through which they may use their expertise to advance women’s access to healthcare. Students also will gain tools for analyzing economic, political, and health outcomes and the ways in which research and community collaborations facilitate the health and welfare of people within and outside of Florida. CWGS’s mission also is in alignment with the Board of Governor’s Strategic Plan. The BOG’s strategic plan emphasizes
efforts to “generate new knowledge and innovative solutions for the betterment of our environment, health and society.” Toward that end, CWGS has secured a Children’s Trust, five-year, $1.37 million grant (2021), a Miami Foundation, $25,000 Program Support grant (2021); and a TD Bank Ready Commitment Grant for $50,000 (2022) for provider and community health education workshops that will improve access to prenatal, birthing, and postpartum doula care for Black women in our local communities and conduct research and improve maternal health care for all people throughout South Florida. Moreover, we recently submitted a grant proposal for a Health Resources and Services Administration (HRSA) Maternal Health Research Collaborative for Minority-Serving institutions (MH RC-MSI) Research Centers (RCs). CWGS’s collaborative team includes faculty from the School of International and Public Affairs (SIPA); Herbert Wertheim School of Medicine (HWCOM), The School of Communication; the Miami based Behavioral Science Research Institute (BSRI), Metro Mommy Agency; and other community-based partners. Collectively, our grant initiatives contribute to the BOG’s stated priority to “mobilize resources to address significant challenges and opportunities facing Florida citizens, regions, the state and beyond” and “delivers knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.” CWGS recently developed a fully online Health Humanities and Women’s and Gender Studies Online Certificate as well as a fully online major and second major option. Members of the faculty have established Collaborative Online International Learning courses (COIL) such as WST 4115 Gender Violence and Law (COIL) with universities in Brazil, Mexico, and Canada. Faculty also have secured the FIU Panther High Quality Course Designation, Quality Matters Certification for both WST 3120 and WST 3105, thus contributing to the university’s 2025 Strategic Plan for Online Education.

2. CWGS had funding support of $486,553 which has decreased from amounts provided in prior years although the ROI has increased to 309%. The return on the funding provided by the university is very good.

3. CWGS has become a vibrant, reliable, and resourceful leader among various Florida communities. Our grant funded initiatives, programming, and faculty presentations have established CWGS as a respected knowledge collector who is in full support of our community partners. Our public visibility also has increased significantly. CWGS hosted and co-hosted approximately 24 public events during the 2022-2023 academic year. These events were held not only on two of our campuses, but also at museums and business venues throughout South Florida including Books & Books: The YWCA South Florida, and the Patricia and Philip Frost Art Museum.

4. There are no proposed changes in mission or organizational structure.

5. There are no expected changes in the budget.

6. No classification changes recommended.

7. No status change recommended.

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|                | Contracts and Grants | Fees for Services | Private & Other | SUS Appropriated Funds | Total    |
| 2021-2022      | Faculty Salaries     | $192,536.16      | $0.00           | $122.30                | $382,808.82 |
|                | Admin & Staff Salaries | $332,962.34    | $0.00           | $0.00                  | $44,628.42  |

September 2023
80.0230—Center for the Administration of Justice (CAJ)

1. The CAJ has continually worked with and fostered collaborative working relations with public officials, scholars, and practitioners in Latin America, and has become a leading source of information and leadership on justice sector reform issues in the region. Its assessments and publications have been widely disseminated and have been critical in shaping public policy throughout the region. CAJ is also involved in research, technical assistance, preparation of reports and publications, training, and dissemination of information through the mass media. CAJ advances its academic mission by sponsoring workshops and seminars, producing publications, entering academic exchange programs, and participating in academic workshops and meetings. CAJ has also entered into academic cooperation agreements with several foreign academic institutions. As part of these agreements, attorneys, prosecutors, public defenders, law students and faculty members from Colombia, Italy and Spain have come to CAJ for training and CAJ representatives have participated in workshops sponsored by law faculties in Costa Rica, Honduras, El Salvador, Portugal, and Spain. In addition, through its projects, CAJ has also sponsored several CCJ undergraduate and Graduate Students (average of 2 per year and up to 4). CAJ continues with its long-term mission and goals of strengthening and invigorating fair and independent justice systems in Latin America, combating corruption in the public sector and drug trafficking, by conducting research and implementing programs that impact Latin American countries. It also continues with its efforts of providing technical assistance and training on a variety of topic areas and issues dealing with ROL, corruption, drug trafficking, money laundering, alternative dispute resolutions (ADR), gang resistance and the prevention of crime.

2. CAJ had funding support of $190,045 provided by the University, which yields a 88.6% return on investment. The return on the funding provided by the university is as expected and adequate. Although the reassignment of an external faculty will improve CAJ ROI in the coming years, CAJ is encouraged to collaborate with other/new faculty to find new external funding opportunities.

3. The Center for the Administration of Justice is a major component of FIU’S justice and foreign portfolio. CAJ’s pioneering activities in support of the Rule of Law (ROL) began with the Regional Administration of Justice’s initiative to improve justice systems in Central America. Since then, CAJ’s ROL work has extended to include most Latin American democracies, obtained more than $50 million in grants from USAID, INL, World Bank, Inter-American Development Bank (IDB), Central American Bank of Economic Integration (BCIE), NIJ, UNICEF, Koch foundation, MacArthur Foundation, Charles & Lynn Schusterman Family Foundation, and governments. CAJ has gained a deep understanding of the implementation complexities of these crucial US government foreign assistance programs. By placing special emphasis on support of local efforts to strengthen and invigorate fair and independent justice systems, the CAJ
has fostered collaborative working relationships with public officials, scholars and practitioners in Latin America and has become a leading regional resource for information and leadership on justice sector reform issues. Thus, prominently positioning itself continue conducting quality research and being an important player in the region. Through the years, CAJ has worked with other University units such as LACC, IFRI, and College of Law in providing training and technical assistance. It has developed strong partnerships with Universities and CSOs in the region that continue to be essential for the successful implementation of its projects. CAJ continues to be an important player in the region and contributing to strengthen the institutions’ ability to reduce corruption, works with civil society organizations and the private sector to improve their capacity to serve as watchdogs of the judicial sector are key to contributing to strengthening democracy and rule of law in the region. It is currently implementing the SALCAP project in El Salvador. This multi-year $2 Million project directed at strengthening the capacity of civil society organizations in El Salvador to identify, analyze, and expose corruption and impunity by developing civil society capacity to hold government institutions accountable, especially in the areas of budgeting, public expenditure, and public service delivery is funded by INL and being implemented in coordination with LACC. Similarly, a INL funded regional Gang Resistance Education and Training (G.R.E.A.T.) program evaluation and outcomes study for El Salvador, Honduras, Panama, and Costa Rica is being implemented. This regional effort totals $600,000. All 5 projects contemplate potential extensions beyond 2025 with additional funding. CAJ is constantly working at identifying funding sources and partnerships and will continue to do so. It is currently working with UNDP to conduct a training needs assessment and implement training program for parole officers in El Salvador which will bring additional funding for 2023-24 in the amount of $350,000. Continuation of the Center will ensure the continuance of FIU as an important player in the region and contributor to the strengthening of the rule of law and democracies in the region.

4. There are no anticipated changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. There are no recommendations for change in classification.
7. There are no recommendations for change in status.

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## 80.0610—Center of Internet Augmented Research and Assessment (CIARA)

1. One of CIARA’s goals includes to “ensure employment readiness, post-graduation success, and workforce and industry advancement” and accountability metric to maintain internships per year. CIARA continuously offers exciting internships and hands-on projects to students each year, providing them with valuable experience in cutting-edge technology training and the opportunity to contribute to open-source projects. For the FY23 CIARA had engaged total of 32 students in various projects. For FY23, CIARA collaborated with 26 FIU Faculty to support research and education. CIARA provides the FIU faculty and students from the Knight Foundation School of Computing and Information Services (KFSCIS) with access to a cyber-infrastructure for research on the AmLight ExP experimental testbeds over production international R&E networks. CIARA also participates in National Science Foundation (NSF) projects such as the Reconfigurable Advanced Platform for Transdisciplinary Open Research (RAPTOR), Adaptive Programmable Research Infrastructure for Computer Science and Science Applications (FABRIC), and Advanced Cyberinfrastructure Coordination Ecosystem: Services & Support (ACCESS). CIARA continuously supports FIU faculty research by assisting with grant proposals and submission for new NSF projects. Additionally, CIARA co-organizes conferences and workshops to promote FIU prominent research programs. One CIARA’s goals is to “ensure that all investments are in support of the university and its mission” and accountability metric measuring internal student employment, internships, and post-graduate employment opportunities.

2. Not applicable.

3. The continuation of the CIARA research center is needed to support FIU faculty and students' research for several reasons. Firstly, CIARA serves as a hub for high-quality research, providing the necessary resources, infrastructure, and expertise to facilitate impactful studies. Secondly, CIARA plays a vital role in enhancing the academic excellence of FIU by promoting collaborative research initiatives. The center fosters interdisciplinary collaboration among researchers from various disciplines, creating a rich environment for knowledge sharing and cross-pollination of ideas. This collaborative approach enhances the quality and impact of research conducted at FIU. Furthermore, CIARA's technological cyber-infrastructure capabilities are instrumental in supporting advanced research projects. The Center provides access to state-of-the-art tools, technologies, and data resources, enabling researchers to tackle complex research questions and push the boundaries of knowledge. Additionally, CIARA's engagement with students through internships and hands-on projects is invaluable. By involving students in research activities, CIARA not only enhances their learning experience but also prepares them for future careers in research and technology. This hands-on exposure to cutting-edge research and open-source projects equips students with practical skills and fosters their passion for exploration and discovery. Overall, the continuation of CIARA as a research center is essential to support FIU faculty and students in their research endeavors, promoting academic excellence, interdisciplinary collaboration, and technological innovation.

4. No changes in mission or organizational structure are anticipated.

5. CIARA’s budget is driven by sponsored projects from the National Science Foundation (NSF). Projects typically are funded on 5-year cycles to support the evolution and operations of the network and cyberinfrastructure to support research and education. There is growth due to the new grants awards the center has received because of its engagements with new NSF awards. There is no other
anticipated change in the budget.
6. No changes in classification.
7. No changes in status.

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80.0710—Center for the Humanities in an Urban Environment (CHUE)
1. CHUE has supported humanities scholars across the colleges, in curating unique humanities programming that reaches faculty, staff, and students as well as our local South Florida community, and creating partnerships with units on and off campus to support FIU humanities initiatives. By centering issues of contemporary concern that cut across the disciplines, CHUE responds to and helps fulfill FIU’s commitment to “collaborative engagement with our local and global communities.” By centering issues that contextualize the lived experiences of our student body, CHUE responds to FIU’s mission to serve “its students and the diverse population of South Florida.” Similarly, CHUE responds to the Board of Governor’s Strategic Plan by creating content that appeals to students through their identities, languages, and cultural histories, thus promoting “exceptional student-centered learning.” In so doing, we also foster a sense of place and belonging that “amplify learner success and institutional affinity.”
2. The CHUE had funding support of $175,211 provided by the University, which yields less than a 5% return on investment. The ability for the programming and support to be provided outside of a formal center structure should be considered moving forward given the small ROI.
3. As the oldest Humanities Center operating on campus, with the charge of serving humanities units,
programs, departments, courses, faculty, staff, students, in CASE, CARTA, and SIPA, CHUE’s value and continued need on campus is clear.

4. No changes in mission or organizational structure are anticipated.
5. No changes in budget are expected.
6. No changes in classification are expected.
7. Recommend for termination if different structure is defined to carry out programming/objectives.

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80.8090—Florida-Caribbean Institute (FCI)

1. The original mission of the FCI, which was established by the state legislature, is "to promote and expand commercial, cultural, and educational linkages between Florida and the Caribbean." There has been no state funding in recent years, thus the main mission or objective of this institute has been to provide tuition waivers for qualified students. The performance objective of providing efficient administration of tuition waivers has been accomplished. The FCI provided support to 33 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 552 graduate credits and offering tuition waivers to all students awarded. The FCI provided support to 166 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 2,598 undergraduate credits and offering tuition waivers to all students awarded.

2. NA
3. The Institute continues to provide critical support to foreign nationals enrolled at state institutions throughout Florida and should continue both as a benefit and educational incentive for students and as required by current state legislation.

4. There are no proposed changes in mission or organizational structure.

5. There are no expected changes in the budget.

6. No classification changes recommended.

7. No status change recommended.

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80.8100—Florida-Mexico Institute (FMI)

1. The original mission of the FMI, which was established by the state legislature, is “to promote and expand commercial, cultural, and educational linkages between Florida and Mexico.” There has been no state funding in recent years thus the main mission or objective of this institute has been to provide tuition waivers for qualified students. The performance objective of providing efficient administration of tuition waivers has been accomplished. The FMI provided support to 7 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 155 graduate credits and offering tuition waivers to all students awarded. The FMI provided support to 67 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 1,803 undergraduate credits and offering tuition waivers to all students awarded.
2. NA
3. The Institute continues to provide critical support to foreign nationals enrolled at state institutions throughout Florida and should continue both as a benefit and educational incentive for students and as required by current state legislation.
4. There are no proposed changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. No classification changes recommended.
7. No status change recommended.

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80.9130—Center for Labor Research and Studies (CLRS)
The Center’s vision is to develop knowledge about the changing nature of work and drive positive changes in employment and the labor force that advance work throughout South Florida and beyond. This vision contributes to the University’s objectives of serving the people of South Florida, the state, the nation, and the international communities. As an accredited academic center, CLRS is dedicated to generating and disseminating knowledge that improves all workers’ lives and transforms the future of work. CLRS positively impacts individuals and communities through the following:

- Creating high-quality learning environments that focus on developing critical thinking and problem-solving to develop the next generation of leaders and activists.
Generating relevant research focusing on work, employment and labor, social justice, and equality that influences public policy and informs organizational strategy and best practices.

Engaging in community collaboration and partnerships to support and promote the needs of local communities and organizations committed to improving all workers’ lives

1. A determination of the institute or center’s progress against defined goals and objectives within the context of the institute or center’s mission, FIU’s mission, and the current Board of Governor’s Strategic Plan: 2021 -2022 was an exceptional academic year for CLRS in the following categories. CLRS is also on trend to have another outstanding 2022-2023 year.


• Collaboration and Engagement:
  o CLRS continues to maintain positive partnerships within and outside the FIU community, including our ongoing shared revenue partnership with the School of Communication + Journalism to award graduate students in the M.S. in Global and Strategic Communications an opportunity to earn a Graduate Certificate in Conflict Resolution and Consensus Building
  o CLRS hosted four new mediation training continuing education events.

• Teaching and Learning: CLRS continues to offer students classes in a variety of modalities and with specific designations:
  o Global Learning (GL) = 9 (LBS 3001, LBS 3468, LBS 3480, LBS 4154, LBS 4210, LBS 4483, LBS 4484, LBS 4610, LBS 4654)
  o University Core Course (UCC) = 1 (LBS 3001)
  o High-Quality (HQ) = 4 (EVT 3004, EVT 4502, LBS 4110, LBS 5115)

• Academic Program Metrics AY 21-22
  o 4% Increase in Enrollment. CLRS is on trend to surpass 2021-2022 enrollment at the end of the 2022-2023 academic year.
  o 93 Active Students
  o 47 Certificates/Minors Awarded (as of spring 2022)

• Revenue FY 21-22
  o 25% Increase in Operating Revenue (due to increased enrollment). CLRS is on trend to surpass 2021-2022 revenue at the close of the 2022-2023 fiscal year.

2. NA

3. The need for continuation of the institute or center

• CLRS offers high-quality teaching and learning experiences. Students can select to enroll in a variety of courses to satisfy various university and department requirements or electives
  o 1 University Core Course (UCC)
  o 9 Global Learning (GL) Courses
  o 4 High-Quality (HQ) Courses
  o 25 Fully Online Courses

• CLRS’s enrollment and interest in our courses/programs continue to increase annually.
  o Enrollment increased by 4% in AY 21-22. Total enrollment was 1509 in AY 21-22 vs. 1503 in AY 20-21. This was the highest enrollment within the past five years.
  o CLRS is on trend to surpass 2021-2022 enrollment at the end of the 2022-2023 academic year.

• CLRS has over 93 active students across all four academic programs.
  o Between fall 2021 and spring 2022, 47 certificates and minors were awarded across all four academic programs. An exceptional number of certificates and minors were awarded in AY 20-21, totaling 70.
  o Minor in Labor Studies (15 credits):
  o Undergraduate Certificate in Labor Studies (18 credits):
  o Undergraduate Certificate in Conflict Dispute and Resolution (18 credits):
  o Graduate Certificate in Conflict Resolution and Consensus Building (15 credits):
4. There are no proposed changes in mission or organizational structure.
5. There are no expected changes in the budget.
6. No classification changes recommended.
7. No status change recommended.

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<tr>
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<td>$0.00</td>
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<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
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<th></th>
<th>2022-2023 Contracts and Grants</th>
<th>Fees for Services</th>
<th>Private &amp; Other</th>
<th>SUS Appropriated Funds</th>
<th>Total</th>
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<td>Admin &amp; Staff Salaries</td>
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<td>$63,417.46</td>
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<td>Other Personnel Services</td>
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<td><strong>$0.00</strong></td>
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DEFINITIONS

University centers and institutes (C&Is) are organizational forms designed to further the University's instructional, research, and public service missions in ways that cannot be addressed through traditional structures, such as departments, schools, and colleges. Centers and institutes provide a vehicle for cross-disciplinary collaboration to maximize the capacity of the University to address complex problems, conduct research, educate students, and serve the needs of the state, the nation, and the world. Though C&Is are an integral part of the University, their respective missions should not duplicate those of departments, schools, and colleges. Instead, they should offer programs or opportunities that cannot be offered effectively through existing structures.

State of Florida institute or center: An organization with a statewide mission that may include two or more state universities established to coordinate interinstitutional research, service, and teaching across the State University System. State of Florida institutes and centers must be approved by the Board of Governors. State of Florida institutes and centers’ operational budgets reside within the bases of their host institutions. Additional budget requests must be reviewed by the Council of Academic Vice Presidents and only those with a positive recommendation are carried forward to the Board of Governors for consideration.

By definition, the work of centers and institutes should support the overall mission of Florida International University. The terms “center” and “institute” are used interchangeably.

This definition of centers and institutes is not to be confused with facilities that include “Center” in their name (e.g., a NIH-classified “P” award, such as P20 or P56) or units that provide ongoing administrative or support services (e.g., The Writing Center, Copy Center, Graham Center).
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Center Type</th>
<th>Code</th>
<th>Year of Most Recent Evaluation/Review</th>
<th>Year of Next Evaluation/Review</th>
<th>BOG Status</th>
<th>7. Determination of the Institute or Center’s Progress Against Defined Goals and Objectives</th>
<th>8. Assessment of the Return on Investment of State Dollars, If Applicable</th>
<th>9. The Need for Continuation of the Institute or Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0100</td>
<td>2023</td>
<td>2030</td>
<td>Active</td>
<td>LACC has met its mission through a program of research, public events, and outreach in service to our students and partners (local, state, and global). LACC’s activities during this time include an average of 150 events per year. These consist of conferences, panels, lectures, roundtables, book launches, film screenings, exhibitions, and concerts. LACC has hosted a variety of distinguished experts on Latin America and the Caribbean and helped FIU faculty members to engage in public debates, policy consultation, and media coverage on issues affecting the region.</td>
<td>Continuation is recommended, given attainment of goals.</td>
<td></td>
</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0105</td>
<td>2023</td>
<td>2030</td>
<td>Active</td>
<td>CRI has met its mission through an intense program of research, public events, and outreach in service to our students, our local, state, and global communities, as stated in the FIU mission and the Board of Governor’s Strategic Plan. During this period, CRI’s programming included three academic conferences (2017, 2019, 2022), numerous (an average of 50 per year) academic panels, lectures, and discussions, and many activities of interest to the community, including book presentations, film screenings, exhibitions, and concerts, reaching an average of more than 7,200 people every year.</td>
<td>Continuation is recommended, given attainment of goals with ongoing assessment.</td>
<td></td>
</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0130</td>
<td>2023</td>
<td>2030</td>
<td>Active</td>
<td>CWGS’s mission is in alignment with FIU’s mission to amplify learner success and institutional affinity. Major and certificate programs are designed to prepare students for career pathways in a variety of fields that benefit from knowledge about people’s professional, health related, and socioeconomic experiences as they are gendered. The newest certificate in Health Humanities, for example, helps prepare students who are interested in pursuing careers in medicine, public health, social work, and graduate study in Health Humanities.</td>
<td>Continuation is recommended, given attainment of goals.</td>
<td></td>
</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0230</td>
<td>2023</td>
<td>2030</td>
<td>Active</td>
<td>The CAJ has continually worked with and fostered collaborative working relations with public officials, scholars, and practitioners in Latin America, and has become a leading source of information and leadership on justice sector reform issues in the region. Its assessments and publications have been widely disseminated and have been critical in shaping public policy throughout the region. CAJ is also involved in research, technical assistance, preparation of reports and publications, training, and dissemination of information through the mass media. CAJ advances its academic mission through sponsoring workshops and seminars, producing publications, entering academic exchange programs, and participating in academic workshops and meetings. CAJ also has entered into academic cooperation agreements with several foreign academic institutions. As part of these agreements, attorneys, prosecutors, public defenders, law students and faculty members from Colombia, Italy and Spain have come to CAJ for training and CAJ representatives have participated in workshops sponsored by law faculties in Costa Rica, Honduras, El Salvador, Portugal, and Spain.</td>
<td>Continuation is recommended, given attainment of goals.</td>
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</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0610</td>
<td>Center for Internet Augmented Research and Assessment (CIARA)</td>
<td>Active</td>
<td>2023 2030</td>
<td>10 CIARA continuously offers exciting internships and hands-on projects to students each year, providing them with valuable experience in cutting-edge technology training and the opportunity to contribute to open-source projects. For the FY23 CIARA had engaged total of 32 students in various projects. For FY23, CIARA collaborated with 26 FIU Faculty to support research and education. CIARA provides the FIU faculty and students from the Knight Foundation School of Computing and Information Services (KFSCIS) with access to a cyber-infrastructure for research on the AmLight ExP experimental testbeds over production international R&amp;E networks. CIARA also participates in National Science Foundation (NSF) projects such as the Reconfigurable Advanced Platform for Transdisciplinary Open Research (RAPTOR), Adaptive Programmable Research Infrastructure for Computer Science and Science Applications (FABRIC), and Advanced Cyberinfrastructure Coordination Ecosystem: Services &amp; Support (ACCESS).</td>
<td>10 N/A</td>
<td>11 Continuation is recommended, given attainment of goals</td>
</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0710</td>
<td>Center for the Humanities in an Urban Environment (CHUE)</td>
<td>Active</td>
<td>2023 2027</td>
<td>11 CHUE has supported humanities scholars across the colleges, in curating unique humanities programming that reaches faculty, staff, and students as well as our local South Florida community, and creating partnerships with units on and off campus to support FIU humanities initiatives. By centering issues of contemporary concern that cut across the disciplines, CHUE responds to and helps fulfill FIU’s commitment to “collaborative engagement with our local and global communities.” By centering issues that contextualize the lived experiences of our student body, CHUE responds to FIU’s mission to serve “its students and the diverse population of South Florida.” Similarly, CHUE responds to the Board of Governor’s Strategic Plan by creating content that appeals to students through their identities, languages, and cultural histories, thus promoting “exceptional student-centered learning.” In so doing, we also foster a sense of place and belonging that “amplify learner success and institutional affinity.”</td>
<td>11 N/A</td>
<td>11 Continuation is recommended, given attainment of goals</td>
</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.8090</td>
<td>Florida-Caribbean Institute (FCI)</td>
<td>Active</td>
<td>2023 2030</td>
<td>12 The performance objective of providing efficient administration of tuition waivers has been accomplished. The FCI provided support to 33 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 552 graduate credits and offering tuition waivers to all students awarded. The FCI provided support to 166 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 2,598 undergraduate credits and offering tuition waivers to all students awarded.</td>
<td>12 N/A</td>
<td>13 Continuation is recommended, given attainment of goals</td>
</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.8100</td>
<td>Florida-Mexico Institute (FMI)</td>
<td>Active</td>
<td>2023 2030</td>
<td>13 The performance objective of providing efficient administration of tuition waivers has been accomplished. The FMI provided support to 7 graduate students from across Florida in AY 2020-AY 2022 by awarding a total of 155 graduate credits and offering tuition waivers to all students awarded. The FMI provided support to 87 undergraduate students from across Florida in AY 2020-AY 2022 by awarding a total of 1,903 undergraduate credits and offering tuition waivers to all students awarded.</td>
<td>14 N/A</td>
<td>14 Continuation is recommended, given attainment of goals</td>
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<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.9130</td>
<td>Center for Labor Research and Studies</td>
<td>Active</td>
<td>2023 2030</td>
<td>14 The Center has meet their goals and objectives.</td>
<td>15 N/A</td>
<td>15 Continuation is recommended, given attainment of goals</td>
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<tr>
<td>Institution Name</td>
<td>Type</td>
<td>Code</td>
<td>Center Name</td>
<td>BOG Status</td>
<td>Year of Most Recent Evaluation/Review</td>
<td>Year of Next Evaluation/Review</td>
<td>Possible changes in mission or organizational structure.</td>
<td>Budget reduction or expansion.</td>
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<td>Florida International University</td>
<td>University</td>
<td>80.0100</td>
<td>Kimberly Green Latin American and Caribbean Center (LACC)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>LACC should focus efforts on expanding research through collaborations with existing/new faculty or redefine its mission in alignment with providing Title VI coordination.</td>
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<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0105</td>
<td>Cuban Research Institute (CRI)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
<td>None</td>
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<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0130</td>
<td>Center for Women's and Gender Studies (CWGS)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
<td>None</td>
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<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0230</td>
<td>Center for the Administration of Justice (CAJ)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
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<tr>
<td>Institution Name</td>
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<td>Code</td>
<td>Center Name</td>
<td>BOG Status</td>
<td>5. Year of Most Recent Evaluation/Review (20XX)</td>
<td>6. Year of Next Evaluation/Review (20XX)</td>
<td>10. Possible changes in mission or organizational structure</td>
<td>11. Budget reduction or expansion</td>
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<td>Florida International University</td>
<td>University</td>
<td>80.0610</td>
<td>Center for Internet Augmented Research and Assessment (CIARA)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
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<td>None</td>
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<td>Florida International University</td>
<td>University</td>
<td>80.0710</td>
<td>Center for the Humanities in an Urban Environment (CHUE)</td>
<td>Active</td>
<td>2023</td>
<td>2027</td>
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<td>None</td>
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<td>University</td>
<td>80.8090</td>
<td>Florida-Caribbean Institute (PCI)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
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<td>None</td>
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<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.8100</td>
<td>Florida-Mexico Institute (FMI)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
<td>None</td>
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<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.9130</td>
<td>Center for Labor Research and Studies</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
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Review Components Included

[Please provide relevant page numbers and paragraphs of the uploaded evaluation for each component]
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<th>2. Center Type</th>
<th>3. Center Code</th>
<th>4. Center Name</th>
<th>BOG STATUS</th>
<th>5. Year of Most Recent Evaluation/Review (20XX)</th>
<th>6. Year of Next Evaluation/Review (20XX)</th>
<th>13. Explanation of recommendations for change of classification (state of Florida institute or center, or university institute or center), if applicable.</th>
<th>14. Recommendations for status change (active, inactive, terminated), if applicable.</th>
<th>15. Explanation of recommendations for status change (active, inactive, terminated), if applicable.</th>
<th>16. Missing Evaluation Component Explanation (Optional)</th>
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<tbody>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.0100</td>
<td>Kimberly Green Latin American and Caribbean Center (LACC)</td>
<td>Active</td>
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<td>N/A</td>
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<td>Active</td>
<td>2023</td>
<td>2027</td>
<td>N/A</td>
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<td>Florida International University</td>
<td>University</td>
<td>80.8090</td>
<td>Florida-Caribbean Institute (FCI)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>University</td>
<td>80.8100</td>
<td>Florida-Mexico Institute (FMI)</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Florida International University</td>
<td>University</td>
<td>80.9130</td>
<td>Center for Labor Research and Studies</td>
<td>Active</td>
<td>2023</td>
<td>2030</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>
THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
September 14, 2023

Subject: Updated Exclusion Resolution

---

Proposed Committee Action:
Recommend that the Florida International University Board of Trustees adopt a Resolution that updates the exclusion of the named members of the FIU Board of Trustees from the requirements for a personnel security clearance.

---

RESOLUTION

WHEREAS, Florida International University (“FIU”), a university in the State University System of Florida, has and desires to continue to enter into contractual obligations with agencies of the United States Government, including contractual obligations requiring security clearance; and

WHEREAS, current Department of Defense (DoD) policy requires that the Chair of the FIU Board of Trustees and all FIU principal officers meet the personnel clearance requirements established for the level of the University’s security clearance; and

WHEREAS, said DoD policy permits the exclusion from the personnel security clearance requirement of members of the Board of Trustees and other officers, provided that this Board adopts a resolution stating that such Board members and officers designated by name shall not require, shall not have, and can be effectively excluded from access to all classified information in the possession of FIU, and that they do not occupy positions that would enable them to adversely affect FIU’s policies or practices in the performance of classified contracts for the DoD or other agencies of the National Industrial Security Program; and

WHEREAS, by Resolution dated April 27, 2023 (the “Exclusion Resolution”), it was resolved that the following Board of Trustees members, who were at the time serving on the Board, shall not require, shall not have, and can be excluded from access to all classified information in the possession of FIU, and do not occupy positions that would enable them to adversely affect FIU’s policies or practices in the performance of classified contracts for the Department of Defense (DoD) or other agencies of the National Industrial Security Program. As such, they were excluded from the requirements for a personnel security clearance.

Dean C. Colson  Trustee, Chair
Rogelio Tovar  Trustee, Vice Chair
Cesar L. Alvarez  Trustee
Jose J. Armas  Trustee
Deanne Butchey  Trustee
Carlos A. Duart  Trustee
Alan Gonzalez  Trustee
Francis Hondal  Trustee
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, or will end, on the following dates: Cristhofer Lugo, May 2, 2023, and Deanne Butchey, July 31, 2023, and the term of the following Trustees began, or will begin, on the following dates: Alexander Sutton, May 3, 2023, and Noël C. Barengo, August 1, 2023. Accordingly, an update to the Exclusion Resolution is needed to reflect the current composition of the FIU Board of Trustees and the exclusion of those Board members, including the new Board of Trustees members, from the requirements for a personnel security clearance.

NOW THEREFORE, BE IT RESOLVED, that the following Board of Trustees members shall not require, shall not have, and can be effectively excluded from access to all classified information in the possession of FIU, and do not occupy positions that would enable them to adversely affect FIU’s policies or practices in the performance of classified contracts for the Department of Defense (DoD) or other agencies of the National Industrial Security Program. As such, they are excluded from the requirements for a personnel security clearance.

Rogelio Tovar
Carlos A. Duart
Cesar L. Alvarez
Jose J. Armas
Noël C. Barengo
Dean C. Colson
Alan Gonzalez
Francis A. Hondal
Natasha Lowell
T. Gene Prescott
Chanel T. Rowe
Marc D. Sarnoff
Alexander Sutton

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

Adopted this 14th day of September, 2023 by the Board of Trustees of Florida International University.
Supporting Documentation: None

Facilitator/Presenter: Elizabeth M. Bejar
ACADEMIC AFFAIRS REGULAR REPORTS

I. Academic and Student Affairs
II. Enrollment Management and Services
III. Faculty Senate
IV. Information Technology
V. Research and Economic Development / University Graduate School
I. ACADEMIC AND STUDENT AFFAIRS

1. Panther2Panther Mentor Collective

Launched as a university-wide program in the 2021-2022 academic year, the Panther2Panther Mentor Collective (P2P) matches incoming students with trained, one-on-one, upper-level student mentors based on common interests, background, academics, and professional aspirations. By participating in P2P, mentees learn what to expect in college, how to approach challenges, and gain career advice; and mentors build their networks and develop skills to become better professionals and leaders. P2P saw tremendous growth from its first to second year of operation. In 2021-2022, 56 mentors and 185 mentees logged 506 mentorship conversations through the program. In 2022-2023, 503 mentors and 1,614 mentees logged 6,164 mentorship conversations through the program. These relationships are empowering students' success in the classroom and are the building blocks of the strong professional networks on which these students will rely when they graduate.

Additionally, a first-generation student receives a scholarship through the P2P program each year. This year, College of Communication, Architecture + The Arts freshman Andrea Fonseca earned a $750 scholarship. When asked about her experience in the program, Andrea said, "Your mentor is purposefully here to answer any questions you may have – about your campus, social life, personal questions – and they are there to help you with anything you might need."

2. Department of Education Grant

FIU, through the Office of the Provost, received a $975,000 grant from the Department of Education to build on the success of completion grants and financial wellness programming to re-enroll students who stopped out during the pandemic or are at risk of stopping out. Programming will begin in Fall 2023.

3. Educating Students About Hazing Prevention and Awareness

Following an audit conducted by the university last year, and in an effort to ensure a safe and welcoming environment for the Panther community, FIU has reaffirmed its commitment to raise awareness of and prevent hazing. In response to the auditor’s recommendations, representatives from FIU Student Health & Wellness and FIU Student Life & Development created a comprehensive plan based on best practices from the Hazing Prevention Network, a nationally recognized organization dedicated to the cause.

The plan, which launched June 30, 2023, will reach students university-wide and includes: a mandatory virtual learning module that educates students on what hazing is, how to prevent it, and how to report instances of hazing to the university (for which student-athletes and members of fraternities and sororities will be restricted if they do not complete in the required timeframe); updates to the bylaws and constitutions of registered student organizations to include statements regarding the prevention of hazing; increased communication to student leaders regarding hazing prevention and the Student Conduct and Honor Code; and more.

4. FIU Online Panther Talk Podcast

Launched in February 2023, FIU Online Panther Talk podcast aims to highlight student voices our fully online students and provide meaningful and relatable discussions regarding online student life including triumphs, struggles, tips for success, and everything in between. Each podcast will feature a new topic and special guests and co-hosts – including fully online students, alumni, faculty, and industry voices – to share their take on student life and real-world experiences. Panther Talk is now available on Spotify, Apple Podcast and YouTube, and will soon be released on additional streaming platforms.
5. FIU Homecoming Week – Fully Online Edition
To foster a sense of community and connection, FIU Online will be hosting a virtual homecoming week experience from September 18 through September 23, 2023. FIU Online will bring our fully online students together in a celebration of school pride through an array of engaging activities and challenges, all hosted on social media.

Activities will include a virtual talent quest, cooking/food challenge, spirit photo contest, daily giveaways, and even a pawtastic Y2K-themed pet gala. Additionally, we’ll be featuring stories of inspiration where students can share about influential faculty or fellow Panthers that have been a spark of inspiration during their student journey. All are welcome and encouraged to join in including current students, alumni, faculty, and staff. The goal is to celebrate our FIU pride together, no matter where we are in South Florida or around the world! #fireupyourroar

6. FIU Online OPX Service Model
We pivoted our service model for FIU Online through a campaign called the Online Program Experience (OPX). FIU academic units and departments that we service have been reintroduced to our service model, and have been asked if they would like to connect with our leadership team for more information and support. The FIU community can also see more information about our FIU Online service model and how to contact us at https://fiuonline.fiu.edu/about-us/online-program-experience.php.

II. ENROLLMENT MANAGEMENT AND SERVICES

1. University Admissions and Enrollment

University Admissions hosted International Association of College Admissions Counseling (International ACAC) from July 10 – 14 at MMC. More than 1,300 college admission professionals and school counselors from around the world came to FIU to engage in sessions regarding hot topics, best practices and global initiatives. FIU provided tours of the campus; accommodations in Tamiami Hall for those who did not want to stay in a hotel; engagement in social activities; and immersion into the campus culture and community.

Staff from University Admissions presented at two sessions, managed the event, and ensured all attendees had what they needed to be successful during the conference. The keynote speaker was two-time FIU alum, Tony Succar. Attendees were left speechless by his story and enamored by the music shared.

2. Transfer and Transition Services

Our equivalency and transfer credit processing teams reviewed and articulated courses for 2,174 summer transfer admits. Most recently, they began processing over 2,000 Advanced Placement (AP) (received July 5, 2023) and 244 International Baccalaureate (IB) test scores for First Time in College (FTIC) students. The steady work around articulating rules supports the seamless onboarding of students as well as transparency around transfer and test credit. FIU’s Transfer Equivalency Database (TED) now stands at 88,614 domestic and 6,531 international rules.

3. C4S

During summer 2023 (May-July), our C4S team served 803 students through individual advising appointments. Additionally, Bridge Advisors hosted or presented at 13 events at Miami Dade College
(MDC) and virtually (class visits, tabling, online workshops). These events afford opportunities to reach more students and share information about C4S and its benefits.

Our initiative to offer enhanced and personalized pre-transition supports to out-of-area students has been positive. The “reason for visit” data included: transfer credits (earned, needed post transfer, optimal majors for timely completion), course equivalency process, prerequisites, transfer GPA requirements, and transition information (onboarding). We are using these themes to reconsider what and how we communicate information on these topics on our website.

Our new Bridge Advisor/Manager (C4S/Break Through Tech) onboarded on 15 May 2023 and is housed at MDC North Campus. Their role is part of a grant-funded partnership with the Knight Foundation School of Computing and Information Sciences (KFSCIS) to expand access to computing and IT degrees. At present, we are focusing efforts on networking with MDC computing/IT leads and student life coordinators (clubs/organizations) and communicating the new specialized Bridge Advisor services to students via email and marketing collateral.

4. Financial Aid
Our Director of Financial Aid continues to serve on the Board of Directors of the Post-Secondary Electronic Standards Council. He is also on the College Board’s CSS National Assembly and serves on NASFAA’s Executive Leadership Collective Committee and is part of the first cohort of 50 beginning in the 2023-2024 School Year.

Our Senior Associate Director of Financial Aid, Katharine Conrad begins her term as Vice President of the Southern Association of Student Financial Aid Administrators (SASFAA) which serves 9 southern States in the Financial Aid Profession.

Additionally, Jessica Ly, our Assistant Director of Financial Aid, continues her 2-year term as Vice President for Training for the Florida association of Student Aid Administrators (FASFAA).

5. Office of Scholarships

Merit Scholarships
For the 2023-2024 academic year, we are focusing on improving the quality of our merit aid program. Merit aid not only recognizes students for their academic achievements, but also provides financial resources for students to make their dreams a reality.

Together with University Admissions, we held a Scholar Breakfast for students who received a premier merit scholarship award during admitted student day.

For the Fall 2023 class (as of 4/26/23), we have committed 9 national merit finalists (this is two more than 2022). We recruited our third set of College Board Scholars - 13 College Board Hispanic Scholars. Our institutional merit scholarships yielded 107 Presidential Scholars, 46 Ambassador Scholars, 66 Transfer Scholars and 443 Gold and Blue Scholars. Our raise.me scholarship program yielded us 610 students, many with no other forms of scholarship assistance available.
6. University Registrar

Comprehensive Catalog and Curriculum System (Update)

The implementation process for our Comprehensive Catalog and Curriculum Management System officially began in June 2023. On June 2nd and 29th, we met with Coursedog representatives for partnership kickoff meetings. In these initial planning sessions, the Coursedog and FIU teams established a mutual understanding of roles and responsibilities for the project. Productive discussions ensured that we aligned our timelines, personnel, objectives, and technical requirements. On July 12th, FIU completed the initial steps required for integration between PeopleSoft Campus Solutions and Coursedog. Coursedog is currently in the process of API development with an August 8th target completion date. Once integrated, the configuration phase of the project will commence, with weekly curriculum implementation meetings scheduled to begin on August 15th.

7. CRM

We completed all recruitment communication updates in preparation for the 2024-2025 recruitment class and are ready to start the new cycle.

As of July 1, 2023, we launched our new parent communication plan. We have enhanced our Request for More Information form to collect parent/guardian information. We are looking forward to expanding our parent communication plans to discuss financial aid, scholarships, and how to best assist their students.

In addition, to this we have been working closely with the Commencement Ceremony Office and providing support with their communication efforts. As a result of our recent partnership, their Spring 2023 commencement ceremony saw an increase of nearly 10% in attendance compared to pre-covid attendance. We are excited to continue this partnership and to help them reach their attendance goals for this very important milestone event for our students.

III. Faculty Senate

During the month of June, the Faculty Senate topics of discussion and approval were the following, the Honorary Degree & Awards Committee recommended to the President’s Office for an Honorary Degree to be granted to Dr. David Grutman and to Dr. Marie McDemmond (posthumous). The University Curriculum Committee approved Curriculum Bulletin #6. The Steering Committee approved the University Curriculum Calendar for AY 2023-2024.

The Faculty Senate approved the Modern Languages Department statement concerning HB-7 Type Investigations and Title VII Violations.

The Student Learning and Success Committee, presented to the Faculty Senate, Simple Syllabus tools and the status of implementation, to be compliant with Florida Statute requests, to be effective Fall 2023.

The Faculty Senate approved a motion to create a special Task Force to examine further Non-Tenure Track issues, and future directions. Motion was approved 29 yes/2 nays.

Chair Butchey’s resignation is effective July 31st. The Nominating Committee of the Faculty Senate have created a schedule for Faculty Senate Chair Election. On September 12th, the Committee will present for the second time the slate of names and will permit floor nominations. A motion to close Nominations will follow. At 2:00pm the Election will begin. Meanwhile, vice-chair Barengo will act as interim/acting chair, beginning August 1st. The Senate shares with the University administration the duty to protect academic freedom and effective shared governance.
Senators thanked Dr. Deanne Butchey for her chairmanship.

IV. INFORMATION TECHNOLOGY REPORT

1. Mutara: A Centralized Student Application Process
The Division is in the process of planning the implementation of Mutara. This is a comprehensive web-based application that will cover all student applications for non-degree undergraduate, non-degree graduate, degree-seeking graduate, dual enrollment, and non-credit based applicants. This multiyear project will provide a personalized experience that acknowledges each prospective student's unique identity and aspirations, removing any obstacles along the way. This software will help us to attract, enroll, and retain highly motivated students by streamlining the admissions process, making it more user-friendly and tailored to each candidate's unique identity and goals. Additionally, this will centralize all processing of these applicants, enabling the university to conduct real-time analytics based on admission types. This will increase efficiency by standardizing the process, allowing for more effective management of all applicants.

2. Technology Fee for the 2023/2024 Academic Year
The Technology Fee Council reviewed 119 proposals from students, faculty, and staff. The final recommendations were submitted to Vice President and CIO Robert Grillo and to the Provost, Executive Vice President and Chief Operating Officer, Dr. Elizabeth Bejar, for their approval. The Council recommended 43 proposals that align with the Next Horizon 2025 strategic plan, designed to support emerging technologies, innovative teaching concepts, exceptional student-centered learning, and academic and career readiness. The proposals include updates to the University's classroom technologies, lab, and refresh of equipment, all aimed at enhancing our student experience and success.

3. Cybersecurity Education and Workforce Development
The Division of IT is committed to raising awareness on cybersecurity to continue to protect its digital resources. For the seventh year in a row, the Division of IT along with several industry partners, hosted the Secure Miami Cybersecurity Conference on Thursday, May 4, 2023. This year’s conference brought together over 400 attendees who learned from top cybersecurity executives and practitioners as they examined the latest cybersecurity trends and their implications for organizations facing new and emerging cyber risks and threats.

Additionally, the division, in collaboration with the Jack D. Gordon Institute for Public Policy, and New America hosted the annual NICE Conference and Expo in Seattle, Washington from June 5 – 7, 2023. More than 600 attendees participated in the conference, which focused on "Resetting Expectations: Creating Accessible Cybersecurity Career Pathways." The conference provided an opportunity to address important issues such as promoting employer-led workforce investments, emphasizing skill development, fostering a more diverse and inclusive workforce, supporting the mental health of cybersecurity professionals, and creating career pathway systems that encourage different careers in cybersecurity.

V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards’ Performance
The value of awards received during fiscal year (FY) 2022-2023 was $259.4M, a 37% increase from $188.7M received last fiscal year. This is the largest year-to-year increase in research awards since 1985 (in 2021 there was a larger increase because non-research federal awards related to COVID-19 were awarded through ORED). The College of Arts, Sciences and Education exceeded $100M ($102.6M),
with an increase of 44%. The College of Engineering and Computing increased awards by 56% (from $47.5M to $74.3M); Robert Stempel College of Public Health & Social Work increased by 55% (from $21M to $33M). Overall awards for centers and institutes increased by 49% (from $73M to $127M). Notable increases include J. Gordon Institute of Public Policy and Citizenship ($2.7M to $15.6M—474%); STEM Institute ($1.4M to $7.4M—411%); Community Based Research Institute ($2.2M to $8.9M—212%); Applied Research Center ($4.7M to $8.6M—80%); and Extreme Events Institute/International Hurricane Research Center ($7.6M to $12.59M—65%). Finally, regarding centers and institutes, the Institute of Environment received the most awards, increase by 39% from $25.9M to $36M. The distribution of awards received by funding sources did not vary much between fiscal years. In FY 2022-2023, federal sources were 74% (versus 77% last FY); private and other sources were 14% (versus 12% last FY) and state/local government were 12% (versus 11% last FY) of total funds received.

2. Innovation, Partnerships and Economic Development

During the first quarter of FY 2023-2024, StartUP FIU supported Dr. Deborah Goldfarb and Dr. Linhua Lou, who each received $50K NSF I-Corps grants. In addition, we submitted a $6M grant to NSF for the Accelerating Research Translation Program. During the GlaxoSmithKline (GSK) Innovation Challenge in April, GSK leaders were so impressed that they are funding a second challenge for the Fall 2023 semester—contracting for an additional $220K. Additionally, StartUP FIU supported the College of Engineering and Computing - Knight Foundation School of Computing & Information Sciences, with a workshop on the Fundamentals of Design Thinking. The Guild Program event – attended by 25 FIU and MDC students – was hosted by Break Through Tech Miami, an initiative that helps traditionally underserved communities develop an interest in tech and computer sciences.

StartUP FIU Local delivered multiple workshops and programs to over 400 small businesses and provided additional consulting services to 52 entrepreneurs. The team continues to offer both GovQuote and refresher training to those University departments that request it. A new Bank of America-funded program, Retail and Procurement Bootcamp, is being prepared and is scheduled to launch Fall 2023. The StartUP FIU Local team also recruited Verizon to co-sponsor the bootcamp with Bank of America. Moreover, we concluded the 8-week Business Development Incubator program for Cohort # 6. The Marketing Resources quarterly workshop was launched in a new and improved format and a novel eight-week program—BECOMING A CEO—was launched for new small businesses and aspiring entrepreneurs. During FY 2022-2023, FIU researchers had 112 intellectual property disclosures, filed 81 patents, received 58 patents (60 for calendar year 2022), and executed 18 license agreements. Licensing income received during FY 2022-2023 was $199,125.64.

3. University Graduate School (UGS)

For the Academic Year (AY) 2022-2023, the University awarded 3,853 master’s degrees (3% increase compared to the previous year). There was a 9% increase in research doctorates awarded (from 243 to 264), and a 4% increase in professional doctoral degrees awarded (from 153 to 159) from last year. As of July 17, 2023, FIU received 2,924 applications for doctoral programs (+4.5%), and thus far, admitted 608 doctoral students, an 8% decrease compared to last year. FIU received 9,677 applications for master’s degrees (-0.5%), of which 3,800 were admitted, and 919 have enrolled, a 4% decrease compared to last year. To monitor the impact of our doctoral students’ dissertations, UGS records the number of downloads in Digital Commons. From July 2022 to June 2023, electronic dissertations were downloaded 263,667 times from all over the world. In August 2022, we were awarded FGLSAMP Bridge to the Doctorate Fellowship grant from the National Science Foundation. As part of the grant, we are in the process of recruiting 15 talented MS or doctoral students and will provide them with funding and comprehensive professional development support in the first two years of their graduate program. This past year, we also selected our inaugural cohort of Bouchet Graduate Honor Society Fellows among FIU doctoral students. The three fellows participated in the Bouchet Induction Ceremony at Yale University.
in March 2023 and were featured in the FIU News. In Fall 2022, UGS launched its Graduate Writing Fellows Program that focused on training advanced doctoral students to serve as writing facilitators in their programs for two consecutive semesters. The inaugural Graduate Writing Fellows were trained by faculty from FIU’s Writing Across Curriculum program. Three of the Graduate Writing Fellows successfully launched writing groups among their peers. Feedback from the Writing Fellows and group participants was positive; therefore, the program will continue through next year. In a continual effort to expand affordable housing for graduate students, UGS solidified a partnership with University Housing. After a successful pilot in Fall 22/Spring 23, UGS secured additional on-campus units (70 units total) for the incoming AY 23-24. Some of these units have been specifically reserved for graduate students with families. In addition, UGS increased the number of awards/subsidies from 17 in Fall 22/Spring 23 to 40 for the next academic year. UGS also maintained relationships with outside housing partners and continued to provide free housing for 20 doctoral students. Throughout the past year, UGS continued to offer thesis, dissertation, and graduation workshops for students as well as workshops for FIU’s graduate program directors. Finally, to support Ph.D. students’ financial challenges and be more competitive in attracting the best Ph.D. students, for the coming Fall 2023 term, assistantships for Ph.D. students will be increased by 10% from the levels of Fall 2022.