



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

Wednesday, June 6, 2012
11:00 am
Florida International University
Modesto A. Maidique Campus
MARC International Pavilion

Committee Membership:

Cesar L. Alvarez, *Chair*; Claudia Puig, *Vice Chair*; Jose J. Armas; Thomas A. Breslin; Mayi de la Vega, Laura Fariñas

Liaison:

Carlos B. Castillo, *Foundation Board of Directors*

AGENDA

- | | |
|--|----------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Action Items | |
| AP1. Tenure as a Condition of Employment Nomination | Douglas Wartzok |
| AP2. Tenure Nominations | Douglas Wartzok |
| AP3. 2012 University Work Plan to the Florida Board of Governors | Douglas Wartzok |
| AP4. Student Code of Conduct, FIU Regulation 2501 | Rosa L. Jones |
| AP5. Master of Laws New Program Proposal | Douglas Wartzok |
| 4. Information/Discussion Items <i>(No Action Required)</i> | |
| 4.1 Foundation Report | Carlos B. Castillo |
| 4.2 Academic Affairs Reports | |
| ▪ Graduate Education Report | Lakshmi N. Reddi |
| ▪ Undergraduate Education Report | Douglas L. Robertson |

4. Information/Discussion Items *(Continued)*

4.2 Academic Affairs Reports *(Continued)*

- Division of Research Report
- Enrollment Services Report

Andres G. Gil

Douglas Wartzok

4.3 Student Affairs Report

Rosa L. Jones

4.4 Division of Information Technology Report

Robert Grillo

5. New Business *(If Any)*

Cesar L. Alvarez

6. Concluding Remarks and Adjournment

Cesar L. Alvarez

*Next Academic Policy and Student Affairs Meeting
is scheduled for Wednesday, September 5, 2012*

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee

June 6, 2012

Subject: Approval of Minutes of Meeting held on March 14, 2012

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, March 14, 2012 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee Meeting held on Wednesday, March 14, 2012 at the Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: March 14, 2012

Facilitator/Presenter: Committee Chair Cesar L. Alvarez

This page intentionally left blank



**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
March 14, 2012**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 10:38 a.m. on Wednesday, March 14, 2012, at the Modesto A. Maidique Campus, Graham Center Ballrooms.

The following attendance was recorded:

Present

Cesar L. Alvarez, *Chair*

Claudia Puig, *Vice Chair (via phone)*

Jose J. Armas

Thomas A. Breslin

Mayi de la Vega

Patrick O'Keefe

Carlos B. Castillo, *FIU Foundation Board of Directors*

Trustee Sukrit Agrawal and President Mark B. Rosenberg were also in attendance.

Committee Chair Cesar L. Alvarez welcomed all Trustees, University faculty, and staff. He also thanked FIU Foundation Board of Directors member Carlos B. Castillo for agreeing to serve as the Foundation liaison to the Academic Policy and Student Affairs Committee. Committee Chair Alvarez welcomed Vice Chair of the FIU Foundation Board of Directors T. Gene Prescott, and R. Kirk Landon, Trustee Emeritus and current member of the Foundation Board of Directors.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the Minutes of the meeting held on November 22, 2011. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Tuesday, November 22, 2011.

3. Follow-Up to Item from Previous Meeting

No follow-up items were discussed.

4. Action Item

AP1. Tenure as a Condition of Employment Nominations

Provost and Executive Vice President Douglas Wartzok presented the Tenure as a Condition of Employment Nominations for Committee review, noting that the three nominees were new hires whose prior positions made them eligible for tenure at FIU, and were selected to receive tenure based on the caliber of their work.

President Mark B. Rosenberg commented that despite the reductions in state appropriations, the University remains committed to meeting the challenges associated with the recruitment and retention of talented faculty, noting that this is a critical component of the University's Strategic Plan and essential to maintaining the quality of instruction and academic experience students receive.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend for Board of Trustees' approval the Tenure as a Condition of Employment Nominations, as specified in the Board materials.

5. Information/Discussion Items *(No Action Required)*

5.1 Academic Affairs Reports

Special Report: Engaged Students

Vice President for Engagement Divina Grossman presented the Special Report: Engaged Students, noting that the report highlights the experiences of several FIU students as interns for Florida Power and Light (FPL), and through service learning assignments involving the Chapman Homeless Assistance Center and the Miami Coalition for the Homeless. VP Grossman introduced current student and intern Jose A. Perez and recent FIU graduate James Richardson, who participated in the FPL-FIU internship program and worked at the Customer Care Center on the Modesto A. Maidique Campus. Both students shared their experiences in participating in the program, and James Richardson stated that upon his graduation from FIU he was hired to work full-time for FPL. VP Grossman also introduced Chelsea Byerly, Kirk Staley and Tetiana Segal, who discussed their experiences with Service Learning in their Public Speaking and Finance courses. Chelsea Byerly introduced a video that detailed how the class's service learning project, as led by Professor Joann Brown was designed to offer public speaking training to members of the Miami Coalition for the Homeless Speaker's Bureau. Through collaboration between their finance course and the Miami-Dade County's Chapman Partnership, students Kirk Staley and Tetiana Sagal shared how they taught valuable financial concepts to residents at the Chapman Homeless Assistance Center in order to increase financial literacy. All three students commented that the unique learning opportunity deepened their understanding of course materials through teaching these valuable skills to members of the community.

FIU and Teaching in the 21st Century

Associate Professor of Geography and 2011-2013 Faculty Fellow Patricia L. Price discussed teaching in the 21st century from the faculty perspective and presented information on FIU's professional development programs and initiatives that promote student learning and teaching. She also provided a summary on innovative instructional technologies and demonstrated the use of iClickers as a pedagogical tool for large classes.

State University Degree Completion Initiative

Provost Wartzok provided a brief update on the State University System Degree Completion Initiative, noting that the purpose of this pilot project is to test innovative, scalable cooperative program models and instructional strategies to increase the number of Floridians holding baccalaureate degrees aligned with fast-growing occupations and overall workforce demands. He also delineated the model, goals and phases for the initiative.

Foundation Report

Carlos B. Castillo, Foundation Board of Directors Liaison to the Board of Trustees Academic Policy and Student Affairs Committee provided the Foundation Report. He presented an update on fundraising, noting that to date \$19.6 million has been raised towards the \$37 million University goal. He stated that Senior Vice President for University Advancement/President and CEO of the FIU Foundation, Inc. Howard R. Lipman has been working closely with the Board of Directors to continue building the infrastructure necessary for a successful fundraising program and the capital campaign.

Trustee Thomas A. Breslin commended the efforts of the Division of Undergraduate Education for implementing a comprehensive support system for undergraduate students to ensure on-time graduation in addition to making critical investments in areas that can foster student success such as improving students writing skills across disciplines.

Reports

Committee Chair Alvarez requested that the Undergraduate Education, Graduate Education, Enrollment Services, Student Affairs and Division of Information Technology Reports provided in the agendas be accepted as written. There were no objections.

6. New Business

No new business was raised.

7. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Wednesday, March 14, 2012, at 11:44 am.

MG
4/20/12

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: Tenure as a Condition of Employment Nomination

Proposed Committee Action:

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

Background Information:

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

The TACOE nominee was under tenure review at his previous institution, and Florida International University was able to obtain material accumulated for that review in order to conduct its own full review. As a result of the review conducted by FIU, the candidate has been selected to receive TACOE based on the caliber of his work.

Supporting Documentation:	Tenure as a Condition of Employment Nominee Attachment 1 – Tenure as a Condition of Employment Nominee’s Bio
----------------------------------	--

Facilitator/Presenter:	Douglas Wartzok
-------------------------------	-----------------

This page intentionally left blank

Florida International University
2011 - 2012 Tenure (as a Condition of Employment) Nomination

NAME	DEPARTMENT	PROPOSED RANK
College of Arts and Sciences		
Mark B. Padilla	Global and Sociocultural Studies	Associate Professor

This page intentionally left blank

Mark B. Padilla
Department of Global and Sociocultural Studies
College of Arts and Sciences

Dr. Mark B. Padilla received his PhD in Anthropology at Emory University, where he was a National Science Foundation pre-doctoral fellow and a fellow at the Center for Health, Culture and Society (CHCS). CHCS funded Dr. Padilla's MPH training in International Health between 1996 and 1998, as a means of creating academic and applied linkages between doctoral students in the social sciences and the Rollins School of Public Health. Dr. Padilla was in the first cohort of fellows to participate in this training program, which has had great success at Emory. At the post-doctoral level, Dr. Padilla was a fellow at the Center for AIDS Prevention Studies (CAPS), where he participated for three years in the "HIV/AIDS Prevention in Minority Communities" visiting professor program. Dr. Padilla is a medical anthropologist with cross-training and programmatic experience in global health in Latin America and the Caribbean. Dr. Padilla has been an Assistant Professor in the University of Michigan School of Public Health. Since 1996 he has conducted mixed-method ethnographic research in the Dominican Republic, focusing on the social effects of demographic and political-economic changes on sexuality among young men. His award-winning book, *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic* (University of Chicago Press, 2007) examines the influence of the tourist industry on Dominican men's sexuality, their sexual practices/identities, and the HIV/AIDS epidemic in the Caribbean. More recently, he has conducted projects on gay and bisexual long-term survivors of HIV/AIDS in New York City; transgendered sex workers in the eastern Dominican Republic and Puerto Rico; and the structural context of homelessness and youth sexual vulnerability in Detroit, Michigan. He teaches courses on medical anthropology, global health, and qualitative methods in Public Health.

Dr. Padilla has several ongoing funded research projects. He is PI on the Ford Foundation-funded study, "Economic Crisis, Residential Instability, and Changing Geographies of Detroit Youth." Detroit has become the epicenter of the state's HIV epidemic; the fastest growing HIV incidence for four consecutive years has been among ethnic minority youth. Using a human rights framework and close community partnerships with three organizations serving marginalized youth in Detroit, the overall purpose is to critically examine and positively transform the structural conditions that contribute to sexual vulnerability among disadvantaged youth. He is PI for the study, "High-Use Alcohol Venues: Tourism, Sex Work and HIV in the Dominican Republic," funded by the National Institute on Alcohol Abuse and Alcoholism. This is an ethnographic and survey study for intervention development focusing on alcohol and HIV risk synergies in Dominican tourism areas, Sosúa, Dominican Republic. He is also PI on the study, "Injection Practices and HIV Risk Behavior among Transgender Persons in Puerto Rico," funded by the National Institute on Drug Abuse. This mixed-methods ethnographic study represents the first systematic documentation of the drug, hormone, and silicone injection practices among members of the transgendered community in Puerto Rico. The study examines the HIV and drug use risk related to these practices. The results from the proposed study will serve to inform the development of multi-level interventions to reduce HIV and other health risks in this vulnerable and understudied community.

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: Tenure Nominations

Proposed Committee Action:

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

Background Information:

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

The University President is recommending the granting of Tenure for twenty-three (23) nominees as specified in the Board materials.

Supporting Documentation:	Tenure Nominations Attachment 2 - Tenure Process Attachment 3 - Tenure Nominees' Bios
----------------------------------	---

Facilitator/Presenter:	Douglas Wartzok
-------------------------------	-----------------

This page intentionally left blank

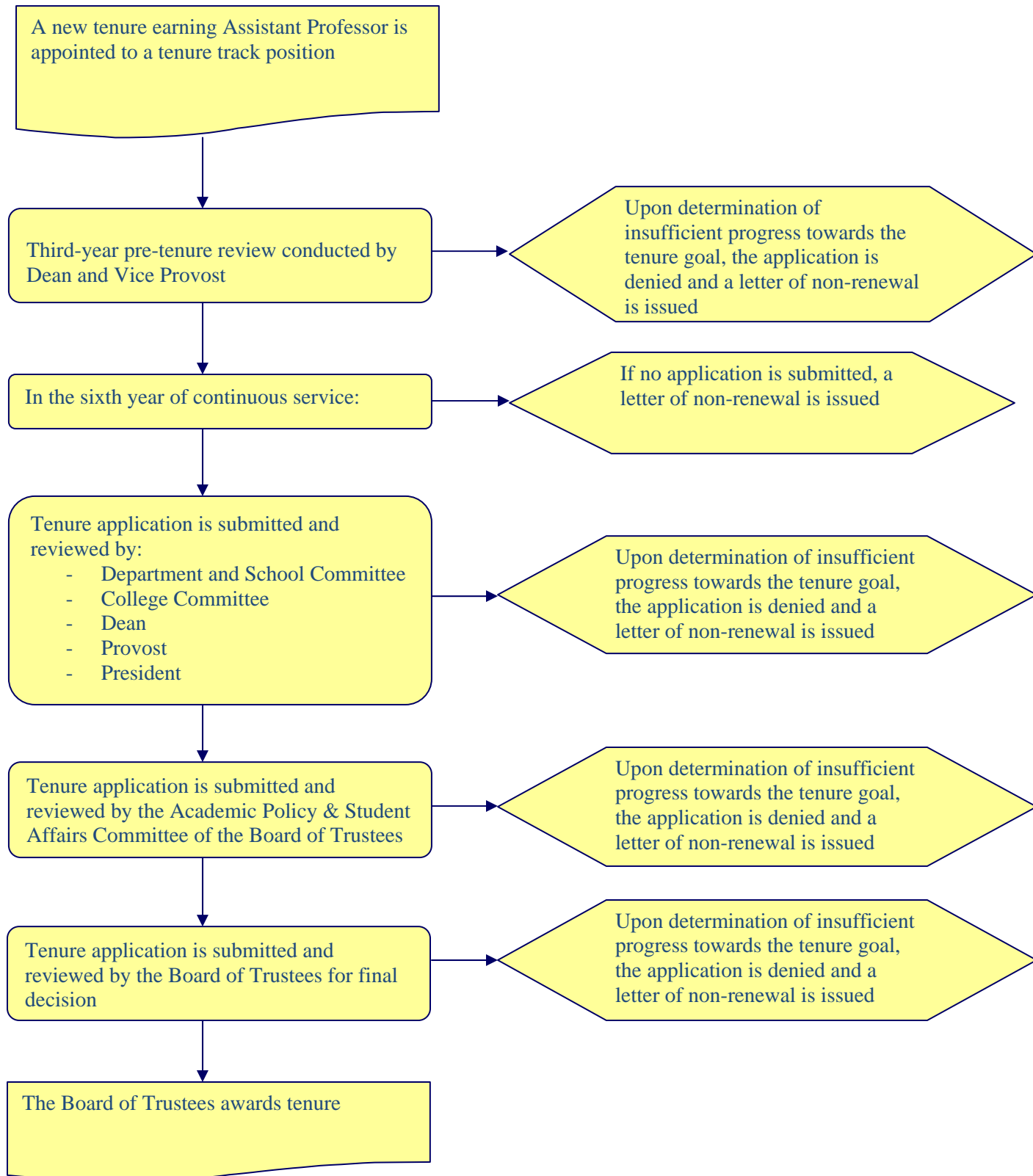
**Florida International University
2011 - 2012 Tenure Nominations**

Name	Department	Proposed Rank
College of Architecture and the Arts		
Eric M. Goldemberg	Architecture	Associate Professor
College of Arts and Sciences		
John P. Berry	Chemistry and Biochemistry	Associate Professor
Prem P. Chapagain	Physics	Associate Professor
Stephen Charman	Psychology	Associate Professor
Craig Layman	Biological Sciences	Associate Professor
Anna M. Luszczynska	English	Associate Professor
Jaroslava Miksovska	Chemistry and Biochemistry	Associate Professor
Nadja Schreiber Compo	Psychology	Associate Professor
Chantalle Francesca Verna	History	Associate Professor
Ping Zhu	Earth and Environment	Associate Professor
College of Business Administration		
Abhijit Barua	Accounting	Associate Professor
Nathan J. Hiller	Management and International Business	Associate Professor
Xiaoquan Jiang	Finance and Real Estate	Associate Professor
Edward R. Lawrence	Finance and Real Estate	Associate Professor
Antoinette L. Smith	Accounting	Associate Professor
Debra VanderMeer	Decision Sciences and Information Systems	Associate Professor
Zhonghua Wu	Finance and Real Estate	Associate Professor
College of Education		
Maria L. Fernandez	Teaching and Learning	Associate Professor
College of Engineering and Computing		
Mehmet E. Bayraktar	OHL School of Construction	Associate Professor
Arindam Gan Chowdhury	Civil and Environmental Engineering	Associate Professor
Chenzhong Li	Biomedical Engineering	Associate Professor

**Florida International University
2011 - 2012 Tenure Nominations**

College of Law		
Kerri L. Stone	n/a	Associate Professor
Robert Stempel College of Public Health and Social Work		
Richard C. Palmer	Health Promotion and Disease Prevention	Associate Professor

Tenure Process



This page intentionally left blank

Eric M. Goldemberg
Department of Architecture
College of Architecture and the Arts

Eric M. Goldemberg holds a Master of Science in Advanced Architectural Design from Columbia University and a 6-year Professional Degree from the University of Buenos Aires, Argentina. He began as an Assistant Professor FIU in 2006 and is the Digital Design Coordinator of the Architecture Department. He has taught as Associate Professor at Columbia University, as Visiting Assistant Professor at Pratt Institute, and as Adjunct Professor at New York Institute of Technology and New Jersey Institute of Technology. Professor Goldemberg worked in New York for Peter Eisenman as senior designer for the City of Culture of Galicia, as well as heading several international competitions. He was also project architect for Asymptote Architecture – Hani Rashid and Lise Anne Couture, developing the design for the Guggenheim Museum in Guadalajara, a Crematorium in Schiedam, Holland, and the Penang Master Plan in Malaysia. Professor Goldemberg is a licensed architect in Argentina; founding his own design research practice in 1997, MONAD Studio. MONAD Studio's practice gained national and international recognition in 2008, when it was nominated by Terence Riley and chosen as one of the 5 finalists of the prestigious PS1-MoMA competition, fostered by the Young Architects Program; the project was exhibited at the Museum of Modern Art (MoMA) in New York. MONAD Studio's entry was also exhibited in New York at the PS-1 Contemporary Art Center – YAP 10th Anniversary Review show. MONAD Studio received a bronze medal award at the 2007 Miami Beach Biennial for the Performing Arts Center project in Norway.

During his tenure at FIU, Professor Goldemberg has taught design studios and advanced digital classes focusing on digital fabrication, at both the undergraduate and graduate levels. He received funding from Spine 3D to support a series of design studio projects and digital courses focusing on waterfront urban developments in the Malecon of La Havana and Watson Island (in conjunction with graduate studio from Pennsylvania School of Design taught by David Ruy), in Miami. Professor Goldemberg received a Mellon Foundation grant awarded by The Wolfsonian-FIU to do continuous research in the museum's collections and Art Nouveau holdings, creating new courses that foster research on that period with the goal of organizing an exhibition with the title "Digital Nouveau" in 2013. He received the Paul L. Cejas Faculty Development Award in two consecutive years, the funding of which produced the organization of a very successful conference at FIU with the title "Digital Pulse in Architecture"; this two-day symposium brought to Miami seven renown contemporary designers and critics from New York and Los Angeles (Jeffrey Kipnis, Ali Rahim, Hernan Diaz Alonso, David Ruy, Ferda Kolatan, Marcelo Spina, and artist Perry Hall), contributing to build up a culture of criticality and unprecedented digital design sophistication in South Florida.

John P. Berry
Department of Chemistry and Biochemistry
College of Arts and Sciences

Dr. John Berry received a BS (1993) from University of Michigan and his Ph.D. (1998) in phytochemistry, under Dr. Eloy Rodriguez, at Cornell University. Through two separate postdoctoral National Research Service Award fellowships from the NIH (i.e. NIH-National Cancer Institute and NIH-National Institute of Environmental Health Sciences, respectively). Dr. Berry conducted research at Cornell University (1999-2000) under Dr. Rodriguez, and at University of Miami's Department of Chemistry (2000-2002) under Dr. Robert Gawley. As the Associate Director for the NIH Minority Health International Research Training (MIRT) program in the Dominican Republic, Professor Berry established an NIH-MIRT summer program in the DR which continues today. He also currently serves as Mentor and member of Training Advisory Committee for the program. Prior to joining the faculty at FIU, he was an Assistant Scientist in the Division of Marine Biology and Fisheries at the University of Miami's Rosenstiel School of Marine and Atmospheric Sciences from 2002-2006, as well as an Adjunct Professor in the Department of Physical Sciences at Barry University. In 2006, he joined FIU's Department of Chemistry and Biochemistry, and the Marine Science Program.

During his time at FIU, Professor Berry has established a research program focused on the chemical characterization of toxic or otherwise biologically active metabolites from marine and freshwater algae, and particularly toxins from the ubiquitous cyanobacteria (or "blue-green algae"), in relation to human and environmental health. His laboratory focuses on several interrelated aspects, including (1) identification, isolation and characterization of potentially novel toxins; (2) toxicological and pharmacological characterization of known algal toxins; (3) chemical characterization of the apparent bioaccumulation of cyanobacterial toxins in freshwater food-webs with respect to human and ecosystem health; and, more recently, (4) development of novel sensors for algal toxins, including transgenic zebrafish as inducible "sentinels," and deployable micro total analytical systems (μ TAS) for remote *in situ* detection of toxins. This work has been consistently funded (since 2002) through grants, and other support, from the NIH-NIEHS, National Oceanic and Atmospheric Administration, the Great Lakes Fisheries Commission, Rio Arronte Foundation (Mexico) and FIU. To-date, Dr. Berry's laboratory has provided research opportunities for sixteen (16) undergraduate students in Chemistry and Biology; several, of whom, have pursued careers in graduate or professional schools ranging from FIU to Purdue University. Professor Berry has graduated a total three M.Sc. students in Chemistry, and currently has two students –Chemistry and Biology– conducting doctoral research in his laboratory. Additionally, for the past three years, Professor Berry has served as Mentor for the American Chemical Society's SEED Program providing summer research opportunities for exceptional high school students interested in pursuing careers in Chemistry.

Prem P. Chapagain
Department of Physics
College of Arts and Sciences

Dr. Prem P. Chapagain received his Master's degree from Tribhuvan University, Nepal in 1998 and his Ph.D. in Physics from FIU in 2005. After the completion of his Ph.D., he joined the department of Population Medicine and Diagnostic Sciences at Cornell University as a postdoctoral research associate. He joined the department of Physics at FIU as an Assistant Professor in 2006. Dr. Chapagain's research in biological physics focuses on the protein dynamics, folding, and protein aggregation which involve applying computational and statistical mechanical techniques to understand how a protein folds to its biologically functional configuration as well to understand how misfolding of proteins leads to protein aggregation and fibril formation, a process that is implicated in many serious diseases such as Alzheimer's and Parkinson's. His current research topics include detailed molecular-level understanding of the formation process of amyloid fibrils. This is crucial for developing methods to slow down or prevent these diseases. More recently, Professor Chapagain has also been investigating the structure and dynamics of Fluorescent Proteins, for which he has received National Institute of Health funding through National Institute of General Medical Sciences. The goal of this research is to use computational investigations to design monomeric red fluorescent proteins with enhanced photostability and fluorescent properties. Fluorescent proteins are extremely valuable biochemical markers in molecular and cell biology that allow monitoring of cellular biology on a molecular level. Fluorescent proteins are used to elucidate the biochemical pathways of healthy cells, and uncover the molecular problems that cause diseases. For these projects, Professor Chapagain is actively collaborating with other researchers both experimentalists and theoreticians from FIU and other institutions such as University of Colorado at Boulder and University of Southern California.

Professor Chapagain has taught introductory physics courses and the corresponding physics problem solving classes. He has also taught a graduate level molecular biophysics course, which attracts students from various other departments such as biomedical engineering. Professor Chapagain has consistently received excellent teaching evaluations and remarks from students. He has advised and co-advised both graduate and undergraduate students in research. Currently, one graduate student is working towards his Ph.D. under his supervision. Professor Chapagain has served on several departmental and college level committees at FIU. He has reviewed journal articles and grant proposals. He has also served as a judge for Scholarly Forum, a research competition at FIU and as a science fair judge for Miami-Dade County public schools.

Stephen Charman
Department of Psychology
College of Arts and Sciences

Dr. Stephen Charman received his Bachelor of Science degree in psychology from Queen's University (in 2001), and his Ph.D. in social psychology from Iowa State University (in 2006) under the advisement of Gary Wells, a leading expert in eyewitness psychology research. He joined the psychology department at FIU in the fall semester of 2006. He has published 11 empirical articles in high quality journals, 1 book chapter, and 2 encyclopedia entries. He has received numerous small internal grants, has recently received external funding in the form of an American Psychology-Law Society Early Career Psychologist Grant, and has applied for further external funding through the National Science Foundation. He is a member of multiple professional societies (including the American Psychology-Law Society, the Society for Research in Memory and Cognition, among others), and has presented his research in over a dozen talks. He has directly advised, and continues to advise, multiple doctoral students (his first doctoral student graduated in 2010), has served on 15 additional graduate-level committees (both thesis and dissertation) and 7 undergraduate Honor's committees (of which he has directly supervised four), and continues to conduct research with numerous graduate and undergraduate students. He maintains an active research lab, advising approximately 10 undergraduate students per semester.

Professor Charman is a legal psychologist specializing in various ways in which psychological issues interface with the legal system. His research focuses primarily on eyewitness memory, and in particular the investigation of lineup techniques that aid or hinder eyewitness identification accuracy, but he has also published psycholegal research investigating suspects' abilities to generate alibis, biasing influences on criminal investigators' and jurors' beliefs, and novel age-progression techniques to help recover missing children. His research has emphasized theory development in a field that has often lacked theoretically-driven approaches.

Craig Layman

Department of Biological Sciences
College of Arts and Sciences

Dr. Craig Layman received his Ph.D. in 2004 from Texas A&M University, and then spent two years as post-doctoral fellow at Yale University. In 2006 he began as an assistant professor at FIU with a research program focused on the fundamental principles that underpin the structure and function of food webs. His research explores how organisms mediate energy flow in ecosystems through both top-down (e.g., predation) and bottom-up (e.g., nutrient cycling) processes. He employs two of the most pervasive human impacts in coastal ecosystems -over-exploitation of top predators and ecosystem fragmentation -as core hypothesis testing frameworks. His research encompasses community ecology, addressing population, ecosystem and evolutionary questions. This integrated, interdisciplinary, research program provides for a multi-faceted understanding of how humans are driving ecological change across multiple ecosystem types. Professor Layman's research has awarded ~\$1.2 million to FIU, including an NSF CAREER AWARD and a second NSF grant. As of last year, Professor Layman had published (or had in press) 63 papers, all in refereed journals, and an additional 4 book chapters. His papers have been cited over 909 times. He has at least 15 papers that have been cited 15 times and an additional 7 papers in review. He has reviewed a total of 82 manuscripts for refereed journals since his employment at FIU, as well as proposals for multiple funding agencies. He also served on a National Science Foundation Biological Oceanography Panel in 2010.

Professor Layman has served as advisor or co-advisor for 8 Ph.D. students and 2 M.S. students. He has graduated one M.S. student at FIU, and one M.S. and one Ph.D. for which he co-advised with a faculty member at another university. He has served on a total of 31 graduate committees during his tenure. This service includes 6 students from other universities, suggesting an appreciation of his role as a mentor outside of FIU. Since 2006, he has had 52 graduate or undergraduate co-authors. In addition to teaching undergraduate courses, he developed Coastal Marine Conservation for the curriculum—which utilizes a unique dual campus format. That is, he teaches one day at each FIU campus, using a polycom system to broadcast both ways. He works closely with The Nature Conservancy, The Bahamas National Trust and many local NGOs in an effort to transform the way science is being conducted in the Bahamas. His core goal is to provide a paradigmatic example of how scientists, while maintaining the quality and scope of their on-going research, can better integrate their research programs with local communities to substantially improve the nature of environmental education.

Anna M. Luszczynska
Department of English
College of Arts and Sciences

In 1991, Dr. Anna M. Luszczynska received her BA in Philosophy from the University of Maine Summa Cum Laude. In 1993 she entered the State University of New York at Buffalo's doctoral program in Comparative Literature with a full Schomberg Minority Fellowship for Graduate Study. In December 2003 she received her Ph.D. and in 2004 began as an Assistant Professor in FIU's English Department. During her time at SUNY Buffalo Luszczynska focused on contemporary French philosophy, and 20th century U.S. Latino and African-American literatures, a philosophical and literary combination rarely engaged. Additionally, in 2001, while still enrolled as a graduate student, Luszczynska relocated to Maine as advanced lecturer at the University of Maine. Since joining FIU's faculty, Professor Luszczynska completed a 200-page monograph entitled *The Ethics of Community* which received two positive readers' reports, unanimous board approval, and is in press from Continuum Press. She has also published two lengthy scholarly articles in leading tier 1 journals of Comparative Literature and Continental Philosophy, *The New Centennial Review* and *Philosophy and Social Criticism*, respectively. These pieces garnered significant attention, referenced in both books and journal articles from diverse fields such as Geography, Philosophy, and Literature. Professor Luszczynska has also presented her scholarship at numerous national and international conferences and has been invited to participate in panels devoted to the intersections between philosophy, cultural studies, and literature. The success of these various research endeavors prompted sufficient scholarly recognition that Luszczynska was solicited to contribute to *Jean-Luc Nancy: Justice, Legality, World* edited by Dr. Ben Hutchens, forthcoming from Continuum Press in 2012. This volume comprises cutting edge work from leaders in Nancy studies as well as a keynote article from Nancy himself.

Creating innovative courses that reflect her unique scholarly vision, Professor Luszczynska's classes have consistently been both eagerly sought after and highly evaluated by her students. In response to student requests, she instituted bi-weekly Saturday meetings for interested students to further their coursework and engagement with the materials presented in class. Saturday sessions also provided an opportunity for students to discuss graduate school possibilities and ramp-up their preparation. Professor Luszczynska's commitment to the mentorship of graduate students is clearly evident in her extensive participation on thesis committees—serving on twenty-eight MA thesis committees. Her research agenda in community and ethics is instrumental to her volunteer efforts at George W. Carver, a Title 1 Elementary School in Miami-Dade County. At Carver, she has been an active member of the PTA, a volunteer for the Drama club, and most importantly, the Title 1 Liaison for the school. As liaison, Professor Luszczynska advocates for the 69% of the student body that receives free and reduced lunch. Her role as liaison is arguably one of the most crucial manifestations of her scholarly work and one that continues to inform its evolution.

Jaroslava Miksovská
Department of Chemistry and Biochemistry
College of Arts and Sciences

Dr. Jaroslava Miksovská received a MS degree in biochemistry from Charles University in Prague in 1994 and was then accepted to the Ph.D. program in enzymology at University Paris XI, Orsay, France. She worked on her dissertation thesis under supervision of Professor Pierre Sebban. The thesis was focused on determination of the molecular mechanism of electron transfer coupled proton transport in photosynthetic bacterial reaction centers. Professor Miksovská defended her thesis in June 1998 and subsequently accepted a postdoctoral fellow position in the laboratory of Prof. Randy W. Larsen in the Department of Chemistry at University of Hawaii in Manoa (2000-2001) and later in the Department of Chemistry at University of South Florida (2002-2004). During her post-doctoral training, Professor Miksovská has employed photothermal techniques to study the mechanism of energy transduction in cytochrome c oxidases as well as photochemistry of small molecules such as caged compounds and caged peptides. In 2004 Dr. Miksovská accepted a position of an Assistant Professor in the Department of Chemistry at Marshall University, West Virginia. During her three years at Marshall University, Professor Miksovská's research focused on determination the mechanism of ligand migration in peroxidases as application of photothermal techniques to determine time-resolved thermodynamics associated with the ligand binding to Ca^{2+} transducers. Her work was supported by the Beginning Grant-in-Aid from American Heart Association (2006-2008). At Marshall University, Professor Miksovská supervised two master degree students and several undergraduate students and her work resulted in publications in peer review journals (Journal of Physical Chemistry B, Biomacromolecules, Journal of Inorganic Biochemistry).

In August 2007, Dr. Miksovská accepted an Assistant Professor position in the Department of Chemistry and Biochemistry at FIU. Here Dr. Miksovská developed a research program that focuses on understanding how conformational dynamics contribute to protein function with focus on two protein families, vertebrate hexacoordinate globins and neuronal calcium sensors. This research program is supported by research grants from the National Science Foundation and the James and Esther Biomedical Research Program. Results from these on-going projects have been published in peer reviewed journals (e.g., Biochemistry, Biophysical Journal) and presented at national meetings (e.g., Biophysical Society, American Chemical Society). During her four years tenure at FIU, Professor Miksovská supervised two MS degree students who graduated in 2010 and she is currently supervising two Ph.D. and two M.S. degree students. In addition, Professor Miksovská has worked intensively with the undergraduate students at FIU as a supervisor for undergraduate research projects (total of 10 students) and the advisor of the Chemistry Club. At the national level, Professor Miksovská has served as a reviewer for grant agencies and as a reviewer for numerous scientific journals.

Nadja Schreiber Compo
Department of Psychology
College of Arts and Sciences

Dr. Nadja Schreiber Compo received her B.A. in Psychology at the University of Trier, Germany, and her M.S. and Ph.D. from the Westfälische Wilhelms-Universität in Münster, Germany. From 2000-2002, she collaborated with Drs. Janat Parker and Ron Fisher at FIU on her legal psychology research funded via a postdoctoral fellowship award by the prestigious German Academic Exchange Service. She continued her research throughout her years as a Visiting Assistant Professor at FIU (2003), as an Assistant Scientist (2003-2004) and a Research Assistant Professor (2004-2005) at the Center for Family Studies at the University of Miami's Miller School of Medicine. Her career as an Assistant Professor in the Department of Psychology's Legal Psychology Program began in 2005. Within the area of legal psychology, she has been fascinated with the area of investigative interviewing, particularly of potentially vulnerable witnesses. Her research explores under-researched witness and interviewer populations, potentially helpful and detrimental interviewing techniques, and other 'players' in the legal field to define the context in which (interviews of) witnesses are positioned. To explore the field systematically, Nadja Schreiber Compo has developed innovative and labor-intensive designs, and has included multiple methodologies: experimental lab studies, experimental field studies and field surveys. For this purpose, she has created and maintained a large research lab consisting of a tight network of doctoral and undergraduate students, who all share her excitement and work ethic to tackle this field. In addition to her own lines of research, she continues to use her research (lab) as a learning and career opportunity for promising undergraduate and graduate students.

Dr. Nadja Schreiber Compo's career in legal psychology involving many different research collaborations, both in Europe and the United States, has resulted in 20 publications so far, ten of them in top-tier peer-reviewed journals, including one book. Professor Schreiber Compo and her students have received numerous awards. While establishing and publishing her novel line of research on intoxicated witnesses, she has continuously applied for external funding and has received promising reviews (e.g., from NSF). Her research has been featured in *ScienceDaily*, *ScienceNews*, and FIU's Worlds Ahead campaign. She has been invited to train local and federal law enforcement, therapists and counselors, to join a national eyewitness memory expert panel to file a brief as amicus curiae in the U.S. Supreme Court, and has provided expert witness consultations in numerous court cases.

Chantalle Francesca Verna

Department of History
College of Arts and Sciences

Dr. Chantalle Francesca Verna's education includes training in history (Ph.D., Michigan State University 2005), history and urban studies (M.A., Michigan State University 2000), political economy (B.A., Tulane University), and African and African Diaspora Studies (Certificate, Tulane University). Following her graduate and doctoral studies, Verna returned in 2003 to launch a career where she could contribute to intellectual developments in one of the United States' most dynamic and promising urban centers—Miami. In 2005, she joined FIU's faculty as an Assistant Professor of History and International Relations. She is an expert on the histories of Haiti and the United States, with a specialized interest in inter-American relations, 20th century internationalism and the uses of knowledge for development.

Professor Verna is the author of *The Uses of America: Haiti, the United States, and Rapprochement Culturel during the Post-Occupation Years, 1930-1950* (Cornell University Press, 2012. In press), articles in *Diplomatic History* and the *Journal of Haitian Studies*, and a contributor to *Geographies of the Haitian Diaspora* (Routledge, 2011). She has initiated research for two new books: *Blood on Friendly Hands: Haitian Responses to Anti-Haitian Violence in the Dominican Republic 1937-39* and *Back to Africa: New Narratives through the Study of Haitian Expert Migrants in Congo and Beyond, 1958-71* and is co-editing *The Haiti Reader* for Duke University Press. The Social Science Research Council, Florida International University, the University of Miami, the University of Florida, and Rockefeller Archives have funded Verna's research. Scholars recognize her as an innovative, well-informed and engaging peer. They have welcomed her interventions at major academic conferences, invited her to give keynote lectures at prestigious colleges and universities, and asked her to serve as a reviewer for scholarly journals, academic and commercial presses. Professor Verna's courses explore an array of topics including decolonization, migration, transnationalism, foreign interventions and international aid for development. Verna has also supervised and serves on thesis and dissertation committees for FIU's School of International and Public Affairs. Additionally, she is an active member of the Digital Library of the Caribbean academic board. She has consulted the producers of two PBS documentaries, several South Florida history exhibits and oral history projects. She has shared her expertise with print, television, radio, and online journalists.

Ping Zhu

Department of Earth and Environment
College of Arts and Sciences

Dr. Ping Zhu is an assistant professor in Atmospheric Science, Department of Earth and Environment, FIU. He obtained his Ph.D. in Meteorology & Physical Oceanography in 2002 at the Rosenstiel School of Marine and Atmospheric Science (RSMAS), University of Miami. Dr. Zhu's research focuses on the atmospheric phenomena linked to the boundary layer, the lowest part of the atmosphere that is directly affected by diurnal heating, turbulent motion, heat, moisture, and momentum transfer from/or to Earth's surface. He has published more than 20 research articles in refereed scientific journals. Since entering the tenure track in Spring 2006, Dr. Zhu has been awarded research grants as Primary Investigator totaling ~\$1.7 M from National Science Foundation (NSF), National Oceanic and Atmospheric Administration, Department of Energy (DOE), and BP. In 2009, he also received a NSF CAREER award. He supports a total of five graduate students with research assistantships.

Over the past five and half years, Professor Zhu has taught 6 undergraduate courses, and 4 graduate courses, including graduate seminar. He graduated one M.S. student in 2010. Professor Zhu has served on two panel reviews for the Department of Energy: DOE Atmospheric System Research Cloud Life Cycle; and DOE Biological and Environmental Research Climate Modeling Program. From 2006-2011, he reviewed 5 proposals for NSF, 24 research papers for scientific journals: *Journal of Geophysical Research*, *Geophysical Research Letters*, *Monthly Weather Review*, *Journal of Atmospheric Sciences*, *Weather and Forecasting*, *Quarterly Journal of the Royal Meteorological Society*; *Atmospheric Research*; and one book for Pearson Publisher.

Abhijit Barua
School of Accounting
College of Business Administration

Dr. Abhijit Barua received his Ph.D. degree in Accounting from Louisiana State University (LSU) in 2006. Prior to his Ph.D. program, he worked for Procter & Gamble for two and a half years in different areas of corporate financial and managerial accounting. Professor Barua has three years of academic experience as a full-time faculty member in leading business schools of Bangladesh, where he taught financial and managerial accounting courses at the graduate and undergraduate level. During his time at LSU, he taught financial accounting courses for undergraduate students. Professor Barua's primary area of research interest is financial reporting, where he focuses on earnings management and financial reporting quality. His secondary area of research interest is corporate governance and auditing. Professor Barua's research papers have been published in several premier and high quality journals. Two of his publications are in *The Accounting Review* – widely acclaimed as the top journal in Accounting. Four of his other papers have been published in journals deemed premier by the College of Business Administration, including *Accounting Horizons*, *Journal of Accounting and Public Policy*, and *Journal of Business Finance and Accounting*.

Professor Barua is currently teaching Intermediate Accounting and the Ph.D. seminar in Accounting Research Methods on Capital Markets. Previously, he taught the Principles of Accounting course at FIU. He has received three teaching awards (including two "Best Faculty" awards and one "Most dedicated Faculty" award) over the last five years at FIU. He is committed to teaching innovation, and his efforts have been rewarded with the prestigious "*PricewaterhouseCoopers (PWC) IFRS Ready*" grant to integrate International Financial Accounting Standards in undergraduate and graduate accounting courses. Professor Barua is also an active participant of the Accounting Continuing Professional Education seminars offered at FIU. He has served as a reviewer for several premier and other journals in Accounting, and for conferences organized by the American Accounting Association. He has served on eight dissertation committees at FIU.

Nathan J. Hiller

Department of Management and International Business
College of Business Administration

Dr. Nathan J. Hiller received his Ph.D. from The Pennsylvania State University in 2005 in Industrial/Organizational Psychology. He is an Assistant Professor in the Department of Management and International Business at FIU. Before joining the College of Business, Professor Hiller was an Assistant Professor in the Department of Psychology at FIU (from January 2006 – August 2008). He Professor Hiller's major research interest is in the area of leadership science, with three primary foci within that domain: 1) the strategic implications of CEO personality including executive narcissism, 2) alternative forms of leadership, and 3) taking a macro view of leadership science in order to identify future research needs of the field. He has a total of 8 publications, 7 of which are in journals with 2010 impact factors ranging from 2.90 to 5.25. Five of these publications are within the FIU College of Business' "premier" list, and two are among the UT Dallas list of eminent journals. His work is gaining increasing recognition as indicated by citation count (115 non self-citations according to Thomson ISI's Web of Science), and he gave an Invited Talk on the future of leadership research at a major international scholarly conference. A paper he recently published (July 2011) in the *Journal of Management* was one of the 5 most downloaded articles in the entire journal archive for the months of both June and July, 2011.

Professor Hiller is also a Fellow of the FIU Center for Leadership where he is Faculty Director of *The High Potential Leader* program, a 4-day leadership development program for promising senior managers. He also sits on the Academic Advisory Board of the Center for Leadership. In addition to his work with the Center for Leadership, Professor Hiller also works with Executive and Professional Education programs in the College, and has delivered programs and sessions for Hewlett Packard, Norwegian Cruise Lines, and Beckman Coulter. He serves his profession by reviewing for many of the top journals, and was appointed in January 2012 to the Editorial Board of the *Journal of Applied Psychology* (a "premier" journal in Management, and which is included on the Financial Times list of elite business school journals). Professor Hiller served on the William Owens Scholarly Achievement Award committee in 2010 as one of the 9 individuals voting on the most impactful article in the field of Industrial/Organizational Psychology. Professor Hiller has taught, and continues to teach at the undergraduate, M.S., M.B.A., and Ph.D. levels, with an overall class-weighted average of 4.57 out of 5 across all classes and levels. He actively mentors graduate students and currently sits on the dissertation committees of 10 doctoral candidates.

Xiaoquan Jiang

Department of Finance and Real Estate
College of Business Administration

Dr. Xiaoquan Jiang received his Ph.D. in Finance from the University of Houston (Houston, TX) in 2002, MS in Economics from Texas A&M University in 1998, and a Bachelor's degree in Electronic Engineering from The Electronic University of Science and Technology of China in 1984. Prior to joining in FIU, he taught at Sichuan University (Chengdu Sichuan China), University of Houston, University of Alaska, and University of Northern Iowa.

Professor Jiang's research focus is on empirical asset pricing and valuation, risk-return relation, financial anomalies. He has published papers in top finance journals, including the *Journal of Business*, *Journal of Banking and Finance*, *Financial Management*, *Financial Review*, *Journal of Real Estate Finance and Economics*, *Financial Markets and Portfolio Management*, *Journal of Property Research*. Professor Jiang has served as a referee for the *Financial Management*, *Journal of Banking and Finance*, *Asia-Pacific Journal of Financial Studies*, *European Financial Management*, *Financial Market and Portfolio Management*, *Financial Review*, *International Economics and Finance Journal*, *Pacific-Basin Finance Journal*, *Quantitative Finance*, and *Quarterly Review of Economics and Finance*. He has received several best paper awards and research funds, such as the European Public Real Estate Association 2011 Research Grant Award, the FIU 2011 Kauffman Professors Program Award, Swisscanto Best Paper Award of the year 2010 by Swiss Society for Financial Market Research, FIU CIBER faculty research award 2010, and American Association of Individual Investors Award for the Best Paper in Investments Southern Finance Association Conference 2004. From 2008 to 2010, five of Professor Jiang's working papers are on the "Top ten download list on SSRN" (Social Science Research Network). Professor Jiang also regularly has served as presenter, chair, and discussant in national and international finance conferences.

Edward R. Lawrence

Department of Finance and Real Estate
College of Business Administration

Dr. Edward R. Lawrence received his Master's and Doctoral degrees in Business Administration from University of Nebraska, Lincoln respectively in 2003 and 2005. Prior to his studies at University of Nebraska, Lincoln, he worked for Tata Engineering in India, from 1995 to 2001. Professor Lawrence graduated from the Indian Institute of Technology, Kanpur, India in 1995 with a Bachelor in Technology in Material Science and Metallurgy. Presently, he is a faculty member in the Department of Finance and Real Estate in the College of Business.

Professor Lawrence's research interests are in asset pricing, behavioral finance and banking and financial institutions. His research has been published in the *Applied Financial Economics*, *Financial Analyst Journal*, *Finance India*, *International Journal of Banking Finance*, *International Journal of Finance*, *Journal of Behavioral Finance*, *Journal of Business Finance and Accounting*, *Journal of Emerging Markets*, *Journal of Modern Accounting and Auditing*, *Managerial Finance*, *Quarterly Journal of Business and Economics*, and the *Nanyang Business Review*. He has presented papers in several professional conferences, including *Eastern Finance Association*, *Financial Management Association*, *Global Finance Conference*, *Northern Finance Association*, *South Western Finance Association*, *Southern Finance Association*, *Mid Western Finance Association* and the *Academy of Economics and Finance*. He has reviewed papers for the *Financial Review*, *Applied Financial Economics Quarterly Journal of Business and Economics* and the *International Journal of Banking and Finance*. Professor Lawrence's teaching experience includes such courses as fundamentals of corporate finance, security analysis, portfolio management, financial economics and managerial corporate finance. He has won the Best Professor Award four times in the Master of Science in Finance Program and has twice received undergraduate teaching awards.

Antoinette L. Smith
School of Accounting
College of Business Administration

Dr. Antoinette L. Smith, CPA, is an Assistant Professor in the School of Accounting where she teaches coursework in Accounting Information Systems and IT Auditing. She holds a Ph.D. from the University of South Florida, where she was the recipient of several scholarships. Most notably, she was awarded a Florida Education Fund's McKnight Doctoral Fellowship, where she was later recognized with the 2003-2004 Russell V. Ewald Award for Academic Excellence. In 2003, she won the Michael J. Barrett Doctoral Dissertation Grant from The Institute of Internal Auditors. Additionally, she received fellowships from both The PhD Project Foundation and the AICPA Scholarship for Minority Accounting Students.

After receiving her Ph.D. in 2004, Dr. Smith became an assistant professor at Miami University in Ohio from 2004 to 2006, where she received a Professor Appreciation award from Sigma Phi Epsilon and Gamma Phi Beta. She mentored a talented team of students who successfully advanced to the national level of competition in the PricewaterhouseCoopers 2004 xAct. In 2006 Professor Smith joined FIU. Most recently, the Dean appointed her as the designated Faculty Associate to lead a new program called the Ph.D. Pipeline Opportunity Program, a program designed to promote and encourage underrepresented minorities to pursue a doctorate in business. She is the 2011 PhD Pipeline Faculty Associate for her visionary leadership and extraordinary service in bringing awareness to diverse students of doctoral degree opportunities. Professor Smith's research focuses on fraud prevention and detection, computer-mediated communication, and information systems impact on business process. Her projects include the development of a Group Support System (GSS) process to support fraud brainstorming sessions, an investigation into programmers' likeliness to release confidential information through virtual communication environments, and the development of a framework for fraudulent behavior within a technology environment. Professor Smith's research has been published in journals such as *The Accounting Review*, *International Journal of Accounting Information Systems*, *Journal of Forensic & Investigative Accounting*, and *The Internal Auditor*. She is notable for being the first research scholar in the field of accounting information systems to have published an experimental study in *The Accounting Review*, which is the American Accounting Association's most notable, premier journal.

Debra VanderMeer

Department of Decision Sciences and Information Systems
College of Business Administration

Dr. Debra VanderMeer received her Ph.D. in Computer Science with a concentration in Management Information Systems from Georgia Institute of Technology, Atlanta, Georgia; a M.S. in Management Information Systems from University of Arizona, Tucson, Arizona; and a B.S. in Languages from Georgetown University, Washington, District of Columbia. She has several years of research and professional experience in organizational information systems. Her primary research goal focuses on improving the efficiency and efficacy of information systems to help managers make the most of their technology budgets and make more informed business decisions. Her work appears in a variety of INFORMS, AIS, ACM, and IEEE journals and conferences.

Professor VanderMeer's primary teaching responsibilities at FIU have been in the Master of Science in Management Information Systems (MS-MIS) program, where she is responsible for the Systems Analysis and Design and Web Management courses. Her teaching efforts were rewarded in 2009, when she was voted "Best MS-MIS Professor" by the students of the Fall 2009 graduating cohort of the MS-MIS program. Professor VanderMeer also has a strong record of service to the professional community and the university. She has served on several conference program committees, and as an ad hoc reviewer for a variety of AIS, ACM, IEEE, and INFORMS journals and conferences. Within the College of Business Administration and the Decision Science and Information Systems department, she has served in a variety of roles to support the college's undergraduate, master's, and doctoral programs, including her recent appointment as Faculty Director for the MS-MIS program. Professor VanderMeer has extensive industry experience as well. She served as the Director of Technical Services for Chutney Technologies, a company venture-funded by KPCB to develop software solutions to improve the scalability, availability, and performance of web applications. Earlier in her career, she served as a Software Engineer for Tandem Computers, and in IS support roles for the Institute of International Education.

Zhonghua Wu

Department of Finance and Real Estate
College of Business Administration

Dr. Zhonghua Wu received his Ph.D. degree in Business Administration from the University of Wisconsin-Madison in 2006. He graduated from Nanchang University in China with a Bachelor's degree in Economics. Since 2006, Professor Wu has been an Assistant Professor of Finance and Real Estate in the College of Business Administration at FIU. Prior to his academic career, Dr. Wu worked as a Research Associate at the National Bureau of Statistics in China.

Professor Wu studies the broad areas of real estate finance and investments with a focus on Real Estate Investment Trusts (REITs) and commercial property markets. His recent research topics include REIT capital structure and dividend policy, REIT liquidity management, and clientele effects in commercial property markets. Additionally, he conducts research on commercial brokerage, corporate finance and empirical asset pricing related to real estate markets. Professor Wu has published articles in top real estate journals including *Real Estate Economics*, *Journal of Real Estate Finance and Economics*, and *Journal of Real Estate Research*. He has served as session chair, program committee member, discussant and presented research papers at academic conferences such as the American Real Estate and Urban Economics Association Conference and the American Real Estate Society Meeting. Professor Wu has served as a referee for *Real Estate Economics*, *Journal of Real Estate Finance and Economics* and *Journal of Real Estate Research*. He teaches Real Estate Finance and Real Estate Market Analysis at the master's level, Corporate Finance Seminar at the doctoral level as well as International Financial Management at the undergraduate level. Professor Wu received two Teaching Excellence Awards from the College of Business Administration. He also received research grants from institutions such as the European Public Real Estate Association.

Maria L. Fernandez
Department of Teaching and Learning
College of Education

Dr. Maria L. Fernandez began her formal teaching career as a Miami-Dade County Public School teacher after receiving a B.S. in Mathematics Education from FIU. She later attended the University of Georgia (UGA) receiving a Ph.D. in Mathematics Education and developed her research interest on the professional development of mathematics teachers for work with diverse students and developing and exploring approaches for improving the mathematics teaching and learning of diverse learners. She worked at the University of Arizona for several years first as a visiting instructor and then as an Assistant Professor. As the sole secondary mathematics education faculty, she had many administrative responsibilities in her position. At the same time, she garnered external funding and began publishing her work. She was also elected as Chair of the 22nd Annual Psychology of Mathematics Education North American Chapter conference to be held in Tucson, Arizona and Editor of the peer-referenced proceedings. After holding the conference, Dr. Fernandez returned to Florida to continue her career as an Assistant Professor at Florida State University (FSU). While at FSU, she was involved in all facets of the Mathematics Education program and provided leadership for the program in her role as Doctoral Program Coordinator.

Professor Fernandez joined FIU in 2007 as an Associate Professor and Mathematics Education Program Leader in the Department of Curriculum and Instruction (currently, the Department of Teaching and Learning). She has published 10 manuscripts in peer-reviewed and highly-respected journals, research proceedings, and books, as well as making over 24 presentations at various international and national research conferences. She also continues seeking external funding (over one million dollars) for an innovative approach she developed for teaching prospective teachers that draws on and integrates features of Japanese lesson study and microteaching. She is currently Associate Chair of the Department of Teaching and Learning and Associate Professor and Program Leader of Mathematics Education. Additionally, she has worked extensively with faculty in the College of Education and university-wide in a variety of endeavors including externally funded projects such as Florida Promise at FIU and SEAMs, engaging in curriculum development such as taking the lead in collaboration with CAS faculty on the development of the BA in Mathematics: Mathematics Education Track, and collaborating on college and university committees including serving as co-Chair of Faculty Assembly in the College of Education. She has worked with Miami-Dade Public Schools to enhance the professional development of teachers of mathematics and has collaborated with colleagues from USF, FSU, and UF and partner districts on the development and implementation of materials for the professional development of K-12 mathematics. Currently, she serves as chair of five dissertation committees, as co-chair of one committee and as a member of five committees. She advises nine doctoral students in C&I with a focus on mathematics education. Since joining FIU, she has advised and supervised approximately 60 M.S. and Ed.S. students, including 23 who have graduated. She has been invited to serve as an Advisory Board Member of the Mathematics Teacher Education Partnership, established through APLU-Science and Mathematics Teacher Imperative, beginning in summer 2011. Furthermore, she has been repeatedly called on within the state of Florida to consult on or make presentations about lesson study, a form of teacher professional development which she investigate through her research.

Mehmet E. Bayraktar
OHL School of Construction
College of Engineering and Computing

Dr. Mehmet E. Bayraktar received his Ph.D. in Civil Engineering with a specialization in Construction Engineering and Management from Purdue University (West Lafayette, IN) in 2006. He also holds an M.S. in Civil Engineering from Purdue University and a B.S. in Civil Engineering from Bogazici University, Turkey. Dr. Bayraktar has served as an Assistant Professor in the OHL School of Construction at Florida International University since August 2006.

Dr. Bayraktar's research focuses primarily on infrastructure management, green construction and sustainability, and alternative project financing by developing innovative solutions for risk assessment and strategic process evaluation for management decision making. In addition to publishing more than 30 articles in peer-reviewed journals and conference proceedings, Dr. Bayraktar has successfully served as Principal Investigator on various research projects funded by the Florida Department of Transportation, associations for the construction industry, and the private sector. In 2010 he received the Kauffman Professorship award from the Ewing Marion Kauffman Foundation in the Eugenio Pino and Family Global Entrepreneurship Center at Florida International University. Dr. Bayraktar has taught a variety of undergraduate and graduate courses in the areas of construction management including construction cost estimating, economic planning for construction, construction equipment, construction cost analysis and control, decision and risk analysis in construction, and developments in construction technology. He has also taught some of these courses over the Internet (fully online) as well as through streaming video after the on-campus lecture has finished. In addition, Dr. Bayraktar has been active in designing improvements to existing courses, curriculum development and developing distance learning material. Dr. Bayraktar has also chaired three graduate committees and served as a member on eight graduate committees. He has contributed to the re-accreditation of the undergraduate construction management program and served on the Faculty Council of the College and, most recently, the College Awards Committee. Dr. Bayraktar is an Associate Editor of the *ASCE Journal of Management in Engineering*, and serves also on the editorial board of the *Journal of Construction Engineering and Project Management*. In addition, he has helped organize technical sessions for various conferences including, most recently, the 2012 Construction Research Congress. Dr. Bayraktar is also a trained member of the Register of Visitors for the American Council for Construction Education, a nationally recognized accreditation board for construction education programs.

Arindam Gan Chowdhury
Department of Civil and Environmental Engineering
College of Engineering and Computing

Dr. Arindam Gan Chowdhury received his Ph.D. in May 2004 from Iowa State University (ISU) (Ames, IA). At ISU, he developed a novel three-degree-of-freedom elastic suspension system and new system identification methods to extract aeroelastic parameters for flutter analysis of flexible structures, including bridges. He was the recipient of *Iowa State University Research Excellence Award* in recognition of outstanding research accomplishments. He is the Director of the Laboratory for Wind Engineering Research at FIU's International Hurricane Research Center (IHRC). His research activities have been and are contributing significantly to major advances in fundamental and applied technological developments pertaining to the national transportation infrastructure through advanced methods for the design of long-span bridges, and to hurricane engineering, the discipline concerned with mitigating the massive losses due to hurricanes and achieving resilient coastal communities. Recommendations made as a result of his testing at the Wall of Wind facility have been published in the 2010 Florida Building Code (FBC). The new code provisions are geared toward decreasing the vulnerability of roofs. He has 25 peer reviewed journal publications. As a Principal Investigator, he has received more than \$3.4M in research funding from various agencies and the industry (not including the Center of Excellence funding and the Congressional appropriation of ~\$1M through the Dept. of Energy). Notably, the National Science Foundation (NSF) awarded nearly \$1.2M in grants, and the National Oceanic and Atmospheric Administration (NOAA) allocated approximately \$0.6M through the Sea Grant programs. He is the recipient of the Faculty Early Career Development (CAREER) Program Award which is NSF's most prestigious award in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education, and their integration.

Professor Chowdhury has taught several graduate and undergraduate courses at FIU. He has served and is serving as major professor and dissertation/thesis advisor for several students and to date has graduated 2 PhD and 9 MS students. He is also serving as member on several committees for PhD and MS students. He is reaching out to K-12 students for fostering the next generation of hurricane/wind engineers. *Wall of Wind* Contests have been organized during summer of 2010 and 2011 to educate a large number of high school students in hurricane damage mitigation activities. He is participating as a Guest Speaker for FIU's *GEAR UP Pre-College Program* funded by the US Department of Education and making presentations and giving Wall of Wind demonstrations to several K-12 students. The education and outreach approaches are expected to play a major role in strengthening the STEM skills of Florida students and underrepresented groups. Dr. Chowdhury has been involved in various services as member in college/departments committees, instructor of PE/FE review courses, editorial board member of peer reviewed international journal, faculty member of Chi Epsilon, reviewer of journal manuscripts, participant in proposal review panel at NSF, session chair and panelist in major international and national conferences or forums, invited speaker and presenter in academic and non-academic meetings, and facilitator of several media events. He is providing service and contributing as a member of the American Society of Civil Engineers (ASCE) Technical Council on Wind Engineering's Structural Wind Engineering Committee (SWEC), ASCE 7 Subcommittee on Wind Loads, Subcommittee of Wind Loads on Solar Collectors (under SWEC), ASCE 7 Subcommittee on Wind- Driven-Rain Effects, and ASCE Committee for Experimental Analysis and Instrumentation (under Engineering Mechanics Institute (EMI)).

Chenzhong Li

Department of Biomedical Engineering
College of Engineering and Computing

Dr. Chenzhong Li earned his M.Sc. in electrochemistry and Ph.D. in bioengineering from Kumamoto University, Japan, in 1996 and 2000. He then completed post-doctoral training at the University of British Columbia in molecular biology as well as a research associateship in biochemistry at the University of Saskatchewan where he led a nanofabrication effort in developing DNA nanowire-based biosensors. Before joining FIU in 2006, he held a position as a Research Officer at the Nanobiotechnology lab in the Canada National Research Council (Montreal) where his research focus was on novel nanomaterials and biosensing systems.

Since joining the faculty at FIU, Dr. Li's research has focused primarily on the clinical point-of-care, biodefense and environment related applications of biosensor technology, in particular sensors for whole cell and disease-related biomarker analysis. His research interfaces bioengineering with cell electronics, bio-nano conjugations, functional nanomaterials, and device fabrication. This work looks ahead to the next generation of biomolecule-based devices for point-of-care testing, clinical diagnosis and therapy, Lab-on-a-Chip, toxicity assay and homeland security. Professor Li's research is funded under a number of grants including private foundations, the National Institutes of Health the Department of Defense and the National Science Foundation where he serves as Principal Investigator or Co-investigator. His research activities to date have resulted in 5 patents, 55 peer-reviewed journal papers and proceedings, 2 books and 4 book chapters, over 100 presentations at conferences including about 60 keynote/invited lectures and seminars worldwide. In addition to his publication activities, he is the associate editor of the journals of Applied Biochemistry and Biotechnology and Biosensors Journal. He is the guest editor and editorial board member of the American Journal of Biomedical Science. He also serves on several editorial boards including the journals Nanomedicine NBM, Chemical Sensors, the Journal of Nanoscience Letters and the International Journal of Nanomedicine, as well as being a reviewer and panelist for NIH, NSF and NSERC (Canada). Professor Li is organizer and chair person of several conferences and symposiums including the 25th Southern Biomedical Engineering Conference, the 4th Florida Nanoscience and Nanotechnology Conference (NanoFlorida 2011), and symposia at multiple annual Pittcon national meetings. In recognition of his work, Professor Li has received several awards and honors including the Japanese Monbusyo Fellowship, the FIU faculty research award (2008), and the Kauffman Professor Award in 2009 and 2011.

Kerri L. Stone
College of Law

Professor Kerri L. Stone graduated from Columbia College, Columbia University in 1997 with a BA *magna cum laude* in English and Comparative Literature. She received her Juris Doctor from New York University School of Law, where she was named a Robert McKay Scholar and served as a teaching assistant to a first year contracts class, as Co-Chairperson of NYU Law Women, and as the Developments Editor of the NYU Journal of International Law and Politics. Subsequently, she served as a law clerk to the Honorable Michael H. Dolinger (2000-2001) in the Southern District of New York, as well as to the Honorable Julio M. Fuentes (2001-2002) and the Honorable Maryanne Trump Barry (2002-2003), both of whom sit on the United States Court of Appeals for the Third Circuit in Newark, New Jersey. She then worked in private practice as an attorney with the law firm of Proskauer Rose in New York, New York from 2003-2005, at which time she was also appointed to the Federal Legislation Committee of the Association of the Bar of the City of New York. In the fall of 2005, Professor Stone became an Honorable Abraham L. Freedman Teaching Fellow and Lecturer in Law at Temple University School of Law, in Philadelphia, Pennsylvania, where she taught Employment Discrimination, Religion in Society and the Workplace (a class that she created), and Legal Research and Writing. In the spring of 2007, Professor Stone received an LL.M. in Legal Education from Temple University, and in the fall of 2007, she began teaching at FIU's College of Law as an Assistant Professor of Law. Professor Stone is admitted to the Bar in the states of New York and New Jersey as well as the Second Circuit Court of Appeals, the Third Circuit Court of Appeals, the Southern and Eastern Districts of New York, and the District of New Jersey. She is also a member of the Phi Alpha Delta Law fraternity.

Professor Stone's research focuses primarily on examining anti-discrimination jurisprudence, and she has articles published in several professional journals including *NYU Journal of Legislation and Public Policy*, *Loyola Law Review*, *NYU Annual Survey of American Law*, *Yale Journal of Law and Feminism*, and *Columbia Journal of Gender & Law*, among others. Professor Stone has been invited to present her scholarship at local and national conferences, symposia, and workshops, including the annual Labor and Employment Law Colloquium, the Southeastern Association of Law Schools ("SEALS") Annual Meeting, and the AALS Annual Meeting. At the College of Law, Professor Stone chairs the Faculty Placement Committee and co-advises the FIU College of Law contingent of Greater Miami's Barkett Appellate Inn of Court, for which she also serves as an officer and a Founding Member. In 2010, she served as the head organizer/co-moderator of the FIU Law Review's first annual live symposium: *Whither the Board? The National Labor Relations Board at 75*, which drew scholars, government officials, and practitioners from around the country. Professor Stone serves as the Faculty Advisor for FIU's Women's Law Society and Jewish Law Students' Association as well as the faculty selection committees for the Alex and Maribety Alvarez Scholarship and for the Florida Supreme Court Internship Program for Distinguished Florida Law Students. Professor Stone has been named a Research Fellow of NYU's Center for Labor and Employment Law. Professor Stone was selected by her peers as a Worklaw Section Contributing Editor of JOTWELL (the online, peer-run law professors' "Journal of Things we Like Lots") in 2009, and she continues to serve in that capacity, writing annual scholarship reviews for the journal. She has been solicited to write articles for the American Bar Association's publication, "Preview," and to blog on the American Constitution Society's website.

Richard C. Palmer

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

Dr. Richard C. Palmer is currently an Assistant Professor in the department of Health Promotion and Disease Prevention. He received his Masters of Public Health in 1998 from San Diego State University and his Doctorate in Public Health in 2003 from the University of Texas Health Science Center. After completing his doctorate, Dr. Palmer was awarded Harvard School of Public Health's Alonzo Smythe Yerby Research Fellowship. During this fellowship period, he conducted research on social determinants of health. After completing his fellowship, Professor Palmer joined the faculty of the Uniformed Services University of the Health Sciences as an Assistant Professor in the department of Preventive Medicine in the F. Edward Hebert School of Medicine. In December 2006, he joined the faculty of Florida International University.

Professor Palmer's research is focused on adherence to preventive regimens and lifestyle practices. Since completing his doctorate, he has developed a research program that has primarily focused on cancer health disparities and has received funding from the Susan G. Komen Breast Cancer Foundation and the National Cancer Institute to conduct innovative investigations. He currently holds a Non-Mentored Career Development Research Award (K22) from the National Cancer Institute. Dr. Palmer has conducted research aimed at increasing breast cancer screening rates among underserved women, understanding the role and influence of health care providers in cancer screening and cancer control, and investigating why African Americans have low colorectal cancer screening participation rates. Central to these research areas is a concerted effort to understand the determinants that influence health behavior and developing interventions that are culturally acceptable, practical, and capable of dissemination. Professor Palmer has also developed a secondary research focus on healthy aging since joining Florida International University. He is currently involved in a five-year initiative aimed at increasing the availability of evidence-based health promotion programs for older adults in South Florida. As part of the initiative, Dr. Palmer is conducting a dissemination study investigating how well community-based agencies in South Florida are able to effectively adopt and implement evidence-based health promotion programs as well as a longitudinal study aimed at examining the long term benefits of participating in health promotion programs targeted for older adults. Professor Palmer is actively involved with both community and national organizations. He is a member of the Southeast Florida Cancer Collaborative, on Sylvester Cancer Center's Community Leadership Board, an active member of the United States Military Cancer Center, and is a member of the Centers for Disease Control and Prevention's Healthy Aging Network.

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: 2012 University Work Plan to the Florida Board of Governors

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2012 University Work Plan.

Background Information:

The Florida Board of Governors requires that all State University System institutions submit an annual work plan.

Florida Board of Governors Regulation 2.002(3), University Work Plans and Annual Reports, provides that each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

Supporting Documentation: 2012 University Work Plan

Facilitator/Presenter: Douglas Wartzok

This page intentionally left blank

FIU 2012-13 Work Plan



Florida International University

Work Plan Presentation for 2012-13 Board of Governors Review

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency; and, 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2012-13 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



TABLE OF CONTENTS

1. STRATEGY

- a. Mission Statement
- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

2. KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

3. OPERATIONS

- a. Fiscal Information *(includes Tuition Differential Fee Request)*
- b. Enrollment Planning
- c. Academic Program Coordination

4. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

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.

VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

As our state digs out of the prolonged economic recession, the South Florida market is experiencing a rebound that bodes well for Greater Miami (employment up 1.6% compared to 0.7% statewide). Miami-Dade County Public Schools (MDCPS) continue to exceed expectations in student achievement, with a growing number of college ready students, particularly place bound minorities who are academically qualified to attend FIU (advanced placement examination pass rate increased 2.3% in MDCPS compared to 0.1% for US).

On the heels of these positive trends, the Beacon Council has just released One Community One Goal (OCOG), a jobs initiative targeted to growing industries and strengthening the local economy. The new plan pivots around education as the foundation for Miami-Dade County's economic development and calls for a new ecosystem of growth. FIU responded with a report showing how our current and planned initiatives are addressing job growth in six targeted industry clusters.

As the business community places a greater emphasis on the role of education in job creation, FIU is focusing on results-oriented initiatives to improve market related responsiveness. Our mission, vision and strategy for the 2012-13 academic year is geared to improving early employment-related matching of student interest and aptitudes with available majors and jobs to ensure a more efficient progression to degree and timely employment after. We are also directing additional support to new more performance oriented instruction in math, writing, and global learning—consistent with our transnational business location and multinational demographics. We intend to deepen our role as the nation's leading producer of STEM degrees for minority students through expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular and applied market-based research. Consistent with our collaboration logic and our desire to be a solutions center for the community, we also plan to provide hundreds of new internships for students through expanded partnerships with both for-profit and not-for-profit businesses and organizations in Greater Miami. Finally, we will drive business and cost efficiencies through expanded use of on- and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 176% of statutory requirements), reduced energy costs (FIU led the SUS in energy conservation for four consecutive years, 2007-2011), and new revenue through expanded market based, adult learner, degree programs.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

FIU's greatest strength is its close linkage to the community. As noted above, FIU provides the education and research to prepare our students for careers in the target industries identified in One Community One Goal. FIU reflects the community in its access and diversity. FIU serves the nation as a demonstration that diversity and excellence can be coterminous. We graduate more Hispanic STEM bachelor's and master's degree recipients than any other university in the country. A greater percentage of our doctoral degree recipients obtain faculty positions in universities than the national median. Our graduates lead the SUS in having jobs after graduation and in having high paying jobs. Our 6-year graduation rate for Hispanics is better than that of any other large Hispanic Serving Institution. That notable statement notwithstanding, we know we can do substantially better so our greatest opportunity in the next three years is to improve our six-year graduation rate.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Graduation Success Initiative (GSI): GSI is a comprehensive system for improving retention and graduation rates at FIU. FIU has used tuition differential dollars to hire 65 new faculty, advisors, and academic support staff for 2012-13; build an in-house degree audit system; launch MyMajorMatch, a career selection tool; and establish Major Maps for each undergraduate major. Recognizing mathematics as a major hurdle for many of our students, we re-designed College Algebra to marry high tech (computer-assisted teaching algebra) with high touch (individualized instruction using Learning Assistants). In the first year pass rate for College Algebra increased from 33% to 48%. Writing is equally as important as math. FIU has launched both Writing Across the Curriculum and Writing in the Discipline projects with faculty in many departments designing effective writing assignments and improving students' critical thinking through writing assisted by 55 writing fellows.

2 Enhancing STEM Success: FIU recognizes the importance of producing STEM graduates to grow the economy of Miami and Florida. STEM education starts in K-12 and FIU has partnered with Miami-Dade County Public Schools (MDCPS) to increase the number of STEM graduates teaching in the MDCPS system. The goal is 40 new STEM teachers per year by 2013 with degrees in a STEM discipline and an Education minor. This initiative is led by 17 faculty in 6 departments supported by over \$20M in active grants. Over the past five years, FIU has hired 45 new faculty in STEM disciplines, the number of physics majors has increased 400%, and STEM enrollments overall have doubled. FIU is the leader in Life Sciences South Florida, a consortium of 16 universities, colleges, economic development agencies, and research institutes developing the full potential of South Florida in the life sciences.

3 Preparing Students for the Workforce through Internships: FIU is increasing the number of internships available to students to gain practical workforce experience. During the last academic year 664 students were placed in internships and 1,326 took a course requiring an internship. FPL provides internships in its call center located on the FIU campus. Out of the first 22 interns, 16 became full-time employees with 9 of these in management positions. Other internship opportunities exist with Sotheby's International Realty, Jackson Health System, and the office of the Miami-Dade County Mayor. Our strong internship program is one of the reasons FIU has the highest percentage of graduates employed in the first year after graduation of any SUS institution.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators, from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND (05-06 to 10-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Academic Quality					
National Ranking for University and Programs					
FIU has developed a five-year enrollment management plan that allows for significant growth in students, advisors and faculty. The faculty growth will be in strategic areas that enhance external funding and doctoral degree production. These are the primary metrics of national preeminence.					
Avg. SAT Score	-1.7% ¹	1700	1699	1699	1699
Avg. High School GPA (on 4.0 scale)	3%	3.7	3.7	3.7	3.8
Professional/Licensure Exam First-time Pass Rates ²					
Exams Above National/State Benchmark	n/a	2	2	3	4
Exams Below National/State Benchmark	n/a	2	2	1	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2012.			
SUBTOTAL OF IMPROVING METRICS	1	0	1	2	
Operational Efficiency					
Freshman Retention Rate	4%	82%	82%	82%	83%
FTIC Graduation Rates					
In 4 years (or less)	0%	19%	19%	20%	21%
In 6 years (or less)	-5%	41%	43%	44%	46%
AA Transfer Graduation Rates					
In 2 years (or less)	-3%	20%	20%	20%	21%
In 4 years (or less)	-2%	59%	59%	59%	60%
Percent of Bachelor's Degrees Without Excess Hours	n/a	Board staff is currently updating the methodology for this metric.			
SUBTOTAL OF IMPROVING METRICS	1	1	2	5	
Return on Investment					
Bachelor's Degrees Awarded	31%	6,637	6,940	7,257	7,934
Percent of Bachelor's Degrees in STEM	-1.6%	17%	17%	17.5%	18%
Graduate Degrees Awarded	65%	2,971	3,321	3,513	4,154
Percent of Graduate Degrees in STEM	-6.2%	16%	16%	16.5%	17%
Percent of Baccalaureate Graduates Employed in Florida	-7%	66% ³	66%	66%	66%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	0%	21% ³	21%	21%	21%
Annual Gifts Received (\$M)	192%	\$40.5	\$14.9	\$24.1	\$114.6
Endowment (\$M)	70%	\$136.2	\$140.9	\$163.4	\$210.5
SUBTOTAL OF IMPROVING METRICS	4	3	6	6	
TOTAL OF IMPROVING METRICS	6	4	9	13	

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2009-10 data from FETPIP.



KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Academic Quality					
Faculty Awards	450%	11	11	11	12
National Academy Members	100%	2	2	2	2
Number of Post-Doctoral Appointees	60%	40	57	62	66
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures (based on 8 broad discipline areas, and includes private universities)	n/a	2 ¹	2	2	2
SUBTOTAL OF IMPROVING METRICS	3		1	1	2
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	29.9%	\$110	\$114	\$120	\$139
Science & Engineering Research Expenditures (\$M)	48.6%	\$97.8	\$103	\$109	\$126
Percent of Research Expenditures funded from External Sources	15.6%	68.6%	68%	68%	68%
Patents Issued	-25 %	3	1	2	8
Licenses/Options Executed	0%	0	1	2	8
Licensing Income Received (\$M)	-68%	\$.012	\$ 0.01	\$ 0.03	\$ 0.1
Number of Start-up Companies	0%	0	1	2	6
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences	20.5%	\$61,803,000	\$63,500,000	\$69,000,000	\$80,000,000
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	NR	n/a	n/a	n/a
Research Doctoral Degrees Awarded	68%	148	151	159	177
Professional Doctoral Degrees Awarded	79%	226	232	256	305
SUBTOTAL OF IMPROVING METRICS	6		6	9	9
TOTAL OF IMPROVING METRICS	9		7	10	11

Notes: (1) The most recent Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures data is based on 2009-10 data.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Average Time to Degree for FTICs	Number of Faculty Designated a Highly Cited Scholar
Bachelor's Degrees Awarded to Minorities	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Number of Adult (age 25+) Undergraduates Enrolled	Percentage of Students Participating in Identified Community and Business Engagement Activities
Percent of Course Sections Offered via Distance and Blended Learning	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Metric #1 Bachelor's Degrees Awarded to Minorities	39%	5,169	5,459	5,764	6,428
Metric #2 Bachelor's Degrees in Areas of Strategic Emphasis	32%	4,269	4,474	4,688	5,148
Metric #3 Graduate Degrees in Areas of Strategic Emphasis	72%	2,068	2,264	2,478	2,969

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. *The 2010-15 Worlds Ahead Strategic Plan encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online student credit hours offered to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.*

Metric: Increase Percentage of Student Credit Hours Offered Fully Online	10%	16.4%	19%	19.25%	19.75%
--	-----	-------	-----	--------	--------

Goal 2. *The Strategic plan calls for increasing the percentage of full-time students at the lower, upper, GRAD 1 and GRAD 2 levels by 2 percent for year 2015. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.*

Metric: Gradual Shift to a Higher Percentage of Full-time Students	2%	64%	65%	65.5%	66.5%
--	----	-----	-----	-------	-------



OPERATIONS



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Appropriations
Education & General – Main Operations						
State Funds	\$234.0	\$215.6	\$196.0	\$202.5	\$168.8	\$142.4
Tuition	\$124.7	\$133.6	\$138.4	\$165.2	\$188.3	n/a
TOTAL MAIN OPERATIONS	\$358.6	\$349.2	\$334.4	\$367.7	\$357.1	n/a
State Funds	\$5.3	\$11.5	\$22.3	\$26.1	\$26.3	\$26.9
Tuition	\$0.0	\$0.0	\$1.2	\$2.5	\$5.4	n/a
TOTAL HSC	\$5.3	\$11.5	\$23.5	\$28.6	\$31.7	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL IFAS	n/a	n/a	n/a	n/a	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 363.9	\$ 360.7	\$ 357.9	\$ 396.2	\$388.8	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2012-13 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$111.7	\$108.9	\$148.4	\$163.4	\$167.6	n/a
----------	---------	---------	---------	---------	---------	-----

Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$80.7	\$80.8	\$88.9	\$91.2	\$94.8	n/a
----------	--------	--------	--------	--------	--------	-----

Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$103.5	\$108.1	\$135.3	\$175.8	\$190.7	n/a
----------	---------	---------	---------	---------	---------	-----

Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$0.3	n/a
----------	------	------	------	------	-------	-----

OTHER BUDGET ENTITY TOTAL REVENUES	\$295.9	\$297.8	\$372.6	\$430.4	\$453.4	n/a
---	----------------	----------------	----------------	----------------	----------------	------------

UNIVERSITY REVENUES GRAND TOTAL	\$659.8	\$658.5	\$730.5	\$826.7	\$842.2	n/a
--	----------------	----------------	----------------	----------------	----------------	------------



FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2010-11 ACTUAL	FY 2011-12 ACTUAL	FY 2012-13 REQUEST	FY 2013-14 PLANNED	FY 2014-15 PLANNED
Base Tuition	\$2,870	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$660	\$960	\$1,569	\$2,269	\$3,074
Percent Increase	15%	15%	15%	15%	15%
Required Fees ¹	\$1,561	\$1,615	\$1,745	\$1,802	\$1,862
TOTAL TUITION AND FEES	\$5,091	\$5,675	\$6,414	\$7,171	\$8,036

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2007-08 ACTUAL	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ESTIMATE
Percent of Bachelor's Recipients with Debt	27.62%	39%	44.07%	45.88%	49.58%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$10,361	\$13,597	\$14,873	\$16,419	\$16,978
Student Loan Cohort Default Rate (2nd Year)	4.3%	4.8%	5.8%	6.5%	7%
Student Loan Cohort Default Rate (3rd Year)	n/a	n/a	9.7%*	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students. *2009-2010 is the first draft 3-year default rate available.

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2011-12)*

	TUITION & FEES*	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,675	\$1,160	\$11,330	\$1,942	\$2,310	\$22,417
AT HOME	\$5,675	\$1,160	\$3,584	\$2,726	\$2,148	\$15,293

*Based on 30 credit hours.

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2011-12)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	8,023	51%	\$11,699	-\$2,753	\$7,717	\$7,230
\$40,000-\$59,999	1,557	10%	\$13,543	\$94	\$4,857	\$6,122
\$60,000-\$79,999	918	6%	\$14,432	\$1,467	\$3,521	\$6,286
\$80,000-\$99,999	607	4%	\$14,857	\$1,959	\$3,038	\$6,523
\$100,000 Above	1,721	11%	\$14,495	\$1,985	\$2,907	\$6,648
Missing	2,871	18%	n/a	n/a	n/a	n/a
TOTAL	15,697	100%	AVERAGE	\$13,805	\$550.40	\$4,408
						\$6,562

Notes: This data only represents Fall and Spring financial aid data, and is accurate as of March 31, 2012. Please note that small changes to Spring 2012 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 14 th , 2012
Implementation Date (month/year):	08/2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Undergraduate Courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$20.29
\$ Increase in tuition differential for 30 credit hours:	\$52.29
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$15.6M
Total differential fee revenue generated in 2012-13 (projected):	\$40.5M
Intended Uses	
<p>\$13.3M Undergraduate Faculty hires to improve graduation and retention rates</p> <p>\$0.3M Disability Services to increase resources for deaf and hearing impaired students</p> <p>\$0.6M Undergraduate Studies Office to strengthen undergraduate experience and academic components.</p> <p>\$0.7M Undergraduate Tutoring Support - Writing Center - to strengthen students communications skills</p> <p>\$2.9M Summer Courses - Instructional Funding - Increase courses offered for the summer term.</p> <p>\$3.7M Student Support Advisors Services - Hire advisors to support Undergraduate Students.</p> <p>\$2.2M Library Inflationary - Inflation for Undergraduate Scholarly Journals and Database.</p> <p>\$4.2M Enrollment services and Retention – Improve enrollment management, course offerings and Student Success.</p> <p>\$0.3M Student Centered Learning environments</p> <p>\$12.3M Financial Aid</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>In anticipation of the expected student growth and incremental differential tuition, for the next academic year FIU has hired an additional 38 faculty, 15 advisors, 2 writing laboratory instructors, and 10 academic support staff, all focused on undergraduate learning and success.</p>	
Request to Modify or Waive Tuition Differential Uses	
<p>(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))</p>	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	208
Total Number of Advisors Hired or Retained (funded by tuition differential):	32
Total Number of Course Sections Added or Saved (funded by tuition differential):	992
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	5,688
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$642.42
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$93.75
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$750.00



TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	95.31	149.81
Advisors	32.00	48.00
Staff	32.00	48.50
Total FTE Positions:	159.31	246.31
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ --	\$343,625
Less: Prior-Year Encumbrances	--	--
Beginning Balance Available:	\$ --	\$343,625
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$24,825,490	\$40,458,753
Interest Revenue - Current Year	--	--
Interest Revenue - From Carryforward Balance	--	--
Total Receipts / Revenues:	\$24,825,490	\$40,458,753
<u>Expenditures</u>		
Salaries & Benefits	\$13,303,356	\$22,238,189
Other Personal Services	727,164	1,067,883
Expenses	1,340,802	3,066,277
Operating Capital Outlay	1,865,528	2,163,606
Student Financial Assistance	7,245,015	12,266,423
Expended From Carryforward Balance	--	--
**Other Category Expenditures	--	--
Total Expenditures:	\$24,481,865	\$40,802,378
Ending Balance Available:	\$343,625	\$ (0)

*Since the 2011-12 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.



FISCAL INFORMATION (continued)

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	<u>Actual</u>			<u>Projected</u>			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	13.74	\$22.00	\$32.00	\$52.29	\$75.64	\$102.48	\$133.35
Total Base Tuition & Differential per Credit Hour	\$102.33	\$117.67	\$135.32	\$155.62	\$178.96	\$205.80	\$236.67
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.60	\$11.60	\$11.60	\$12.87	\$12.87	\$12.87	\$14.25
Health							
Athletic	\$14.51	\$14.51	\$15.56	\$16.10	\$16.10	\$18.10	\$18.10
Transportation Access							
Technology ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$39.71	\$40.43	\$42.24	\$46.05	\$46.05	\$48.05	\$49.43
Total Tuition and Fees per Credit Hour	\$142.04	\$158.10	\$177.56	\$201.67	\$225.01	\$253.85	\$286.10
% Change		11.3%	12.3%	13.6%	11.6%	12.8%	12.7%
<u>Fees (block per term):</u>							
Activity & Service							
Health	\$67.20	\$83.19	\$83.19	\$83.19	\$102.68	\$102.68	\$102.68
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$77.00	\$81.00	\$81.00	\$88.94	\$98.00	\$98.00	\$98.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Block Fees per term	\$154.20	\$174.19	\$174.19	\$182.13	\$210.68	\$210.68	\$210.68
% Change		13.0%	0.0%	4.6%	15.7%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,069.90	\$3,530.07	\$4,059.58	\$4,668.52	\$5,368.80	\$6,174.12	\$7,100.23
Total Fees for 30 Credit Hours	\$1,499.70	\$1,561.28	\$1,615.58	\$1,745.76	\$1,802.86	\$1,862.86	\$1,904.26
Total Tuition and Fees for 30 Credit Hours	\$4,569.60	\$5,091.35	\$5,675.16	\$6,414.28	\$7,171.66	\$8,036.98	\$9,004.49
\$ Change		\$521.75	\$583.81	\$739.12	\$757.38	\$865.32	\$967.52
% Change		11.4%	11.5%	13.0%	11.8%	12.1%	12.0%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid ³	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$15,468.90	\$15,929.07	\$16,458.61	\$17,067.55	\$17,767.83	\$18,573.15	\$19,499.26
Total Fees for 30 Credit Hours	\$2,090.10	\$2,151.68	\$2,206.01	\$2,336.19	\$2,393.29	\$2,453.29	\$2,494.69
Total Tuition and Fees for 30 Credit Hours	\$17,559.00	\$18,080.75	\$18,664.62	\$19,403.74	\$20,161.12	\$21,026.44	\$21,993.95
\$ Change		\$460.17	\$529.54	\$608.94	\$700.28	\$805.32	\$926.12
% Change		3.0%	3.3%	3.7%	4.1%	4.5%	5.0%
<u>Housing/Dining⁴</u>							
	\$9,713.48	\$9,983.97	\$10,123.97	\$9,995.72	\$10,525.45	\$10,732.36	\$11,341.81
\$ Change	\$0.00	\$270.49	\$140.00	-\$128.25	\$529.73	\$206.91	\$609.45
% Change		2.8%	1.4%	-1.3%	5.3%	2.0%	5.7%

¹ can be no more than 5% of tuition.³ can be no more than 5% of tuition and the out-of-state fee.² capped in statute.⁴ combine the most popular housing and dining plans provided to students



ENROLLMENT PLANNING

Planned Growth by Student Type *(for E&G students at all campuses)*

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL HEADCOUNT		2012-13 PLANNED HEADCOUNT		2013-14 PLANNED HEADCOUNT		3 YEAR (2014-15) PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	1.7%	15,078	45.9%	16,973	47.9%	16,973	48.0%	17,285	47.9%
FTIC (Profile Admit)	-41.4%	224	0.7%	169	0.5%	169	0.5%	172	0.5%
AA Transfers*	52.7%	13,008	39.6%	13,623	38.5%	13,623	38.6%	13,874	38.5%
Other Transfers	32.3%	4,564	13.9%	4,637	13.1%	4,559	12.9%	4,723	13.1%
Subtotal	20.9%	32,874	100%	35,402	100.0%	35,324	100.0%	36,054	100.0%
GRADUATE STUDENTS									
Master's	6.9%	5,907	75.5%	7,573	79.4%	7,572	79.4%	7,711	79.5%
Research Doctoral	32.8%	1,175	15.0%	1,193	12.5%	1,193	12.5%	1,205	12.4%
Professional Doctoral	123.3%	737	9.4%	771	8.1%	771	8.1%	785	8.1%
Subtotal	16.0%	7,819	100%	9,537	100.0%	9,536	100.0%	9,701	100.0%
NOT-DEGREE SEEKING	103.3%	3,232		4,781		4,779		4,805	
MEDICAL	N/A	85		280		360		440	
TOTAL	17.6%	44,010		50,000		50,000		51,000	

Note*: AA transfers refer only to transfers from the Florida College System.

Planned Growth by Method of Instruction *(for E&G students at all campuses)*

	5 YEAR TREND (2005-06 to 2010-11)	2010-11		2012-13		2013-14		3 YEAR (2014-15)	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	196.7%	3,872	17.3%	4,859	19.3%	5,313	21.1%	5,968	23.0%
HYBRID (50%-79%)	-83.4%	108	0.5%	327	1.3%	227	0.9%	116	0.4%
TRADITIONAL (<50%)	3.0%	18,401	82.2%	19,992	79.4%	19,638	78.0%	19,903	76.6%
TOTAL	12.9%	22,381	100%	25,178	100%	25,178	100%	25,987	100%
GRADUATE									
DISTANCE (80%)	295.2%	429	8.4%	390	8.4%	427	9.2%	423	10.0%
HYBRID (50%-79%)	46.3%	36	0.7%	42	0.9%	28	0.6%	13	0.3%
TRADITIONAL (<50%)	38.7%	4,658	90.9%	4,213	90.7%	4,190	90.2%	3,791	89.7%
TOTAL	46.7%	5,123	100%	4,645	100%	4,645	100%	4,227	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2011-12	Estimated 2011-12	Funded 2012-13	Planned 2012-13	Planned 2013-14	3 Year Planned 2014-15	5 Year Planned 2016-17	5-Year Projected Average Annual Growth Rate
<i>Florida Resident</i>								
LOWER DIVISION	7,860	9,208	7,860	9,884	9,884	10,269	10,671	2.99%
UPPER DIVISION	11,682	13,891	11,682	13,953	13,953	14,330	14,892	1.40%
GRAD I	2,588	2,713	2,588	2,613	2,613	2,665	2,770	0.42%
GRAD II	818	945	818	1,052	1,052	587	610	-8.38%
TOTAL	22,948	26,757	22,948	27,502	27,502	27,851	28,943	1.58%
<i>Not a Florida Resident</i>								
LOWER DIVISION		565		596	596	620	644	2.65%
UPPER DIVISION		756		745	745	768	798	1.09%
GRAD I		580		546	546	557	579	-0.03%
GRAD II		424		434	434	418	435	0.51%
TOTAL	2,138	2,324	2,138	2,321	2,321	2,363	2,456	1.10%
LOWER DIVISION		9,774		10,480	10,480	10,889	11,315	2.97%
UPPER DIVISION		14,647		14,698	14,698	15,098	15,690	1.39%
GRAD I		3,292		3,159	3,159	3,222	3,349	0.34%
GRAD II		1,369		1,486	1,486	1,005	1,045	-5.26%
TOTAL	25,086	29,082	25,086	29,823	29,823	30,214	31,399	1.54%
TOTAL (US FTE)	33,448	38,776	33,448	39,764	39,764	40,285	41,865	1.54%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32.

Medical Student Headcounts (FTE does not apply)

<i>Medicine Headcounts</i>								
FLORIDA RESIDENT	80	141	248	250	320	385	420	24.4%
NON-RESIDENT		26	32	30	40	55	60	18.2%
TOTAL	80	167	280	280	360	440	480	23.5%
<i>Dentistry Headcounts</i>								
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<i>Veterinary Headcounts</i>								
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2012-13 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Environmental Policy & Management	03.0104	STEM	FAMU		32	2012
Law (LLM)	22.0202		FSU		24	2012
Forensic Science	43.0106	SECURITY	UF, UCF		50	2012
DOCTORAL PROGRAMS						

New Programs To Be Considered by University in 2013-15 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Anthropology	45.0201	GLOBAL	FAU, FGCU, FSU, UF, UCF, USF, UNF		35	2013
Interdisciplinary Studies	30.0000		UCF, UNF		100	2014
Biochemistry	26.0202	STEM	FSU		15	2015
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Physician Assistant	51.0912	HEALTH	UF		30	2013
DOCTORAL PROGRAMS						
Administration of Justice	43.0104	SECURITY	FSU		35	2013
Creative Writing	23.1302	GLOBAL	none		20	2014
Linguistics	16.0102	GLOBAL	UF		15	2015
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF		25	2013
Pharmacy	51.2001	HEALTH	FAMU, UF, USF		400	2015



KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted and Registered FTIC (B,E) students.
Avg. HS GPA (on 4.0 scale)	The average HS GPA for Admitted and Registered FTIC (B,E) students.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2010-11 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2012 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term.
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. Students with unreported gender are included.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	The percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. Excluding students with dual majors, this metric computes total academic credit as a percentage of catalog hours required for the students major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees granted. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks.
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory.
Graduate Degrees Awarded	This is a count of graduate degrees granted.
Percent of Graduate Degrees in STEM	The percentage of graduate degrees that are classified as STEM by the Board of Governors in the SUS program inventory.
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see link .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine.
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS).



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences).
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey.
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds).
Patents Issued	The number of patents issued in the fiscal year as reported to AUTM.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported annually to the AUTM Licensing Survey. Each agreement is counted separately.
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the AUTM Licensing Survey.
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation (see link , table 36 <i>minus</i> table 52).
National rank is higher than predicted by Financial Resources Ranking <i>based on US News & World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually.
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: Student Code of Conduct, FIU Regulation 2501

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees (the BOT) the approval of the Student Code of Conduct, FIU Regulation 2501.

Background Information:

This proposed Regulation, FIU 2501, Student Code of Conduct, sets forth the FIU student disciplinary system and code of conduct. The regulation contains a written description of the rights and responsibilities of students pertaining to student conduct, the standards of conduct expected of them by the University, a list of violations, possible sanctions, and procedures governing student disciplinary proceedings.

The University's existing student code of conduct is included in its Student Handbook which is online. The existing student conduct policy was approved by the Board of Trustees on March 21, 2006.

Once approved by the FIU BOT, this proposed regulation, FIU Regulation 2501, will replace the current policy.

Florida Board of Governors' regulations 1.001(4)(a)(10) and 6.0105 grant university boards of trustees authority to establish a student disciplinary system, including a code of conduct.

Regulation 1.001(4)(a)(10) University Board of Trustees Powers and Duties, states in relevant part that each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to uniform student code of conduct and related penalties.

Regulation 6.0105 Student Conduct and Discipline states in relevant part that in furtherance of the educational mission of the universities, each university board of trustees shall establish a student disciplinary system, including a code of conduct.

Supporting Documentation:

Revisions to Student Code of Conduct, Regulation FIU 2501 Executive Summary

Student Code of Conduct, FIU Regulation 2501

Facilitator/Presenter:

Rosa L. Jones

This page intentionally left blank



Revisions to Student Code of Conduct, Regulation FIU 2501 Executive Summary

The Florida International University Student Conduct Code (the Code) has not undergone a review for about six years. Since the last review, there have been many statutory and regulatory changes (e.g., Board of Governors (BOG) promulgated a regulation regarding student conduct codes; the Department of Education (DOE) provided guidance on Title IX, etc.). The Office of Student Conduct and Conflict Resolution (the SCCR Office), the Office of the General Counsel, and other units within the University, have undertaken an in-depth review and revision of the Code. The reviewers were careful to ensure that the Code continues to meet due process requirements and focused on improving the Conduct process and adopting best practices.

As part of the review process, the proposed revisions have been shared with university constituent groups, including the Faculty Senate, the Deans Advisory Council, the Presidents of the FIU Student Government Associations, students who have been involved in the Student Conduct process, and others.

The chart below reflects the proposed changes:

MODIFICATIONS DUE TO CHANGES IN VARIOUS LAWS AND THE BOARD OF GOVERNORS REGULATION	SECTION(S)
Expanded the definition of sexual harassment to include sex-based cyber harassment and sexual coercion to address the DOE's Dear Colleague Letter (DCL) on sexual violence.	Section (2) Freedom from Sexual Harassment And Section (6)(n) Offenses-Sexual Misconduct
Added to the definition of sexual harassment language describing what constitutes consent or lack thereof to comply with the DCL.	Section (6)(n) Offenses-Sexual Misconduct
Added language to make clear that retaliating against a complainant of sexual violence is a Code violation to address the DCL.	Section (6)(n) Offenses-Sexual Misconduct
Made clear that, when there is sexual misconduct, the University will not pursue disciplinary charges based on alcohol or drugs against the alleged complainant, witnesses, or perpetrator. The provision is designed to encourage the reporting of sexual violence notwithstanding some participation in drugs and/or alcohol during the event. This	Same as above

language was added to address the DCL.	
Included a provision indicating that a report of sexual misconduct will be referred to the Title IX Coordinator. This is to address the DCL letter on sexual violence.	Section (7)(a)(4) Pre-Hearing Procedures-Initiating Charges
Revised the Complainant's Rights section to provide that certain complainants have the same or similar right to participate as the charged student. All of these requirements are to comply with the DCL.	Section (13) Complainant's Rights
Provided a process whereby the Title IX Coordinator reviews the hearing process to determine whether the complainant of sexual violence has additional remedies available under Title IX.	Section (13)(a)(7) Complainant's Rights
Added language making it clear that the SCCR Office can issue a no contact letter at any time during the process. This is to comply with the DCL.	Section (14)(a)(4) Sanctions-Restrictions/No Contact
Added language indicating that a complainant has the same right to participate in the interim suspension process as the charged student. This is to comply with the DCL.	Section (16) Interim Suspension
Revised the introductory sections of the Student Conduct Code to make clear that the Standards of Student Conduct are aspirational and are not intended to violate First Amendment rights.	Section (1) Student Code of Standards And Section (2) Student Code of Conduct-Statement of Philosophy
Deleted the sentence indicating that student organizations are required to register before using campus facilities because this is no longer accurate.	Section (2) Student Code of Conduct-Statement of Philosophy-Freedom of Association
Added language to clarify the definition of sexual harassment to avoid it being considered too broad or vague pursuant to the First Amendment.	Section (2) Freedom from Sexual Harassment And Section (6)(n) Offenses-Sexual Misconduct
Added language to the definition of a "student" to address a change in the Florida Statutes which makes applicant records confidential.	Section (3)(m) Definitions-Student
Included language to address requirements of the Higher Education Opportunity Act (HEOA) regarding peer-to-peer computer file sharing. Added language advising students of the criminal and civil penalties for violating federal copyright laws as required by the HEOA.	Section (6)(b) Offenses-Computer Misuse
Added language to address the BOT smoke-/tobacco-free campus regulation.	Section (6)(o) Offenses-Smoking
Added language making it clear that students cannot have a concealed weapon on campus even with a license to carry such	Section (6)(s) Offenses-Weapons, Firearms, Explosives

a weapon to address a Florida statute and case law.	
Added language throughout the hearing sections indicating that the Student Conduct Office would do fact finding when it is deemed necessary. This allows us to confirm to the DCL and to evaluate better whether to charge a student.	Section (7) Pre-Hearing Procedures; Section (8) Types of Hearing; and Section (12) Hearing Procedures
Added language to make clear that an informal hearing is available only when the potential sanctions are not suspension or expulsion to address requirements of the DCL on Title IX.	Section (8)(a)
Deleted language indicating that the University could compel student witnesses to attend a hearing. Added language making it clear that all parties to the hearing may arrange for witnesses to voluntarily present relevant information as required by the BOG regulation.	Section (12)(f) Hearing Procedures
Changed the decision and sanction process so that the Hearing Officer decides responsibility and determines the sanctions instead of the Student Conduct Committee to align with the BOG regulation.	Section (12)(m) Hearing Procedures
Added a section to make clear that bullying is a Code violation which addresses the DOE October 2010 guidance on bullying.	Section (6)(k) Offenses-Personal Abuse
Added language making it an offense to 1) manufacture, trade, or have the intent to sell alcohol as well as 2) report to class or work under the influence to be consistent with FIU policy and the HEOA.	Section (6)(a)(13), (14) Offenses-Alcohol
Modified the process to allow direct questioning of the witnesses except when the witness feels uncomfortable or is the complainant because the former process creates some awkwardness. This conforms to the DCL on Title IX.	Section (12)(j)(4)
Added language indicating that the Code will be reviewed periodically by a committee which will include student representatives to comply with the BOG regulation.	Section (21) Interpretation and Revision
CHANGES TO IMPROVE PROCESS AND/OR ADOPT BEST PRACTICES	
Used the term “complainant” instead of “victim” to avoid the potential of re-victimization.	
Updated the language at the beginning of the Code advising students that the Code is subject to modifications and that the Code on the website is the most current version.	
Removed portions of the Standards of Student Conduct addressing academic misconduct because the Code does not address academic misconduct. ¹	Section (1) Standards of Student Conduct
Added a section on group responsibilities which set forth the	Section (2) Student Code of

¹ The Student Handbook contains the provisions relating to academic misconduct. See <http://globaldatebooksonline.com/flipbooks/flo2011/#/38/>.

expectations for Greek and student organizations.	Conduct-Principles of Group Responsibility
Added a definition of “Advisor” because students are sometimes confused about who can serve in the advisor role. Also clarified that only a current student or someone employed by the University can serve as an advisor because sometimes students want to have their parents serve in that role.	Section (3)(a) Definitions-Advisor And Section (3)(i) Definitions-Member of the University Community
Included language making it clear that the receipt of an email sent to a University campus email account constitutes the official notice of an action by the SCCR Office to address an area of confusion for students.	Section (3)(n) Definitions-Receipt of Written Notice
Included language giving students who are involved in an alcohol or drug-related incident a waiver of the Student Conduct discipline to encourage them to seek appropriate treatment.	Section 6(a) Offenses-Alcohol And Section 6(d) Offenses-Drugs
Removed the detailed list of offenses specific to students living in residential or Greek housing (e.g., it is prohibited to have a free-standing antenna). Included language making it clear that a student residing on-campus is still required to comply with the housing requirements which can be found on the web or in hard copy. The change complies with best practices.	Section (6)(t) Offenses-On-Campus Housing (University Housing and Greek Houses) And Section (6)(u) Offenses-Student and Greek Organizations/Clubs-Additional Offenses
Added a section prohibiting bribery.	Section (6)(y) Offenses-Bribery
Added a provision making it clear that cyber-stalking is an offense.	Section 6(p) Offenses-Stalking
Reorganized and streamlined the sections regarding the types of hearings and their processes.	Sections (7) through (12)
Included language to the effect that the SCCR Director may place a hold on the charged student’s record if he or she fails to attend the information session which is a pre-hearing session in which the hearing process is described.	Section (7)(d)(4) Pre-Hearing Procedures
Added language to make clear that only the charged student or the complainant may file an appeal as opposed to his or her advisor or attorney. Many attorneys have tried to submit an appeal on behalf of their clients.	Section (15)(b) Appeals
Revised the Interim Suspension section to reflect the Model Code.	Section (17)
Although the charged student continues to have access to the Conduct records, deleted the sentence indicating that the charged student may have a duplicate of the hearing tape or a transcription of the hearing because it proved to be administratively burdensome and because of concerns about protecting the privacy of the information.	Section (18) Records

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

NOTICE OF CHANGE TO PROPOSED REGULATION

REGULATION NO.: FIU-2501

REGULATION TITLE: Student Code of Conduct

Notice is hereby given that in response to comments, the following changes have been made which are highlighted.

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, Chief of Staff, Office of the General Counsel at (305) 348-2103.

AUTHORITY: Florida Board of Governors Regulation 6.0105 Student Conduct and Discipline; Florida Board of Governors Regulation 6.010 Student Affairs Administration; Florida Board of Governors Regulation 1.001(4)(a)(10); and Section 7(d), Article IX, Florida Constitution.

NAME OF PERSON INITIATING PROPOSED REGULATION: Dr. Rosa Jones, Vice President for Student Affairs.

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

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

DATE OF PUBLICATION: May 22, 2012

THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW WITH THE CHANGES HIGHLIGHTED IN YELLOW:

FIU-2501 Student Code of Conduct

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at <http://www2.fiu.edu/~sccr/>.

STANDARDS OF STUDENT CONDUCT

(1) Student Code of Standards

A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy **does not** constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will **respectvoluntarily endorse** these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them **makingwhich will make** Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.

Respect the opinions and differences of all members of the FIU community.

Practice civility and demonstrate conduct that reflects the values of the institution.

Respect the rights and property of the University and its members.

Be diligent and honest in your personal and academic endeavors.

(2) STUDENT CODE OF CONDUCT

Statement of Philosophy

As an academic community, Florida International University fosters the intellectual exchange of ideas, knowledge, and experience. It is the responsibility of the University to provide a stimulating environment in which scholarship and personal growth may occur. The desired effect is that Students will take advantage of this environment to develop intellectually as well as participate as responsible, contributing citizens of our community.

Statement of Rights and Freedom

Florida International University recognizes the basic rights and freedoms of Students. They are inherent to the educational process and to the intellectual growth of Students. The following rights and freedoms are recognized as basic to the educational process:

Freedom of Expression and Assembly

Students are guaranteed freedom of expression. Students and Student groups may discuss, pass resolutions, write or distribute literature and leaflets, circulate petitions, sponsor speakers and public forums, and take other orderly actions which do not disrupt the essential function of the University and which are consistent with the University's Regulation 110-Demonstrations and Regulation 114 Commercial Solicitation and Advertising.

Freedom of Association

Students are free to form and join University organizations.

Freedom in the Classroom

Students are responsible for learning the content of courses of study, but have the right to take reasoned exception to the data or views offered in the classroom. Students have the right to expect that course descriptions will reflect actual course content, to receive a written syllabus for each course, to be informed of the standards on which evaluation in each course will be based, and to be fairly and justly evaluated based only on performance in the course. Students also have the right to consult with faculty during announced office hours.

Freedom from Improper Disclosure

In accordance with the federal Family Educational Rights and Privacy Act (FERPA) and the Florida Student Records statute, Students shall have access to records maintained on them and be protected from improper disclosures to third parties without their consent. Academic and Student Conduct records will be maintained separately. The procedures for access will be explicitly stated.

Freedom from Discrimination

Students shall not be discriminated against on the basis of race, color, creed, age, sex, sexual orientation, marital status, disability, religion, national origin, or any other legally protected status. Freedom from discrimination includes eligibility to Student Organizations, University activities, academic programs, employment, use of facilities, and housing.

Freedom from Sexual Harassment

Students are entitled to work and study in an atmosphere free from sexual harassment. Harassment constitutes, in the aggregate, the incidents that are sufficiently pervasive or persistent or severe that a reasonable person would be adversely affected to a degree that interferes with his/her ability to participate in or to realize the intended benefits of a University activity, employment, or resources. Sex-based cyber harassment and sexual violence are forms of sexual harassment. Sexual violence is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol or where a victim is unable to give consent due to an intellectual or other disability.

Right to Due Process

Students have the right to due process as appropriate for Student Conduct situations. This includes Written Notice of hearing, information concerning the charges and allegations against them, the opportunity to present information on their own behalf, and written notice of the decision.

Statement of Student Rights and Responsibilities

All Students regardless of institutional or program affiliation are expected to know and adhere to the regulations of the University as well as applicable laws. Those charged with and found responsible for the violations of the Student Code of Standards and/or the Student Code of Conduct (see below) will be subject to Student Conduct action as provided for below.

Principles of Group Responsibility

Any Student Organization can be held responsible for its actions or the actions of a collection of its members acting together. It is recognized that occasional misconduct on the part of individual members will not be attributed to and/or be cause to penalize the organization. However, misconduct on the part of the organization may be addressed when one or more of the following circumstances occur:

- a. Members of the organization act together to violate University Policy.
- b. A violation arises out of an organization-sponsored, financed, or otherwise supported activity.
- c. The organization's leadership has knowledge of the incident, behavior, etc., and fails to take corrective or prohibitive action or fails to stop such incident, behavior, etc., while it is occurring.
- d. A violation occurs on premises and/or transportation owned, operated, or rented exclusively by the organization.
- e. A pattern of individual violations has occurred and/or continues to occur without adequate control, response, or sanction on the part of the organization or its leaders.
- f. The organization or related activities provided the context for the violation.
- g. The organization chooses to protect from official action one or more individual offenders who are members, former members, or guests of the organization.

It is the responsibility of the Student Organization's President or designee to represent the organization through the conduct process.

(3) DEFINITIONS

(a) **Advisor**—Any person who is a Member of the University Community chosen by the Charged Student or the alleged Complainant to assist him/her throughout the Student Conduct process.

(b) **Business Day**—The day when the University is open for regular business operations.

(c) **Complainant**—Any person who submits a charge alleging that a Student violated the Student Code. When a Student believes that s/he has been a victim of another Student's misconduct, that Student will have the same rights under this Student Code as are provided to the Complainant, even if another member of the University Community submitted the charge itself.

(d) **Charged Student**–Any Student who has been formally charged with an alleged violation of the Student Code of Conduct.

(e) **Final Agency Action**–The written decision resulting from the Student Conduct process which finally determines the rights or obligations of the Charged Student.

(f) **Greek Organization**–A social organization recognized by Campus Life/Office of Sorority & Fraternity Life which is affiliated with a regional, national, or international organization. Additionally, each chapter must be recognized by one of the following: the Interfraternity Council (IFC), Multicultural Greek Council (MGC), National Pan-Hellenic Council (NPHC), or the Panhellenic Council (PC).

(g) **Hearing Body**–Any person or persons authorized by the Vice President for Student Affairs, the SCCR Director, the Director of Residential Life or the Director of Campus Life to conduct hearings to determine whether a Charged Student has violated the Student Code and to impose sanctions.

(h) **Hearing Officer**–The SCCR Director, the Director of Residential Life, or the Director of Campus Life or each of their respective designee(s).

(i) **Interim Suspension**–An immediate temporary separation from the University.

(j) **Member of the University Community**–Any person who is a currently enrolled Student, faculty or staff, University Official, any other person currently employed by the University, or working on University Premises.

(k) **On-Campus or University Premises**–Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to that previously described in this paragraph that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (e.g. a food or other retail vendor).

(l) **Policy**–The written procedures, policies, or regulations of the University as found in, but not limited to, the Student Code of Conduct, the Undergraduate/Graduate Catalogs, the Student Handbook, the University Housing Resident Handbook, and the Campus Life policies.

(m) **Preponderance of the Evidence**–When the information that is presented supports a finding that it is more likely than not that a violation occurred.

(n) **Receipt of Written Notice**–When Written Notice (see below for definition) has been sent electronically to the official University email address.

(o) **SCCR Director** –The Director of the Office of Student Conduct and Conflict Resolution (SCCR) or designee.

(p) **Student**–Any person who participates in any course or program of the University, either full-time or part-time, and whether degree-seeking or non-degree seeking. Persons who withdraw after allegedly violating the Student Code of Conduct, persons who are not officially enrolled at the University for a particular term but who have a continuing relationship with the University, persons who have been notified of being accepted for admission, and persons who are living in the residence halls but are not enrolled at the University are also considered Students. Student Organizations and Greek Organizations are also considered Students.

(q) **Student Organization**–A group of currently enrolled University students who unite to promote a common interest. Any group of Students organized for a specific purpose (e.g., social, professional, honorary) whose membership consists solely of University Students.

Student Organizations includes Student clubs, University recognized Student Organizations, Student Organizations that have not been recognized by the University, and Student sports clubs.

(r) **University**–Florida International University.

(s) **University Official**–Any person employed by the University to perform assigned teaching, research, administrative, professional or other responsibilities (e.g., faculty, staff, administrators, residence hall staff, FIU Police, etc.).

(t) **Vice President**–The Vice President for Student Affairs or designee(s).

(u) **Written Notice**- A notification to the Charged Student sent via email to the Charged Student’s official University email address. A notification to a Greek or Student Organization sent via email to the official University email address of the organization’s respective President. This method of notification will constitute full and adequate notice under the Student Code of Conduct. The SCCR Director retains the discretion to send duplicate notices via letter by other means (e.g., overnight or hand delivery).

(4) **JURISDICTION**

(a) Jurisdiction under the Student Code of Conduct applies to the conduct of any Student, Greek Organization, or Student Organization that occurs on University Premises, at University-related activities, on all locations where a University course or program is being conducted, including foreign locations, such as study abroad programs, and/or off-campus conduct that adversely affects the University community and/or the pursuit of its objectives.

(b) Each Student shall be responsible for his/her conduct from the time that he/she has been notified of admission through the actual awarding of a degree even though the conduct may occur before classes begin or after classes end. Each non-degree seeking Student shall be responsible for his/her conduct from the time that he/she has been notified of admission and while enrolled in classes even if the conduct occurs before or after classes. Each Student (including non-degree seeking) is responsible for his/her conduct during the academic year and during periods between terms of actual enrollment. The Student Code shall apply to a Student’s conduct even if the Student withdraws from the school while a Student Conduct matter is pending or if the conduct is not discovered until after a Student has withdrawn or a degree has been is awarded.

(c) ~~With regard to off-campus conduct, the~~ The University reserves the right to impose discipline based on off-campus conduct. ~~For example, discipline may be imposed if:~~ ~~for example:~~

(i) The off-campus conduct is specifically prohibited by law or the Student Code of Conduct;

(ii) The off-campus conduct demonstrates that the continued presence of the Student on campus presents a danger to the health, safety, or welfare of the University community, is disruptive to the orderly conduct, processes and functions of the University, or is intimidating or threatening to the University community or member of the University community; or

(iii) The off-campus conduct is of such a serious nature that it adversely affects the Student’s suitability to remain a part of the University community.

(d) The action of the University with respect to off-campus conduct shall be taken independently of any off-campus authority or proceeding. The University Student Conduct proceeding is not a criminal or judicial proceeding and is designed to address Charged Student behavior; therefore, alleged violations of the University’s Code of Conduct will be addressed

independently of any criminal or judicial proceeding and regardless of whether the criminal charges have been dismissed or reduced.

(5) AUTHORITY

(a) The Board of Trustees of Florida International University has been charged with the responsibility of, and authority for, providing a Student misconduct system. Authority for the Student misconduct system rests with the University President, who has delegated this authority to the Vice President.

(b) Hearing Bodies are authorized by the Vice President to conduct Student Conduct hearings.

(c) All Hearing Bodies have the authority to consult with other appropriate University Officials in order to effectively resolve a Student Conduct matter.

(d) Any specific procedures used by Hearing Bodies will comply with the requirements of this Student Code of Conduct.

(e) Decisions of all Hearing Bodies constitute a Final Agency Action unless there is a timely appeal. If a decision is timely appealed, the decision of the appellate body constitutes the Final Agency Action.

(f) The Hearing Bodies authorized to conduct Student Conduct hearings are as follows:

1. The SCCR Director may conduct both informal and formal hearings.
2. The University Student Conduct Committee may conduct formal hearings.
3. The Residential Life Hearing Officer may conduct both informal and formal hearings regarding cases arising in University Housing and Residential Life. If the alleged offense may result in a sanction of deferred suspension or greater, the Charged Student will be referred to the SCCR.

4. The Hearing Officer for the Student Government Association (SGA) and all other governing councils within Campus Life may conduct informal or formal hearings regarding cases of the Campus Life council's alleged violation of the SGA and/or individual council constitutions.

(6) OFFENSES

The following offenses or any attempt to violate these offenses will be used in charging all Students, Student Organizations or Greek Organizations. Nothing in this section shall be interpreted to abridge the right of any member of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.

(a) Alcohol

Students who choose to drink will be held fully responsible for their behavior while under the influence of alcohol. Loss of control due to intoxication does not excuse or justify a violation of the state law, University Policy, or the rights of others.

1. Possession, use or consumption of alcohol when under the legal drinking age as provided by Florida Law.

2. Dispensing, selling or supplying alcoholic beverages to an individual who is under the legal drinking age as provided by Florida Law.

3. Any violations of Florida International University Policies governing alcohol usage. See, e.g., FIU-Regulation 2505 Alcoholic Beverages.
4. Use or possession of beer kegs and party balls or other common sources of alcohol in On-Campus housing facilities.
5. Possession of open containers of alcohol or consumption of alcoholic beverages in public areas, such as balconies, courtyards or hallways.
6. Public intoxication (i.e., appearing in a state of intoxication) and excessive drinking.
7. Violating any other University Policy while under the influence of alcohol.
8. Misrepresenting or misstating one's age; using altered identification in order to obtain alcohol when the Student is under the legal drinking age.
9. Use or possession of devices designed for the rapid or excessive consumption of alcohol, including but not limited to, funnels, and beer bongs.
10. Hosting a gathering where underage individuals are drinking alcohol.
11. Unlawfully manufacture, trade, or intent to sell alcohol.
12. Reporting to classes, work, or related assignments "under the influence" of alcohol.

The University recognizes that Students may need medical assistance due to excessive use of alcohol but may hesitate to seek assistance because they themselves or others who may have participated or witnessed the event may be charged with violations of this Code the code. The University does not want to discourage Students from encourages seeking medical assistance. Therefore, Students involved in the event and, therefore, may not be charged a student with the possession or consumption of alcohol if one of them callsthey call for assistance for themselves or others who have participated or witnessed the event. Other charges related to the incident (e.g., alcohol distribution, or other non-alcohol charges) may be pursued at the discretion of the SCCR Director of Student Conduct.

(b) Computer Misuse

1. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.
2. Unauthorized alteration or degradation of computer equipment, software, network, data or system performance.
3. Unauthorized copying or distribution of computer software or data.
4. Unauthorized use of University computer resources for commercial purposes or personal financial or other gain. This includes, but is not limited to, advertising a product or service on personal web pages, fund-raising or advertising on behalf of unsanctioned non-University organizations, publicizing of unsanctioned non-University activities, the reselling of University resources to any non-University individuals or organizations, and the unauthorized use of the University's name or logos. Use of the University's network for any of these purposes, even if the user is using his/her own personal computer, constitutes an offense.
5. Allowing another person to use one's FIU username and password.
6. Any other violation of the University computer use and web page policies. The complete policies are available at <http://security.fiu.edu/training/training3.htm>. (The website also contains the civil and criminal penalties for distributing, without authority, copyrighted

materials (including unauthorized peer-to-peer file sharing) and the penalties for violating federal copyright law.

7. Unauthorized distribution of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. Unauthorized distribution is a violation whether the user is using his/her own personal computer or the University's information technology system for the unauthorized distributions.

(c) Disruptive Conduct

1. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes, and functions of the University or the rights of other Members of the University Community.

2. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes, and functions of the classroom or laboratory and/or immediate surrounding areas. This includes interfering with the academic mission of the University or individual classroom or interfering with a faculty member or instructor's role to carry out the normal academic or educational functions of his/her classroom laboratory and/or immediate surrounding areas.

3. Behavior that substantially and materially disrupts or interferes with the University Student Conduct process, including, but not limited to, harassment and/or intimidation of any member of the Student Conduct Committee, witness or University personnel before, during or after a proceeding, or attempting to coerce or influence any person(s) in order to discourage their participation in any Student Conduct proceeding.

4. Any behavior that substantially and materially disturbs the peace.

(d) Drugs

1. Possession, use, the manufacture, or the cultivation of illegal drugs or prescription drugs without a prescription. Inhaling or ingesting substances (e.g., nitrous oxide, glue, paint, etc.) that will alter a Student's mental state is also prohibited.

2. Distribution, dispensation, delivery, trade, sale, or intent to sell illegal drugs or prescription drugs.

3. Possession or use of drug paraphernalia (including, but not limited, to bongs, pipes, "hookahs," spoofs, rolling papers, blunts, small plastic baggies, etc.).

4. Misuse or abuse of prescription drugs.

The University recognizes that Students may need medical assistance due to excessive use of drugs but may hesitate to seek assistance because they themselves or others who may have participated or witnessed the event may be charged with violations of this Code. The University does not want to discourage Students from encouraging seeking medical assistance. Therefore, Students involved in the event -and, therefore, may not be charged a student with the possession or use of drugs if one of them call they call for assistance for themselves or others who may have participated or witnessed the event. Other charges related to the incident (e.g., drug distribution, or other non-alcohol charges) may be pursued at the discretion of the SCCR Director of Student Conduct.

(e) Endangerment

1. Physical violence toward another person or group.

2. Action(s) that endanger the health, safety, or welfare of self or others.

(f) Failure to Comply

1. Failure to comply with a request or directive of a University Official or non-University law enforcement official in the performance of his/her duty.
2. Failure to comply with the final decision and sanctions rendered by a Student Conduct hearing or appellate body.
3. Failure to comply with a request by a University official to identify oneself and/or produce FIU identification.

(g) Falsification/Fraud/False Testimony

1. Withholding relevant information from any Hearing Body, University Officials, University and/or non-University law enforcement officers, faculty or staff.
2. Providing false or misleading information (whether oral or written) to any Hearing Body, University Officials, University and/or non-University law enforcement officers, faculty or staff.
3. Misuse, reproduction, alteration or forgery of any identification, documents, keys or property.
4. Permitting another person to use one's identification information.
5. Inappropriate use or possession of false identification information.
6. Purporting to act on behalf of another person, group or the University without authorization or prior consent.
7. Providing a worthless check, money order or using a fraudulent credit card or a credit card without authorization.
8. Any other acts of falsification/fraud/false testimony or misrepresentation.

(h) Fire and Safety

1. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.
2. Removing, damaging, interfering or tampering with fire safety or other emergency warning equipment, including smoke detectors, sprinklers, and fire alarms. Items may not be hung from or block sprinklers or smoke detectors.
3. Failure to evacuate a University building, facility or On-Campus housing facility/unit when a fire alarm is sounded.
4. Action(s) which cause or attempts to cause a fire or explosion.

(i) Hazing

1. Any group or individual action or activity that inflicts or intends to inflict physical or mental harm or discomfort or which may demean, disgrace, or degrade any person, regardless of location, intent, or consent of participant(s). Although hazing is typically related to a person's initiation or admission into, or affiliation with, a Student or Greek Organization, athletic team (intramural, club or intercollegiate), extracurricular activity, or any other University group or organization, it is not necessary to have direct proof that a person's initiation or continued membership is contingent upon participation in the activity for a charge of hazing to be upheld. The actions of either active or associate members (pledges) of an organization may be considered hazing. Hazing includes, but is not limited to:

- Interference with a Student's academic performance
- Forced consumption of any food, alcohol, controlled substances, drugs, or any other substance
- Forced physical activity
- Deprivation of food or sleep
- Kidnapping, including restricting a person to move about in free and lawful manner
- Physical abuse of any nature, including physical discomfort
- Performing personal chores or errands
- Verbal abuse or degradation, including yelling or demands
- Assigning or endorsing pranks (e.g., stealing, harassing other organizations, defacing property, etc.)
- Any action or threatened action that would subject the individual to embarrassment, humiliation or mental distress, including the use of demeaning names
- Any other acts or attemptedintended acts which would constitute hazing pursuant to Section 1006.63 of the Florida Statutes.

(j) Littering

1. Dispersing litter in any form on University grounds or facilities, including, but is not limited to, cigarette butts, flyers, cans, bottles, etc.

(k) Personal Abuse

1. Verbal or written abuse, threats, intimidation, and/or coercion that objectively endangers the health, safety, or well-being of others. Fighting words and statements which reasonably endanger the health and safety of any person are not protected speech and may result in University action. This definition shall not be interpreted to abridge the right of any member of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.

2. Conduct directed at any person, including a Member of the University Community, which is intended to cause fear, distress, or intimidation and would cause fear, distress, or intimidation to a reasonable person or would place a reasonable person in fear of injury or death.

3. Conduct that is sufficiently severe, pervasive, or persistent that a reasonable person would be adversely affected to a degree that interferes with or limits a his/her ability to participate in or benefit from the services, activities, or opportunities offered by the University school when such conduct is based on race, color, national origin, gender, disability, or any status protected by federal or Florida law.

4. Interference with the freedom of another person or group to move about in a lawful manner.

(l) Motorcycles, Bicycles, Pocket Bikes, Rollerblades, or Skateboards

1. The use or operation of motorcycles, bicycles, pocket bikes, rollerblades, skateboards, etc. inside of any On-Campus Premises such that they create safety hazards or are secured to non-authorized locations.

2. The use of pocket bikes on sidewalks or roadways such that they create safety hazards or are secured to non-authorized locations.

(m) Promotions/Posting

1. Solicitation (i.e., passing or handing out flyers/promotional material, etc.) On Campus, including On-Campus housing facilities, without prior approval from the appropriate University Officials. This includes, but is not limited to, the disbursement of any forms of promotional/informational material on University Premises or objects (e.g., motor vehicles) on University Premises.

2. Posting of flyers, posters, banners, cards or any promotional/informational material on On-Campus Premises, including, but not limited to, the exterior and interior of On-Campus housing facilities, buildings, trees, walls, sidewalks, vehicles, windows, stairwells, stairs, display cases, vending machines, doors, classrooms, departmental and unauthorized bulletin boards, railings, elevators, bathrooms, art/sculptures.

3. Use of chalk or powder-like substance on the sidewalks, grass, exterior or interior of any University facility, or any public area.

4. Use of "A" signs or free standing signs in public areas, sidewalks, grass, exterior of any University facility without prior approval from the appropriate University Officials.

(n) Sexual Misconduct

1. Non-consensual sexual contact which is any sexual touching with any object by any person upon another without consent. Sexual touching is contact of a sexual nature, however slight.

2. Obscene or indecent behavior, which includes, but is not limited to, exposure of one's sexual organs or the display of sexual behavior that would reasonably be offensive to others. Other forms of obscene or indecent behavior include sexual exhibitionism, prostitution or the solicitation of a prostitute, peeping or other voyeurism (video or otherwise), and going beyond the boundaries of consent, e.g., by allowing others to view consensual sex or the nonconsensual video or audio taping of sexual activity.

3. Sexual harassment constitutes, in the aggregate, incidents that are sufficiently pervasive, persistent, or severe that a reasonable person would be adversely affected to a degree that interferes with his/her ability to participate in or to realize the intended benefits of a University activity, employment, or resources. Sex-based cyber harassment and sexual violence also constitutes sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the usage of drugs or alcohol or intellectual or other disability. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion. Sexual coercion is defined as the act of using pressure or force to have sexual contact with someone who has already refused. Sexual assault constitutes the non-consensual sexual intercourse which is any sexual intercourse by any person upon another without consent. It includes oral, anal and vaginal penetration, however slight, with any object.

Consent means informed, freely given agreement, communicated by clearly understandable words or actions, to participate in each form of sexual activity. Consent cannot be inferred from silence, passivity, or lack of active resistance. A current or previous dating or sexual relationship is not sufficient to constitute consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. By definition, there is no consent when there is a threat of force or violence or any other form of coercion or intimidation, physical or psychological. A person who is the object of sexual aggression is not required to physically or otherwise resist the aggressor; the lack of informed, freely given consent to sexual contact constitutes sexual misconduct. Intoxication is not an excuse for failure to obtain consent.

A person incapacitated by alcohol or drug consumption, or who is unconscious or asleep or otherwise physically impaired, is incapable of giving consent.

4. Retaliation against or harassment of someone alleging sexual misconduct or otherwise obstructing the reporting of sexual misconduct or the participation in proceedings relating to sexual misconduct.

The University recognizes that Students may be hesitant to report sexual misconduct because they themselves (or witnesses they identify) may be charged with violations of other provisions of the Code (e.g.i.e., alcohol or drugs). The University ~~may~~**will** not pursue a disciplinary action for an alcohol or drug violation against a Charged Student, the Complainant, or any Student(s) who may have witnessed the incident.

(o) Smoking

1. Failure to comply with FIU Regulation 113 Smoke and Tobacco-Free Campus by smoking in or on any University Premises.

(p) Stalking

1. Activities occurring on more than one occasion that collectively instill fear in an individual and/or threaten his/her safety, mental health, or physical health, including, but not limited to, the following:

• Nonconsensual communication, including face-to-face, telephone calls, voice messages, electronic communication media, written letters/notes, unwanted gifts, etc.

• Making threatening or obscene gestures to an individual

• Pursuing or following an individual Complainant

• Surveillance or other types of observation of an individual

• Trespassing

• Vandalism

• Nonconsensual touching

• Contacting a person after a sanction has been issued prohibiting contact with that person, including, but not limited to, verbal, written or third party communication, or physical contact

• Cyber-stalking which means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose

2. Other conduct considered stalking under the stalking laws as outlined in Section 784.048, Florida Statutes.

(q) Theft

1. Removal or use of the property or services of another person or of the University without prior written consent or authorization.

2. Possession or sale of property or services of another person or of the University without prior written consent or authorization.

(r) Vandalism/Damage

1. Damage, destruction or defacing of property of another person, group or the University.

(s) Weapons, Firearms, Explosives

1. Possession, storage or use of firearms, explosives, ammunition or other weapons or dangerous articles or substances, including, but not limited to tasers, switchblade knives and non-lethal weapons such as fireworks, paintball guns, air guns, archery equipment, BB guns, any dangerous chemical or biological agents, corrosive agents, compressed gas, sling shots, Chinese stars, or any other item used as a weapon.

2. Driving or parking vehicles that contain or store firearms on University Premises. Possession of a concealed weapon or firearm on the University Premises even if the Student possesses a concealed weapon license. The University specifically waives the statutory exception provided in Section 790.115(2)(a)(3), Florida Statutes, which allows a person to have such a firearm in a vehicle.

3. Notwithstanding the foregoing, weapons, including non-functioning antique display weapons, may be used for classroom instructional purposes or other University sanctioned activities but only with prior approval by the appropriate University Official (e.g., firearms under the direct supervision of ROTC, a diver's knife for a scuba divers' class).

(t) On-Campus Housing (University Housing and Greek Houses) Policies

1. Violation(s) of any Department of Housing and Residential Life or Sorority and Fraternity Life/Campus Life Policies published in hard copy or available electronically via the Department of Housing and Residence Life website <http://www.housing.fiu.edu/> and/or Sorority and Fraternity Life/Campus Life website campuslife.fiu.edu/greeks.fiu.edu.

(u) Student and Greek Organizations/Clubs Policies

1. Violation(s) of any Campus Life/Sorority and Fraternity Life Policies published in hard copy or available electronically via the Campus Life/Sorority and Fraternity Life website. See campuslife.fiu.edu/greeks.fiu.edu.

(v) Gambling

1. Soliciting, placing or accepting a bet on any high school, intercollegiate or professional athletic contest on University Premises or at a University or Student or Greek Organization-sponsored activity or event. Soliciting, facilitating or participating in any illegal gambling, bookmaking or illegal betting whether through a bookmaker, a parlay card, a pool or any other method of organized gambling on University Premises or at a University or Student or Greek Organization-sponsored activity or event.

(w) Trespassing/Unauthorized Use

1. Unauthorized presence in or unauthorized use of University Premises, facilities, or restricted areas.

(x) Other Violations

1. Attempt or intent to commit any violation outlined in the Student Code of Conduct of Conduct.

2. Involvement in any violation outlined in the Student Code of Conduct. This includes encouraging others to commit acts prohibited by this Code and/or the failure to remove oneself from the area/incident where the offense is being committed or attempted.

3. Aids or abets another in any violation of federal law, state law, local ordinance, or University Policy.

4. Violation of federal, state law, local ordinance, or Florida International University Policies.

(y) Bribery

1. An offer, gift, receipt, or solicitation of a bribe of money, materials, goods, services or anything of value for the Student or others for the purpose of procuring or providing an advantage to which he/she is not otherwise legally entitled.

(7) PRE-HEARING PROCEDURES

(a) Initiating Charges: Any person or entity (including University departments, offices, officials, community members, etc.) may submit information regarding an alleged violation(s) of the Student Conduct Code for review by the SCCR in the following ways:

1. Filing a police report with the University Police Department or requesting that a report from another law enforcement agency be sent to the University Police Department.

2. Providing a signed SCCR incident report (see <http://www2.fiu.edu/~sccr/> for report) with accompanying supporting witness(es) statements and/or documentation to the office listed below based on the stated factors:

a) If the incident occurred in any of the University's residential housing, submit the incident report to the Office of Residential Life.

b) If the incident involved a member of a Greek Organization and/or occurred in one of the On-Campus Greek houses, submit the incident report to Sorority and Fraternity Life.

c) If the incident occurs elsewhere and does not fall within the categories of (a) or (b) above, submit the incident report to the SCCR.

3. The SCCR Director will determine, in his/her discretion, whether further fact finding is needed and ~~will determine when~~ whether there is enough information to file charges and which Hearing Body is appropriate to handle the matter. When two or more Charged Students are charged in the same incident, the appropriate Hearing Officer, in his/her discretion, may hold a separate hearing for each Charged Student or may hold a joint hearing.

4. When a police or incident report relates to a charge of sexual misconduct, the SCCR Director will inform the University's Title IX Coordinator for the purpose of ~~federal~~ compliance ~~with federal~~ regulations. The SCCR will advise the Complainant of the referral. The SCCR Director will advise the Title IX Coordinator of the results of the fact finding that SCCR conducts.

(b) Filing Time: Anyone may file an incident report of an alleged Code violation with the applicable office designated in (a)(2) of this section within ninety (90) calendar days of the incident or obtaining knowledge about the incident, whichever is later. However, the SCCR Director may extend this filing time in certain cases, including but not limited to, stalking, sexual misconduct, domestic violence, endangerment, or where the delay may be related to issues of victimization or beyond the control of the University.

(c) Notice (Charge Letter): The Written Notice given to a Charged Student, Student Organization, or Greek Organization will include the following:

1. Notice of the charge(s), including specific code section(s) which constitutes the alleged violation(s) of the Student Conduct Code.

2. An opportunity to attend an information session.

(d) Information Session: An information session is designed to provide the Charged Student, Student Organization, or Greek Organization with information about the hearing process and his/her or its rights as well as giving access to the documents supporting the charge available at that time.

1. The Charged Student, Student Organization, or Greek Organization will have an opportunity to review all information in the Student Conduct file at the information session with his/her or its Advisor (if any), including the names of witnesses to be called and the information to be used in the Student Conduct matter.

a) Subsequent to the information session, the SCCR Director or Hearing Officer may conduct any further fact finding regarding the incident that is subject to the charge. This information will be communicated to the Charged Student prior to the hearing.

2. The Charged Student, Student Organization, or Greek Organization will also receive information regarding the resources available for preparing for the hearing.

3. If a Charged Student, Student Organization, or Greek Organization fails to respond to a request to schedule an information session and/or fails to attend a scheduled information session, the Charged Student, Student Organization, or Greek Organization will be deemed to have waived his/her right to an information session. Under those circumstances, a hearing may be scheduled in the Charged Student's absence. Failure to attend to an information session will result in the SCCR Director determining the type of hearing. The hearing type will be determined based on the severity of the possible sanctions (e.g., suspension/expulsion cases will be referred to the Student Conduct Committee).

4. If the Charged Student fails to attend the information session, the SCCR Director may place a hold/service indicator on the Charged Student's record until the conclusion of the hearing. If sanctions are imposed as a result of the hearing, the hold/service indicator will be retained until the Charged Student fulfills all of the sanctions.

(e) University's Right to Review Information to be used at a Hearing. The University has the right to review any information the Charged Student, Student Organization, or Greek Organization intends to use at a hearing at least three (3) Business Days before the Student Conduct proceeding.

(8) TYPES OF HEARINGS

Two (2) types of hearings are provided by the Student Code of Conduct: formal and informal.

(a) Informal Hearing:

1. An informal hearing is only available when the Charged Student, Student Organization, or Greek Organization waives the right to a formal hearing and requests that the Hearing Officer conducting the information session determine the findings and sanctions if applicable. The Hearing Officer reserves the right to conduct fact finding to make an informed decision. When the possible sanctions include suspension or expulsion, or there is a Complainant with rights defined in the Complainant's Rights section, an informal hearing is not an option.

2. If a Charged Student, Student Organization, or Greek Organization waives the right to a formal hearing conducted, he/she or it must indicate the waiver on a form provided by the SCCR during information session.

3. The following apply to an informal hearing:

a) The meeting(s) will not be recorded.

c) The written decision will serve as the official record of informal hearings.

d) The written decision will be sent to the Charged Student within fourteen (14) Business Days from the conclusion of the Hearing Officer's deliberation.

4. If the Student does not chose the summary resolution (or the option is unavailable), the Student may indicate his/her preference for one of the two (2) types of formal hearings.

(b) Formal Hearings. The formal hearings are: 1) an Administrative hearing, or 2) the Student Conduct Committee hearing. All procedures described in the Hearing Procedures section apply to these types of hearing.

1. An Administrative hearing is conducted by a Hearing Officer who serves as the Hearing Body.

2. A Student Conduct Committee hearing is conducted by a committee which serves as the Hearing Body. The committee is comprised of two (2) Students and one (1) faculty or staff member. A Hearing Officer will moderate the hearing.

(c) The SCCR Director retains the discretion to ultimately determine which hearing forum is appropriate.

(d) All hearing(s) will be conducted in private.

(9) HEARING NOTIFICATION

(a) Scheduling. Hearings may be scheduled during class periods. Every effort will be made to avoid a class conflict; however, due to availability of persons involved in the hearing and a room, it may not be possible.

(b) Hearing Notice. The notice of a hearing including date, time, and location will be sent to the official University email address of the Charged Student, or to the official University email address of the President of the Student Organization or Greek Organization at least five (5) Business Days prior to the hearing. The Hearing Officer has the discretion to provide notice through additional means. The receipt of the hearing notice through the official University email will constitute full and adequate notice under the Student Code of Conduct. The Charged Student, Student Organization, or Greek Organization may waive the notice period by indicating the waiver in writing.

1. The notice will include the names of witnesses to be called and information to be used in his/her or its matter.

2. The hearing notice will indicate whether the Hearing Officer received any additional information to be used in the hearing after the information session was conducted and will indicate when the additional information may be viewed.

3. The notice will also indicate the name(s) of the Hearing Body member(s).

(c) Challenging a Member of the Hearing Body/Change of a Hearing Body Member.

1. The Charged Student, Student Organization, or Greek Organization has the right to challenge the inclusion of any member at least three (3) Business Days prior to the

scheduled hearing. The challenge must be in writing and must show actual bias (such as a conflict of interest, animosity, pressure, or influence) that would preclude a fair and impartial hearing. The Hearing Officer will determine whether to grant such challenge in his/her discretion, and such decision is final.

2. If a Hearing Body member is unable to serve due to an emergency or unforeseeable occurrence, the Hearing Officer may appoint a new Hearing Body member prior to the scheduled hearing. The Charged Student, Student Organization, or Greek Organization may challenge the inclusion of this member at the time of hearing. The challenge must be on the basis outlined above.

(d) Request for a Postponement. Any request to postpone a hearing must be submitted in writing or by email and must be received by the SCCR Director at least 24 hours prior to the hearing and must state the reason(s) for the request. The granting of such requests shall be at the discretion of the SCCR Director. The University is not required to postpone a Student Conduct proceeding pending the outcome of a criminal prosecution.

(10) ADVISOR FOR THE CHARGED STUDENT, STUDENT ORGANIZATION, OR GREEK ORGANIZATION

(a) The Charged Student, Student Organization, or Greek Organization may be accompanied by an Advisor of his/her or its choosing and at his/her or its expense.

1) The Advisor must be a Member of the University Community.

a) If the Charged Student, Student Organization, or Greek Organization is the subject of a pending criminal matter arising from the same incident, the Charged Student, Student Organization, or Greek Organization may have an attorney as an Advisor provided that the attorney complies with the same restrictions imposed on any other Advisor.

2) It is the responsibility of the Charged Student, Student Organization, or Greek Organization to make appropriate arrangements for the Advisor to attend the proceeding. The proceedings shall not be delayed due to scheduling conflicts of the chosen Advisor.

3) The Charged Student, Student Organization, or Greek Organization is responsible for presenting in person his/her own information, and therefore, Advisors are **not** permitted to speak or to participate directly in any Student Conduct process.

4) Although Charged Student, Student Organization, or Greek Organization may consult with his/her or its Advisor during the hearing, this consultation must take place in a manner that does not disrupt the proceedings.

5) The Advisor chosen by the Charged Student, Student Organization, or Greek Organization cannot be a witness in the matter.

6) The SCCR will provide the Charged Student, Student Organization or Greek Organization with a list of Advisors who could provide assistance to in preparing the response to the reported Code violation. ~~impartial, procedural advisors if requested.~~

(11) THE RIGHTS OF THE CHARGED STUDENT, STUDENT ORGANIZATION OR GREEK ORGANIZATION

Below is a summary of the rights of Students, Student Organizations, and/or Greek Organizations who have been charged with a potential violation of the Student Code of Conduct. These rights are as described in this Code.

The Charged Student, Student Organization, or Greek Organization has the right to:

- (a) Reasonable, written notice of the Student Code of Conduct charge and the allegations upon which the charge is based.
- (b) A fair and impartial hearing.
- (c) An opportunity to review all information with his/her or its Advisor (if any) to be used in his/her Student Conduct matter before a hearing.
- (d) Present witnesses at the hearing.
- (e) Question witnesses in accordance with the Formal Hearing Procedures.
- (f) Be accompanied by an Advisor of his/her or its choosing and at his/her or its expense.
- (g) Not to provide self-incriminating testimony. (This right does not apply to Student Organizations or Greek Organizations.)
- (h) Notification of the decision of the Hearing Body in writing.
- (i) Appeal the decision, in writing.

(12) HEARING PROCEDURES

- (a) During the hearing, the Hearing Officer presides over the Student Conduct hearing.
- (b) The burden of proof in a hearing rests with the University. The burden of proof is a Preponderance of the Evidence (i.e., the evidence is more likely or not). The determination of “responsible” or “not responsible” will be based solely on the information and/or testimony presented.
- (c) Formal rules of process, procedure, and/or technical rules of evidence applicable in the criminal or civil court are not used in Student Conduct proceedings.
- (d) The hearing will be recorded. The recording will serve as the only official record of the proceedings. No other recordings are permitted.
- (e) If the Charged Student, Student Organization, or Greek Organization fails to appear at the scheduled hearing, the hearing will be held and a decision will be rendered in the absence of the Charged Student, Student Organization, or Greek Organization.
- (f) The Charged Student, Student Organization, or Greek Organization may arrange for witness(es) to voluntarily present relevant information on her/his or its behalf.
 - 1. Witness(es) must be able to speak to the incident in question only.
 - 2. Character witness(es) or witness(es) to other incidents outside the specific incident in question will not be allowed to testify at a hearing. The Charged Student, Student Organization, or Greek Organization may provide the Hearing Body with a written statement from these witness(es).
 - 3. The Charged Student, Student Organization, or Greek Organization must provide the Hearing Officer with the names of all witness(es) in writing at least three (3) Business Days prior to the hearing.
 - 4. The Charged Student, Student Organization, or Greek Organization is responsible for contacting and notifying the witness(es) he/she or it wishes to call for the hearing.
 - 5. The proceedings shall not be delayed due to scheduling conflicts of the witness(es). Failure of any witness to appear shall not require a delay or affect the validity of the proceedings. If called witness(es) do not appear, their written statements, if they exist, will be considered by the Hearing Body.

6. The Charged Student may choose not to provide self-incriminating testimony which will not constitute an admission of responsibility. The protection from self-incrimination does not extend to Student or Greek Organizations.

7. The Hearing Officer has the discretion to limit the number of witnesses whose testimony may be duplicative.

(g) Pertinent records, exhibits, and written statements may be accepted by the Hearing Body at the discretion of the Hearing Officer.

(h) The Hearing Officer may place limits on the amount of information accepted and the length of testimony and also may advise that the tone of questioning be changed.

(i) All procedural questions are subject to the final decision of the Hearing Officer.

(j) The following order of presentation will be followed in formal hearings. Exceptions may be made by the Hearing Officer due to extenuating circumstances.

1. Introductory statement by Hearing Officer including a reading of the allegations and charge(s) and introduction of information that is the basis for the charges.

2. Statement by the Charged Student, Student Organization, or Greek Organization and submission of any pertinent written information (e.g., records, exhibits, written statements) except for witness statements (see below) for consideration by the Hearing Body.

3. Questions directed to the Charged Student, Student Organization, or Greek Organization by the Hearing Body and/or Hearing Officer.

4. Presentation of witnesses and any results of fact finding conducted prior to the hearing.

5. Questioning of witness(es) by the Hearing Body or Hearing Officer. The Charged Student, Student Organization, or Greek Organization may pose questions directly to the witness except in situation where the witness feels uncomfortable or is the Complainant. In these situations, the questions will be presented in writing to the Hearing Body or Hearing Officer who will then ask the witness the question.

6. Submission of written statements (if any) of witnesses who are not present by the Charged Student, Student Organization, or Greek Organization.

7. Follow-up questions (if any) directed to the Charged Student, Student Organization, or Greek Organization by the Hearing Body and/or Hearing Officer.

8. Final statement by Charged Student, Student Organization, or the Greek Organization.

9. Hearing Officer brings hearing to closure.

(k) Deliberation by the Hearing Body is not part of the hearing.

(l) Prior Student Conduct records, character statements, and/or Complainant impact statements are considered only in determining the appropriate sanction(s).

(m) The Student Conduct Committee will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may take one of these actions with respect to the recommendation:

1. Adopt;

2. Modify;

3. Reject the decision and sanctions; or

4. Remand for a rehearing.

The Hearing Officer will include the reasons for any differences between the recommendations of the Committee and the Hearing Officer's final decision as part of the decision letter.

(n) A formal decision letter will be sent to the Charged Student, Student Organization, or Greek Organization within fourteen (14) Business Days from the conclusion of the Hearing Body's deliberation. The hearing decision will include the decision, sanctions imposed (if applicable), and the right to appeal.

(13) COMPLAINANT'S RIGHTS

(a) These rights apply to the following types of cases:

1. Sexual Misconduct
2. Endangerment
3. Personal Abuse
4. Stalking
5. Hazing

6. A violation of the crime of violence under Section 16 of Title 18 of the United States Code (i.e., arson, assault offenses, burglary, criminal homicide—manslaughter by negligence, criminal homicide—murder and non-negligent manslaughter, destruction/damage/vandalism of property, kidnapping/abduction, robbery, forcible sex offenses) or a non-forcible sex offense (i.e., statutory rape, incest).

(b) Rights

1. Have the same rights afforded to the Charged Student, Student Organization, or Greek Organization as described above. The Complainant must adhere to the same responsibilities that are required of the Charged Student, Student Organization, or Greek Organizations as set forth above.

2. Have unrelated past behavior excluded from the hearing. The Hearing Officer will decide if such information is unrelated. Unless there was a prior relationship between the parties, past relationships of the Charged Student or Complainant will not be considered in the hearing.

3. To be present throughout the entire hearing or any portions thereof. If the Complainant does not want to be present in the same room as the Charged Student, the Hearing Officer will make alternative arrangements, if possible.

4. Testify in limited privacy. In lieu of testifying in person or via telephone, the Complainant may submit a written or recorded statement. The determination of whether the testimony will be given in limited privacy is made at the discretion of the SCCR Director in consultation with the University Victim Advocate.

5. Submit a written impact statement to the Hearing Body. This information will be used only in the sanctioning phase of deliberations if the Charged Student is found responsible for the charge(s).

6. Be notified of the final determination to the extent permitted by law. Be notified of the final determination in cases involving alleged sexual misconduct. If the alleged Complainant is deceased as a result of a crime of violence or non-forcible sex offense, the University will provide the results of the disciplinary hearing to the Complainant's next of kin, if so requested.

7. A Complainant of sexual misconduct is entitled to a review by the Title IX Coordinator to determine whether the Complainant is also entitled to a remedy under Title IX which is not available under the Student Conduct Code. The SCCR Director will forward give the Title IX Coordinator a copy of the decision letter on the same day that the Charged Party and Complainant receive the letter.

8. Appeal the decision using the process described in Appeals Section.
- (c) Support and Assistance Programs. The University provides support and assistance programs for Complainants through its Victim Advocacy Center (see website <http://vac.fiu.edu>).

(14) SANCTIONS

(a) In light of the facts and circumstances of each case, the following sanctions or combination of sanctions (with or without appropriate modifications) will be imposed upon any Charged Student and/or Student/ Greek Organizations found to have violated the Student Code of Conduct. Sanctions will be commensurate with the offense with consideration given to any aggravating and mitigating circumstances, including but not limited to the Charged Student's conduct record.

1. Written Reprimand—the University takes official notice that such actions are inappropriate and not in accordance with our community standards.

2. Service Hours—assignment to complete task(s) or service(s) under the supervision of a University department or outside agency.

3. Educational Activities—attendance at educational program(s), interview(s) with appropriate officials, written research assignments, planning and implementing educational program(s), or other educational activities.

4. Restrictions/No Contact Order- the requirement that the Charged Student and/or friends have no contact with the Complainant. This restriction can be imposed at any time during the Student Conduct process.

5. Counseling Consultation—referral for consultation with the University Counseling and Psychological Services (or a licensed psychologist/psychiatrist if the Charged Student is no longer enrolled when sanctioned or is seeking readmission) for alcohol/drug dependence, general mental health or other counseling issues. Charged Student must follow through with recommendations made by the University Counseling and Psychological Services or licensed psychologist/psychiatrist, as applicable. The Charged Student must permit the consulting professional to provide official documentation on letterhead verifying attendance and to share the recommendations with the SCCR.

6. Psychological Evaluation—referral for an evaluation and recommendation by a licensed psychologist or psychiatrist which may include the University Counseling and Psychological Services Center. The Charged Student must follow through with any recommendations made by the psychologist or psychiatrist. The Charged Student must permit the professional to provide official documentation on letterhead verifying attendance and share the recommendations with the SCCR.

7. Restitution—requirement to reimburse the University or person for damage to or misappropriation of property owned or in possession of the University or other persons. Any such payment on restitution will be limited to actual cost of repair or replacement.

8. Fees—requirement to pay all fees associated with any sanction delivered (e.g., counseling consultation, psychological evaluation, educational seminars/ programs, etc.).

9. Residence Hall Reassignment—required change in University residence hall assignment. The Charged Student will be responsible for any additional charges for the new Housing assignment.

10. On-Campus Housing Exclusion—exclusion from University residence halls or Greek houses for a specified length of time. A Charged Student that is excluded from the residence halls is not eligible for fee reimbursement of pre-paid fees.

11. Restrictions/Loss of Privileges—restrictions or loss of privileges which may be imposed upon a Charged Student for a specified amount of time, including but not limited to, participation in Student activities, University or Student events, representation of the University on athletic teams, or in other leadership positions presence at University residence halls or other areas of campus, contact with specified person(s), participation as a peer advisor, resident assistant, or elected/appointed Student leadership in Student government; and/or participation in study abroad or alternative break programs. Additional restrictions on University privileges and/or activities may be imposed on the Charged Student based on his/her current or potential future activities.

12. Restrictions/Loss of Privileges (Student/Greek Organization Only)— For an organization, restrictions or loss of privileges including, but not limited to, participation in Student activities, social events, intramural activities, alcohol functions, or facilities. This does not affect an individual's status with the University or attendance at classes unless the individual has been charged and sanctioned independently of the Student/Greek Organization.

13. Conduct Probation—a temporary interruption of the Students' status with the University. A Charged Student that is on conduct probation is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities including, but not limited, to prohibited from participating in study abroad or alternative spring break, as a peer advisor, resident assistant, or elected/appointed to a Student government or other organizational leadership position. Additional restrictions on University privileges and/or activities may be imposed on the Charged Student based on his/her current or potential future activities. The conduct probation period is a time for the Charged Student to reflect on his/her behavior and demonstrate that he/she can once again be a responsible Member of the University Community. While on conduct probation, further violations of the Student Code of Conduct or other University Policies may result in suspension or expulsion.

14. Conduct Probation (Student/Greek Organization Only)— temporary interruption of the organization's status with the University. An organization that is on conduct probation is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities including, but not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions, or facilities. Further violations of IFC, PC, NPHC, or MGC Policies, Student Code of Conduct or other University Policies may result in suspension or expulsion of the Charged Student/Greek Organization from the University. This does not affect an individual's status with the University or attendance at classes unless the individual has been charged and sanctioned independently of the Charged Student/Greek Organization.

15. Deferred Suspension—period of time in which suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. A Charged Student on deferred suspension is considered not in good standing with the University, resulting in applicable restrictions or privileges including, but not limited, to prohibited from participating in study abroad or alternative spring break, as a peer advisor, resident assistant, or elected/appointed to a Student government or other organizational leadership position. Additional restrictions on University privileges and/or activities may be imposed on the Charged Student based on his/her current or potential future activities. If the Charged Student fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the Charged Student will no longer be considered on deferred suspension but will be automatically suspended with no further appeal. If a Charged Student commits another violation

of the Student Conduct Code while on deferred suspension, the Charged Student will be taken through the conduct process for that additional violation.

16. Deferred Suspension (Student/Greek Organization Only)–period of time in which the organization’s suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. An organization on deferred suspension is considered not in good standing with the University, resulting in applicable restrictions or privileges and/or activities including, but not limited to, participation in or exclusion from Student activities, social events, intramural activities, alcohol functions, or facilities. If the organization fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the organization will no longer be considered on deferred suspension but will be automatically suspended with no further appeal. If the organization commits another violation of the Student Conduct Code while on deferred suspension, the organization will be taken through the conduct process for that additional violation. This does not affect an individual’s status with the University or attendance at classes unless the individual has been charged and sanctioned independent of the Student/Greek Organization.

17. Suspension–separation from the University for a specified period of time. A Charged Student is considered not in good standing with the University while suspended. The Charged Student may not attend classes and is banned from being on or in any On-Campus Premises. The suspended Charged Student is also banned from participation in any FIU sponsored/related event or activity. This sanction is recorded on the Charged Student’s academic transcript during the period of suspension. A Charged Student that is suspended from the University is not eligible for tuition and or registration fee reimbursement except as provided by University Policies. The Charged Student will be administratively withdrawn from courses and will lose respective credit hours.

18. Suspension (Student/Greek Organization only)–separation from the University for a specified period of time. An organization while suspended is considered not in good standing with the University. A suspended Organization may not participate in any University activities or events and is not recognized as a University organization during the suspension period. This does not affect an individual Student’s status with the University, academic area or attendance at classes unless the individual Student has been charged and sanctioned independently of the Student/Greek Organization.

19. Expulsion–permanent separation from the University with no possibility of readmission. This sanction is recorded on the Charged Student’s academic transcript permanently. A Charged Student is considered not in good standing with the University after being expelled. The Charged Student may not attend classes and is banned from being on or in any On-Campus Premises. The expelled Charged Student is also banned from participation in any FIU sponsored/related event or activity. A Charged Student that is expelled from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Charged Student will be administratively withdrawn from courses and will lose respective credit hours.

20. Expulsion (Student/Greek Organization Only)–Permanent separation from the University with no possibility of re-chartering or re-registering. An organization that has been expelled is considered not in good standing with the University. An expelled organization may not participate in any University activities or events and is not recognized as a University organization. This does not affect an individual Students’ status with the University, academic

area or attendance at classes unless the individual Student has been charged and sanctioned independently of the Student/Greek Organization.

(b) Violations of the Student Code of Conduct that are motivated by prejudice toward a person or group because of such factors such as race, religion, ethnicity, disability, national origin, age, marital status, gender, sexual orientation or any group/class protected by state or federal law may result in stronger sanctions.

(c) Sanctions take effect immediately unless appealed.

(d) Proof of the completion of the sanction(s) should be provided as directed in the decision letter. It is the responsibility of the Charged Student or Student/Greek Organization to ensure that proof of completion is provided by the specified time. Failure of the Charged Student or Student/Greek Organization to provide proof by the specified date may result in a charge of failure to comply, will result in the placement of a Student Conduct hold on the Student's academic records, and will result in suspension if the Charged Student or Student/Greek Organization had been on deferred suspension.

(15) APPEALS

(a) **Appellate Officer.** The appellate officer for all appeals is the Vice President.

(b) **Appeal Form/Basis for Appeals.** The Charged Student, Student/Greek Organization, or a Complainant of sexual misconduct, endangerment, personal abuse, stalking, hazing, a crime of violence, or non-forcible sex offense (if any) wishing to appeal must complete the appeal form in full, indicating the basis for the appeal, explain in detail the reasons for the appeal, and attached supporting relevant documentation. The burden of proof rests with the person appealing to clearly demonstrate the reason for appeal as set forth below. Appeals are not a re-hearing of the Student Conduct matter but only a file and/or document review. The reason for the appeal must be at least one of the following:

1. Violations of the appealing party's rights or other failure to follow the Student Conduct procedures that substantially affected the outcome of the initial hearing. Appeals based on this reason will be limited solely to a review of the record of the hearing.

2. New information, which was not available at the time of the hearing and we could not have been presented. In addition, the appealing party must show that the new information could have substantially affected the outcome.

3. The severity of the sanction is disproportionate to the nature of the offense.

(c) **Appeal Requests.** All appeals must be written and submitted using the appeal form available from the SCCR or via the following website:
http://www2.fiu.edu/~sccr/appeal_process.html.

1. The person wishing to appeal must complete the appeals form in full to the Appellate Officer~~applicable appellate officer~~ within seven (7) Business Days of the receipt of the hearing decision. If the appeal form is submitted and/or signed by any other individual than the appealing party, it will not be accepted.

2. The SCCR will notify the Complainant of sexual misconduct, endangerment, personal abuse, stalking, hazing, a crime of violence, or non-forcible sex offense of a sexual misconduct, a crime of violence, or non-forcible sex offense (if any) if the Charged Student appeals, and vice versa. Both parties may submit a written statement.

(d) If a hearing decision is not appealed within the timeframe, the original decision becomes a Final Agency Action.

(e) The Charged Student's Status Pending Appeal. Once an appeal is requested, the sanctions will be stayed and will not take effect until the appeal process has been completed. If no appeal is requested, the sanctions will take effect immediately. A Charged Student shall remain eligible to attend classes and University activities pending the appeal. If a Charged Student's privileges are temporarily revoked and the Charged Student is subsequently found not responsible for the violation, the University must to the extent possible:

1. Correct any record of the change in enrollment status in the Charged Student's permanent records and reports in a manner compliant with state and federal laws; and
2. Refund to the Charged Student a pro rata portion of any charges for tuition, and out-of-state fees, as appropriate, relating to the temporary revocation or suspension which affected the Charged Student's ability to attend classes for more than ten (10) Business Days.

(f) Appellate Review/Decision:

1. No person may hear or decide an appeal if he/she conducted or participated in the Student Conduct proceeding being reviewed on appeal.
2. The Appellate Officer shall first determine if sufficient grounds for the appeal exists and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
 - i. If the basis of the appeal is that the severity of the sanction was disproportionate to the nature of the offense and the Appellate Officer finds the appealing party proved his/her allegation, the Appellate Officer may modify the sanction.
 - ii. If the basis of the appeal is that there was a violation of the appealing party's rights or other failure to follow the Student Conduct procedures that substantially affected the outcome or that there was new information which was not available at the time of the hearing and could not have been presented, which we would have substantially affected the outcome and the Appellate Officer finds that the appealing party proved his/her allegation, the Appellate Officer will order a new hearing.

(g) Written Decision on Appeal. The appellate decision is issued in writing to the Charged Student, Student/Greek Organization and the Complainant of sexual misconduct, endangerment, personal abuse, stalking, hazing, a crime of violence, or non-forcible sex offense (if any) within twenty-one (21) Business Days of receipt of the written request for appeal unless notification is given that additional time is necessary for consideration of the record on appeal.

(h) Effect of the Final Appellate Decision. The decision of the appellate officer constitutes a Final Agency Action.

(16) INTERIM SUSPENSION

In situations where the Vice President determines that an emergency exists which affects the health, safety, or welfare of the Charged Student, Student Organization, Greek Organization or University community, an interim (temporary) suspension will be imposed. This includes, but not limited to, sexual misconduct, physical assault, hazing, possession of a firearm or explosives, illegal drug possession, and other acts of a similar nature. A Charged Student, Student Organization, or Greek Organization under Interim Suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities. The Charged Student may not attend classes. The Charged Student, Student Organization, or Greek Organization is also banned from being on or in any On-Campus Premises and from participation in any FIU sponsored/related event or activity. A Complainant of sexual

misconduct, endangerment, personal abuse, stalking, hazing, a crime of violence, or non-forcible sex offense (if any) will be notified of the Interim Suspension of the Charged Student and will have the same rights as the Charged Student to participate in the subsequent Student Conduct Committee Hearing described in this section.

(a) The Charged Student under Interim Suspension shall not be allowed on Campus except with the permission of the University Police Chief or designee.

(b) Once an Interim Suspension is imposed, a formal Student Conduct Committee Hearing must be held within a reasonable time. The Interim Suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Committee Hearing, if required.

(17) RECORDS

(a) Decision letters (e.g., hearing outcome, sanctions and appeals) of all Student Conduct matters, including Housing/Residential Life and Sorority and Fraternity Life, will be maintained in the SCCR.

(b) Complete Student Conduct records regarding cases heard by Housing/Residential Life will be maintained by the Director of University Housing/Residential Life. Complete Student Conduct records regarding cases heard by IFC, NPHC, PC, and/or MGC will be maintained in the Office of Sorority and Fraternity Life.

(c) Complete Student Conduct records of Student Organizations or clubs will be maintained in the SCCR.

(d) The release of Student Conduct records will be governed by applicable federal and state laws regarding the privacy of education records.

(e) The SCCR may place a Student Conduct hold on the records and registration of any Student who has a pending Student Conduct matter, including any outstanding sanctions. Charged Students may not be allowed to graduate, receive grades or have transcripts released until pending Student Conduct matter(s), including any outstanding sanctions, are resolved.

(f) The official University email address on file with the University's Registrar's Office will be used for all Student Conduct notices sent to the Charged Student. For Student/Greek Organizations, the official University email address on file with the University Registrar's office for the organization's respective President will be used. The Hearing Officer may, in his/her discretion, decide to send the notices via additional means (e.g., overnight delivery, etc.).

(g) Expulsion will be noted permanently on a Student's academic transcript. Suspension will be noted on the Student's transcript during the period of suspension.

(h) Student Conduct files are kept for seven (7) years from the date of the last incident(s) that the Charged Student or Student/Greek Organization was involved in that resulted in charges of the Student Conduct Code. However, in the case of expulsion or suspension the files shall be permanently retained.

(i) Students may have access to the information in their Student Conduct file by submitting a written request to the SCCR Director. The access will be provided in accordance with federal and state laws regarding the privacy of education records and University regulation (see Florida International University Regulation 108).

(18) AUXILIARY AIDS AND SERVICES

Students with disabilities as defined by the Americans with Disabilities Act requiring special accommodations should notify the SCCR and the Office of Disability Services for Students in writing at least three (3) Business Days prior to the hearing.

(19) MEDIATION

(a) All matters processed through SCCR are not required to go through formal or informal hearings. An overall goal of the SCCR is to provide a learning process which entails understanding and respecting the rights of others. An avenue utilized by the SCCR to foster mutual respect and understanding when differences arise is mediation. Mediation through SCCR is an informal and confidential process.

(b) Mediation is utilized where the incident in question is minor in nature, and the parties involved chose not to proceed with formal charges through the University Student Conduct system. The SCCR reserves the right to determine if formal charges will be filed or whether mediation is the appropriate venue in each matter.

(c) Mediation cases handled through SCCR will not be identified or filed as a Student Conduct matter. Mediation records will be maintained separate from Student Conduct files and will not be recorded or reported as part of a Charged Student's record. All mediation files are confidential and will not be released without written consent except in cases where the conduct or behavior is a repeat offense. In repeat cases, this information is only released to the Hearing Officer or committee conducting a formal hearing and only used if the Charged Student is found responsible for a violation of the Student Code of Conduct.

(d) Mediation files are kept for seven (7) years from the date of the mediation.

(e) Incident(s) considered serious in nature and, consequently not suitable for mediation, include, but are not limited to: sexual misconduct, endangerment, personal abuse, stalking, hazing, a crime of violence, or non-forcible sex offense illegal drugs, alcohol, weapons, or other violations of federal, state and local ordinances.

(20) Interpretation and Revision

(a) Any question of interpretation or application of the Student Code of Conduct shall be referred to the Vice President for final determination.

(b) The Student Code of Conduct shall be reviewed periodically by a committee which shall include Student representation under the direction of the SCCR Director.

Contact: Director, Office of Student Conduct and Conflict Resolution

Location: GC 311

Phone: 305-348-3939

Fax: 305-348-6477

Web Page: www.fiu.edu/~sccr

Authority: Florida Board of Governors Regulation 6.0105 Student Conduct and Discipline; Florida Board of Governors Regulation 6.010 Student Affairs Administration; Florida Board of Governors Regulation 1.001(4)(a)(10); and Section 7(d), Article IX, Florida Constitution.
History--New

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

June 6, 2012

Subject: New Program Proposal: Master of Laws

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Master of Laws (LL.M) degree (CIP 22.0101) new program proposal.

Background Information:

The College of Law is proposing to offer a Master of Laws (LL.M.) degree. The LL.M. is a professional graduate degree in law offered to candidates who already hold a first degree in law. The College of Law currently has no graduate programs beyond the first professional degree in law, the J.D., and there is no similar program at FIU.

The proposed LL.M. is intended for foreign lawyers already holding a first degree in law and would be awarded after one academic year of full-time study. For foreign students, the LL.M. provides an introduction to and in-depth study of the law of the United States.

This program advances the educational mission of FIU and the College of Law. Offering an LL.M. is a mark of academic standing for law schools in the United States.

The proposed LL.M degree program directly supports institutional goals and Florida's State University System Strategic Planning priorities and accountability measures.

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

Supporting Documentation: Executive Summary: Master of Laws (LL.M.) degree (CIP 22.0101) New Program Proposal

Facilitator/Presenter: Douglas Wartzok

This page intentionally left blank

New Program Proposal: Master of Laws (LL.M.) (CIP 22.0101)

College of Law

Executive Summary

The College of Law proposes to offer an Master of Laws (LL.M.). The LL.M. is a professional graduate degree in law offered to candidates who already hold a first degree in law. The College of Law currently has no graduate programs beyond the first professional degree in law, the J.D., and there is no similar program at FIU.

The proposed LL.M. is intended for foreign lawyers already holding a first degree in law and would be awarded after one academic year of study. For foreign students, the LL.M. provides an introduction to and in-depth study of the law of the United States. It is often an informal entry requirement to large firms or elite legal practices in foreign countries. It signals to employers that the lawyer has a general, conversant level of understanding of United States legal institutions, substantive law, and practice. The LL.M. also marks an acceptable level of legal English for transnational and international work.

This program advances the educational mission of FIU and the College of Law. Offering an LL.M. is a mark of academic standing for law schools in the United States. The LL.M. will particularly enhance the College of Law's international presence and will draw future leaders in law and business to FIU. The presence of foreign students in the College of Law's community and in the classroom will improve all students' awareness of the international nature of legal practice today, a theme that is already heavily incorporated into the present curriculum.

Faculty members of the College of Law have substantial experience and expertise in guiding foreign students. Eight of the full-time faculty hold LL.M. degrees themselves, and another five hold other advanced graduate degrees in law. Because of the College of Law's existing emphasis on international and comparative law, the faculty is highly trained in these areas. A faculty with these skills and interests will provide an intellectually and culturally welcoming community for LL.M. candidates.

The proposed LL.M. directly supports institutional goals and Florida's State University System Strategic Planning priorities. Specifically, the proposed program directly supports Goal 1 (access to and production of degrees), Goal 2 (meeting statewide professional and workforce needs), Goal 3 (building world-class academic programs and research capacity), and Goal 4 (meeting the unique institutional responsibilities of FIU in the areas of "international" and "expertise in management, law, economics, and commerce").

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: Foundation Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

Carlos B. Castillo, FIU Foundation, Inc. Board of Directors Liaison will report on the activities of the Foundation Board since the last meeting of the Board of Trustees Academic Policy and Student Affairs Committee.

Supporting Documentation: N/A

Facilitator/Presenter: Carlos B. Castillo, *FIU Foundation Board of Directors*

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Graduate Education Report focuses on graduate student enrollment data, trends in doctoral degree production, financial support for doctoral students, and discusses academic support efforts for recruiting and developing scholars. The Undergraduate Education Report provides an update on the Graduation Success Initiative, an extensive system of intervention aimed at improving retention and on-time graduation rates for undergraduate students. The Division of Research Report provides an update on its continued efforts to support research development at the University. The Enrollment Services Report includes information on spring 2012 semester enrollment figures as well as financial aid awarded.

Supporting Documentation:

- Graduate Education Report
- Undergraduate Education Report
- Division of Research Report
- Enrollment Services Report

Facilitator/Presenter:

Lakshmi N. Reddi
Douglas L. Robertson
Andres G. Gil
Douglas Wartzok

This page intentionally left blank

FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
GRADUATE EDUCATION REPORT
JUNE 2012

I. Introduction

This report focuses on graduate student enrollment data, doctoral degree production trends, financial support for doctoral students, academic support for recruiting and developing scholars, and assessment of doctoral programs. As we complete the Academic Year 2011 – '12, the data presented in this report provide us with a basis to forge ahead with new plans and initiatives.

Improved efforts in graduate student recruitment and retention, and enhancing doctoral student productivity, remain important strategic themes for the UGS. We have just completed the first phase of graduate admission reforms. All of our doctoral programs were engaged in spring 2012 in the development of admission criteria, policies and procedures.

We recognize the need to become more strategic and data-driven in the allocation of limited funds available to support graduate student tuition and stipends. This requires all of us, including the UGS and the departments/programs, to be informed about the key statistics and to be involved in self-assessment. Starting in summer 2012, UGS will provide annual summaries to all doctoral programs to help the programs make changes in their strategies for growth and productivity on shorter time cycles than the institutional and Carnegie review cycles.

UGS also plans on releasing an Annual Report for 2011-'12 during mid-summer. The purpose of this report is to communicate to all constituencies (internal and external), highlights and achievements of our students and faculty, and important statistics on graduate student enrollment and graduation.

II. Graduate Enrollment

Total Fall '11 enrollment headcount of students pursuing Masters/Specialist and doctorate degrees is 7571. This reflects an increase of about 5% from Fall '10 enrollment. Figure 1 shows enrollment trends, based on fall enrollment data, for Masters/Specialist, doctoral, and professional degrees. Enrollment at Masters level continues to show steeper increase than enrollment in doctoral degrees.

Table 1 compares enrollment changes between Fall 2010 and Fall 2011 for each college/school. The 6% increase in total Masters/Specialist level is due to increased enrollments in Architecture and Arts, Arts and Sciences, Business Administration, Engineering and Computing, and Hospitality Management. Enrollment increases in these colleges have offset the decreased enrollments in other colleges - Stempel, Education, Nursing and Health Sciences, and Journalism and Mass Communication. In particular, enrollments in the Business Administration showed an impressive increase (23%). Some of these enrollments are from the new self-supporting (non-FTE generating) programs within that college. Hospitality Management continues to grow its master's programs and attributes part of its success to recruiting students from the Tianjin-FIU Bachelor's in Hospitality Management and from the FIU undergraduate program through the 4+1 combined BS/MS program. The increases seen in CARTA are the result of full implementation of the 5-year accelerated master's degree programs (architecture, interior design and landscape architecture).

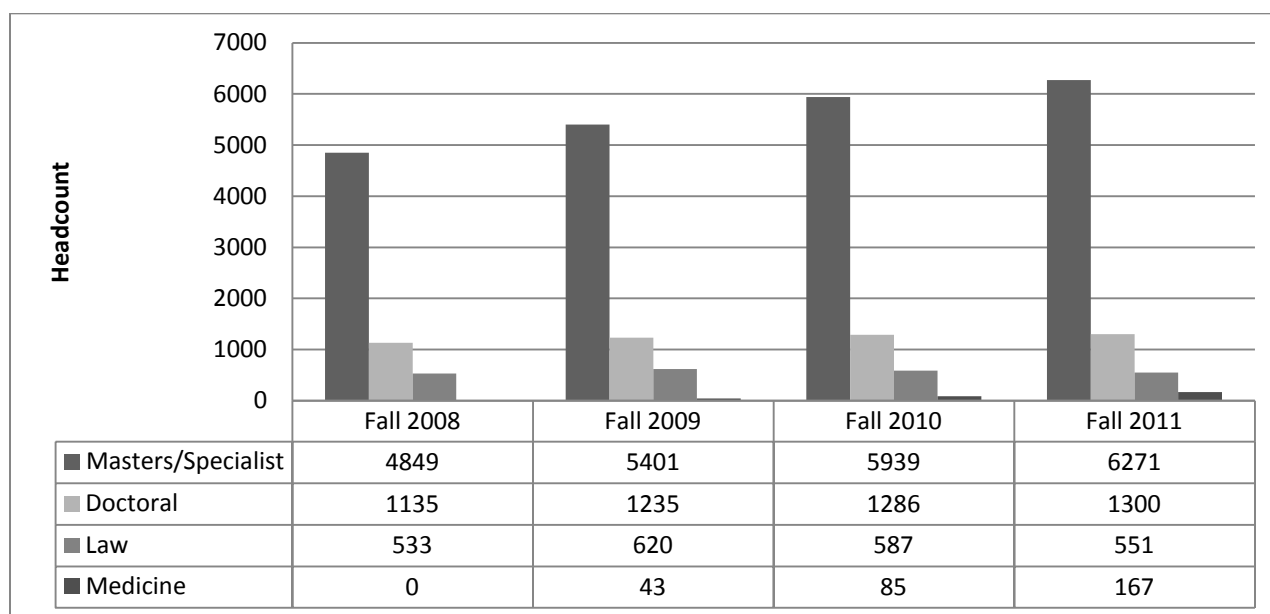


Fig. 1. Fall graduate enrollment trend

College of Business Administration admits its doctoral students on a cohort basis. This accounts for the large percentage decrease of doctoral students in that college. Increases in other colleges, particularly in the College of Arts and Sciences, compensated for this decrease and contributed to the 1% overall increase in doctoral student enrollment.

Table 1: Graduate Enrollment by College/School

COLLEGE		MASTERS/ SPECIALIST	% CHANGE		DOCTORAL	% CHANGE
Public Health and Social Work	Fall 2010	727	-7%	Fall 2010	82	-2%
	Fall 2011	675		Fall 2011	80	
Architecture and The Arts	Fall 2010	205	8%	Fall 2010	-	-
	Fall 2011	221		Fall 2011	-	
Arts and Sciences	Fall 2010	952	10%	Fall 2010	540	5%
	Fall 2011	1047		Fall 2011	568	
Business Administration	Fall 2010	1606	23%	Fall 2010	45	-24%
	Fall 2011	1976		Fall 2011	34	
Education	Fall 2010	762	-7%	Fall 2010	174	2%
	Fall 2011	711		Fall 2011	178	
Engineering and Computing	Fall 2010	552	2%	Fall 2010	275	-3%
	Fall 2011	561		Fall 2011	267	
Nursing and Health Sciences	Fall 2010	653	-7%	Fall 2010	170	2%
	Fall 2011	608		Fall 2011	173	
Hospitality Management	Fall 2010	300	16%	Fall 2010	-	-
	Fall 2011	347		Fall 2011	-	
Journalism and Mass Communication	Fall 2010	182	-31%	Fall 2010	-	-
	Fall 2011	125		Fall 2011	-	
Total	Fall 2010	5939	6%	Fall 2010	1286	1%
	Fall 2011	6271		Fall 2011	1300	

III. Doctoral Degree Production

The total number of research doctorate degrees awarded in AY 2011-'12 is 151. PhD production has steadily increased over the last four academic years; however, the number of EdDs granted has fluctuated during these years. Our Worlds Ahead Strategic Plan reports a target of 177 for total number of research doctorates awarded in 2015. To meet this target, UGS will be working with colleges to move students toward more timely completion of degrees through forced compliance with continuous enrollment requirements and enforcement of other relevant policies. UGS also recognizes the need to sustain the current levels of Dissertation Year Fellowship awards, and to work with units to apply best practices for student advising and financial support.

The number of Professional Doctorates awarded showed steady increase from 123 in AY '08-'09 to 230 in AY '11-'12 (Fig. 3). This trend is expected to level off for two reasons: i) Beginning 2010 there were fewer students admitted to the School of Law, and ii) The DPT (Doctor of Physical Therapy) program is cohort-based and the admitting class is held constant at 50 students.

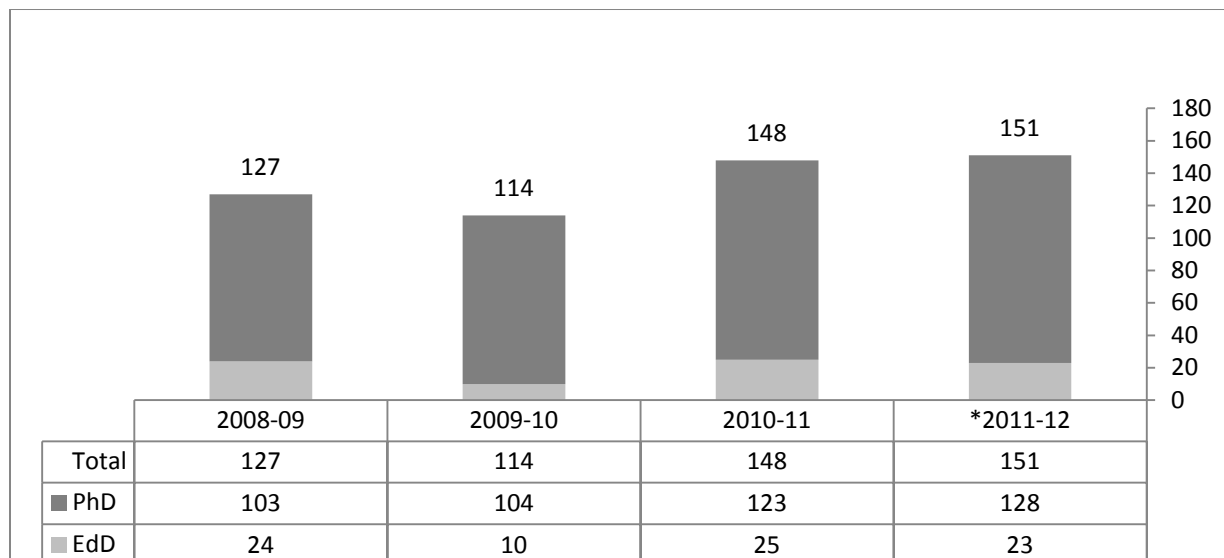


Fig. 2. Research doctoral degrees awarded (AY 2011-'12 numbers are preliminary)

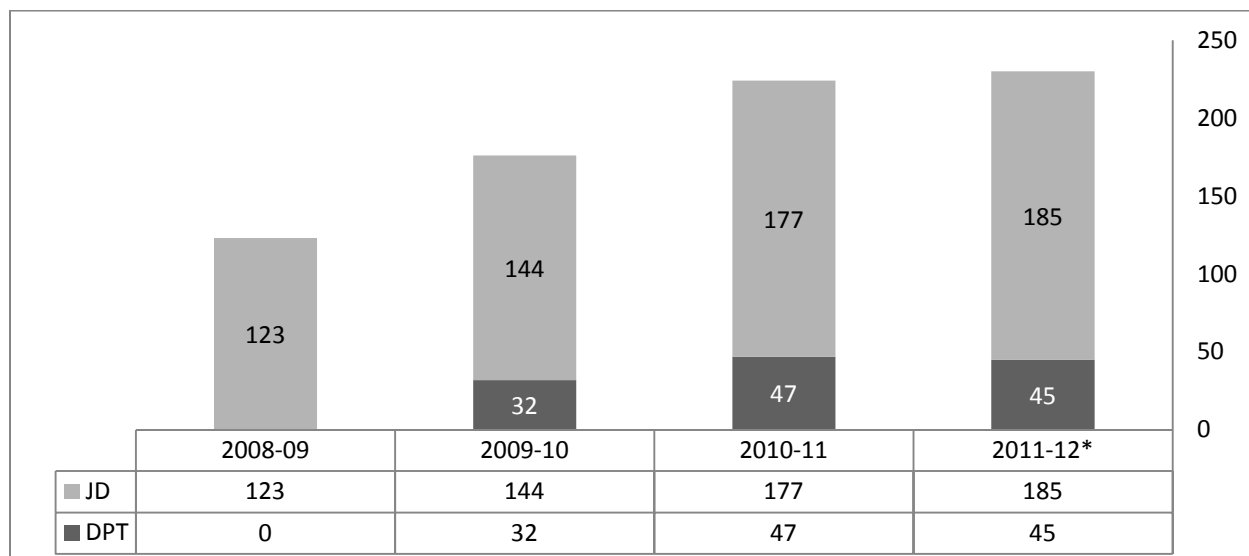


Fig. 3. Professional doctoral degrees awarded (AY 2011-'12 numbers are preliminary)

IV. Financial Support of Doctoral Students

The overall number of doctoral students supported on graduate assistantships has increased steadily since 2007, with an 8% increase in Fall 2011 over Fall 2010 (Fig. 4). However, the number of students supported using extramural funds has held relatively constant. Thus, the increases in doctoral student support have come primarily in the form of Teaching Assistantships.

The amount of financial support provided in the form of fellowships and fellowship enhancements also increased significantly in 2011-12 (Fig. 5). The total number of awards increased from 87 last year to 99 awards this year. Total funding for fellows increased 17% over last year, with a 187% increase in total fellowship funding from 2007 (Fig. 6). The increases in fellowship expenditures reflect the large number of qualified nominees for the Dissertation Year and Doctoral Evidence Acquisition Fellowships.

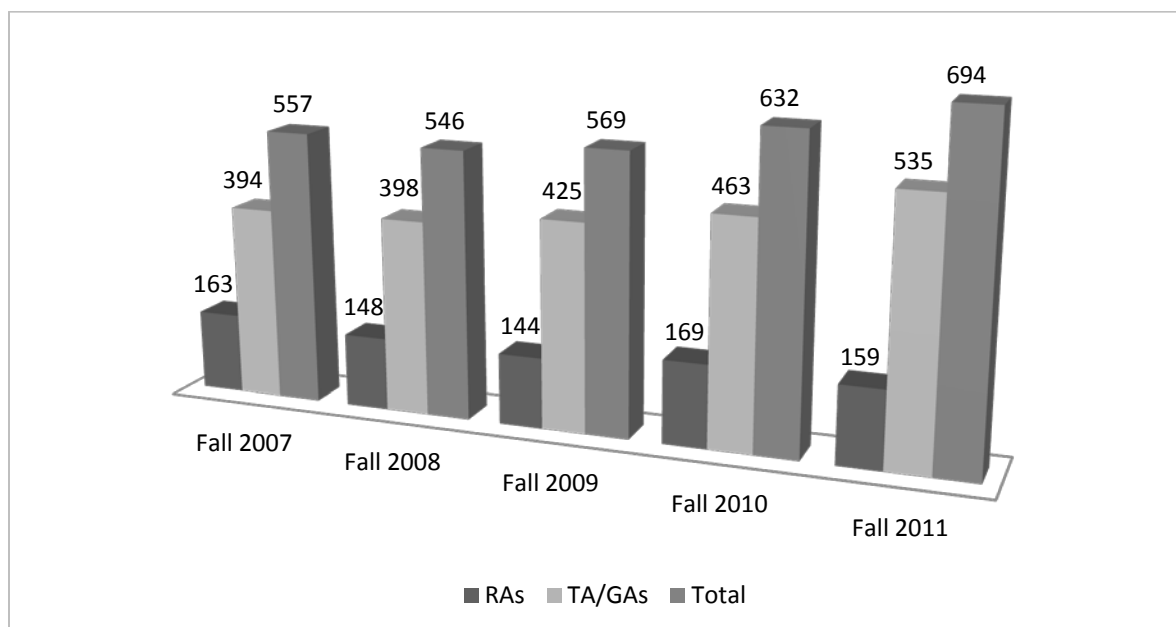


Fig. 4. PhD Students supported on graduate assistantships

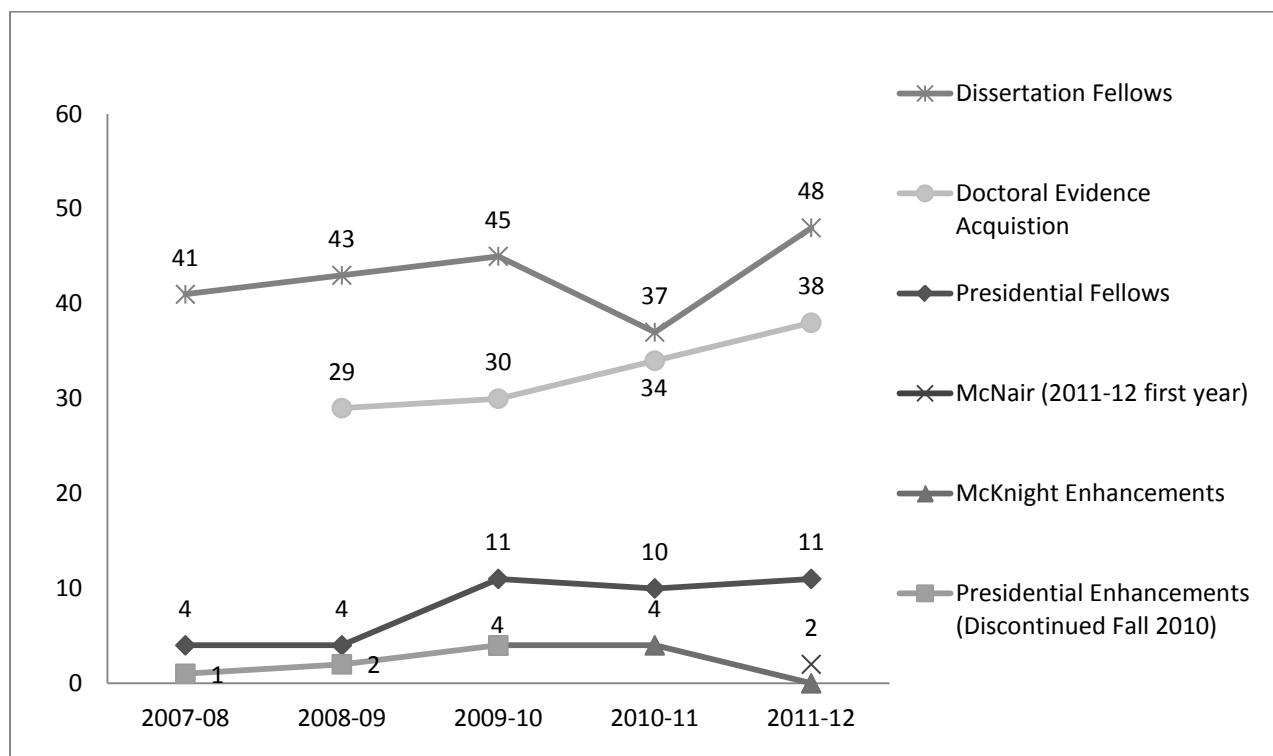


Fig. 5. UGS fellowship and enhancement funding

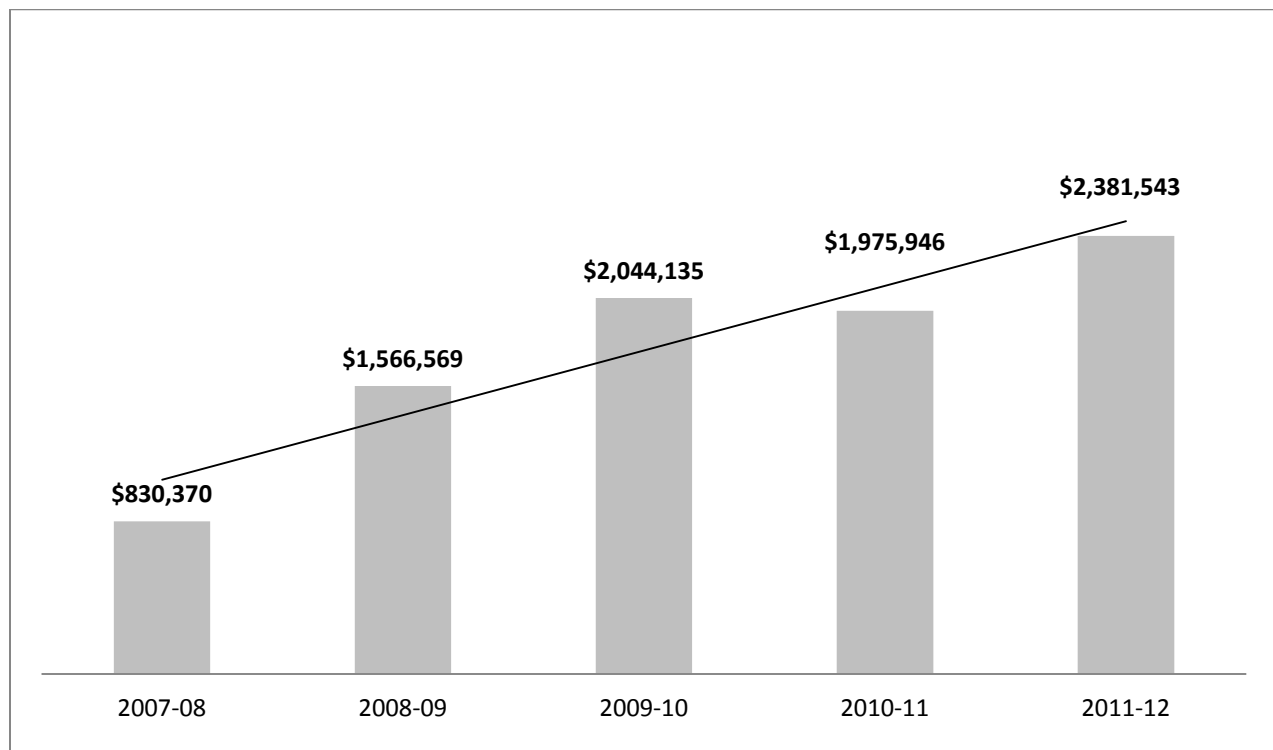


Fig. 6. Total fellowship funding showing an increase of 187% between 2007 and 2011

V. Academic Support for Recruiting and Developing Scholars

Graduate Recruitment Efforts

The UGS continues its efforts to grow and strengthen doctoral programs at FIU. In fall 2011, UGS initiated meetings with various graduate programs in order to assist them in developing a graduate communication plan to be administered through our “Customer Relationship Management” software. The goal of a communication plan is to facilitate communication between prospective students and the department during the recruitment phase in order to increase the yield rate, i.e., the number of admitted students that actually attend FIU. UGS has a goal that 50% of all PhD programs will have a communication plan in place by Fall Semester 2012. In addition, UGS continues to offer financial support for departmental recruitment activities. Programs are eligible for up to \$5000 from UGS towards strategic recruitment initiatives with a commitment of matching funds from the unit/college. For the 2011-2012 AY, UGS funded twelve proposals from individual units in support of recruitment activities, for a total of \$53,000.

During Spring Semester 2012, the UGS recruiter attended several large undergraduate research conferences, including the Annual Florida Undergraduate Research Fair and the 26th annual National Conference on Undergraduate Research (NCUR) at Weber State University. In addition, UGS representatives attended 37 graduate school recruitment fairs and research conferences. Sixteen of the fairs were in Florida, of which nine were local and seven were held at SUS institutions. UGS also participated in the Alabama Connection Graduate Fair Circuit (six graduate fairs in AL) and the Georgia Graduate Fair Circuit (five institutions in GA). UGS representatives attended two Idealist Fairs (idealist.org), four McNair Scholars Conferences, and the SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) National Research Conference in California. The annual FIU Graduate Open House, which is considered our largest recruitment event annually, was held on October 30, 2011 and was attended by nearly 200 individuals.

Diversity Recruitment Initiatives

The McKnight Doctoral Fellowship program is designed to address the under-representation of African American and Hispanic faculty at colleges and universities in the state of Florida by increasing the pool of citizens qualified with Ph.D. degrees to teach at the college and university levels. Seven McKnight Doctoral Fellows have been accepted to FIU for Fall 2012. This is the largest incoming cohort of McKnight Fellows at FIU. The Ronald E. McNair Fellows Program encourages low-income, first-generation and underrepresented students to prepare for and pursue doctoral study. With our FIU McNair Graduate Fellowship, programs were able to recruit five graduate students for fall 2012 who were McNair Fellows as undergraduates. In addition, three new Fulbright International Fellows were admitted to FIU for fall 2012. The Fulbright Foreign Student Program enables graduate students, young professionals and artists from abroad to conduct research and study in the United States.

Council for Graduate Schools Doctoral Initiative on Minority Attrition and Completion grant

FIU was one of the 21 U.S. universities selected to participate in the National Science Foundation funded Council of Graduate Schools (CGS) Doctoral Initiative on Minority Attrition and Completion (DIMAC) grant. The purpose of the grant is to compile and analyze data on completion and attrition for minority students in Science, Technology, Engineering and Mathematics (STEM) fields. The data collection will include an on-site visit by CGS to meet with students, faculty and staff. The grant also

included a \$30,000 award to assist with data collection activities. Participation in the study will further strengthen FIU as a leader in STEM initiatives for minority students.

VI. Assessment of Doctoral Programs

The UGS continues the Carnegie style reviews of the doctoral programs. During the 2011-2012 AY, Carnegie-style reviews were initiated for the Ph.D. in Business Administration and the doctoral programs in Mechanical, Materials and Biomedical Engineering. Meetings were held with faculty and students separately before convening the two groups together. Self-study documents are being prepared by the individual programs. On-site reviews by external consultants will be completed for this cohort by fall 2012.

Thus far, the Carnegie-style and institutional reviews have been conducted separately on different seven-year periodic schedules. To make these two reviews efficient and sustainable, UGS is working with the Office of Academic Planning and Accountability to incorporate the Carnegie-style review into the institutional review process. Review schedules have been revised to synchronize the review processes within three years. The Carnegie review will be initiated for a new cohort of programs in fall 2013.

While the Carnegie-style reviews have been effective in enhancing our doctoral education, these occur only once every seven years and do not include an assessment of resources and productivity. With the rapid growth and evolution of our doctoral programs it is critical to engage the units more frequently in the assessment of the doctoral programs. Starting in summer 2012, UGS will be providing Doctoral Annual Program Summaries (DAPS) to doctoral programs. The goal of the DAPS is to provide critical information on an annual basis to further enhance the graduate student experiences and strengthen the doctoral programs. DAPS will include data on doctoral applications, admissions, enrollment, degree productivity and resources. As an example, the summary for Biomedical Engineering is included as an appendix to this report. Each fall, the UGS Dean will meet with selected departmental chairs and graduate program directors to discuss the DAPS reports and to work with programs to formulate goals and plans for program improvement.

APPENDIX

Sample Doctoral Annual Program Summary – Biomedical Engineering

Part I: Headcounts

Table 1. Admissions - applied, admitted, and enrolled (5 year trend)

Criteria	2007-08	2008-09	2009-10	2010-11	2011-12
# Applications	25	41	31	32	27
# Admissions	13	12	21	13	10
# Enrolled	8	5	14	9	3
Admissions Yield*	62%	42%	67%	69%	30%
admission standards requested**	-	-	5	4	5
Averages for Admitted Students					
GRE Verbal	62%	66%	51%	55%	58%
GRE Quantitative Percentile	81%	85%	86%	84%	79%
GRE Writing Percentile	25%	17%	22%	27%	33%
Internet TOEFL Score	107	102	99	96	90
Paper TOEFL Score	597	-	663	593	-
Computer TOEFL Score	222	270	240	250	-
IELTS Score	-	-	7.0	8.5	-
UG60 GPA	3.23	3.68	3.64	3.46	3.61

Table 2. Program Admissions Deadlines

Semester	International	International - supporting docs	Domestic
Fall	1-Apr	1-Jun	1-Jun
Spring	1-Sep	1-Oct	1-Oct
Summer	1-Feb	1-Mar	1-Mar

1150 min required GRE, 700 min quantitative

550 min paper TOEFL; 80 min Internet TOEFL; 6.5 min IELTS

Data obtained on 3/30/12

* Percentage of admitted students enrolled

**Obtained from ImageNow; Incomplete data; includes both waivers and petitions

Figure 1. Admissions Data for Doctoral Program

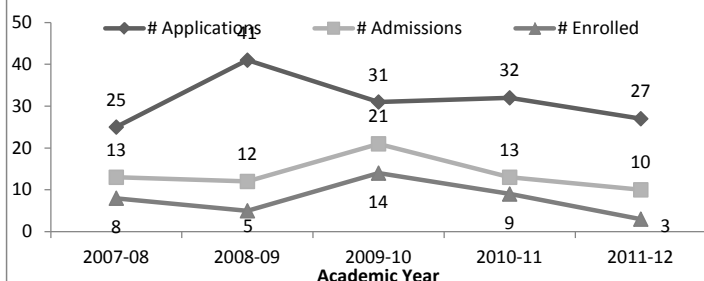
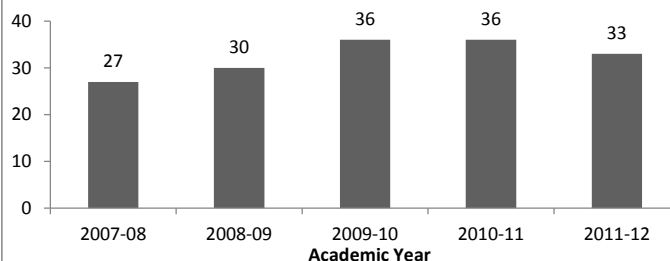


Figure 2. 5-Year Trend of Doctoral Enrollments*



*Enrollment numbers represent Fall headcounts

Table 3. Degrees Awarded - Annual Graduates, Years to Degree* (5 year trend)

2007-08		2008-09		2009-10		2010-11		2011-12	
Name	Years to Degree	Name	Years to Degree	Name	Years to Degree	Name	Years to Degree	Name	Years to Degree
[Redacted]	3.33	[Redacted]	4.33	[Redacted]	4.00	[Redacted]	4.67	[Redacted]	5.33
[Redacted]	-	[Redacted]	3.00	[Redacted]	3.33	[Redacted]	5.67	[Redacted]	5
[Redacted]	-	[Redacted]	-	[Redacted]	5.00	[Redacted]	6.00	[Redacted]	5.67
[Redacted]	-	[Redacted]	-	[Redacted]	-	[Redacted]	5.00	[Redacted]	4.33
[Redacted]	-	[Redacted]	-	[Redacted]	-	[Redacted]	6.00	[Redacted]	-
Total	Average	Total	Average	Total	Average	Total	Average	Total	Average
1	3.3	2	3.67	3	4.11	5	5.47	4	5.08

5 Year Average Years to Degree: **4.33**

Data obtained on 3/30/12

* Three semesters = one year

Figure 3. Doctoral Degrees Awarded

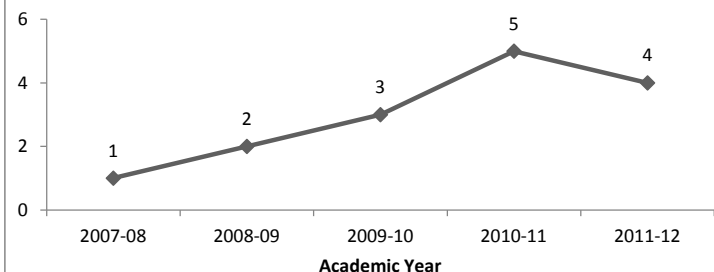


Table 4. List of DAS Faculty (Spring 2012)

Dissertation Advisor Status Faculty

Dr. Sharan Ramaswamy
Dr. Anuradha Godavarty
Dr. Yen-Chih Huang
Dr. Chenzhong Li
Dr. Anthony J. McGoron
Dr. Nikolaos M. Tsoukias

Total number: **6**
Student to DAS Faculty Ratio: **5.50**

As listed on UGS website

Part II

Assistantships and Fellowships

Table 5. Overview of Graduate Assistantships

	2008-09	2009-10	2010-11	2011-12
# Doctoral on C&G RAs	10	9	11	11
# Doctoral on E&G TA/GAs	10	17	14	14
Ratio Doctoral RA/TA&GA	1.00	0.53	0.79	0.79
# Masters on C&G RAs	4	1	1	1
# Masters on E&G TA/GAs	4	0	0	1
Ratio Masters RA/TA&GA	1.00	-	-	1.00
Overall % RAs	50%	37%	46%	44%
Overall % of GA/TAs	50%	63%	54%	56%

Figure 4.

Assistantship Distribution

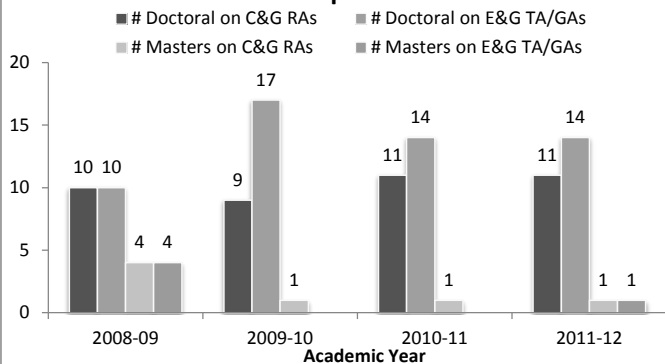


Figure 5.

Proportion of Graduate Assistants on C&G and E&G Accounts

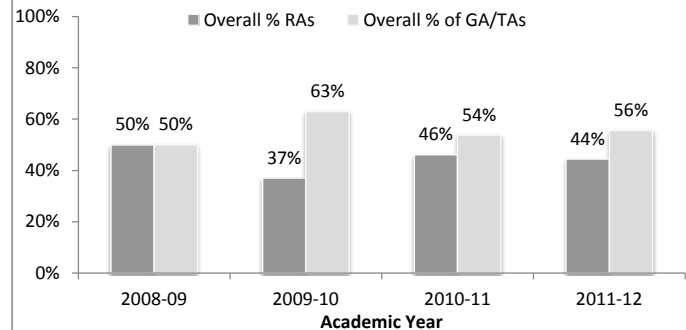


Table 6. TA Support for Extended Number of Years

# of doctoral students supported:	2008-09	2009-10	2010-11	2011-12
3 years as TAs	1	3	4	7
4 years as TAs	0	1	2	4
5 years as TAs	*	0	0	1
more than 5 years as TAs	*	0	0	0

*Data not available in PantherSoft

Table 7. Internal Fellowships - Award and student progress toward degree completion

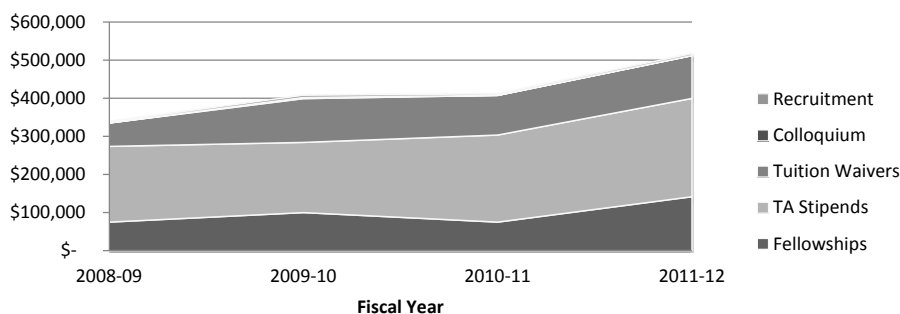
	2008-09	2009-10	2010-11	2011-12
# of Active Presidential Fellows	2	2	2	1
# of Presidentials >4 years in Program	1	2	0	0
# of DYFs Awarded	3	3	2	6
# of DYFs failing to complete within 1 year	1	2	0	0
# of McKnight Fellows in Program	0	0	0	0
# of McKnight Fellows > 5 years in program	0	0	0	0
# of FIU McNair Fellows				0
# of FIU McNair Fellows > 4 years in program				0

Table 8. Total UGS Support for Doctoral Program by Fiscal Year

	2008-09	2009-10	2010-11	2011-12
Fellowships	\$ 74,997	\$ 99,996	\$ 74,997	\$ 141,661
Colloquium	\$ -	\$ 3,000	\$ -	\$ -
Recruitment	\$ 3,500	\$ 6,000	\$ 4,000	\$ 5,000
TA Stipends	\$ 198,780	\$ 184,266	\$ 228,602	\$ 258,060
Tuition Waivers	\$ 61,452	\$ 114,913	\$ 104,096	\$ 112,422
Total Support	\$ 338,729	\$ 408,175	\$ 411,695	\$ 517,143

Figure 6.

Total UGS Support for Doctoral Program



To Be Completed by Unit

Part III Job Placement and Attrition

Table 9. Job Placement of Graduates (track for 4 years)

Semester/Year	Name	Current employer, title, (and address if available)
Spring 2011		
Spring 2011		
Fall 2011		
Summer 2011		
Spring 2011		
Spring 2011		
Summer 2010		
Summer 2010		
Summer 2010		
Spring 2010		
Summer 2009		
Summer 2009		
Fall 2008		
Fall 2008		

Table 10. Attrition and Reason for Leaving

Name	Year Admitted to Program	Year Left Program	Reason for Leaving
	2010	2011	
	2010	2011	
	2006	2011	

Part IV Offers of Support in Recruitment and External Funding

Table 11. Number of Offers of Support as part of Student Recruitment

	2011-12
# of Offers of Support to Applicants	
# of acceptance	
Yield (% of Acceptances enrolled)	-

Table 12. Student External Grants/Fellowships Awarded for 2011-12

Names	Agency/Foundation	Award Amount	Awarded	Not Awarded	Pending
					X

Table 13. Other External Funding Awarded for 2011-12

Names	Agency/Foundation	Award Amount	Awarded	Not Awarded	Pending

ANNUAL

Admissions/Recruitment

List program activities during the past academic year related to: i) recruitment of students including international students and underrepresented minorities, and ii) new improvements in admission and enrollment processes. Comment on the effectiveness of timeliness used to evaluate applications and to provide offers of support.

Provide new plans for the coming year based on successes/failures of the last academic year.

Doctoral Student Mentoring and Productivity

What factors limit doctoral student productivity? How does the program intend to address these limiting factors? (Address the data provided in Table 1)? Comment on the resources provided by UGS and the program's potential to increase the productivity if more resources are made available.

List changes made in the program, based on graduate student and faculty feedback, to improve doctoral student experience.

Program Goals and Strategies for Upcoming AY

Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Office of the Dean, Undergraduate Education
May 2012

Florida International University focuses on retention and on-time graduation for a variety of compelling reasons. This report briefly summarizes these reasons and provides an update on the Graduation Success Initiative (GSI), a comprehensive, university-wide set of innovations which target improving undergraduate student success as measured by retention and on-time graduation (gsi.fiu.edu).

Reasons Why Undergraduate Student Retention and On-Time Graduation Are Important

- For individuals and their families, earning a baccalaureate degree is a significant and fulfilling achievement which paves the way for brighter futures.
- The return on investment (increased income minus the educational cost) for an individual who earns a baccalaureate degree from Florida International University versus a high school graduate without a degree has been estimated to be about \$1 million.
- For South Florida, having more individuals earn a baccalaureate degree also creates brighter futures. A recent economic study estimated that increasing by only 1% the number of people in the Miami metropolitan region who have a baccalaureate degree raises per annum personal income by more than \$760 million. With the multiplier effect the impact is much greater.
- With a more educated and affluent work force, national and international corporations are more likely to center in Miami, and the economic and cultural development of South Florida is stimulated. Thomas Friedman notes that because of technology, the “world is flat.” Essentially, people can live anywhere and participate in the global economy and culture. But Richard Florida points out that people do not live just anywhere, particularly members of the “creative class” in which he is interested. Members of the creative class cluster in particular cities which attract investment and which develop more rapidly than others. Education encourages that clustering and development.

- At the institutional level, the finance of educating students favors retention and on-time graduation. For example, certain support costs are incurred for individual students who are active at FIU regardless of how many credits they take or how many semesters they require to graduate. The more quickly that we can help students to achieve their goal of graduating in an appropriate major the lower the cost to serve each student and the more resources that are available for other active students.
- The State University System of Florida has given the metric of on-time graduation a high level of significance in terms measuring the effectiveness of member universities. The allocation of resources can be closely tied to these measures of institutional effectiveness.
- The on-time graduation rate is an important metric for national rankings of universities, such as by U.S. News & World Report.

Use of MyMajorMatch and MyMajor

The last BOT Undergraduate Education Report described how a particular proactive advising intervention is producing an immediate increase in the 6-year graduation rate for the 2011-2012 cohort of FTICs (students who began their undergraduate careers at FIU in 2006). The Graduation Success Initiative is a long-term, comprehensive, university-wide system of innovations which fundamentally changes the way in which the undergraduate curriculum is administered and re-orient it to student success (see gsi.fiu.edu). The GSI is an extensive system of intervention which will produce sustained improvements in on-time graduation and establish a new norm.

One of GSI's innovations was to stand the previous admissions paradigm on its head, beginning in October, 2011, when the admission process for Fall, 2012, was initiated. Formerly, students were admitted and then received academic advising, still later, came career development. Now students receive academic advising and career development, integrated together, prior to admission. The intent is to help students to determine their appropriate major (one which fits their abilities, interests, and aspirations) as early as possible, preferably at admission.

Two online tools help students to identify their appropriate major at admission: MyMajorMatch and MyMajor (mymajor.fiu.edu).

MyMajorMatch is a 20-minute online assessment which helps applicants to identify their vocational interests. The assessment has been customized to link FIU majors (MyMajor) to the 16 vocational interest clusters of MyMajorMatch. In one seamless, online process, applicants learn their vocational interests, which FIU majors go with those interests, and exactly what those majors entail. Then students select their major in the online application template. The use of

these two tools as part of the admissions process is strongly and repeatedly encouraged. But it is not required.

So the question is, are students using these tools? Data suggest that the answer is yes.

Since October 1, 2011, well over 10,000 students have completed MyMajorMatch (10,683). Of the 16 vocational clusters, the most common interest areas are: (a) Health Science (14% of the students had this cluster of occupations as their top interest area); (b) Finance (12%); (c) Business Management and Administration (11%); and (d) Law, Public Safety, Corrections, and Security (10%). Figure 1 shows the results from all 16 clusters.

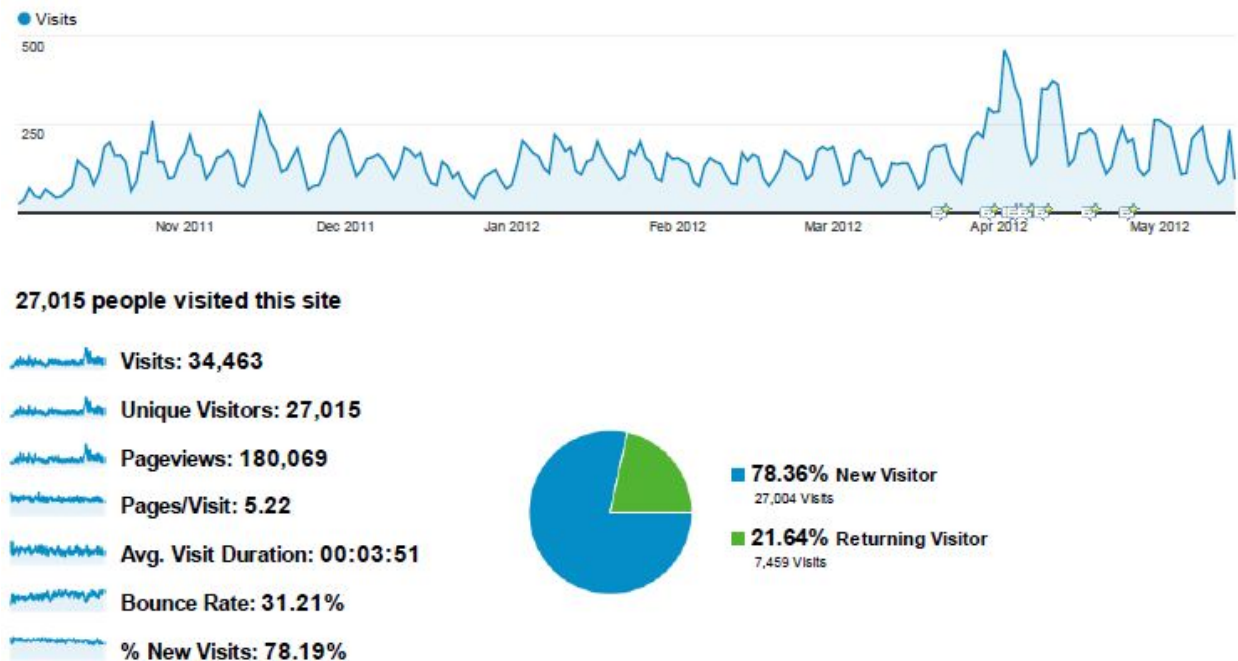
FIGURE 1. Students' vocational interest clusters in MyMajorMatch

CLUSTER	PERCENT	COUNT
Health Science	14%	1545
Finance	12%	1320
Business Management and Administration	11%	1211
Law, Public Safety, Corrections, and Security	10%	1049
Education and Training	6%	684
Arts, Audio-Video Technology, and Communications	6%	642
Government and Public Administration	6%	627
Agriculture, Food, and Natural Resources	6%	597
Science, Technology, Engineering, and Mathematics	5%	586
Human Services	5%	524
Architecture and Construction	5%	520
Hospitality and Tourism	4%	449
Marketing	3%	324
Information Technology	3%	309
Transportation, Distribution, and Logistics	1%	154
Manufacturing	1%	142
TOTAL		10683

MyMajor (mymajor.fiu.edu) is linked to the students' vocational interest clusters identified in MyMajorMatch. MyMajor has fundamental descriptions for all FIU undergraduate majors which include Major Maps (semester by semester descriptions of which courses to take) along with US Department of Labor data (O*NET) regarding job opportunities for all FIU undergraduate majors.

Since the MyMajor web site (mymajor.fiu.edu) was opened and linked to the admission process in October, 2011, the site has received over 27,000 unique visitors (27,015). On average, over 5 pages are viewed per visit (5.22). The average visit is almost 4 minutes (3:51). **These usage data are quite impressive** (see Figure 2).

FIGURE 2. Use of MyMajor website



In closing, data show that if students find their appropriate major early in their undergraduate careers they are much more likely to persist and graduate on-time than those who do not. Coincident with the new admission paradigm which helps students to begin the process of identifying their appropriate major at admission, a similar process has been initiated with the approximately 17,000 current FIU students who have not yet been admitted to a major (undecided's and pre-majors). To date, about 11,000 have been successfully admitted to a major. The process is well underway to help nearly all FIU undergraduates to have an academic home which suits their abilities, interests, and aspirations by Fall, 2012.

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

DIVISION OF RESEARCH

JULY 2011 TO MARCH 2012 REPORT

Initiatives Update

The Division of Research continues efforts to establish systems and supports to facilitate research development at FIU. Below, we highlight some of the most recent:

- Strategic and Cluster Hiring – we have been working with the colleges and the Office of the Provost in recruiting research faculty in strategic areas. We will be able to report on these recruitment efforts at the fall BOT meeting.
- Intellectual Property and Commercialization – we have hired a new Director of Technology Management and Commercialization. The new Director, Pedro (Peter) Hernández, has an industry background in companies such as Motorola, Texas Instruments, Kodak and others. Mr. Hernández has degrees in electrical engineering, business, and patent law. Through his efforts with the faculty and collaboration with the Office of Engagement, he will focus on increasing commercialization of FIU research.
- Completion of the Wall of Wind (WoW) Laboratory – the WoW 12-fan laboratory is near completion. The facility has reached category 5 hurricane winds, and is currently testing different types of temporary housing used in post-disaster scenarios for USAID. For the fall BOT meeting we will report on the grand opening of the WoW, which will take place at the 20th Anniversary of Hurricane Andrew, August 24, 2012.
- Mentors in Residence Program – working with senior faculty researchers, the Division of Research has established the Mentors in Residence Program, which links experienced researchers and junior faculty members interested in submitting proposals to federal agencies. The purpose is to assist junior faculty in the preparation of competitive grant applications to major federal programs at the NSF, NIH, and other agencies. This is part of our efforts to enhance the quality and quantity of grant applications at a time of shrinking budgets for the funding agencies. Faculty mentors serve in one of two cohorts consisting of a spring/summer or summer/fall semester term. Mentors provide advice on proposal development, reviews, and assist mentees with any other questions involving the preparation of research proposals. The Mentors in Residence program works in conjunction with the faculty mentoring program currently run by the College of Arts

and Sciences, which provides assistance to junior faculty on other important topics affecting their early careers including, publications, teaching, and student mentoring. DoR also offers grant-writing tutorials and has compiled a collection of successful proposals to help junior and midlevel faculty interested in applying for funding.

- Roundtables—during the spring semester, the Division hosted two roundtable discussions on grant writing strategies for junior faculty. One focused on NIH-specific grant writing strategies, and the other on NSF and DoD-specific grant writing.
- VIP Service—to support world-class researchers' retention, the DoR has created a VIP Service initiative to assist FIU researchers who are responsible for large research operations. The initiative consists of providing dedicated staff whose sole purpose is facilitating workflow for large research programs—working with individual colleges and departments, Human Resources, Purchasing, Travel and other FIU service units to assure that project timelines are not jeopardized by unnecessary and avoidable delays with paperwork.

**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
JUNE 2012**

ENROLLMENT SERVICES REPORT

I. University Enrollment

As of May 2, 2012, 46,818 students enrolled in courses for the spring 2012 term. This represents a 6.4% increase when compared to spring 2011 when 43,996 students had enrolled around the same time. In addition, the full time equivalent (FTE) enrollments have increased by 4.4%, from 10,968 FTEs in spring 2011 to 11,454 in spring 2012.

II. New First-Time-in-College (FTIC) and Transfer Enrollment

In the spring of 2012, 193 new First-Time in College (FTIC) students, and 2,499 new transfer students enrolled in courses. The entering FTIC students had a high school mean GPA of 3.42 and a SAT mean of 1582 (three components). There was a 41.52 % decrease in new FTICs in the spring 2012 term over spring 2011, and a 2.95 % decrease in new Transfer students compared to a year ago. The average SAT score for incoming students was 1447* (three components) in the State of Florida, and 1385 (three components) in Miami-Dade County, respectively**.

Headcount	Spring 2011	Spring 2012	% Change
First-Time-in-College	330	193	-41.52%
Transfers	<u>2,575</u>	<u>2,499</u>	-2.95%
Total New Students	2,905	2,692	-7.33%

*College Board

**Florida Department of Education

III. Financial Aid

The Financial Aid Office has disbursed \$340 million to 34,550 students compared to \$315 million to 31,825 students over the same time period for 2010-2011. The yearly FAFSA Campaign to encourage students to apply by the March 1st priority deadline resulted in a 26.5% increase in on-time filers for 2012-2013.

2011-2012 FAFSAs			2012-2013 FAFSAs		
App Date	Total		App Date	Total	
January	7,199	Met Priority 20,896 % Increase 15.0%	January	9,054	Met Priority 26,436 % Increase 26.5%
February	12,215		February	15,674	
March 1st	1,482		March 1st	1,707	

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: Student Affairs Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Student Affairs Report provides an overview of the programs and initiatives which were offered during the spring 2012 semester.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Rosa L. Jones

This page intentionally left blank

Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Division of Student Affairs – Summary Report
June 2012

Introduction

The latter portion of the spring semester continued with a high level of student energy and engagement, both inside and outside of the classroom. Preparation for exams and class projects, award ceremonies, closing program activities, anticipation of graduation ceremonies and planning for post-graduation activities dominated student life. More than 43,000 students participated in six commencement ceremonies held April 30th and May 1, 2012.

Highlighted below are some of the programs and services provided by the Division of Student Affairs, since the last report:

Campus Life

- The Student Planning Council (SPC) hosted Jerry Greenfield, founder of Ben and Jerry's Ice cream, at a lecture on business and leadership. More than 250 students attended. SPC also sponsored an UPROAR concert featuring Gym Class Heroes and Big Sean. More than 8,500 individuals attended.
- The Black Student Union (BSU) hosted its annual "Tendaji Gala" (Making Things Happen) graduation and year end awards program. The event featured the renowned "Black Violins" group. More than 280 students, faculty, and staff attended.
- Campus Life hosted the annual *Student Life Awards Ceremony* on April 12, 2012. The annual ceremony recognizes FIU students, in more than 15 categories, who have excelled academically, in the areas of citizenship, innovation, leadership, diversity advancement, promotion of the Golden Panther spirit, and distinguished service to others. These student leaders serve as a source of pride and inspiration to others by giving unselfishly of themselves in order to enhance campus life and to make FIU a better place for all of us. The winner of the prestigious Presidential Award year was Daniel Tapanes. More than 250 students, parents and administrators were in attendance.

Career Services

- Career Services hosted two Career Fairs during the Spring 2012 semester. Representatives from 123 companies and over 1500 students were in attendance. Twenty six (26) new companies participated and were involved in recruitment. Employer reviews were overwhelmingly positive regarding student preparedness, venue, and the level of customer service offered by the Career Services staff.

Below are the names of the new companies who participated in spring recruitment:

1. ALSAC/St. Jude Children's Research Hospital
 2. Brightstar Corp.
 3. Buckeye International, Inc.
 4. Cheerwine - Carolina Beverage Corporation
 5. Court Options
 6. Hillel Community Day School
 7. HJ Foundation Company
 8. J.B. Hunt Transport
 9. Marlabs Inc.
 10. Miami Neurological Institute
 11. National Geospatial-Intelligence Agency
 12. Neff Rental LLC
 13. OmniPoint, Inc.
 14. School District of Manatee County
 15. Skanska USA Building Inc.
 16. Southern Auto Finance Co.
 17. SPAWAR Atlantic
 18. TEKsystems
 19. The Disney Company
 20. The TJX Companies, Inc.
 21. Ultimate Software
 22. vFinance Investments, Inc.
 23. Visa
 24. Warren Henry Automobiles
 25. Windhaven Insurance/Managers/Underwriters
 26. Winn Dixie Corporation
- Career Services participated in “Grad Send-Off” over a five-day period across both campuses. Staff members collected destination and employment information from over **2300** graduating students while they purchased their cap and gowns. The results are currently being compiled for the class of 2012.

- A record 200 students attended the Walt Disney World and FPL information sessions. FPL participated in on-campus interviews over a four-day period and Walt Disney World has followed up with 78 students for internships with their College Program.
- The first ever *Career Fest* event was held at the Biscayne Bay Campus (BBC) on February 6th, 2012 in the Panther Square. It was an event of fun, food, giveaways and career development activities and games sponsored by BBC's Student Government. Five employer representatives, along with Career Services Staff coordinated the activities for over 100 students who attended. It also served as the launch of the Mega Career Week at BBC.
- A "Dress for Success" workshop was conducted for students at the BBC by Men's Warehouse on February 8th, 2012. This workshop was a collaborative effort with the Chaplin School of Hospitality and Tourism Management.
- A "Business Etiquette Dinner" was held at the Biscayne Bay Campus on March 8th, 2012. President and CEO of Etiquette Plus, Nonnie Owens, was the presenter to the appreciative 55 students and alumni in attendance.
- Delta Epsilon Iota (DEI) Academic and Career Honor Society completed six general meetings this semester, each with between 40-68 students in attendance. The group also hosted their signature event featuring a panel of five employers and alumni who spoke to students about networking and job search strategies.

Graham University Center at the Modesto A. Maidique Campus

- Seven members of the Graham Center (GC) team attended the 2012 Association of College Unions Conference in Boston, Massachusetts, focusing on: building operations, managing custodial staff, event-planning, on-line scheduling, and marketing strategies for student unions.
- The GC Art Gallery featured "Women and Labor: The Sweatshops around the World", to celebrate Women's Month and Diversity Week. Students exhibited posters of sweatshops all over the world.
- The GC, Campus Life and SGA hosted the spring CRAM JAM on April 23rd, 2012. Almost 1,000 students were served midnight breakfast, during the first night of finals by Deans and administrative staff.

Grants and Precollege

- On Friday March 23rd, 2012, 26 undergraduate students were inducted into the 9th cohort of the Ronald E. McNair Program. The Program's primary goal is to increase the number of Ph.D. students among groups under-represented in graduate education. Benefits of the program include faculty mentorship, opportunities to present research at various settings, graduate school enrollment opportunities, and a generous stipend. The students inducted, included fourteen from College of Arts and Sciences; eleven from the College of Engineering and Computing, and one from College of Architecture and the Arts. Dr. Kenneth Furton, Dean of Arts and Sciences was guest speaker.
 - Grade point average of inducted students: 3.49
 - Ten students will do their research at select universities- (four at Notre Dame, one at UC Berkley, one at University of Wisconsin, two in Peru, one at the US Dept. of Energy and one at Michigan State)
 - Sixteen students will do their research with faculty at FIU
- Recent Accomplishments and Awards of McNair Scholars:
 - Jay Jefferson – *Spring 2012 World's Ahead Graduate*
 - Vanessa Quiroz – College of Arts and Sciences' Award
 - Vanquilla Shellman – Associated Chemical Society (ACS) Award
 - Alejandro Diaz – received the McKnight Fellowship
 - Natalie Damaso – received FIU McNair fellowship
- Two Upward Bound Math and Science (UBMS) scholars, Alyssa LaRoche and Diana Joseph, presented their innovative research on the melaleuca plant to the American Chemical Society meeting, which took place in San Diego, California. More than 11,000 chemists, other related professionals, and college students attended this prestigious event. It was a unique opportunity for these high school students to be invited to present their research at this conference.
- Roxanne Eugene, a UBMS scholar, received the Gates Millennium Scholarship. Over 24,000 of the brightest students in the country competed for this coveted award.
- Talent Search successfully concluded its "Saturdays for Success" program, as well as its on-site middle school tutorial program. Over 110 students were being tutored at the John F. Kennedy Middle School. Educational Talent Search (ETS) is a federally funded pre-college initiative. The FIU program serves young people in grades six through twelve by providing academic support along with counseling and post-secondary information. These students are from low-income households and/or have parents who have not graduated from college.

Housing and Residential Life

- Residential Life staff partnered with the Office of Sustainability and Panthers Going Green (PGG) to create, develop and implement the “Black Out, Green On” Program in the FIU Housing Quad. Several Resident Assistants (residential student leaders) assisted and contributed to this very successful event. This event had live music and dance performances, sponsorships from SGA and the Residence Hall Association (RHA), as well as many other green organizations on campus provided goodies such as: t-shirts, reusable tote bags in exchange for plastic bags, glowsticks, and reusable water bottles. Over 230 students attended this event.
- February 22nd, 2012: The Residence Hall Association sponsored the Annual Mr. and Ms. Housing Competition. Two participants from each residence hall competed to win the honor of Mr. and Ms. Housing. There was an FIU quiz show in which the contestants were asked questions about FIU history; A Spirit competition where the contestants showed off their FIU apparel and gave their best FIU cheer; A partner competition with a combination of games and questions where the contestants from each residence hall had to work together to earn points; and finally, there was a talent component, for participants to show off their individual talents.
- February 26th, 2012 – March 3rd, 2012: The Lakeview residential community hosted a week-long Diversity Awareness Event focused on religion, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)/Sexual Orientation, interracial dating, and issues related to physical ability/disabilities. The event concluded by discussing the dangers of stereotyping and the Wall of Hate.
- March 2nd, 2012: Residential Life staff hired 50 new and 20 returning Resident Assistants (student leaders) during the Spring Resident Assistant Selection process. These residential leaders were selected from over 320 applicants.
- March 26th, 2012 -29th, 2012: Counseling and Psychological Services and the Bay Vista Residence Hall staff co-sponsored programming during the Mental Health Awareness Week (MHAW). For four nights the staff and residents enjoyed interactive programming on a variety of topics to support their mental well-being. Topics included alcohol use and poor decision making, positivity/positive living, body image, decision-making, and problem solving.
- March 29th, 2012: Residential Life staff hosted The 14th Annual Dean’s List Gala to recognize residential students who achieved a 3.5 or greater grade point average during the Fall 2011 semester. The Keynote Speaker was Dr. Hilarion

“Lari” Martinez. More than 200 people, including six Deans, attended this signature event.

Leadership and Service

- *2012 FIU Relay for Life*, led by a committee of FIU students, took place at MMC on March 2nd – March 3rd, 2012. The overnight event was the culmination of nine months of fundraising and organizing. As a result, over 70 teams of students, staff, alumni, and community members raised \$90,800 for the American Cancer Society. Funds go to support the work of the American Cancer Society’s in-patient services, education, advocacy and cancer research.
- One hundred and seventy-six students provided over 5,000 hours of service to 19 communities in need during Alternative Breaks (aB), a program that coincides with Spring Break. Students focused on social issues such as homelessness, poverty, HIV/AIDS, and the environment. Service sites included 11 domestic communities throughout the U.S and 8 international sites in the Dominican Republic, Guatemala, Bahamas, Nicaragua, and Costa Rica. The AB model develops active citizenship by engaging students in issue education, community engagement and reflection about their learning experiences. FIU sponsored an additional 12 sites during other breaks throughout the year resulting in 31 sites for 2012-2013. FIU is ranked 6th in the country for the number of sites and participants in the aB program.
- The Academy of Leaders (AOL) is FIU’s premier leadership development program for emerging leaders. This semester, 78 students completed the semester-long training, including a group of student athletes and Greek organization members. Along with intensive leadership training, the students engaged in service projects as a means to practice their leadership skills. Projects included assisting with the implementation of “Philanthrofest” , a new community fair that promoted local volunteerism; providing a healthy living session for children in the YMCA of Homestead; and delivering an interactive information exhibit about dispelling myths and promoting the positive aspects of being Greek.
- Twenty-three students earned the *Civic Engagement Medallion of Distinction* to wear at spring commencement ceremonies. The Medallion represents a combination of academic achievement and exemplary service to the community.
- This was the second year of our *Social Justice Living Learning Community*, which is housed in Panther Hall. It was composed of 17 first-year students who explored and developed an awareness of social justice through civic engagement. In the

fall semester, they coordinated a Thanksgiving food drive with all the on-campus communities. During this project, the students collected over 750 pounds of canned foods for Feeding South Florida families for the holiday season. They also hosted an on-campus legal issues panel discussion with several professionals within the State Attorney's Office. In addition to working with our local community they were involved in a day of service with our campus nature preserve. Through these various projects, students in this Living & Learning Community made an impact both on and off campus.

- The *Advanced Leadership Challenge* (ALC) is a new initiative within the Division of Student Affairs designed to provide students with an integrated opportunity to learn, practice, and document leadership skills as a foundation for effective performance in campus, community, and career roles. Students who successfully complete the program requirements will receive a certificate and a medallion to wear at commencement. Based on a leadership competency model, the ALC guides students in their leadership development by suggesting ways to develop each competency through the vast array of co-curricular opportunities offered in the Division of Student Affairs, thus encouraging connected learning through campus involvement. In its inaugural year, 38 students have registered for the program, which is designed to span their college careers.

Multicultural Programs and Services (MPAS)

- The Office of Multicultural Programs and Services held the Ninth Annual SAGE Scholarship Reception and Silent Auction on Friday, April 13th, 2012 at the Wolfe University Center Ballroom, Biscayne Bay Campus. This is an annual fundraising event that provides scholarships to exemplary transfer and international students, who are required to demonstrate high academic achievement, leadership skills and strong involvement in the university community. Over \$4000 was raised at this year's event and three students were awarded scholarships ranging from \$500-\$1000. Two of the recipients are Hospitality Management majors and the third recipient is majoring in Psychology.

Recreation Services

- Intramural Kickball teams were featured in *The Miami Herald's* Neighbors section on April 19th, 2012 in the front page article titled "Kicking Balls and Making Contacts". The article discussed young professionals' participation in this activity as a positive method of socializing.
- Recreation Services Director Rob Frye was appointed to the National Intramural-Recreational Sports Association (NIRSA) *Recreational Sports Journal* Editorial

Board for a third 3-year appointment. The *RSJ* is the official refereed publication of the NIRSA. In addition, his article titled "Death at the Front Door" was published in the February issue of *Risk Management Newsletter*.

- The Recreation Center recorded over 34,000 uses in March, bringing the overall total to 315,000+ users for the 2011-2012 academic year

University Health Services

- The Wellness Center implemented a variety of programs and events at both the Modesto A. Maidique and Engineering campuses. The events included "Sex Carnival" and the "Wellness Expo" which are among the most successful events that the Wellness Center hosts every spring semester. The "Sex Carnival" provided students with an opportunity to engage in fun educational activities where they learned facts about sexually transmitted infections (STI's) and risky behaviors affecting the college age population. The "Wellness Expo" offered students a chance to receive free health screenings and learn about how they can enhance their lifestyles by making a few healthy changes. As a result, over 700 students have been educated on healthy lifestyle choices and have become aware of the services the department has to offer.
- Key departmental personnel accompanied by staff from Facilities Management and MC Harry and Associates, visited the health centers and pharmacy operations of the University of Central Florida and Florida Atlantic University to ensure best practices and optimal space utilization is ensured as we move forward with the renovations of the University Health Services Complex.
- The "Student Health is our Specialty" awareness campaign was launched. This effort aims to educate the student population on the wide variety of services available at the University Health Services. Banners, posters and brochures with this message will continue to be disseminated throughout the campus through the 2012-2013 academic year.
- The Health Compliance unit continues to work with the Panthersoft developers to facilitate the student registration process and compliance with pre-matriculation requirements. The team is currently working on a process to approve immunization waivers online through the my.fiu.edu Student Health Portal. In addition, ImageNow will soon be used to store immunization records electronically in order to facilitate access for all those who need it.

Women's Center

- On March 7th, 2012 over 100 FIU students attended the 6th Annual Women Who Lead Conference on the Biscayne Bay Campus. Just a few weeks later on March 29th, 2012 nearly 300 students attended the conference on the Modesto A.

Maidique Campus. Women Who Lead is a daylong conference designed to further enhance the leadership development of female students at FIU.

- *Take Back the Night and Sexual Assault Awareness Month.* The purpose of Take Back the Night is to promote awareness about the issues of sexual assault and violence on college campuses. The Women's Center and Victim Advocacy Services, in collaboration with other university departments and student organizations, facilitates an annual march and rally during Sexual Assault Awareness month in April. This year over 300 FIU community members participated in a several events taking place across campus leading up to the Take Back the Night rally on April 10th, 2012.

Student Government

- Student Government elections took place, April 2nd - 4th, 2012. The following officers were elected:

Biscayne Bay Campus

Pablo Haspel	President
Oluwatobi Adelowa	Vice President

Modesto A. Maidique Campus

Laura Fariñas	President
Alejandro Castro	Vice President

This page intentionally left blank

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 6, 2012

Subject: Division of Information Technology Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Division of Information Technology Report provides an update on current projects which provide continued support to faculty, staff and students in areas such as the Administrative Software Unit (PantherSoft), Information Technology Security Office, and Enterprise System Operations.

Supporting Documentation: Division of Information Technology Report

Facilitator/Presenter: Robert Grillo

This page intentionally left blank

FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
DIVISION OF INFORMATION TECHNOLOGY REPORT

June 2012

I. Administrative Software Unit (PantherSoft)

- A. The FIU Mobile Team is currently working on their 2012 release cycle. The first release of this year includes functionality for Faculty and Staff to view human resources-related information through their mobile device. This new functionality will provide employees with the ability to view leave and sick balances, paychecks, W4 and direct deposit information. This release will also include a tablet-friendly user interface. Visits to the FIU Mobile site continues to increase and our release cycle will improve the overall user experience via mobile devices.
- B. The PantherSoft Campus Solutions Team, along with Undergraduate Admissions, Graduate Admissions and the College of Business are in the planning phase of an implementation to update and enhance the online admissions application for prospects and students. The project is set to start in May 2012 and will provide all units with better functionality, more streamlined business processes and improved integration with the PantherSoft Campus Solutions system.
- C. The PantherSoft Campus Solutions Team recently completed the implementation of multi-term registration in support of the Provost's initiative to allow continuing students in good academic standing to register for Summer and Fall at the end of their Spring Semester. This project allows students returning for the Fall semester the ability to reserve their classes in advance. To date, over 20,000 students have registered for Fall 2012 term.
- D. The PantherSoft Campus Solutions Team is working with Academic Affairs and Enrollment Services to deploy a Parent Login solution for students. This solution will allow students to selectively give access to their parent(s) to be able to view grades, review account information, and pay for tuition and other fees.
- E. The PantherSoft Financials Team has completed the System Testing Phase of the Chart of Accounts Redesign Project. The change management team is in place and is working to ensure the communication of all changes to the University, as well as the scheduling of training and post-go live support in labs is in place. The project also involves the conversion of data for PantherSoft Human Resources and Campus Solutions. The project is meant to develop a financial structure which will identify, capture and report activities of the institution in the University's financial system accurately and in sufficient detail to be used independently or in conjunction with other systems and to provide senior management with information necessary for Financial and Management Reporting.

- F. The PantherSoft Financials Team completed the deployment of fully online Payroll Transfers. This deployment improves and enhances the process of requesting and approving payroll transfers for administrative, academic and research departments by using workflow setup and configuration to submit and approve transfers.
- G. The PantherSoft Database & Technical Team is in the testing phase of a project to improve our systems disaster recovery framework. The goal of the project is to reduce the time to switchover/failover to the disaster recovery environments located in North West Regional Data Center in Tallahassee, Florida.

II. Network Engineering and Telecommunications (NET) and Information Technology Security Office (ITSO)

- A. Network Engineering and Telecommunications continues with the planning, implementation and deployment of an enhanced security strategy that minimizes the risk of FIU's exposure to sensitive data loss. The division is leveraging many security tools to secure workstations and servers. At this time, approximately 3,500 workstations have been updated with new antivirus and Host Intrusion Prevention components. The encryption of hard drives will be deployed soon as well our network based data loss prevention appliances.
- B. The Online Security Awareness training for all faculty and staff is complete. The rollout will begin this summer 2012 and inform the university community the proper methods to utilize information resources within their respective areas and highlight the security required for managing sensitive data.

III. Enterprise System Operations

- A. The division has created the Instructional and Research Computing Center (IRCC) to manage High Performance Computing (HPC) technologies and On-Demand Virtual Computing Labs (VCL) for use in research and instructional computing. The HPC offering is currently being piloted by some professors and students, which cover 5 specific disciplines within economics, bio-informatics, computer science, earth sciences and math sciences.
- B. The division has been developing several “cloud” offerings for students, faculty, researchers, and staff. One particular initiative in the area of research is an agreement with Microsoft and Internet 2 to make cloud computing more accessible and affordable for all researchers and instructors, and is a key step toward supporting the National Science Foundation’s Data Sharing Policy and Data Management Plan Requirements for the greater research community. This arrangement will allow principal investigators involved to manage large data initiatives and can save on storage charges when moving or accessing large data sets.