



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

Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

**Thursday, December 5, 2019
11:00 a.m.**

or

Upon Adjournment of Previous Meeting

Chair: Cesar L. Alvarez

Vice Chair: Natasha Lowell

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

AGENDA

- | | |
|--|--------------------|
| 1. Call to Order and Chair's Remarks | Cesar L. Alvarez |
| 2. Approval of Minutes | Cesar L. Alvarez |
| 3. Action Items | |
| AP1. Honorary Degree Nomination | Kenneth G. Furton |
| AP2. Tenure as a Condition of Employment Nomination | Kenneth G. Furton |
| AP3. Legislative Budget Request | Kenneth G. Furton |
| AP4. Industrial HEMP Pilot Project | Andres G. Gil |
| AP5. New Program Proposal: FIU Embrace Education Program | Elizabeth M. Bejar |
| 4. Information and Discussion Items | |
| 4.1 Academic Affairs Regular Reports | |
| ▪ Strategic Planning | Pablo G. Ortiz |
| ▪ Academic and Career Success | Valerie Johnsen |
| ▪ Engagement | Saif Y. Ishaof |

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

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

4.2 Commercialization of the University's Patent Inventory **Andres G. Gil**

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| 5. Student Government Updates | Sabrina L. Rosell |
| 6. Faculty Senate Updates | Joerg Reinhold |
| 7. New Business <i>(If Any)</i> | Cesar L. Alvarez |
| 8. Concluding Remarks and Adjournment | Cesar L. Alvarez |

FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

Time: December 05, 2019 11:00 AM - 11:45 AM EST

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

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 5, 2019

Subject: Approval of Minutes of Meeting held September 18, 2019

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, September 18, 2019 at the FIU, Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion.

Background Information:

Committee members will review and approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, September 18, 2019 at the FIU, Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion.

Supporting Documentation: Minutes: Academic Policy and Student Affairs
Committee Meeting, September 18, 2019

Facilitator/Presenter: Cesar L. Alvarez, *Academic Policy and Student Affairs*
Committee Chair

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FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
SEPTEMBER 18, 2019

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Board Vice Chair Jose J. Armas at 11:26 a.m. on Wednesday, September 18, 2019 at the FIU, Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Natasha Lowell, *Vice Chair (by phone)*; Jose J. Armas, *Board Vice Chair*; Dean C. Colson; Michael G. Joseph; Joerg Reinhold; Sabrina L. Rosell; and Marc D. Sarnoff.

Trustee Cesar L. Alvarez, *Committee Chair*, was excused.

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

Board Vice Chair Armas welcomed all Trustees and University faculty and staff to the meeting.

Provost and Executive Vice President Kenneth G. Furton explained that in an effort to improve support to the growing faculty and research efforts, the University has reorganized the Office of Faculty and Global Affairs into two distinct units served by separate vice provosts. He indicated that under the new structure, Dr. Kathleen L. Wilson has been appointed Vice Provost of Faculty Leadership and Success and will focus on supporting all faculty and that Dr. Pablo Ortiz, Vice President and Vice Provost of Regional and World Locations will focus on the global portfolio including FIU's world locations. Provost Furton mentioned that Dr. Meredith A. Newman, who served as the Vice Provost for Faculty and Global Affairs since 2015, will be returning to the department of Public Policy and Administration as a Senior Fellow of International Relations in the Steven J. Green School of International and Public Affairs at the conclusion of her administrative sabbatical in Spring of 2020.

Provost Furton stated that Dr. Yolangel "Yogi" Hernandez-Suarez has been appointed as the University's Founding Vice Provost for Population Health and Well-Being and explained that in this

role, Dr. Hernandez-Suarez will work to instill health promotion through all facets of the University, with the goal of being recognized as a Health-Promoting University. Provost Furton added that Dr. Hernandez-Suarez will also serve as the Associate Dean for Clinical and Community Affairs under Dean Robert Sackstein in the Herbert Wertheim College of Medicine (HWCOM).

2. Approval of Minutes

Board Vice Chair Armas asked that the Committee approve the Minutes of the meeting held on June 19, 2019. A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, June 19, 2019.

3. Action Items

AP1. Tenure as a Condition of Employment Nominations

Provost Furton presented the Tenure as a Condition of Employment (TACOE) nominations for the Committee's review, noting that TACOE candidates either have received or are eligible for tenure at their previous institution. Provost Furton provided a brief overview of each of the candidates.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees the approval of three (3) candidates for Tenure as a Condition of Employment.

AP2. 2020-2021 Legislative Budget Requests

Provost Furton presented the 2020-2021 Legislative Budget Requests (LBRs) for the Committee's review, indicating that the first request pertains to \$4.99M for Targeted STEM Initiatives of which \$3.8 million is recurring and \$1.1 million is non-recurring. He stated that the objective of the request is to transform and reengineer STEM programs and courses to optimize the retention, graduation, marketability, and career creation and placement of science, mathematics, engineering and computer science students. Provost Furton added that the second request for \$17M recurring for Base Funding will help to advance the goals of the University's 2025 Next Horizon Strategic Plan.

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

- Targeted STEM Initiatives Request: \$4,998,664
- Base Funding Request: \$17,000,000

Provost Furton pointed out, as an informational item, that the Florida Board of Governors (BOG) has made a request for proposals for Universities of Distinction and that these LBRs will be discussed at the October 3, 2019 BOG meeting. Provost Furton indicated that FIU has submitted a proposal for \$15.15M in funding for the University's Program of Distinction in Environmental Resilience and that if accepted by the BOG, the LBR will then be presented to the Board of Trustees for approval.

AP3. Textbook and Instructional Materials Affordability Annual Report

Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar presented the Textbook and Instructional Materials Affordability Annual Report for the Committee's review. She referred Trustees to the updated agenda item page, which she noted reflects a recent edit to the State reporting requirement form. She explained that Florida House Bill 7019, Education Access and Affordability, requires the BOG and the State Board of Education to identify annually strategies to promote college affordability. She indicated that FIU faculty teach course contents with no-cost materials where deemed academically suitable and that FIU faculty also collectively decided to use the same course materials across all sections in general education and high enrollment courses. She pointed out that in both, fall 2018 and spring 2019, the University met the state-mandated adoption deadline and are in full compliance. Sr. VP Bejar pointed out that collaborations with FIU Online, FIU libraries and Barnes & Noble are aimed at generating significant textbook savings.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees approval of the Textbook and Instructional Materials Affordability Annual Report.

AP4. Proposed Regulation FIU- 2506 Academic Program Termination and Temporary Suspension of New Enrollments

Sr. VP Bejar presented the Proposed Regulation FIU- 2506 Academic Program Termination and Temporary Suspension of New Enrollments for the Committee's review. She explained that FIU- 2506 Academic Program Termination and Temporary Suspension of New Enrollments provides direction to faculty, staff, and administrators regarding the process and authorities by which academic programs may be terminated. Sr. VP Bejar indicated that the Regulation also outlines the procedure, which includes creation of a teach-out plan for existing students and accommodation of existing faculty. She described the University's program termination process, namely, that the Faculty Senate reviews the requests, the Board of Trustees approves them, and for PhD programs, BOG approval is required. She added that while the University currently has a program termination policy, adoption of a regulation is now required.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Florida International University Board of Trustees approve the proposed Regulation 2506 Academic Program Termination and Temporary Suspension of New Enrollments.

AP5. Program Termination of the Master of Science in Nursing in Anesthesiology

Sr. VP Bejar presented the Program Termination of the Master of Science in Nursing in Anesthesiology for the Committee's review. She explained that FIU's Anesthesiology Nursing Program began offering the Doctor of Nursing Practice (DNP) in combination with the MSN in Spring 2014 in anticipation of changing accreditation requirements. She added that in Spring 2016, a direct-entry DNP Anesthesiology program was implemented and that given the doctoral-level education requirements for practice in Nursing Anesthesiology, FIU will now close its former MSN degree.

In response to Trustee Michael G. Joseph's inquiry, Dr. Yhovana Gordon, Chair-Graduate Nursing and Clinical Assistant Professor, explained that 39 students will earn the DNP in fall 2019.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees termination of the Master of Science in Nursing in Anesthesiology (CIP 51.3804).

AP6. New Program Proposal: Doctorate of Design

Sr. VP Bejar presented the Doctorate of Design new program proposal for the Committee's review, explaining that the purpose of the STEM-focused doctoral program is to train candidates for key leadership positions in design investigation and the growing related technology fields. She pointed out that the proposed program would be the first of its kind in the state and aligns with the University's Next Horizon 2025 Strategic Plan and the State University System strategic plan.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees approval of the Doctorate of Design (CIP 4.0902) new program proposal.

AP7. New Program Proposal: Master of Science in the Internet of Things

Sr. VP Bejar presented the Master of Science in the Internet of Things new program proposal for the Committee's review, explaining that the proposed degree program aims to establish a new 30-credit graduate level degree without any concentration, track, or specialization. She indicated that the proposed degree provides a sought-after set of technological skills and that graduates of this MS program can expect jobs as IoT Hardware, Software, and Application Engineers; Technical Architects; Senior Electrical Architects; Platform Technical Product Managers; and Data Scientists.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend to the Florida International University Board of Trustees approval of the Master of Science in Internet of Things (CIP 15.999) new program proposal.

4. Information and Discussion Items

4.1 Academic Affairs Regular Reports

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

In response to President Mark B. Rosenberg's comments regarding the changing world of information and the related transformation of learning materials, Trustees concurred in the value of open source materials over the traditional paperback options.

4.2 Regional Locations

VP Ortiz facilitated a comprehensive presentation highlighting FIU campuses, sites, and other instructional or research locations. He described the State University System site categories. In terms of other instructional or research locations (sites not owned, leased or Foundation owned), he highlighted the partnership with the Tianjin University of Commerce. He presented a listing of the over 70 schools across Florida where FIU dual enrollment courses are offered. VP Ortiz explained

that FIU has clinical rotations, practicum and/or internship sites embedded across the community, listing clinical rotation sites for HWCOM students, international students, and for students at the Robert Stempel College of Public Health and Social Work and the Nicole Wertheim College of Nursing and Health Sciences.

VP Ortiz indicated that the University offers students numerous programs to engage and gain hands-on experience across the globe, noting that 3,461 FIU students participated in global mobility programs between 2016-18. He provided an overview of the Modesto A. Maidique Campus, Biscayne Bay Campus, Engineering Center, Medina Aquarius Program, Wolfsonian-FIU and Annex, and the International Center of Tropical Botany FIU at the Kampong in terms of size, student headcount, annual operating expenses and number of employees. VP Ortiz highlighted FIU leased properties, namely FIU at I-75, Miami Beach Urban Studios, FIU Downtown at Brickell, FIU in D.C., HWCOM Flagler Corporate Center, National Forensic Science and Technology Center, Torrey Pines Institute for Molecular Studies, South Beach Wine and Food Festival Headquarters, and the Coconut Grove Playhouse. He also described FIU Foundation Inc. real estate holdings, specifically the Management Advanced Research Center, the Jewish Museum of Florida, and the Washington Avenue retail.

5. Student Government Updates

Trustee Sabrina L. Rosell, President of the Student Government Council at the Modesto A. Maidique Campus, discussed pantherization efforts at the Engineering Center, prioritization of student health services, Bahamas relief efforts, partnering with the Office of Engagement and enhancing collaboration with the Alumni Association.

6. Faculty Senate Updates

Trustee Joerg Reinhold, Faculty Senate Chair, indicated that the Faculty Senate has met once since the start of the 2019-20 academic year and that during the meeting, President Rosenberg engaged with the Senate for a presentation and Q&A. Trustee Reinhold also provided an overview of the Senate's committees and work, namely, the responsibility to oversee curriculum and review course proposals.

7. New Business

No new business was raised.

8. Concluding Remarks and Adjournment

With no other business, Board Vice Chair Jose J. Armas adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Wednesday, September 18, 2019 at 12:32 p.m.

There were no Trustee requests.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 5, 2019

Subject: Honorary Degree Nomination

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees endorse Dr. Enid Curtis Pinkney as a recipient of a doctoral degree *honoris causa* from Florida International University.

Background Information:

The nomination was recommended by the Faculty Senate on Tuesday, March 27, 2018.

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

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

Supporting Documentation: Bio for Dr. Enid Curtis Pinkney
 Nomination letter for Dr. Enid Curtis Pinkney

Facilitator/Presenter: Kenneth G. Furton

Resume' of Dr. Enid Curtis Pinkney

Enid Curtis Pinkney was born in Miami, Florida in Overtown of Bahamian parentage, and graduated from Booker T. Washington High School in 1949. She received a B. A. degree from Talladega College, Talladega, Alabama in Social Science; an M. S. degree from Barry University, Miami, Florida in Guidance and Counseling, and an Honorary Doctorate Degree in Humane Letters from St. Thomas University, Miami, Florida. She also received an Honorary Doctorate Degree in Humane Letters from Talladega College. She wrote "Fifth Court Revisited" for *Miami South Florida Magazine* in 1982, and "Overtown was My Town" in *Miami The American Crossroad* by Arva Moore Parks and Greg Bush. She conducted the African American Research for *Burials in the City Cemetery, 1896-1990*; was featured in *Miami in Our Own Words*, by the *Miami Herald*; *Profiles of Miami* by the University of Miami; and has been a columnist for *The Miami Times*. She produced the television program *Resurrection: Blacks Buried in the City Cemetery* for Channel 35 and a twelve part series on *Historical Perspectives of Brownsville* for Channel 17. She wrote a chapter in Miami's Historic Neighborhoods entitled "Brownsville." She has appeared in several documentaries about Miami's history including *Golden Side of the Tracts*, a new film Documentary about Overtown where she was born, which was directed by David Weintraub. More recently she appeared in a Documentary about Dr. Martin Luther King, Jr. and his visits to Miami, Florida, by WLRN and directed by Mia Lorenzo. She produced a documentary on the Hampton House that has been shown by WLRN.

She has served as the first African American president of both Dade Heritage Trust, and Natives of Dade. She led the Community in saving the Miami Circle from demolition while president of Dade Heritage Trust. This was a battle between preservationist and City officials who wanted to get tax revenues from land and Preservationist who wanted to preserve history. She used the media to inform the community of the City's plans to build apartments on an Indian Archeological site which resulted in stopping the apartments from being built on the site. She is a founder and Charter member of The Church of The Open Door, (Congregational) United Church of Christ; and served as its first clerk; has served on the Board of Directors of the Florida Conference of the United Church of Christ for two different terms; a member of the Virginia Key Beach Park Trust, where she gave leadership in stopping the City of Miami from building an Ecotourist Resort on the "Colored" Beach which the City of Miami had closed in 1982, but wanted opened as a Resort in 1999. Again, she used the media to inform the public of what was going on. The Beach has since opened to the public. She is a member of the Friends of the Black Archives. She has been honored by the American Society for Public Administration, (South Florida Chapter.) She served on the Executive Council, the Board of Common Services, and General Ministries of the United Church of Christ, and the Executive Board of the National Alumni Association of Talladega College. She has been honored with the "Distinguished Alumni Award" from the National Association for Equal Opportunity in Higher Education; the "Lay Woman of the Year" award from the Florida Conference of the United Church of Christ; the Community Service Award from Historic St. Agnes' Episcopal Church and the Miami No. 1 Church of God of Prophecy; the "Essence of Quality" award from Alpha Kappa Alpha Sorority; the Southern Regional Outstanding Alumni award from the National Alumni of Talladega College;

inducted into the Talladega College Hall of Fame, and the Sigma Gamma Rho Sorority Hall of Fame. She has been honored by Delta Sigma Theta Sorority, the King of Clubs, The Coalition of Women, The History Makers, The Native People of Miami, and the M. Athalie Range Cultural Arts Foundation, Inc. and appointed to the Advisory Board of "The Circle" by Florida's Secretary of State, Katherine Harris. The Enid Curtis Pinkney Humanitarian Awards~ Luncheon was named in her honor by the Miami Talladega College Alumni Association.

She was honored by The Booker T. Washington High School Alumni Association; The Miami Dade Chapter of The Business and Professional Woman's Club, The Bahamian Government, Congresswoman Frederica Wilson named her one of the twenty outstanding Bahamian Americans in Miami, received the Florida International University's, Cal Kovens Award, and the Individual Distinguished Service Award from the Florida Trust of Historic Preservation.

She is Founding President/CEO of The Historic Hampton House Community Trust, Inc. where she saved the Historic Hampton House Motel from demolition by Miami Dade County, and persuaded Miami Dade County to buy the building to restore it. It is the only Motel still existing in Miami from the days of segregation. She explained to Miami- Dade Commissioners that while to them the building was eligible for demolition because it had been neglected and abandoned, but to the African-American Community it was their history. As results of her efforts, the County bought the building for \$450,000.00 and it became a part of the General Obligation Bond Program for \$4.7 Million. Just recently because of a need in Gap- funding, Commissioner Audrey Edmonson was successful in getting the Miami-Dade Commission to vote an additional \$1.8 million of historic preservation funds for the Historic Hampton House Motel. Her method of using the media to inform the public and motivating citizens to attend city and County Commission meetings has paid off. She has written Grants for the Hampton House that has netted over one half million dollars for the organization. She is the organizer and chair of the Lemon City Cemetery Community Corporation, where she gave leadership to the preservation of a Black abandoned Cemetery. Back in 2009 human bones were found at a construction site for affordable housing in Miami. She was called upon to give guidance to citizens who wanted to stop the developers from continuing to build on what was later determined to be a cemetery. The City of Miami had given the developers permission to build on the property not knowing that it was a cemetery. The developers wanted to remove the remains to a recognized Cemetery so they could continue to build as planned, but the citizens did not want the bodies removed. The Lemon City Cemetery Community Corporation resolved the problem by permitting the one building that was sixty percent completed to be completed and changing the location of plans for two additional buildings that were planned for the site. In addition, the developers agreed to maintain a Memorial Garden and provide a monument to the 523 people that were buried in the Lemon City Cemetery. The Memorial Garden and Monument were dedicated on February 15, 2011. On November 16, 2012 Dr. Pinkney led a Re-interment Service at the Lemon City Cemetery where the human bones that were unearthed in 2009 were re-buried. Dr. Pinkney is chair of the African American Committee of Dade Heritage Trust which sponsors a woman's History Luncheon, Essay Contest for school children, the Handel's Messiah Concert, a Commemorative Service and Youth Talent on Parade as a yearly project. She is a founder of The Fruits of the Saints; a member of The Miami Dade

Historic Preservation Board; Gamma Delta Sigma Chapter of Sigma Gamma Rho Sorority; and past President of the Brownsville Neighborhood Civic Association. She received the Peter H. Brink National Award for the Individual Outstanding Achievement in Historic Preservation at the National Conference of Historic Preservation in Spokane, Washington on November 2, 2012. She is married to Frank Pinkney, Jr.

Comments about the Past and Future of the African American Community

“We have come over a way that with tears has been watered.” Our celebration and respect of our past and the sacrifices that were made for our freedom leaves much to be desired. We need to do a better job of passing on our heritage to younger generations. We have a great history and have accomplished much. Our younger generation needs intense education of our past, so that they will understand upon whose shoulders they stand, as they set goals of achievement for themselves. This will help them to build self-confidence and realize that they too have a contribution to formulate to their community, state, and country. This land is our land, and we should try to make it a better place.”

Miami, August 7, 2017

Chair of the Honorary Degrees & Awards Committee,

C/O Faculty Senate Office, PC 225.

Florida International University

Ref: Nomination of Dr. Enid Pinkney for an Honorary Degree

Enid Curtis Pinkney has done extraordinary work in preserving the historical memory of vulnerable groups of our community, in particular Miami's African Americans. Through her singular efforts, the Historic Hampton House in Brownsville was saved from imminent demolition. Subsequently, Dr. Pinkney's indefatigable struggle made it possible for the site to be fully restored to its former glory after a multi-million dollar intervention. To this day, she continues to work on multiple projects to ensure that the Hampton House is developed as an education and community center for the benefit of the Brownsville neighborhood.

The Hampton House was, in the 1950s and 60s, the premier hotel for African Americans who had few options for staying in "whites only" lodging in Miami. As a result, many famous African American political, cultural, and sports figures came there. For instance, Muhammad Ali lived at the Hampton House with his family while he trained for his famous Miami fight with Sonny Liston. Afterward he celebrated his victory in the Hampton House's café, surrounded by important figures from the African American community, including Malcom X. Martin Luther King was also a guest of the Hampton House, and previewed his famous "I have a Dream Speech" there.

The Hampton House was a major music venue for Miami and South Florida more generally. Not only did many artists stay there while performing on Miami Beach (where they were prohibited from staying), but jazz and R&B musicians put on performances in the jazz club

STEVEN J. GREEN SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS
Department of History

11200 S.W. 8th St. • Modesto A. Maidique Campus, Miami, FL 33199 • Tel: 305-348-2328 • Fax: 305-348-3561 • www.fiu.edu

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at the Hampton House that attracted significant audiences, both black and white. Indeed, the Hampton House became not only a key cultural hub but also an important meeting point for business people and leaders in Miami's white and black communities.

All of this amazing history and heritage would have been lost without the unbending commitment of Dr. Pinkney. She explained to Miami-Dade Commissioners that, while to them the old motel was merely a neglected and abandoned building, to the African-American Community it was a major piece of their history. As a result of her efforts, the County bought the building for \$450,000.00 and it eventually became a part of the General Obligation Bond Program for \$4.7 Million. Now, Dr. Pinkney heads the Hampton House Trust's Board and in that capacity is working closely with FIU faculty and students on the implementation of a Knight Foundation Grant. The grant shall support historical exhibits and will make it possible to conduct, with students in area high schools and middle schools, an enrichment program that will teach them about Miami's African American history, about the Hampton House, and about the musical styles that are part of Miami's and the Hampton House's heritage.

The Hampton House is only the latest of many similar projects Dr. Pinkney has taken on during her long and rich life. She was the first African American president of the Dade Heritage Trust, where she led the community in saving from demolition the Miami Circle, an archeological site in Downtown Miami with evidence of a prehistoric structure (between 1700 and 2000 years old) built by the Tequesta Indians. Thanks to the successful preservation efforts Dr. Pinkney contributed to bring about, the site is now a National Historic Landmark. A member of the Virginia Key Beach Park Trust, she led the effort to keep the City of Miami from building an Ecotourist Resort on the one time "Colored Beach" that the City of Miami had closed in 1982. The Beach has since opened to the public and, with support from Dr. Pinkney, FIU is about to implement a grant from the Institute of Museum and Library Services to establish a historical archive and a series of museum exhibits highlighting the sociocultural significance of the Virginia Key Beach over the years. She is as well the organizer and chair of the Lemon City Cemetery Community Corporation, where she gave leadership to the preservation of an abandoned Black cemetery. In 2009, human bones were found at a construction site for affordable housing in Miami. The City of Miami had given the developers permission to build on the property not knowing that it was a cemetery. Dr. Pinkney was called upon to give guidance to citizens who wanted to stop the developers from continuing to build on what was later determined to be a cemetery. She was instrumental in making developers change the location of plans for two buildings that were planned for the site. In addition, the developers agreed to maintain a Memorial Garden and provide a monument to the 523 people found to have been buried in the Lemon City Cemetery. The Memorial Garden and Monument were dedicated on February 15, 2011. On November 16, 2012, Dr. Pinkney led a Re-interment Service at the

Lemon City Cemetery where the human bones that were unearthed in 2009 were re-buried. Annually, she leads efforts to compile and disseminate biographical information on several of the people buried in the Cemetery to honor their memory. She also continues to chair the African American Committee of Dade Heritage Trust and is past President of the Brownsville Neighborhood Civic Association, places where she strives to preserve the historical memory and legacy of past generations.

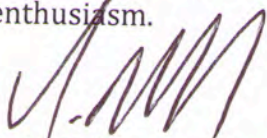
Because of her many endeavors to preserve the historical memory of our community, she received the Peter H. Brink National Award for the Individual Outstanding Achievement in Historic Preservation at the National Conference of Historic Preservation in Spokane, Washington, on November 2, 2012. She has received as well the "Distinguished Alumni Award" from the National Association for Equal Opportunity in Higher Education; the Community Service Award from Historic St. Agnes' Episcopal Church; and, the "Essence of Quality" award from Alpha Kappa Alpha Sorority. She was honored by The Booker T. Washington High School Alumni Association and The Miami Dade Chapter of The Business and Professional Woman's Club. She received the Florida International University's, Cal Kovens Award, and the Individual Distinguished Service Award from the Florida Trust of Historic Preservation.

A native of Miami, Dr. Pinkney was born in Overtown of Bahamian parentage, and graduated from Booker T. Washington High School in 1949. She received a B. A. degree from Talladega College in Social Science; an M. S. degree from Barry University in Guidance and Counseling; and, Honorary Doctorate Degrees in Humane Letters from St. Thomas University and Talladega College.

A prolific writer, speaker and producer, Dr. Pinkney penned "Fifth Court Revisited" for *Miami South Florida Magazine* in 1982, and "Overtown was My Town" in *Miami The American Crossroad* by Arva Moore Parks and Greg Bush. She conducted the African American Research for *Burials in the City Cemetery, 1896-1990* and has been a columnist for *The Miami Times*. She produced the television program *Resurrection: Blacks Buried in the City Cemetery* for Channel 35 and a twelve part series on *Historical Perspectives of Brownsville* for Channel 17. She wrote a chapter in Miami's Historic Neighborhoods entitled "Brownsville." She has appeared in several documentaries about Miami's history including *Golden Side of the Tracts*, a new film Documentary about Overtown where she was born, which was directed by David Weintraub. More recently, she appeared in a Documentary about Dr. Martin Luther King, Jr. and his visits to Miami, Florida, by WLRN and directed by Mia Lorenzo. She produced a documentary on the Hampton House that has been shown by WLRN.

Undoubtedly, Dr. Enid Pinkney is a person of extraordinary distinction in the field of historical preservation. She clearly embodies the ideas for which the university stands,

including the search for learning and an emphasis in collaborative engagement with local communities. She is highly deserving of an honorary degree and we nominate her with utmost enthusiasm.

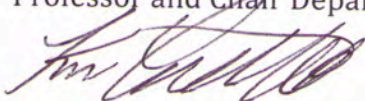


Dr. Victor M. Uribe-Uran

Professor and Chair, Department of History

Dr. Kenneth Lipartito

Professor and Chair Department of History's Development Task Force



Dr. Alexandra Cornelius

Associate Chair, Department of History





Malcolm X takes a snap of Muhammad Ali (then Cassius Clay) at the Hampton House in Miami in 1964. **Bob Gomel** - Bob Gomel

MIAMI-DADE COUNTY

MAY 08, 2015 8:45 PM

For Hampton House, a return from history

BY DOUGLAS HANKS
dhanks@MiamiHerald.com

When the rescue of Hampton House began six years ago, vagrants and drug addicts slept in the motel where Malcolm X once stayed. A tree grew out of the swimming pool where Martin Luther King Jr. swam. The walls were crumbling around the courtyard where Ebony magazine had photographed Muhammad Ali and his new wife and baby.

Amid the ruin, there was no hint of Hampton House's heyday in the 1960s as the premier getaway for black Americans visiting segregated Miami, where beachfront icons like the Fontainebleau were off limits even to celebrities of color.

On Friday, the decay of Hampton House officially lifted as local leaders celebrated a \$6 million rehab of the historic 1953 motel — a largely county-funded effort that's been in the works for about 15 years.

ADVERTISING



"We got it done," Miami-Dade Commissioner Audrey Edmonson told a crowd gathered for the ribbon-cutting ceremony for the motel at the corner of Northwest 27th Avenue and 42nd Street.

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undefined

Facing demolition in 2000, the Hampton House is being relaunched as a community hub, with a museum, space for a restaurant and motel rooms being converted into office space for community groups, recording studios and rehearsal space for musicians.

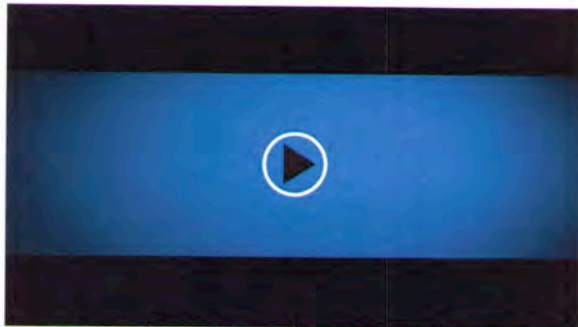
Organizers hope to revive the Hampton House's legacy of live entertainment, too. Its jazz club once drew evening crowds from throughout Miami, making Hampton a night-life hub for local African Americans. Traveling celebrities gave it star power.

Segregation meant Miami's famous crop of luxury oceanfront hotels weren't available for black people, so Cassius Clay couldn't sleep in Miami Beach after beating Sonny Liston there in the legendary 1964 bout. The boxer went back to the Hampton House for a bowl of ice cream, and to celebrate with Malcolm X. A month later, Clay changed his name to Muhammad Ali.

"This was an oasis in a sea of racism," Khalilah Camacho Ali said from the Hampton House's new event space, an open-ceiling hall created out of the old jazz club and some motel rooms above.

On the wall hangs a photo of her leaning over Muhammad Ali as he cradles their infant daughter on a Hampton House pool chair. Ebony took the photo, and included it in a 1969 cover spread featuring the couple.

King stayed at the Hampton House often enough that one ground-floor room came to be known as his suite. A photographer snapped King in swim trunks from the pool. And he is said to have delivered an early version of his "I Have a Dream" speech during an event at Hampton House before it made history on the National Mall in 1963.



Historic Hampton House Motel reopens in Miami

The historic Hampton House Motel in Miami reopened Friday, May 8, 2015, with a ceremony to mark the occasion. The motel was frequented by black celebrities and civil rights activists such as Cassius Clay, Malcolm X and Martin Luther King Jr. in the middle part of the last century.

CHARLES TRAINOR JR - Miami Herald Staff

A white Jewish couple presided over the Hampton House's golden years. Harry and Florence Markowitz owned land and apartment buildings in Miami's Brownsville neighborhood, including what would later become the Hampton House location. In 1954, they leased the land to the Booker Terrace Motel and Apartments.

That venture floundered, and the Markowitzes decided to make it a more upscale destination and renamed it the Hampton House after a neighborhood naming contest. They brought in the jazz club to the 50-room motel, started a popular restaurant with late-night fare, and began pursuing black conventions and church groups to boost business. Baseball great Jackie Robinson used Hampton House for a golf tournament he held each year in the Miami area, and the two-story motel marketed itself as the "Social Center of the South."

The motel closed in the 1970s, and the Markowitzes sold it before the building slipped into disrepair through the 1980s and '90s. Sons Bob, 74, and Jerry, 66, attended Friday's ceremony. Bob was asked how his parents would have reacted to seeing Hampton House restored. "I'm getting choked up to even say it," he replied. "They would be overwhelmed."

Integration is mostly blamed for the motel's decline: With black residents and visitors able to frequent beach hotels, the Hampton House lost its edge.

Hampton House had thrived as a gathering spot for local African Americans in the 1960s. At the time, Overtown was fading as the heart of black Miami's middle class, with more families moving into the new Liberty Square housing complex that sits about 35 blocks from Hampton House.



Edmonson, the county commissioner whose district includes the motel, recalls her mother and friends gathering at Hampton House for their regular tea parties. A young Edmonson was occasionally called on for the afternoon's entertainment, and she was too nervous to look at anyone but her mother while reciting the poem *Trees* before the ladies decked out in white gloves.

"I remember the Hampton House," Edmonson told Friday's crowd assembled on folding chairs in the motel's parking lot. "I am so proud to say I grew up in this community."

The Hampton House's neighborhood in Brownsville now includes some of the poorest stretches of Miami. Miami-Dade wants to raze and rebuild the Liberty Square complex in an effort to root out crime there and revitalize the neighborhood. Census figures from 2010 show Brownsville's population growing for the first time in 40 years. About 15,000 people live there.

Hampton House organizers hope there will be enough interest in the area that they can generate revenue by renting out the old coffee shop as a restaurant. It's been restored with a new version of the original mural from somewhere in the Caribbean, and yellow-vinyl stools along the lunch counter. It was the site of perhaps the most famous photo ever taken at Hampton House: Malcolm X, having gotten himself behind the counter, snapping his own photo of Clay after his victory against Liston.

For Enid Pinkney, founding president of the Historic Hampton House Community Trust and long-time champion of the restoration effort, the building's return offers another chance to link prosperity with Hampton House.

"We'll have a place in Miami," she said in a trust video released last year, "where we can go and be proud of the effort that went into bringing that back as an economic engine in the community."

This article was updated to correct the distance between the Liberty Square housing complex and Hampton House.



Enid Pinkney speaks at the reopening ceremony of the Hampton House motel on Northwest 27th Avenue. **CHARLES TRAINOR JR - MIAMI HERALD STAFF**

< 1 of 8 >

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 5, 2019**

Subject: Tenure as a Condition of Employment Nomination

Proposed Committee Action:

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

Background Information:

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

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

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

Facilitator/Presenter: Kenneth G. Furton

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Florida International University
Tenure as a Condition of Employment Nominations

Name	College	Department	Proposed Rank
Gregory Fabiano	College of Arts, Sciences, & Education	Psychology	Professor

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Gregory A. Fabiano, Ph.D.
Department of Psychology
College of Arts, Sciences, & Education

Gregory A. Fabiano, Ph.D. is a professor of Counseling, School, and Educational Psychology and Associate Dean of Interdisciplinary Research in the Graduate School of Education at the University at Buffalo. He was trained in the clinical psychology doctoral program at the University at Buffalo, graduated in 2005, and is a licensed psychologist in New York state since 2007. He is a fellow of the American Psychological Association Division 16 and 53. Currently he serves as an associate editor for School Mental Health and is a principal member of the Institute of Education Sciences Special Education review panel.

Dr. Fabiano's interests are in the area of evidence-based assessments and treatments for children with ADHD. He is author or co-author on over 100 peer-reviewed publications and book chapters and has written two books on effective school-based interventions. Dr. Fabiano is also the developer of a Massive Open Online Course entitled "Everyday Strategies for ADHD" that has been completed by over 4000 online students across six continents. He has developed clinical intervention programs and evaluated their effectiveness for fathers of children with ADHD, educators in Head Start preschool settings, teenage drivers with ADHD and elementary school students with ADHD in special education settings. A cross-cutting theme throughout his work is developing intervention programs that are effective for children and families within the contexts of their everyday environments.

Dr. Fabiano's work has been continuously funded by federal agencies and foundations since 2006 including the Administration for Children and Families, Centers for Disease Control and Prevention, National Institutes of Health, industry partners and the Department of Education. In 2007, Dr. Fabiano was nominated by the Department of Education and invited to the White House to receive the Presidential Early Career Award for Scientists and Engineers, the nation's highest honor for early career investigators. In 2013, through a competitive process, Dr. Fabiano was selected as one of seven Family Stability and Self-Sufficiency researchers by the Administration for Children and Families to work at state and national levels to create, evaluate and disseminate effective interventions to support families. In 2017, he was awarded the State University of New York Chancellor's Award for Excellence in Scholarship and Creative Activities.

Curriculum Vitae
Gregory Arthur Fabiano

Personal Information

Date of Birth: July 17, 1976
Place of Birth: Buffalo, New York
Home address: 104 Doncaster Road
Tonawanda NY 14217
Home Phone: (716) 982-7781
Department Address: University at Buffalo
Counseling, School & Educational Psychology Dept
334 Diefendorf Hall
Buffalo NY 14214
Department Phone: (716) 645-1130
Department Fax: (716) 829-6052
Email: fabiano@buffalo.edu

Education and Credentials

B.A., State University of New York at Geneseo, 1997
M.A., State University of New York (SUNY) at Buffalo, 2000
Psychology (Clinical) Ph.D. Program, SUNY at Buffalo, 2005
New York State Licensed Psychologist, 2007

Professional Appointments

Fall 05 – Spring 09 Assistant Professor, Department of Counseling, School, and Educational Psychology, University at Buffalo
Fall 10 – Spring 15 Associate Professor, Department of Counseling, School, and Educational Psychology, University at Buffalo
Spring 11 – present Volunteer Faculty, Department of Psychiatry, University at Buffalo
Fall 14 – present Associate Dean for Interdisciplinary Research, Graduate School of Education, University at Buffalo
Fall 15 – present Professor, Department of Counseling School and Educational Psychology, University at Buffalo

Clinical and Related Experience

2014-2016 Member, Advisory Board, Educational Opportunity Center, Buffalo NY
2012-2015 Member, Shared Decision Making Team, Huth Road Elementary School, Grand Island NY
2006-2012 Consultant and Member of Child Care Review Team, Bethel Head Start, Buffalo, NY
2007-2009 Consultant, Office of Athlete Academic Services, Department of Athletics University at Buffalo
2004-2005 Clinical Psychology Resident, University of Mississippi

	Medical Center and Veteran’s Affairs Hospital Internship Consortium, Jackson, MS.
2004-2005	Parent Trainer, The Parenting Place Exchange Club Parent Child Center, Jackson, MS.
Summer 98-04	Lead Counselor/Teacher, Summer Treatment Program and school follow-up for children with ADHD, Department of Psychology, University at Buffalo
1998-2001	Behavioral Consultant and <i>ad hoc</i> member of discipline committee, Windermere Elementary School, Amherst Central School District, Amherst, NY
Summer 1997	Counselor, Summer Treatment Program for children with ADHD, Department of Psychology, University at Buffalo

Teaching Experience

Spring 2002	Abnormal Psychology
Fall 05-06; 12-present	Child and Adolescent Behavior Therapy
Spring 06	Advanced Personality Assessment
Fall 05-present	Advanced Practica Supervision
Fall 16, Fall 17	Helping Children with Academic and Behavioral Challenges Succeed

Course Development: *Everyday Strategies for Elementary School Children with ADHD*, Coursera Massive Open Online Course (MOOC), April 2016-present

Dissertations Chaired

- Abbey Caserta (2019). *ADHD in the workplace: Comparing evaluations of self versus evaluations by others.*
- Leslie Davies (2018). *Parental relational factors and child behaviors in father-focused behavioral parent training for attention-deficit/hyperactivity disorder.*
- Brian Nasca (2018). *Examination of Sex Differences in Externalizing and Internalizing Symptoms in Children with HFASD using the BASC-2.*
- Alyssa Smyth (2018). *Sex Differences in Self- and Partner-Reported ADHD Symptomatology and Impairment.*
- Kellina Pyle (2017). *Efficacy of the daily report card intervention for children with high-functioning autism spectrum disorder: A multiple baseline study.*
- Lesthia Isaacs (2016). *The Kindergarten Impairment Rating Scale: The Validity of a Brief Measure of Academic and Social Behaviors as Indicators of Kindergarten Readiness.*
- Brittany R. Parham (2014). *The Daily Report Card as Homework Intervention for Children and Adolescents with Attention-Deficit/Hyperactivity Disorder.*
- Charles Hallmark (2013). *Moderators of Behavioral Parent Training Effects for Children with Attention Deficit-Hyperactivity Disorder (ADHD): A Meta-analysis*
- Kalima J. Smalls (2012). *A Closer Look: Head Start Teachers’ Perceptions, Practice, and Performance.*
- Meaghan E. Pariseau (2011). *Individualized Education Programs for Students with ADHD: Analysis of Special Education Services Provided and Cost of Intervention.*

Justin A. Naylor (2010). *An Examination of an Assessment Tool to Monitor the Functioning of Children Diagnosed with ADHD Receiving Placebo and Three Intensities of Methylphenidate Across Multiple Settings.*

Rebecca K. Vujnovic (2009) *Examining the Influence of Treatment Integrity: Accuracy of Daily Report Card Intervention Implementation and Student Outcome*

Melinda Cruz (2009). *Behavioral Parent Training and Young Children with ADHD.*

Undergraduate and Graduate Student Supervision Activities:

My approach to undergraduate and graduate student mentorship is to emphasize the active participation of students in their own learning. Each semester, I work with undergraduate students obtaining applied experience in the field of child psychology, often for the first time. Through experiential learning activities, students are encouraged to answer their own independent research questions (e.g., I have supervised four Psychology Honors projects; multiple Ronald E. McNair scholar summer research projects) and also determine how this informs their graduate school and career choices.

In the mentorship of graduate students, I approach the student as a junior colleague, encouraging them to develop independent research questions and scaffold their training as independent researchers through supervising their work on laboratory-based research projects. The over-arching goal of mentorship is to develop the student's capacity to be an independent, clinical scientist. Students are incorporated in professional presentations, publications, and other dissemination-related activities (e.g., school inservice trainings) to help provide professional development opportunities, and provide rich exemplars of applied work to discuss in supervision. Students are encouraged to become experts in the research literature relevant to their area of expertise and to begin to conduct programmatic research in this area. Importantly, graduate students are also supervised in their own supervision of members of the research team to learn how to mobilize and activate a research staff.

Awards and Honors

- Fellow, American Psychological Association, Division 53, 2020
- Runner up for the Journal of School Psychology (JSP) Article of the year 2018: *Methods matter: A multi-trait multi-method analysis of student behavior* (Miller, Johnson, Chafouleas, McCoach, Riley-Tillman, Fabiano, & Welsh, 2018)
- Fellow, American Psychological Association, Division 16, 2017
- State University of New York Chancellor's Award for Excellence in Scholarship and Creative Activities, 2016-17
- Elected Member, Society for the Study of School Psychology, 2016-present
- American Education Research Association, Division H, 2015 Outstanding Publications Award for Applied Research—Advances in Methodology for *Predictive Validity of the Classroom Strategies Scale—Observer Form on Statewide Testing Scores: An Initial Investigation* (Reddy, Fabiano, Dudek, & Hsu, 2013)
- Graduate School of Education, Dean's Service Award, 2014
- Hodgson Russ Award for Excellence in Collaboration, School and University Partnerships in Practice (Member of Collaboration Team), 2011
- University at Buffalo, Exceptional Scholars Young Investigator Award, 2008-09
- University at Buffalo, Department of Psychology, Distinguished Alumni Award, 2009

- White House Office of Science and Technology Policy, Presidential Early Career Award for Scientists and Engineers, 2007
- Golden Key, National Honor Society, 1997
- Psi Chi, National Honor Society in Psychology, 1997

Professional Service

Grant Reviews

External Reviewer, Baker Fund Awards, Ohio University, 2018
Principal Panel Reviewer, Department of Education, Institute of Education Sciences, Special Education Review Panel, 2018-2023
Panel Reviewer, National Institutes of Health, Small Business: Psycho/Neuropathology, Lifespan Development, and Science Education Panel, June 2018
Reviewer, IES 2017 IES Outstanding Predoctoral Fellow Award, June 2018
Society for the Study of School Psychology (SSSP) Dissertation grant review committee, 2016-present.
Reviewer, Department of Education, Institute of Educational Sciences, Training grants, 2018
Panel Reviewer, National Institutes of Health, Small Business: Psycho/Neuropathology, Lifespan Development, and Science Education Panel, November 2016
Panel Reviewer, National Institutes of Health, Small Business: Psycho/Neuropathology, Lifespan Development, and Science Education Panel, March 2016
Reviewer, IES 2015 IES Outstanding Predoctoral Fellow Award, April 2016
Reviewer, Skills for Success, U.S. Department of Education, Evaluation Reviewer, 2015
Reviewer, Fund for the Improvement of Postsecondary Education (FIPSE) First in the World Program, U.S. Department of Education, Validation Grants, Evaluation Reviewer, 2015
Panel Reviewer, Early Care and Education Research Scholars: Head Start Graduate Student Research Grants, 2014
Mail Reviewer, National Institutes of Health, Small Business: Psycho/Neuropathology, Lifespan Development, and Science Education Panel, February 2014
Principal Panel Reviewer, Department of Education, Institute of Education Sciences Social and Behavioral Review Panel, 2011-2013
Panel Reviewer, Centers for Disease Control and Prevention, July 2009
Reviewer, Department of Education, Institute of Education Sciences, Invited member of Review Panel, February 2009, October 2009, February 2010

Conference Reviews

Reviewer, Head Start Research Conference, 2013

External Reviews for Tenure and Promotion

External Reviewer, Florida State University, 2018
External Reviewer, Virginia Commonwealth University, 2018
External Reviewer, East Carolina University, 2018
External Reviewer, University of Alabama at Birmingham, 2017
External Reviewer, Rutgers University, 2016
External Reviewer, Yeshiva University, 2015

Service to Professional Groups

School Psychology Research Collaboration Conference, Catalyst Scholar, 2018-19
Search Committee, *Journal of School Psychology*, Editor, 2018
Organizer, Annual Social Learning and the Family Preconference, Association for the
Advancement of Cognitive and Behavioral Therapies, 2009
Association for Behavioral and Cognitive Therapies, Special Interest Group on Parenting and
Families, President-Elect, 2008-09, President 2009-10
Student Representative, American Psychological Association, Division 12, Section
1 (Clinical Child) 1998-1999

Associate Editor

School Mental Health 2019-present

Editorial Board

Remedial and Special Education 2012 - present
The ADHD Report 2009 - present
School Mental Health 2010 - 2018
Behavior Therapy 2010 – 2017
School Psychology Quarterly 2009 – 2015
School Psychology Review 2009 - 2015
Journal of Attention Disorders 2008 – 2010
Child and Youth Care Forum 2007 – 2010

Guest Editor

Special issue of *School Mental Health* (2018): *Best Practices in School Mental Health*
Special issue of *Assessment for Effective Intervention* (2017; Co-edited with Faith Miller): *Direct
Behavior Ratings: A Feasible and Effective Progress Monitoring Tool for Social and
Behavioral Interventions*
Special Issue of *School Psychology Quarterly* (2013; Co-edited with Linda Reddy): *Assessment
of General Education Teachers' Tier 1 Classroom Practices: Current Science and
Practice*
Special Issue of *School Mental Health* (2011; Co-edited with Julie Owens): *School Mental
Health Programming for Youth with ADHD: Addressing Needs Across the Academic
Career*

Ad Hoc Reviewer

Behavior Modification
Behavior Therapy
BMC Public Health
Child Psychiatry and Human Development
Child Maltreatment
Children and Youth Services Review
Clinical Child and Family Psychology Review
Clinical Psychology Review
Cognitive and Behavioral Practice

International Journal of Sports Medicine
Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of the American Medical Association
Journal of Attention Disorders
Journal of Clinical Child and Adolescent Psychology
Journal of Consulting and Clinical Psychology
Journal of Emotional and Behavioral Disorders
Journal of Pediatric Psychology
Parenting: Science and Practice
Prevention Science
Psychiatric Services
Psychological Bulletin
Oxford Research Encyclopedia of Psychology
School Mental Health

University Service

University at Buffalo, Graduate School of Education, Associate Dean for Interdisciplinary Research, 2014-
Member, Graduate School of Education Associate Dean for Inter-disciplinary Research Search Committee, 2018
Chair, Educational Opportunity Center Academic Executive Director Search Committee, 2016
Member, Graduate School of Education, Dean's Superintendent Advisory Committee, 2014-
Member, Graduate School of Education, Grants Manager Search Committee, 2014
Co-Chair, Educational Psychology and Quantitative Methods Search Committee, 2014
Member, Rising Scholars Committee, UB Office of the Vice President for Research and Economic Development 2013-2016
Member, Graduate School of Education Envisioning Committee: Promoting Research 2013-14
Alternate, Social and Behavioral Sciences Institutional Review Board, 2013-15
Member, Committee on Decanal Evaluation, University at Buffalo, 2013-14
Chair, School Psychology Clinical Assistant Professor Search Committee, 2013
Member, Campus-Based Teacher Education Network, University at Buffalo, 2012-13
Member, Graduate School of Education Dean Search 2013
Member, Department of Psychology Social Psychology Faculty Search 2012
Director of Counseling, School, and Educational Psychology Research Programming 2012-2013
Member, Graduate School of Education, Executive Committee 2011-2013
Member, Social and Behavioral Sciences IRB Chair Search Committee, 2012
Chair, School Psychology Assistant Professor Search Committee 2010
Member, Graduate School of Education, Graduate Degrees Committee 2007-2010

Professional Societies

Association for the Advancement of Behavior Therapy
American Psychological Association Div. 12 (Section 3), 16, 53, 54
National Association of School Psychologists
International Society for Research in Child and Adolescent Psychopathology

Member, Society for Study of School Psychology

Clinical Training

Motivational Interviewing Training, 2008

The Incredible Years Parent Group Leader Training, 2003

Community Parent Education Program (COPE) Training, June 2002

Summer Treatment Program for Children with ADHD Training 1997-2004

Grants and Research Support

Current

U.S. Department of Education, Institute of Educational Sciences

“Enhancing IEPs of Children with ADHD Using Daily Report Cards: An Efficacy Trial”

July 2018-June 2022

Principal Investigator

\$3,290,517 (total costs).

U.S. Department of Education, Institute of Educational Sciences

“Adaptive Treatments for ADHD in a Response to Intervention Model”

July 2017-July 2021

Co-Investigator (Pelham, P.I.)

\$1,394,798 (UB Subcontract, total costs)

Shire Pharmaceuticals Investigator Initiated grant

“Efficacy of lisdexamfetamine dimesylate for promoting occupational success in young adults with attention-deficit/hyperactivity disorder”

July 2017-March 2019

Principal Investigator

\$190,730 (total costs)

U.S. Department of Education, Institute of Educational Sciences

“Comprehensive meta-analysis of malleable factors to support youth with ADHD”

July 2016-June 2019

Principal Investigator

\$588,514 (total costs).

U.S. Department of Education, Institute of Educational Sciences

“Enhancing Father Engagement to Promote Social, Behavioral, and Academic Outcomes”

September 2015-August 2019

Principal Investigator

\$1,208,206 (total costs).

Under Review

National Institutes of Mental Health

“Promoting Successful Transitioning to the Workforce for Individuals with ADHD”

December 2019-November 2022
Principal Investigator
\$450,000 (direct costs)

National Institutes of Mental Health
“Development of strategies to reduce the impact of the relative age effect on kindergarteners with
ADHD”
December 2019-November 2022
Principal Investigator
\$450,000 (direct costs)

National Institutes of Health, Agency for Healthcare Research Quality
“Primary care parenting intervention to realize pediatric treatment guidelines for young children
with ADHD.”
December 2019-November 2024
Principal Investigator
\$1,982,198 (total costs)

Past

Office of Planning, Research, and Evaluation.
“Family Self-Sufficiency and Stability Research Scholars Grantee”
September 2013-September 2018
Principal Investigator
\$500,000 (total costs; non-competing renewals of \$100,000 for five years)

University at Buffalo Research and Economic Development Office, Innovative Micro-Programs
Accelerating Collaboration in Themes (IMPACT)
“The Development of a Laboratory Assessment of Behaviors in Occupational Roles (LABOR):
An analogue setting to investigate job functioning and treatments for individuals with
ADHD”
July 2016-July 2017
Principal Investigator
\$24,000 (direct costs).

U.S. Department of Education, Institute of Educational Sciences
“Project VIABLE-II: Unified validation of Direct Behavior Rating (DBR) in a problem-solving
model”
July 2011-June 2016
Co-Investigator (Chafouleas, P.I.)
\$403,053 (UB subcontract, direct costs).

National Institutes of Health, National Institute of Child Health and Human Development.
“Improving Parenting Capacity to Promote Safe Driving in Adolescents with ADHD.”
Principal Investigator.
April 2010 – January 2016

\$1,778,897 (direct costs).

John R. Oishei Foundation.

“Response to Intervention in Action: A Multi-disciplinary Preschool Classroom.”

Principal Investigator.

October 2010 – September 2013

\$68,205 (direct costs).

U.S. Department of Education, Institute of Educational Sciences.

“Development and Validation of a Teacher Progress Monitoring Scale for Elementary School Teachers.”

Co-Investigator (Linda Reddy, PI).

9/08-8/13.

\$409,484 (UB subcontract, direct costs)

Centers for Disease Control and Prevention.

“Enhancing Fathers’ Ability to Support Their Preschool Child”

Co-Investigator (Chacko, PI)

2009-2012

\$21,384 (UB subcontract, direct costs).

Department of Health and Human Services, Administration for Children and Families,

Office of Planning, Research, and Evaluation.

“Head Start Teacher Effectiveness Training.”

Principal Investigator

4/08-4/12.

\$459,039 (direct costs)

National Institutes of Mental Health (NIMH), Exploratory Research/Treatment Development Grant.

“A novel multimodal treatment for children with ADHD and impaired mood.”

Co-Investigator (Waxmonsky, P.I.)

2008-2011

\$450,000 (direct costs)

National Institutes of Mental Health (NIMH), Exploratory Research/Treatment Development Grant.

“Behavioral Parent Training for Fathers of Children with ADHD.”

Principal Investigator.

5/1/07-4/30/10.

\$405,000 (direct costs).

U.S. Department of Education, Institute of Educational Sciences

“Adaptive Treatments for Children with ADHD.”

Co-Investigator (William E. Pelham, Jr. PI).

4/06-4/10.
\$1,842,847 (direct costs).

National Institutes of Mental Health (NIMH)
“Behavior Modification and Young ADHD Children.”
Co-Investigator. (William E. Pelham, Jr. PI).
2005-2010.
\$2,434,031 (direct costs).

Interdisciplinary Research Development Fund of the Office of the Vice President for Research,
University at Buffalo
“Improving the Driving of Teens with ADHD Through Parenting”
Principal Investigator
7/1/08-6/30/09
\$35,995 (direct costs)

U.S. Department of Education, Institute of Educational Sciences
“Enhancing individualized education plans for children with ADHD using a daily report card
procedure.”
Principal Investigator.
7/06-6/08.
\$496,821 (direct costs).

National Institutes of Mental Health (NIMH), Ruth L. Kirschstein National Research Service
Award (NRSA) individual predoctoral fellowship (1 F31 MH64243-01A1)
Fellow on a pre-doctoral training grant “Parent Training for Fathers of Children with ADHD” to
support the conduct of a dissertation.
Mentored by William E. Pelham, Jr.
7/02-7/04.
\$53,036

State University of New York at Buffalo, College of Arts and Sciences Dissertation Fellowship.
Principal Investigator.
8/03-8/04.
\$4000

Unrestricted Educational Grant, Alza Corporation, Palo Alto, CA.
Used to conduct a national survey of teachers and school nurses on compliance, prevalence, and
attitudes toward the pharmacological, behavioral, and combined treatment of ADHD in schools.
Co-Investigator (William E. Pelham, Jr., PI).
1999-2001
\$50,000

Publications

Books

- Fabiano, G.A. (2016). *Interventions for Disruptive Behavior Disorders: Strategies to Support Success*. New York, NY: The Guilford Press.
- Volpe, R. & Fabiano, G.A. (2013). *Daily Behavior Report Cards: An Evidence-Based System of Assessment and Intervention*. New York, NY: The Guilford Press.

Peer Reviewed Publications

- Sodano, S.M., Tamulonis, J.P., Fabiano, G.A., Caserta, A.M., Hulme, K.F., Hulme, K.L., Stephan, G.R., & Tronci, F. (in press). Interpersonal problems of young adults with and without attention-deficit/hyperactivity disorder. *Journal of Attention Disorders*.
<https://doi.org/10.1177/1087054718821728>.
- Gordon, C.T., & Fabiano, G.A., (in press). The transition of youth with ADHD into the workforce: Review and future directions. *Clinical Child and Family Psychology Review*.
<https://doi.org/10.1007/s10567-019-00274-4>
- Pyle, K.K., Artis, N.J., Vaughan, R.S., & Fabiano, G.A. (in press). Impact of pediatrician invitation on enrollment in behavioral parent training. *Clinical Practice in Pediatric Psychology*.
- Dudek, C., Reddy, L., Lewka, A., Hua, A., & Fabiano, G.A. (in press). Improving universal classroom practices through teacher formative assessment and coaching. *Assessment for Effective Intervention*.
- Miller, F.G., Chafouleas, S.M., Welsh, M.E., Riley-Tillman, T.C., & Fabiano, G.A. (in press). Examining the stability of social, emotional, and behavioral risk status: Implications for screening frequency. *School Psychology Quarterly*.
- Willoughby, M.T., Fabiano, G.A., Schatz, N.K., Vujnovic, R.L., & Hulme, K.L. (in press). Bi-factor Models of Attention Deficit/Hyperactivity Symptomatology in Adolescents: Criterion Validity and Implications for Clinical Practice. *Assessment*.
- Fabiano, G. A., & Pyle, K. (2019). Best practices in school mental health for attention deficit/hyperactivity disorder. *School Mental Health, 11*, 72-91.
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- Fabiano, G.A., Reddy, L.A., & Dudek, C. (2018). Teacher coaching supported by formative assessment for improving classroom practices. *School Psychology Quarterly, 33*, 293-304.
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Book Chapters

- Fabiano, G.A., & Pyle, K. (in press). Fathers and their role in family-school partnerships. In C.M. McWayne, F. Doucet, & S.M. Sheridan (Eds). *Ethnocultural Diversity and the Home-to-School Link*. New York, NY: Springer.
- Hawken, L., Bundock, Fabiano, G.A., Briesch, A. (2016). Use of DBR in targeted intervention. In A.M. Briesch, S.M. Chafouleas, & T.C. Riley-Tillman (Eds). *Direct Behavior Rating: Linking Assessment, Communication, and Intervention*. New York: The Guilford Press.
- DeGarmo, D. S., Nordahl, K. B., & Fabiano, G. A. (2016). Fathers and Coercion Dynamics in Families: Developmental Impact, Implications, and Intervention. In T. J. Dishion & J. Snyder (Eds.) *The Oxford Handbook of Coercive Relationship Dynamics*. (pp. 114-128). New York: Oxford University Press.
- Fabiano, G.A., & Schatz, N.K. (2014). Driving Interventions for Youth with Attention-deficit/Hyperactivity Disorder. In R.A. Barkley (Ed). *Handbook on Diagnosis and Treatment of ADHD*. (pp. 705-727). New York, NY: The Guilford Press.

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- Fabiano, G.A., Vujnovic, R., & Pariseau, M.E. (2010). Peer Problems. In M. Hersen & J.C. Thomas (Eds.). *Handbook of Clinical Psychology Competencies*. New York, NY: Springer.
- Fabiano, G.A. & Pelham, W.E. (2009). Impairment in children. *Assessment of Impairment: From Theory to Practice*. In S. Goldstein & J. Naglieri (Eds.). (pp. 105-119). New York, NY: Springer.
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- Chacko, A., Fabiano, G.A., Williams, A., & Pelham, W.E. (2001). Comprehensive treatment for children with attention-deficit hyperactivity disorder. In B.T. Rogers, T.R. Montgomery, T.M. Lock, & P.J. Accardo (Eds.). *Attention Deficit Hyperactivity Disorder: The Clinical Spectrum*. (pp. 147-174). Baltimore, MD: York Press.

Invited Articles/Commentaries

- Aduen, P.A., Cox, D.J., Fabiano, G.A., Garner, A.A., & Kofler, M.J. (in press). Expert recommendations for improving driving safety for teens and adult drivers with ADHD. *The ADHD Report*.
- Isaacs, L., Webb, A., Jerome, S., & Fabiano, G. A. (2015). Inclusion and engagement of fathers in behavioral parent training for ADHD: An update and recommendations. *The ADHD Report*, 23(8), 1-7.
- Vujnovic, R.K., & Fabiano, G.A. (2011). Supporting students with attention-deficit/hyperactivity disorder within a response to intervention framework. *The ADHD Report*, 19, 1-6.
- Fabiano, G.A. & Elkin, T.D. (2006). Dissemination of behavior therapy techniques through television. [Letter to the Editor]. *The Behavior Therapist*, 29,1, 2.
- Fabiano, G.A., (2006). The importance of assessing impaired functioning in children with ADHD and an efficient way to do it. *Report on Emotional and Behavioral Disorders in Youth*.
- Fabiano, G.A. (2006). Methylphenidate Transdermal System In Attention-Deficit Hyperactivity Disorder in Children. *Drugs*, 66, 1127.
- Fabiano, G.A. & Pelham, W.E. (2002). Measuring impairment in children with attention-deficit hyperactivity disorder. *The ADHD Report*, 10, 6-10.
- Fabiano, G.A. (1999). The Student's View. *Clinical Child Psychology Newsletter*, 14, 2, 7.
- Fabiano, G.A. & Gelbwasser, A. (1999). The Student's View. *Clinical Child Psychology Newsletter*, 14, 1, 7.
- Fabiano, G.A. & Presnell, L.M. (1998). The Student's View. *Clinical Child Psychology Newsletter*, 13, 3, 3.

Presentations

- Fabiano, G.A. (October, 2018). Enhancing the effectiveness of Individualized Education Programs using a daily report card. In *Effective Strategies to Enhance High-Quality Implementation of Individualized Education Programs (IEPs)*. Invited presentation to a panel convened by the Office of Special Education Programs, Washington, D.C.
- Fabiano, G.A. (2018, October). *How to consider the relative contributions of single-case designs and RCT research*. In *Challenges and Opportunities for Determining Levels of Evidence for Psychosocial Interventions* (S. Evans, Chair). Presentation at the School Mental Health Research Summit, Las Vegas, Nevada.
- Fabiano, G.A. (2018, October). *Future Directions in Father and Family Involvement for School Mental Health Efforts in Schools*. Presentation at the School Mental Health Research Summit, Las Vegas, Nevada.

- Fabiano, G.A. (2018, May). *Getting Dads off the sidelines: Engaging and enhancing father involvement in families*. Workshop presented at the Redesign for Whole Families First Annual Research, Policy, and Practice Summit. Minneapolis, Minnesota.
- Caserta, A., Fabiano, G.A., Hulme, K., Lupas, K., & Jerome, S. (2017, November). *Improving the parenting skills of fathers of preschool children in Head Start: A waitlist-controlled trial*. In *Where do we start? Early intervention and treatment for young children with ADHD across diverse contexts*. (In B. Poznanski & K. Hart, Chairs). Discussant for symposium presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Fabiano, G.A. (2017, November). *Next steps and considerations for early intervention programming for young children with ADHD*. In *Where do we start? Early intervention and treatment for young children with ADHD across diverse contexts*. (In B. Poznanski & K. Hart, Chairs). Discussant for symposium presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Fabiano, G.A. (2017, November). *Recent innovations to improve father inclusion, engagement, and outcomes in ADHD treatment*. In *Treatment of families of children with ADHD in diverse contexts*. (In D. Babinski & R. Breaux, Chairs). Symposium presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Fabiano, G.A., Sodano, S., Hulme, K., Stephan, G., Caserta, A., & Hulme, K. (2017, November). *An investigation of occupational impairments in young adults with ADHD: Behavior in occupational roles*. In *Adolescents and young adults with ADHD: Challenges and Transitions*. (In K. Benson, Chair). Symposium presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Macphee, F.L., Fabiano, G.A., Schatz, N., Altszuler, A., Gnagy, E., Greiner, A., Coles, E.K., Raiker, J., & Pelham, W.E. (2017, November). *Effects of a father-focused behavioral parent training program on father behavior management skills: Generalization across tasks*. Poster presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Pyle, K., Fabiano, G.A., Thomeer, M., & Lopata, C. (2017, November). *Efficacy of the daily report card intervention for students with ASD: A multiple baseline design study*. Poster presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Smyth, A.C., Davies, L.G., & Fabiano, G.A. (2017, November). *Conditional probabilities of the ASRS in a clinical sample*. Poster presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Schnorrbusch, C., Fabiano, G.A., & Aloe, A. (2017, November). *ADHD and relative age: A meta-analysis exploring the effects of age, relative to same-grade peers, on the diagnosis and treatment of ADHD in school-aged children*. Poster presented at the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Fabiano, G.A. (2017, July). *Engaging Fathers in Intervention Programming*. In *Father Engagement and Parenting Time: Why They Matter*. (J. Pearson, Chair). Panel Presentation at the National Association of Tribal Child Support Conference, Niagara Falls, NY.
- Fabiano, G.A. (2017, May). *Improving the parenting skills of fathers of preschool children in Head Start: A waitlist controlled study*. In *Engaging Fathers in Parent Training Programs*:

- Design, Recruitment, and Implementation Considerations. (In A. Mauricio, Chair). Symposium presentation at the Society for Prevention Research, Washington, D.C.
- Fabiano, G.A., Hulme, K., Schatz, N., Jerome, L., & Segal, A. (2016, November). *Further Validation of the Jerome Driving Questionnaire for Novice Drivers with ADHD*. Poster presented at the Association for Behavioral and Cognitive Therapy Conference, New York, NY.
- Pyle, K., Webb, A., Jerome, S., Isaacs, S., & Fabiano, G.A. (2016, November). Play environments to increase social engagement in children with ADHD. Poster presented at the Association for Behavioral and Cognitive Therapy Conference, New York, NY.
- Fabiano, G.A. (2016, November). Strategies to get Dads Off the Sidelines and Engaged in Child Treatments. Invited presentation at the Center for Children and Families, Florida International University.
- Fabiano, G.A. (September, 2016). *Engaging families of youth with ADHD to increase the reach and effectiveness of evidence-based treatment*. Presentation at the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Fabiano, G.A., Pyle, K., & Kelty, M.B. (February, 2016). *A multiple-baseline evaluation of the daily report card and direct behavior rating assessment of progress monitoring*. In Using direct behavior rating methods within a behavioral consultation framework. (F.G. Miller, Chair). Symposium presentation at the National Association for School Psychologists Conference, New Orleans, LA.
- Webb, A.M., Fabiano, G.A., Pelham, W.E., Jerome, S. (February, 2016). *Impact of classroom behavioral management techniques on behavioral referrals*. Poster presentation at the National Association for School Psychologists Conference, New Orleans, LA.
- Fabiano, G.A. (2015). *Strategies to increase father engagement in schools to support youth with ADHD*. Presentation at the School Mental Health Research Summit, New Orleans, LA.
- Brown, R.L., Fabiano, G.A., & Schatz, N.K. (August, 2015). *Kindergarten readiness camp: Art as a measure of small group performance*. Poster presentation at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Buscaglia, A.M., Schatz, N.K., Fabiano, G.A., & Morris, K.L. (August, 2015). *Parent-teen interactions in older adolescents with comorbid ADHD and ODD*. Poster presentation at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Pyle, K., Fabiano, G.A., Kelty, M.B., Miller, F.G., Chafouleas, C., Riley-Tillman, T.C. (2015, August). *Evaluating sensitivity to behavior change in middle school using direct behavior ratings*. Poster presentation at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Pelham, W.E., Fabiano, G.A., Waxmonsky, J.G., Greiner, A.R., Gnagy, E.M., Murphy, S., Yu, J. (2015, August). Sequencing pharmacological and behavioral treatments for ADHD: A SMART Trial. In M. Gunlicks-Stoessel & D. Eckstein (Chairs). *Adaptive evidence-based treatments to the specific needs of children and adolescents*. Symposium presentation at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Jerome, S., Hart, K.C., & Fabiano, G.A. (2015, August). *Indirect effects of behavior problems on emergent literacy outcomes*. Poster presentation at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Isaacs, L. R., Schatz, N.K., Fabiano, G.A., Lupas, K.K., Jerome, S., Webb, A., & Brown, R.L. (2015, August). *Academic performance and social behaviors as measures of kindergarten*

- readiness*. Poster presentation at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Isaacs, L., Fabiano, G.A., Morris, K.L., Vujnovic, R., & Hulme, K. (2015, February). *Distracted driving prevention in adolescents with attention-deficit/hyperactivity disorder*. Poster presentation at the National Association for School Psychologists Annual Conference, Orlando, Florida.
- Cohen, D., Sims, W.A., Riley-Tillman, T.C., Chafouleas, S., & Fabiano, G.A. (2015, February). *A latent profile analysis of direct behavior ratings*. . Poster presentation at the National Association for School Psychologists Annual Conference, Orlando, Florida.
- Daniels, B., Volpe, R., Briesch, A.M., & Fabiano, G.A. (2015, February). *Validity and accuracy of a socio-emotional and behavioral screener*. Paper presentation at the National Association for School Psychologists Annual Conference, Orlando, Florida.
- Fabiano, G.A. (2014, August). *Parental preferences for early intervention programming examined using best-worst scaling methodology*. Paper presentation at the National Association for Welfare Research and Statistics, Providence, Rhode Island.
- Derr, M., McCay, J., Hafford, C., & Fabiano, G.A. (2014, August). *ACF's Family Self-Sufficiency and Stability Research Consortium (FSSRC): Resources and supports for conducting and using high quality research*. Panel presentation at the National Association for Welfare Research and Statistics, Providence, Rhode Island.
- Fabiano, G.A. & Vujnovic, R. (2014, July). A Tiered Intervention Approach for Promoting Prosocial Behavior in Head Start Classrooms. In S. Wanless (Chair). *Variations in Coaching/Mentoring Effectiveness Across Domains and Settings*. Symposium presented at the Head Start National Research Conference, Washington, D.C.
- Fabiano, G.A. (2014, March). *Interventions for Young Drivers with ADHD*. Invited presentation at the New York State Driver Traffic Safety Education Association, Verona, NY.
- Fabiano, G.A., Vujnovic, R., & Reddy, L.A. (2014, November) In A. Holdaway & C. Mixon (Chairs). *Measurement of Teacher Behavior in the Classroom Setting: Implications for Behavioral Intervention and Consultation*. Symposium presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Nashville, TN.
- Fabiano, G.A., Schatz, N.K., Hulme, K., Morris, K., & Vujnovic, R. (2014, November). Positive illusory bias exhibited by youth with ADHD in a simulated driving task. In Y. Wantabe (Chair). *Perceptual bias of competence in youth with ADHD: Clinical presentation and treatment implications*. Symposium presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Nashville, TN.
- Fabiano, G.A. (2013, March). *Research and Intervention for Teen Drivers with ADHD*. Invited presentation at the New York State Driver Traffic Safety Education Association, Verona, NY.
- Fabiano, G.A. (2013, March). *Getting Dads Off the Sidelines: Practices for Promoting Father Involvement in Mental Health Interventions*. Keynote address presented at the Seventh Biennial Niagara in Miami Conference on Evidence-Based Approaches for Child and Adolescent Mental Health, Miami, FL.
- Fabiano, G.A. (2013, March). *Coaching Our Acting-Out Children: Heightening Essential Skills (COACHES)*. Workshop presented at the Seventh Biennial Niagara in Miami Conference on Evidence-Based Approaches for Child and Adolescent Mental Health, Miami, FL.

- Fabiano, G.A. (2013, March). *Daily Report Cards in Schools*. Workshop presented at the Seventh Biennial Niagara in Miami Conference on Evidence-Based Approaches for Child and Adolescent Mental Health, Miami, FL.
- Fabiano, G.A. (2013, March). *Response to Intervention Applied to Challenging Behavior in Schools*. Workshop presented at the Seventh Biennial Niagara in Miami Conference on Evidence-Based Approaches for Child and Adolescent Mental Health, Miami, FL.
- Chafouleas, S. M., & Fabiano, G. A. (2012, October). *Direct Behavior Rating (DBR)*. Invited presentation at the 2012 School Mental Health Research Summit, Salt Lake City, UT.
- Miller, F.G., Neugebauer, S.R., Briesch, A.M., Chafouleas, S.M., Welsh, M.E., Riley-Tillman, T.C., & Fabiano, G.A. (2012, August). Teacher perceptions of behavior screening assessments. Poster presented at the annual American Psychological Association conference, Orlando, FL.
- Reddy, L A., Dudek, C. M., Fabiano, G. A., & Heinig, K. M. (February, 2012). *Teachers Use of Classroom Practices in Elementary School*. Poster presented at the annual National Association for School Psychologists Conference (NASP), Philadelphia, PA.
- Fabiano, G.A. (2012, January). *Time out from positive reinforcement for children with attention-deficit/hyperactivity disorder*. Workshop presented at the Florida International University Center for Children and Families, Miami, FL.
- Williams, L., Hallmark, C.G., Fabiano, G.A., Vujnovic, R.K., Williams, A.M. (2011, November). *Investigating parent-teen interactions with adolescents with ADHD: Examining parenting differences between mothers and fathers*. Poster presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Toronto, Ontario, Canada.
- Freeman, W., Atkins, M., Fabiano, G.A., Jarrett, M.A., & Safren, S.A. (2011, November). *Improving access to and the quality of treatments for ADHD*. Poster presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Toronto, Ontario, Canada.
- Smalls, K.J. & Fabiano, G.A. (2011, November). *Fathers of children with ADHD: Perspectives on parenting and behavior parent training*. Poster presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Toronto, Ontario, Canada.
- Vujnovic, R.K. & Fabiano, G.A. (2011, November). *Disseminating the daily report card intervention for students with ADHD: Examining the parameters of adherence to a year-long daily report card*. Poster presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Toronto, Ontario, Canada.
- Parham, B.R. & Fabiano, G.A. (2011, November). *The behavioral, perceptual, and classroom management characteristics of completers compared to drop-outs in a Head Start study*. Poster presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Toronto, Ontario, Canada.
- Vujnovic, R.K. & Fabiano, G.A. (2011, November). *An innovative approach to professional development: Disseminating evidence-based classroom management strategies within Head Start*. In K.C. Hart & W.E. Pelham (Chairs). *Bringing Evidence-Based Behavioral Interventions to Head Start: Lessons Learned in Developing, Implementing, and Evaluating Evidence-Based Behavioral Practices in a National Early Childhood Setting*. Symposium presented at the Association for the Advancement of Cognitive and

- Behavioral Therapies Conference, Toronto, Ontario, Canada.
- Fabiano, G.A. (2011, November). *Future Directions in the Evidence-Based Assessment of ADHD*. In J.S. Owens (Chair). *Advancing the Guidelines for Evidence-Based Assessment of ADHD*. Symposium presented at the Association for the Advancement of Cognitive and Behavioral Therapies Conference, Toronto, Ontario, Canada.
- Reddy, L.A., Dudek, C.M., Heinig, K.M., Keiser, A.E., Barbarasch, B.G., Zilberstein, L.A., Fabiano, G.A., Gormley, M., & Linke, S. (2011, August). *Development of the Classroom Strategies Scale*. Poster presented at the American Psychological Association Conference, Washington, D.C.
- Fabiano, G.A. (2011, April). *A Parent-Teen Program for Novice Drivers with ADHD: The Supporting a Teen's Effective Entry to the Roadway' (STEER) Program*. Clinical Psychology Colloquium, Ohio University, Athens, OH.
- Fabiano, G.A., Vujnovic, R., Waschbusch, D.A., Pelham, W.E., & Yu, J. (2011, March). Supporting Head Start teachers in effective classroom management through behavioral consultation. In W. DeCoursey & L. Hoard (Co-Chairs). *Coaching, Mentoring and Consulting in Early Childhood Professional Development: What Works, For Whom, Under What Conditions?* Poster symposium presented at the Society for Research in Child Development Conference, Montreal, Quebec, Canada.
- Fabiano, G.A. (2011, February). A brief homework intervention supplementing school-based behavioral consultation for ADHD. In J. Langberg (Chair). *Homework Management and Organizational Skills Interventions for Children with ADHD*. Symposium presentation at the National Association of School Psychologists Conference, San Francisco, CA.
- Fabiano, G.A. (2010, October). *Supporting Teens Effective Entry to the Roadway (STEER): An intensive intervention for the riskiest novice drivers*. Presentation at the New York Highway Safety Symposium Meeting, Grand Island, NY.
- Reddy, L.A., Fabiano, G.A., Dudek, C.M., Gormley, M., Keiser, A., & Ziberstein, L. (2010, August). *Factor Structure and Validity of the Classroom Strategies Scale Pilot 2 for Elementary School*. Poster presented at the American Psychological Association Conference, San Diego, CA.
- Reddy, L.A., Fabiano, G.A., Dudek, C.M., Gormley, M., Keiser, A., & Ziberstein, L. (2010, August). *Reliability of the Classroom Strategies Scale Pilot 2 for Elementary School*. Poster presented at the American Psychological Association Conference, San Diego, CA.
- Fabiano, G.A. (2010, February). *A Parent-Teen Program for Novice Drivers with ADHD: The 'Supporting a Teen's Effective Entry to the Roadway' (STEER) Program*. Pediatric Grand Rounds, Children's Hospital of Buffalo, Buffalo, NY.
- Fabiano, G.A. (2009, November). Measuring ADHD-related symptoms and impairment outcomes in school-based interventions. In J.S. Owens (Chair). *Symptoms and Beyond: The Importance of Assessing Treatment-Related Changes in Functioning in Youth and Parents with ADHD*. Symposium presentation at the Association for Cognitive and Behavioral Therapies Conference, New York, NY.
- Fabiano, G.A. (2009, November). Adapting behavioral parent training approaches for fathers of children with ADHD. In A. Chacko (Chair). *Behavioral Parent Training for ADHD: Next Steps for Difficult-to-Treat and Difficult-to-Engage Families*. Symposium presentation at the Association for Cognitive and Behavioral Therapies Conference, New York, NY.

- Hart, K.C., Fabiano, G.A., & Pelham, W.E. (2009, November). *Teachers' use of behavior management strategies for children with ADHD: A national survey*. Poster presentation at the Association for Cognitive and Behavioral Therapies Conference, New York, NY
- Fabiano, G.A., Gangloff, B., Buck, M.M., Pelham, W.E., & Cunningham, C.E. (2009, August). Outcomes for an intervention for fathers of children with ADHD. Poster presented at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Vujnovic, R.K. & Fabiano, G.A. (2009, August). Examining treatment integrity and study outcome: A DRC intervention. Poster presented at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Naylor, J.A., Fabiano, G.A., Pelham, W.E., Yu, J., & Jalal, K. (2009, August). Psychometric properties of the functional improvement rating form. Poster presented at the American Psychological Association Conference, Toronto, Ontario, Canada.
- Cunningham, C.E., Chen, Y., Fabiano, G.A., Waschbusch, D.A., Rimas, H., Pelham, W.E., & McGrath, P. (2009, June). *Comparing the parenting program preferences of fathers and mothers seeking services for children with mental health problems: A discrete choice conjoint analysis*. Poster presented at the Canadian Psychological Association, Montreal, Quebec, Canada.
- Fabiano, G.A. (2008, August). Evidence-based assessment of ADHD: Symptoms and impairment. In G. DuPaul (Chair). *Best Practices in Clinical Child and Adolescent Psychology: The Assessment and Treatment of ADHD*. Symposium presented at the American Psychological Association Conference, Boston, MA.
- Fabiano, G.A., Pelham, W.E., Waschbusch, D.A., Massetti, G.M., Summerlee, M., Naylor, J., Vujnovic, R., Robins, M.L., Carnefix, T.B., Volker, M., Lopata, C.J., Renneman, J., & Yu, J. (2008, June). *Enhancing the Individualized Education Programs of children with ADHD using a daily report card procedure*. Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.
- Pelham, W.E., Fabiano, G.A., Waxmonsky, J.G., Greiner, A., Hoffman, M., Murphy, S., Foster, E.M., Yu, J., Gnagy, E.M., Bhatia, I., Verley, J., & Tresco, K. (2008, June). *Preliminary results from the first two cohorts of an adaptive treatment design study for children with ADHD*. Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.
- Summerlee, M.E., Hart, K.C., Fabiano, G.A., & Massetti, G.M. (2008, February). *Evaluation of standard educational practices for children with ADHD*. Poster presented at the National Association of School Psychologists conference, New Orleans, LA.
- Fabiano, G.A., Naylor, J., Summerlee, M.E., & Vujnovic, R. (2008, February). *Enhancing the effectiveness of IEPs using a daily report card*. Paper presented at the National Association of School Psychologists conference, New Orleans, LA.
- Fabiano, G.A. (2007, November) *Engaging fathers in parenting programs using procedures developed in the summer treatment program for ADHD to promote positive outcomes*. In E.K. Coles (Chair). *The Summer Treatment Program: Translating Research into clinical intervention*. Symposium presented at the Association for Advancement of Behavior Therapy Conference, Philadelphia, PA.
- Naylor, J.N., Fabiano, G.A., Pelham, W.E., Gnagy, E.M., Burrows-MacLean, L., & Coles, E.K. (2007, November). Evaluation of measures of functional impairment and behavioral competencies for children with ADHD across behaviors, pharmacological, and combined

- treatment conditions. Poster presented at the Association for Advancement of Behavior Therapy Conference, Philadelphia, PA.
- Summerlee, M.E., Naylor, J., Vujnovic, R., Carnefix, T.B., Robins, M.L., Fabiano, G.A., Pelham, W.E., Waschbusch, D.A., Massetti, G.M., Volker, M., & Lopata, C.J. (2007, November). Evaluation of a brief homework intervention for students with ADHD who receive special education services: Preliminary results. Poster presented at the Association for Advancement of Behavior Therapy Conference, Philadelphia, PA.
- Fabiano, G.A., Pelham, W.E., Waschbusch, D.A., & Massetti, G.M. (2007, June). *Enhancing the individualized education programs of children with ADHD using a daily report card*. Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.
- Pelham, W.E., Fabiano, G.A., Waxmonsky, J., & Greiner, A. (2007, June). Adaptive pharmacological and behavioral treatments for children with ADHD: Sequencing, combining, and escalating doses. Poster presented at the Institute of Education Sciences Research Conference, Washington D.C.
- Vujnovic, R. & Fabiano, G.A. (2007, March). *Treatment Acceptability for ADHD: The Increasing Role of Teachers*. Poster presented at the National Association of School Psychologists conference, New York, NY.
- Fabiano, G.A. (2006, November). *Assessment and School Placement for Children with ADHD*. Presented at the University at Buffalo, Graduate School of Education, Education Outreach Network breakfast series.
- Fabiano, G.A., Chacko, A., Pelham, W.E., Robb, J.A., Walker, K.S., Arnold, F., Weinke, A., Flammer, L., Keenan, J.K., Visweswariah, H., Herbst, L., & Pirvics, L., (2006, August). *Behavioral Parent Training for Fathers of Children with ADHD*. Poster presented at the 114th annual conference of the American Psychological Association, New Orleans, LA.
- Naylor, J.A., Fabiano, G.A. & Pelham, W.E. (2006, August). *Contents of Individualized Education Plans for Children with ADHD*. Poster presented at the 114th annual conference of the American Psychological Association, New Orleans, LA.
- Fabiano, G.A., East, A.J., Stoppelbein, L., Greening, L., Applegate, H., & Dhossche, D. (2005, November). *The Antisocial Process Screening Device: Assessment of Construct Validity Using a Multi-Trait, Multi-Method Matrix*. Poster presented at the 39th annual conference for the Association for the Advancement of Behavior Therapy, Washington, D.C.
- Stoppelbein, L., Greening, L., Fabiano, G.A., Systma-Jordan, S., & Dhossche, D. (2005, November). *A comparison of children with PDD and ODD on the Parental Stress Index*. Poster presented at the 39th annual conference for the Association for the Advancement of Behavior Therapy, Washington, D.C.
- Greening, L., Stoppelbein, L., Systma-Jordan, S., Pritchard-Boone, L., East, A., & Fabiano, G.A. (2005, November). *The role of family routines on children's adherence to IDDM treatment*. Poster presented at the 39th annual conference for the Association for the Advancement of Behavior Therapy, Washington, D.C.
- Coles, E.K., Fabiano, G.A., Pelham, W.E., & Gnagy, E.M. (2005, November). *Parental engagement in behavioral parent training and its effects on the subsequent use of stimulant medication in the home setting*. Poster presented at the 39th annual conference for the Association for the Advancement of Behavior Therapy, Washington, D.C.

- Fabiano, G.A. (October, 2005). *Getting Dads Off the Sidelines: Parenting Programs for Fathers of Children with ADHD*. Invited talk at the University at Buffalo's Center for Children and Families Speaker Series on Evidence-Based Approaches in Child and Adolescent Mental Health.
- Fabiano, G.A., Chacko, A., Pelham, W.E., Robb, J., Walker, K.S., Arnold, F., Weinke, A., Flammer, L., Keenan, J.K., Shulman, S., Herbst, L., Pirvics, L., Visweswaraiyah, H., Girio, E.(2004, November). *Parent Training for Fathers of Children with Attention-Deficit/Hyperactivity Disorder: Effectiveness of the Intervention and a Comparison of Two Formats*. Poster presented at the Association for Advancement of Behavior Therapy Conference, New Orleans, LA.
- Fabiano, G.A. & Pelham, W.E. (2004, November) *Meta-analysis of Behavior Modification Effects for ADHD Across the Lifespan*. In. B.Smith (Chair). *Innovations in Psychosocial Intervention for ADHD across the Life Span*. Symposium presented at the Association for Advancement of Behavior Therapy Conference, New Orleans, LA.
- Chacko, A. & Fabiano, G.A. (2004, November). *Enhanced Parent Training for Parents of Children With ADHD: The Impact of Comorbid Externalizing Disorders*. In. W.E. Pelham (Chair). *Comorbidity in the Presentation and Clinical Management of ADHD*. Symposium presented at the Association for Advancement of Behavior Therapy Conference, New Orleans, LA.
- Chacko, A., Girio, E.L., Wymbs, B.T., Pelham, W.E., Massetti, G.M., Gnagy, E.M., Burrows-MacLean, L., Fabiano, G.A., Coles, E.K., Walker, K.S., Arnold, F.W., Robb, J., & Garefino, A. (2004, November). *The Influence of Parenting Styles on Disruptive Behavior, Impairment, Peer Relationships, and Academic Achievement of Children Diagnosed with ADHD*. Poster presented at the Association for Advancement of Behavior Therapy Conference, New Orleans, LA.
- Wymbs, B. T., Pelham, W. E., Massetti, G. M., Burrows-MacLean, L., Gnagy, E. M., Arnold, F. W., Chacko, A., Coles, E. K., Fabiano, G. A., Garefino, A., Robb, J. A., & Walker, K. S. (2004, November). *Associations between Child Externalizing Behaviors and Interparental Discord, Parenting Practices and Parental Distress in Families of Children with Attention-Deficit Hyperactivity Disorder*. Poster presented at the 38th annual conference for the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Fabiano, G.A. (2004, April). *Behavioral parent training for fathers of children with ADHD: The effectiveness of the intervention and a comparison of two formats*. Hardy Wahlgren annual invited address, Department of Psychology, SUNY College at Geneseo.
- Fabiano, G.A., Pelham, W.E., Coles, E.K., Wymbs, B.T., Walker, K.S., Arnold, F., Garefino, A., Robb, J.A., Massetti, G.M., Burrows-MacLean, L., Gnagy, E.M., & Hoffman, M.T. (2003, November). *An Investigation of School-Year Follow-up Procedures Following a Summer Treatment Program for Children with ADHD*. Poster presented at the 2003 Association for the Advancement of Behavior Therapy Conference, Boston MA.
- Robb, J.A., Fabiano, G.A., Williams, A., Swanger, M.S., Pelham, W.E. (2003, November). *Implementing a "Mystery Target" Individualized Program in a Summer Treatment Program for Children with Attention-Deficit Hyperactivity Disorder: A Multiple Baseline Approach*. Poster presented at the 2003 Association for the Advancement of Behavior Therapy Conference, Boston MA.

- Fabiano, G.A., Pelham, W.E., Arnold, F., Flammer, L., Walker, K.S., Weinke, A., Burrows-MacLean, L., & Swanger, M. (2003, November). *Improving Parenting Skills and Strategies by Engaging Fathers of Children with ADHD in Behavioral Parent Training*. Poster presented at the 2003 Association for the Advancement of Behavior Therapy Conference, Boston MA.
- Fabiano, G.A., Pelham, W.E., Gnagy, E.M., Burrows-MacLean, L., Massetti, G.M., & Hoffman, M.T. (2003, November). *The Single and Combined Effects of Three Intensities of Behavior Modification and Four Intensities of Medication in a Summer Treatment Program Classroom*. Poster presented at the 2003 Association for the Advancement of Behavior Therapy Conference, Boston MA.
- Coles, E.K., Pelham, W.E., Fabiano, G.A., Massetti, G., Hoffman, M.T., Burrows-MacLean, L., & Gnagy, E.M. (2003, November). *Effects of continued parent interventions following a summer treatment program for children with ADHD*. Poster presented at the 2003 Association for the Advancement of Behavior Therapy Conference, Boston MA.
- Massetti, G.M., Pelham, W.E., Chacko, A., Walker, K.S., Arnold, F.W., Coles, E.K., Wymbs B.T., Swanger, M.S., Robb, J.A., Fabiano, G.A., Onyango, A.N., Gnagy, E.M., & Burrows-MacLean, L. (2003, November). *Situational variability of ADHD, ODD and CD: Psychometric properties of the DBD Interview and Rating Scale*. Poster presented at the Association for Advancement of Behavior Therapy Conference, Boston, MA.
- Pelham, W.E., Burrows-MacLean, L., Gnagy, E.M., Coles, E.K., Wymbs, B.T., Chacko, A., Walker, K., Arnold, F., Keenan, J.K., Onyango, A.N., Fabiano, G.A., Hoffman, M.T., Massetti, G.M. (2003, November). *A dose ranging study of behavioral and pharmacological treatment for children with ADHD*. Poster presented at the Association for Advancement of Behavior Therapy Conference, Boston, MA.
- Burrows-MacLean, L., Pelham, W.E., Coles, E.K., Wymbs, B.T., Chacko, A., Walker K., Arnold F., Keenan, J.K., Gnagy, E.M., Onyango, A.N., Fabiano, G.A., Hoffman, M.T., Massetti, G.M. (2003, November). *Behavioral and pharmacological treatment for children with ADHD in the home setting*. Poster presented at the Association for Advancement of Behavior Therapy Conference, Boston, MA.
- Onyango, A.N., Pelham, W.E., Gnagy, E., Massetti, G.M., Burrows-MacLean, L., Fabiano, G., Chacko, A., Coles, E., Wymbs, B., Walker, K., Arnold, F., Robb, J., Garefino, A., Hoffman, M. (2003, November). *The impact of treatment on deviancy training in children with ADHD*. Poster presented at the Association for Advancement of Behavior Therapy Conference, Boston, MA.
- Chronis, A.M., Gnagy, E.M., Fabiano, G.A., Chacko, A. Onyango, A.N., Pelham, W.E., Williams, A., Wymbs, B.T., & Coles, E.K., Seymour, K.E., & Hoffman, M.T. (2002, November). *A Within-Subjects Evaluation of the Effectiveness of the Summer Treatment Program for Children with ADHD*. Poster presented at the Association for the Advancement of Behavior Therapy Conference, Reno, NV.
- Fabiano G.A., Pelham, W.E., Pisecco, S., Evans, S.W., Manos, M.J., Caserta, D., Hannah, J.N., & Johnston, C. (2002, November). *A Nationally Representative Survey of Classroom-based, Behavior Modification Treatment for ADHD*. Poster presented at the Association for the Advancement of Behavior Therapy Conference, Reno, NV.

- Niemic, C., Fabiano, G.A., Pelham, W.E., & Fuller, A. (2002, November). *Special education services for ADHD: Are impaired children being served?* Poster presented at the Association for the Advancement of Behavior Therapy Conference, Reno, NV.
- Wymbs, B. T., Fabiano, G. A., Meichenbaum, D. L., & Pelham, W. E. (2002, November). *Individualized Behavior Modification Programs for Children with Disruptive Behavior Disorders: Successful Outcomes for Non-Responders to Intensive Behavior Therapy.* Poster presented at the annual conference for the Association for the Advancement of Behavior Therapy, Reno, NV.
- Williams, A., Chacko, A., Wymbs, B.T., Seymour, K.E., Onyango, A.N., Fabiano, G.A., & Pelham, W.E. (2002, November). *Athleticism and behavior as predictors of peer acceptance in children diagnosed with ADHD.* Poster presented at the annual conference for the Association for the Advancement of Behavior Therapy, Reno, NV.
- Pelham, W.E., Burrows-MacLean, L., Gnagy, E.M., Hoffman, M.T., Fabiano, G.A., Coles, E.K., Tresco, K.E., Chacko, A., Wymbs, B.T., Weinke, A.L., & Walker K. (2002, August). *Behavioral, Pharmacological, and Combined Treatment for Children with ADHD.* Poster presented at the American Psychological Association Conference, Chicago, IL.
- Fabiano, G.A., Gnagy, E.M., Burrows-McLean, L., Hoffman, M.T., Pelham, W.E., & Morse, G. (2002, May). *Onset and offset time-course of a methylphenidate transdermal system.* Poster presented at the American Psychiatric Conference, Philadelphia, PA.
- Fabiano G.A., Pelham, W.E., Karmazin, K., Kreher, J., Korn-Rothschild, S., Terry, J., Panahon, C.J., Carlson, C., & Wilhelm, G.L. (2001, November). *Using group contingencies to improve behavior in an elementary school cafeteria.* Poster presented at the Association for the Advancement of Behavior Therapy Conference, Philadelphia, PA.
- Wienke, A.L., Wymbs, B.T., Chacko, A., Fabiano, G.A., & Pelham, W.E. (2001, November). *Manualized treatments: Support for flexibility and effectiveness.* Poster presented at the Association for the Advancement of Behavior Therapy Conference, Philadelphia, PA.
- Williams, A., Chronis, A.M., Onyango, A.N., Fabiano, G.A., Chacko, A., Wymbs, B., Gnagy, E.M., & Pelham, W.E. (2001, November). *Effectiveness of combined treatments versus medication in the treatment of children with ADHD.* Poster presented at the Association for the Advancement of Behavior Therapy Conference, Philadelphia, PA.
- Pelham, W.E., Schentag, J., Gnagy, E.M., Panahon, C., Ballow, C., Fabiano, G.A., Tresco, K., Hoffman, M., Meichenbaum, D., Forehand, G., Williams, A., & Coles, E. (2001, October) *A methylphenidate transdermal system versus T.I.D. methylphenidate in a laboratory setting.* Poster presented at the meeting of the American Academy of Child and Adolescent Psychiatry, Honolulu, HI.
- Fabiano, G.A., Pelham, W.E., Pisecco, S., Hannah, J.N., Evans, S., Manos, M.J., Caserta, D. & Johnston, C. (2001, April). *Nationally Representative Survey of Treatment for ADHD in the School Setting: Preliminary Results.* Poster presented at the eighth annual Child Health Psychology Conference, Gainesville, FL.
- Fabiano, G.A., Pelham, W.E., Manos, M.J., Ezzell, C.E., Gnagy, E.M., Burrows-MacLean, L., Chronis, A.M., Onyango, A.N., Williams, A., Coles, E.K., Meichenbaum, D.L., & Swain, S. (2000, November). *A multi-site, repeated measures, cross-over evaluation of three time out procedures for children with ADHD.* Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.

- Chacko, A., Williams, A., Meichenbaum, D.A., Onyango, A.N., Fabiano, G.A., Coles, E.K., Gnagy, E.M., Chronis, A.M., Burrows-MacLean, L., & Pelham, W.E. (2000, November). *The moderating role of athleticism in children with ADHD*. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Pelham, W.E., Fabiano, G.A., & Coles, E. Update on evidence based treatments for ADHD. (1999, August). In Chris Lonigan (Chair), *Evidence based treatments for childhood mental health problems – Update and extension of the Section 1 clinical child task force*. Symposium presented at the meeting of the American Psychological Association, Boston, MA.
- Fabiano, G.A., Pelham, W.E., Gnagy, E.M., Coles, E.K., & Wheeler-Cox, T. (2000, August). *A meta-analysis of behavioral and combined treatments for ADHD*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Fabiano, G.A., Pelham, W.E., Scholl, T.L., Greco, S.A., Vara, S.J., Torrence, C., & Perry, H.J. (2000, August). *Functional analysis: Improving the integrity of interventions for disruptive behavior*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Fabiano, G.A., Pelham, W.E., Gnagy, E.M., Kipp, H., Lahey, B.B., Burrows-MacLean, L., Chronis, A.M., Onyango, A.N., & Morrissey, S. (1999, November). *The reliability and validity of the children's impairment rating scale: A practical measure of impairment in children with ADHD*. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, Ontario.
- Onyango, A.N., Pelham, W.E., Gnagy, E.M., Burrows-MacLean, L., Fabiano, G.A., Morrissey, S., Forehand, G., Hoffman, M., Lock, T., Williams, A., Chronis, A., Meichenbaum, D., & Steiner, R. (1999, November). *"It's my turn!": The social behavior of younger and older ADHD, ADHD/CD and comparison children in small group boardgame interactions*. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, Ontario.
- Pelham, W.E., Burrows-Maclean, L., Gnagy, E.M., Forehand, G.L., Fabiano, G.A., Morrissey, S., Williams, A., Hoffman, M.T., Lock, T., Fiebelkorn, K., Morse, E., Chronis, A.M., Coles, E.K., & Panahon, C. (1999, October). *Once-a-day Concerta™ (methylphenidate HCl) versus t.i.d. methylphenidate in natural settings*. Poster presented at the meeting of the American Academy of Child and Adolescent Psychiatry, Chicago, IL.
- Pelham, W.E., Gnagy, E.M., Burrows-Maclean, L., Williams, A., Fabiano, G.A., Morrissey, S., Nguyen, C.A., Hoffman, M.T., Lock, T., Fiebelkorn, K., Morse, E., Meichenbaum, D., Steiner, R., Chronis, A.M., Onyango, A.N., Forehand, G.L., Coles, E.K., & Panahon, C. (1999, October). *Once-a-day Concerta™ (methylphenidate HCl) versus t.i.d. methylphenidate in a laboratory setting*. Poster presented at the meeting of the American Academy of Child and Adolescent Psychiatry, Chicago, IL.
- Pelham, W.E., Gnagy, E.M., Chronis, A.M., Burrows-MacLean, L., Fabiano, G.A., Onyango, A.N., Forehand, G.L., Meichenbaum, D.L., Williams, A., Steiner, R.L., & Aronoff, H. (1999, October). *Q.A.M., B.I.D., and T.I.D. methylphenidate versus Q.A.M. and B.I.D. Adderall*. In L. Greenhill (Chair), *Variations in time response effects among stimulant medications*. Symposium presented at the meeting of the American Academy of Child and Adolescent Psychiatry, Chicago, IL.

- Wozniak, S.M., DeHart, G.B., Bishop, A.M., Hoxie, A., & Fabiano, G.A. (1998, July). *Competition and cooperation between siblings and friends*. Poster presented at the biennial meeting of the International Society for the Study of Behavioural Development, Bern, Switzerland.
- DeHart, G.B., Wozniak, S.M., Hoxie, A., Bishop, A.M., Sibley, E.D., Tobin, K.J., & Fabiano, G.A. (1998, March). *Social engagement with siblings and friends in early and middle childhood*. Poster presented at the Conference on Human Development, Mobile, AL.
- DeHart, G.B., Wozniak, S.M., Habib, S., Parker, K., Fabiano, G.A., Bishop, A.M., & Hoxie, A. (1997, April). *Continuity and change in sibling relationships from early to middle childhood*. Poster presented at the Society for Research in Child Development Conference in Washington, D.C.

Public Press

- UB Reporter* (October 25, 2007). Involving fathers in kids' treatment.
- IDEA Compliance Alert* (2007). Tackle ADHD distraction with 3 field-tested tools.
- The Buffalo News*. (December 26, 2007). Shifting Focus for treating ADHD.
- USA Weekend* (December 28, 2007). Dads help ADHD kids.
- APA Monitor* (October 2008). New insights on ADHD treatment.
- UB News Release* (December 11, 2008). UB driver simulation study targets high-risk teenage drivers.
- Tonawanda News* (January 4, 2009). UB professor and town resident one of 67 young scientists honored.
- The Buffalo News* (January 7, 2009). UB researcher wins a presidential award.
- The Spectrum* (January 28, 2009). Professor receives White House recognition.
- The Buffalo News* (February 2, 2009). Behind the wheel and distracted: New studies focus on curbing risk of ADHD.
- UB Research Navigator* (Spring 2009). Fabiano honored by White House.
- www.rodale.com (April 20, 2009). Defeat your child's ADHD – without pills: A new study offers parents an alternative to medicating their children.
- UB Reporter* (April 23, 2009). Skills over pills.
- APA Monitor* (April, 2010). It's father's day.
- UB Reporter* (May 27, 2009). Recognizing exceptional researchers, innovative teachers.
- The Behavioral Medicine Report* (January 23, 2011). Helping high risk teenagers with ADHD become better drivers.
- Consumeraffairs.com* (January 26, 2011). Teens with ADHD likely to be worst drivers on the road.
- Consumerreports.org* (February 4, 2011). Study shows risks for teen drivers with ADHD.
- APA Monitor* (April, 2011). Personalities.
- USA Today* (October, 2011). Parenting Part II. Teens can be diagnosed with ADHD too.
- New York Times* (March, 2012). Learning to Drive with ADHD.
- APA Monitor* (February, 2013). Easing ADHD without meds.
- Huffington Post* (March, 2013). The Global Search for Education: Health and Education Part 2.
- Public Health Minute* (February, 2014). Interventions for Teenager Drivers with ADHD.
- New York Times* (February, 2016). Research hints at progress and difficulty of helping people with ADHD learn.

The Buffalo News (April, 2016). UB offering open online course on ADHD strategies.

The Buffalo News (October, 2017). Dad is the new Mom.

WIVB, Buffalo television station. (October 2017). Study authored by UB graduate says ADHD rarely begins in adulthood.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 5, 2019

Subject: 2020-2021 Legislative Budget Request

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2020-2021 Legislative Budget Request:

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

Background Information:

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of a LBR to the Legislature and Governor based on an independent judgment of needs.

The LBR is an assessment of needs developed by the Florida Board of Governors in cooperation with the universities. The Florida Board of Governors requires that all State University System institutions submit their institutional LBR request for review and approval.

Supporting Documentation: 2020-2021 Legislative Budget Request

Facilitator/Presenter: Kenneth G. Furton

**State University System
Florida Board of Governors
2020-2021 Legislative Budget Request Instructions
Forms I and II**

The main objective of Form I and Form II is to align budget issues and dollar values with the goals and objectives of the strategic priorities and the 2019 University Accountability Plan established by each university.

For FY 2020-2021, each university should submit one Form I and Form II for each university-unique budget issue and/or any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box “Shared Services/System-Wide Issue”.

For unique issues identified by a university, please check the box “Unique Issue for FY 2020-2021”. The date of your university board of trustees’ approval for the LBR issue must be included on the Form I.

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and accountability plan established by each university.

**State University System
Education and General
2020-2021 Legislative Budget Request
Form I**

University(s):	Florida International University
Issue Title:	Program of Distinction in Environmental Resilience
Date Issue Approved by University Board of Trustees:	December 5, 2019
Recurring Funds Requested:	\$15,150,000
Non-Recurring Funds Requested:	
Total Funds Requested:	\$15,150,000
Please check the issue type below:	
Shared Services/System-Wide Issue for Fiscal Year 2020-2021	<input type="checkbox"/>
Unique Issue for Fiscal Year 2020-2021	<input checked="" type="checkbox"/>

- 1) **Description** - 1. Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2019 University Accountability Plan established by your institution (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program? 2. Describe any projected impact on academic programs, student enrollments, and student services.

A. Introduction

Florida International University seeks \$15.15M in funding for our Program of Distinction in Environmental Resilience. This program is aligned with utilizing FIU's core competence in addressing 21st Century environmental challenges. The program's mission is to: address environmental challenges by creating data-driven solutions; educating the work force of tomorrow in strategic areas of focus; and utilizing world class research strengths to address the economic and population wellbeing issues related to environmental resilience.

This program's focus on Environmental Resilience will help address a critical issue for the State of Florida at all levels of government and the private sector,

while supporting FIU's continued research excellence (\$1 Billion in Research expenditures in the past five years), and student success initiatives which both contribute to the expansion and diversification of Florida's economic portfolio.

1. Overarching Goals

- Recruit top research faculty and students
 - Be known as the top school for research on the environment and on addressing environmental impacts
 - Increase national recognition and rankings for research and student excellence
- Increase research grants from federal government and private sources
- Be known as a national and global leader in Environmental Resilience
- Continue to be hyper focused on student success outcomes
- Help Florida solve some of its most pressing environmental resilience challenges, including:
 - Implementing a coastal monitoring system
 - Addressing public health issues connected to environment problems
 - Educating workforce
 - Establishing a first of its kind Environmental Finance and Entrepreneurship program

2. Recent Accomplishments

The investments by the State of Florida and the support of the BOG, through programs such as the World Class Scholars, have assisted FIU in developing programs of distinction that, through interdisciplinary research and collaboration, have given FIU a Core Competence in Environmental Resilience. These programs of distinction have catapulted FIU to the top national tier of research universities; making FIU one of 5 Carnegie Research I Universities in the SUS. The progress driven by our programs of distinction include:

- In 2019 FIU met 8 of the 12 BOG Preeminent Research University criteria.
- A 61% increase in total research expenditures in the past five years.
- \$1B in total research expenditures in the past five years.
- Ranked #83 in total research expenditures among Public Universities in the last National Science Foundation (NSF) Higher Education Research & Development report (HERD) (2018).
- Ranked #3 within the SUS in National Institutes of Health (NIH) research funding, #3 in U.S. Department of Energy funding and #4 in NSF funding.

- Ranked #9 in the nation and #2 in the SUS in Psychology research expenditures, and #4 in Environmental Sciences.
- A substantial increase in positions paid by external research grants in the past 5 years from 1,522 to 4,220 annually.
- A 150% increase in annual invention disclosures, from 37 to 91 annual disclosures in the past five years.
- A 30-fold increase in patents from 2 to 66 annual patents in the past five years, making FIU #15 among public universities, and #33 globally.
- A 38% increase in PhD production (from 156 to 215 annual) and 68% in BOG doctoral degrees (from 257 to 432) in the past five years.
- A 57% increase in the 4-year graduation rate from the 2010-14 cohort of students to the 2014-18 cohort.
- Freshman Retention rate of 90.2%.

The proposed LBR will support FIU's 2025 Strategic Plan of achieving exceptional student-centered learning and post-graduation success, producing meaningful research and creative activities, and leading transformative innovations locally and globally. Moreover, this program of distinction addresses two pillars of FIU's 2025 Strategic Plan's framework: 1) Accelerate Preeminence & Research and Innovation Impact, and 2) Amplify Learner Success & Institutional Affinity. This Environmental Resilience program involves collaboration across FIU research centers and programs that have gained distinction through the investments of the State through initiatives that have allowed FIU to recruit nationally recognized faculty. These centers and programs include the Institute of Water and the Environment, the Extreme Events Institute, the Institute for Resilient and Sustainable Coastal Infrastructure (InteRaCt), the Brain, Behavior and the Environment Program, and Center for Children and Families (CCF).

FIU's leadership in environmental research and its interconnection to public health grew out of FIU's unique geographic location with a diverse population in a complex and vulnerable South Florida ecosystem. From FIU's inception, faculty with interest in environmental research have been attracted by the magnet of the Everglades, the Florida Keys, the coastal regions and our hurricane vulnerabilities. Similarly, the size, heterogeneity and complexity of South Florida's population have attracted world class faculty to FIU to study the region's public health challenges.

The proposed program of distinction on Environmental Resilience is designed to advance our current research programs and lead to innovative solutions to enhancing local, regional, and national resilience to environmental change, including preparing the workforce needed to

address these challenges. It will also raise FIU's academic standing by leveraging existing programs of national preeminence to generate new knowledge and innovative solutions for the betterment of the environment, health, and society. This will solidify FIU's role as a top urban public research university and leader in environmental resilience and solutions. This Program of Distinction will enable us to attract and retain the best, most productive faculty and students, while cultivating leaders and nurturing all students, post-doctoral students, researchers, and staff to excel.

B. Creating Unique, Interdisciplinary Approaches to Florida's Environmental Resilience

The Environmental Resilience program will address important environmental challenges. These are: (1) Enhanced Water Quality Monitoring for Coastal Health and Resilience, (2) Environmental Forensics and Public Health, (3) Environmental Finance and Risk Management, (4) Family Preparation and Resilience to Disasters

1. Enhanced Water Quality Monitoring for Coastal Health and Resilience

Tourism is an important component of Florida's economy, much of which is focused on the more than 600 miles of coastline. These world-renowned economic assets are vulnerable to a myriad of environmental and human-driven challenges, e.g. harmful algal blooms (HAB) which provide both health risks as well as had significant negative impacts of up to \$130 million due to physical and economic damages on tourism as reported by the Tampa Bay Regional Planning Council in 2018.

It is imperative we establish state-of-the art water quality monitoring throughout our southern coastlines as well as in the interior freshwater bodies that transport pollutants to the coastline. Through FIU's Center of Excellence in Aquatic Chemistry and Environment (described below), we are developing the tools necessary to provide the real-time data necessary to make predictions regarding harmful algal blooms.

In this initiative, we propose to acquire and employ a real-time, distributed sensing platform to measure and predict the occurrence of HAB species and their likely severity and impacts on coastal ecosystems. In order to improve ecological models that predict the presence and locations of harmful algal blooms, FIU seeks to understand the factors driving bloom dynamics.

To model the timing and spatial distribution of HABs, FIU must be able to simultaneously measure climate (air temperature, light, windspeed and direction), aquatic environmental drivers (temperature, light, turbidity,

dissolved oxygen, nitrogen, phosphorus, pH, pCO₂, conductivity), biotic responses (algal cell densities and sizes, fluorescence, chlorophyll) and current/flow profiles (3-dimensional current velocity and direction, wave direction). This requires the design, development and deployment of a sophisticated water quality buoy platform that simultaneously measures the biological and physical variables associated with poor water quality and the development of HABs. We will also develop sensing techniques specific for brevetoxins, known to be harmful to humans.

To fully utilize these data, we will develop and maintain a near, real-time data base for both Biscayne and Florida Bays, and the Florida Keys built on our 20-year record of data collected along a series of monitoring stations. In addition to a spatially explicit data base, computer scientists in our CREST Center (described below) are developing computer algorithms to search other existing city, county and state datasets such as those at Florida Department of Environmental Protection (FDEP), South Florida Water Management District (SFWMD), Miami Dade County, etc. to harvest existing data and more fully populate the FIU data base with ancillary information.

It is important to note that while it is imperative to be able to predict where and when nuisance algal blooms will occur to prevent human health issues, it is equally important to be able to predict where coastlines are free of such events and readily usable to the public and tourists.

2. Environmental Forensics and Public Health

Environmental Forensics requires a cross disciplinary approach that encompasses the understanding of the sources of environmental contaminants, their transport through key ecosystems and their subsequent incorporation into humans and other fauna. The role of contaminants such as magnesium, calcium, zinc or manganese in high concentrations are now known to be involved in the onset and progression of chronic diseases like Alzheimer's and Parkinson's.

This initiative will: (a) improve basic scientific understanding of global change and anthropogenic effects caused by multiple environmental drivers, the physical and biological responses measured in water quality, soil and sediment contamination, emerging diseases, invasive species and other global stressors that are a risk to ecosystems and community health—filling the knowledge gap; (b) train students in the practices and uses of technologies needed to better understand risk assessment and mitigation with innovative solutions; and (c) provide state of the art facilities that can support faculty and student researchers at FIU and

around the nation--to fill research gaps that now exist because the capabilities and instrumentation are not available.

The team composition reflects the complex nature of the problem; toxic metals, for example, are affecting ecosystems like the Florida Everglades and its resources, inducing adverse outcomes pathways in marine organisms, influencing mental health of populations and creating environmental inequalities in minority populations. Another area of concentration is the characterization of environmental materials for provenance discrimination and or geographic origin identification.

3. Environmental Finance and Risk Management

Sustainable environmental policies and practices depend upon creating trans-disciplinary programs that integrate between finance and natural systems. This integration can be achieved by linking financial theory and innovations to environmental sciences. While society currently tries to manage perceived risks or deficiencies by encouraging specific applications of finance - e.g. hazard insurance finance, home mortgage finance, energy finance, climate finance, forest finance, fisheries finance, ecosystems restoration finance, etc. - resilience requires a holistic understanding of how these and other applications, policies, and institutions interact as part of a coupled complex human and natural systems. FIU's approach advances a holistic viewpoint that identifies key interrelationships between finance and the human dimensions of environmental change.

The Environmental Finance and Risk Management program will be based on the rationale that an expenditure of funds is required for large-scale anthropogenic environmental change (e.g. land development, resource extraction and harvesting, manufacturing, distribution, disposal, cleanup, restoration). Human action as financial transactions is essential, since "conservation without finance is just conversation". Conversely, too much money that is wrongly directed money can induce harmful environmental action.

Modern mathematical finance sprang from the theory of heat diffusion in a fluid and was then used to forecast securities prices. Important practical applications have since extended these theoretical links. The payoff of catastrophe bonds and weather derivatives is explicitly tied to environmental parameters, thus requiring knowledge of both science and finance.

Our environmental finance program will use a convergent research approach, compared to past academic models that separated financial

engineering from environmental sustainability. The National Academies defines “Convergence” as “research driven by a specific and compelling problem” requiring “deep integration across disciplines”. In addition, NSF considers Convergence research one of its “10 Big Ideas for Future Investment.” Environmental finance and risk management will be a first-of-its-kind transformative example of Convergence.

This program will support emerging research involving risk management, resilience, sustainability and coupled systems. It will also emphasize environment-linked finance’s relevance to a growing number of exciting commercial and policy applications. Graduate students will be supported to conduct research in this new, convergent research area and to pursue future careers in environmental resilience.

4. Family Preparation and Resilience to Disasters

Given the increased frequency with which severe weather events have been impacting Florida, the preparation of our most vulnerable populations are critical, both pre- and post-hurricane events. FIU’s Center for Children and Families (CCF) and the Extreme Events Institute (EEI) are well positioned to address this critical issue. These teams will coordinate to develop workshops focused on promoting storm-related media literacy for Floridians by helping families (a) make sense of meteorology reports and storm updates, (b) learn to distinguish actionable updates from less emotional “spectacle-focused” coverage, and (c) learn the negative impacts that extensive pre-storm media exposure can have on child and family functioning. Parents will receive coaching in how to talk to children across different developmental levels about impending storms and about storm-related destruction and loss, and will be trained in how to identify signs of significant post-storm adjustment difficulties in their children and themselves.

In the context of severe weather events, addressing storm-related emotions and preparation is critical from a public mental health perspective, but is also critical from the perspective of public safety. Increasingly, research documents how stress and panic in the population constrain responsible decision-making and place Floridians at risk. During storm watches, masses of individuals not dwelling in evacuation zones make emotion-based decisions that contribute to pervasive traffic congestion/gridlock and widespread gas shortages that disrupt and prevent timely evacuation for those in mandatory evacuation zones and in immediate danger. Poor pre-season household preparation (e.g., stocking water, non-perishables, batteries, and other supplies) leads to abrupt supermarket shortages during individual storm watches that lead to additional unwarranted evacuations that burden the smooth and timely

flow of evacuees from high-risk/mandatory evacuation regions. In fact, one of the leading reasons individuals in high-risk zones give for not choosing to evacuate is their concern that evacuation routes (and subsequent return routes) will be overcrowded and they will not have access to additional needed fuel along the way.

Once the storm-related prevention workshops are developed, the CCF is well-poised to disseminate them to the rest of the State of Florida through multiple mechanisms. The CCF's annual Miami International Conference on Evidence-based Treatments for Childhood and Adolescent Mental Health (MICAMH) can also be used as a dissemination site as it is attended by mental health professionals from throughout the state. Further, the CCF has extensive experience disseminating information to mental health and health professionals throughout Florida and the U.S. through its decade-old website on Evidence-based Practices in Child Mental Health. Further, Dr. Jonathan Comer, a member of the CCF with expertise on the impact of disasters on child mental health has developed procedures for modifying parenting programs to be delivered over the internet, and has shown that the impact is comparable to face-to-face trainings/sessions. Thus, the team will develop both face – to-face and web versions of the storm-related prevention materials, as well as other formats, such as apps. The dissemination effort will also be facilitated through the extensive networks of the Extreme Events Institute (EEI) at FIU.

C. Workforce of the Future

Attracting and retaining top research faculty will continue to provide our undergraduate and graduate students with exceptional preparation for innovatively solving the most critical environmental resilience challenges. In addition to traditional in-class and lab training, this proposal includes extensive field opportunities and workforce training components. The U.S. Bureau of Labor Statistics, Employment Projections program highlights jobs requiring degrees, credentials, and skills offered by this trans-disciplinary program, e.g. Environmental Risk Management, Engineering, Public Health and Disaster Management.

Future workforce will need new skills to be able to communicate across disciplines, implement convergent research approaches, as well as navigate the technological innovations of the coming decades. Alongside the research programs mentioned above, we will develop the workforce needed to address environmental resilience challenges locally and nationally. A few specific programs to be added to our current offerings are outlined below:

Environmental Fellows pipeline and top student recruitment.

The Environmental Fellows pipeline will be focused on the development and recruitment of top-qualified and diverse talent from South Florida schools. This will include high school teacher trainings, intense summer research experiences, guaranteed undergraduate research placements and paid internships in the fields related to Environmental Resilience.

Graduate student retention, doctoral student and postdoctoral fellow support.

Graduate students and postdoctoral fellows constitute a fundamental scientific workforce for research centers and research programs. FIU will provide financial support for recruitment and retention of graduate students and postdoctoral fellows who will work with the faculty directly involved with these programs.

Industry partnerships, trainings and certifications.

This funding will support partnerships with industry in developing technological solutions to address environmental challenges and partnerships in workforce training. Artificial intelligence, robotics and financial management in industry competency for environmental resilience associated with the proposed Environmental Resilience program of distinction.

Artificial Intelligence & Robotics.

Automation and machine intelligence promise to fuel economic growth and produce new occupations, with likely impact on almost all industries and occupations. The broad-based application of Artificial Intelligence (AI) to software and hardware systems is launching a significant leap forward, creating intelligent software applications and robotic machines that learn from experience to make decisions and process vast amounts of data to reach independent conclusions. Therefore, we propose training in automation and robotic processes, in partnership with our Robotics Academy.

Environmental Finance.

Like environmentally linked health issues, very few students or faculty have training in bringing together finance and environmental issues. This initiative will link our Extreme Events Institute with our nationally ranked College of Business to establish a certificate program in Environmental Finance, not only for our students but for professionals from around the country, and the world who are working to solve the challenges of Environmental Resiliency. The overarching goal of the Certificate Program is to spur an understanding of how the modern global financial system interacts with multiple natural systems. Specific goals are to train future scientific, financial, and policy professionals in:

- The advanced quantitative skills required to understand, evaluate, and price modern financial instruments that are linked to environmental parameters. Such skills include scientifically-based risk assessment, analytic techniques of mathematical finance, and computer-based simulation techniques.
- Key statistical methods, and techniques for applying these methods to scientific and financial data.
- Key concepts of the role of finance as part of the dynamical coupled Earth Systems.

To further disseminate the findings from this LBR, FIU will develop a series of workshops that can be provided to stakeholders, policy makers and business and government entities to explore new ways to link finance with environmental resilience.

D. Research Centers and Programs Participating in the Environmental Resilience Core Competence Program

The Institute of Water and the Environment

The Institute of Water and the Environment has over 130 faculty and staff and includes the Southeast Environmental Research Center (SERC), the Center for Coastal Oceans Research and the Medina Aquarius Program, the Florida Coastal Everglades Long Term Ecological Research Program, plus an NSF-funded Center of Excellence on aquatic chemistry and ecotoxicology. It also includes the Sea Level Solutions Center, bringing together faculty from nearly every college and school at FIU to address challenges posed by rising seas and other environmental challenges. In addition, the Institute features organized research units on the Sustainable Built Environment and Informatics, International Programs, and a UNESCO Chair on Water Security and Social Equity. From the wetlands of the Everglades to the coral reefs in the oceans, institute researchers are helping to preserve freshwater and marine resources for future generations. The Institute of Environment is the largest research center/institute at FIU, with a portfolio of over \$40M in research awards, which includes both research grants and training grants for undergraduate and graduate students.

The Director of the Institute, Dr. Todd Crowl has more than 30 years of experience working on interdisciplinary projects related to ecosystems science and aquatic ecology, including urban stream ecology. Dr. Crowl has received and managed more than \$40M of grants, including two of the NSF's largest Center of Excellence awards.

The Institute of Water and the Environment houses several flagship programs that have State of Florida, national and international recognition. These flagship programs include:

- The Center for Aquatic Chemistry and the Environment (CACHÉ); which is a National Science Foundation (NSF) Center of Research Excellence in Science and Technology (CREST) that tackles one of the most complex challenges: environmental contamination. CREST has funded over 30 PhD students and over 50 undergraduate and masters students.
- The Florida Coastal Everglades (FCE) LTER Program; which is part of the [Long Term Ecological Research \(LTER\) Network](#) established by the National Science Foundation in 1980. The FCE LTER Program was established in May of 2000 in south Florida, where a rapidly growing population of over 6 million people live in close proximity to - and in dependence upon - the Florida Everglades. The program includes 86 senior scientists and 77 students from 29 institutions. FCE researchers study how hydrology, climate, and human activities affect ecosystem and population dynamics in the ecotone and more broadly, the Florida Coastal Everglades. FIU researchers working in the Everglades provided the data and water quality analyses that were used to set Florida's water quality criteria. The criteria for allowable Phosphorus concentrations in freshwater are still in force.
- The Southeast Environmental Research Center (SERC) Water Quality Monitoring Network. Operated by SERC, the function of the Network is to address regional water quality concerns that exist outside the boundaries of individual political entities. Funding for the Network has come from many different sources with individual programs being added as funding became available. Field sampling occurs over different time periods due to the nature of the funding. The Florida Keys National Marine Sanctuary and the Southwest Florida Shelf are sampled quarterly. The data summary maps are produced on a quarterly basis by integrating the individual projects into one data file for that month sampled. Previous surveys of Biscayne Bay, Florida Bay & Whitewater Bay, Ten Thousand Islands, and Marco-Pine Island Sound were sampled monthly.
- The Center for Coastal Oceans Research. The Center consists of the Medina Aquarius Program, the world's only permanent undersea research laboratory, and partners with the Florida Keys National Marine Sanctuary, and the Rookery Bay Research Reserve.

The Extreme Events Institute (EEI)

The EEI comprises the International Hurricane Research Center and the Disaster Resilience and Climate in the Americas program. The EEI is a globally involved center for research, education, and training in natural hazards and disaster risk management. The Institute conducts multi-disciplinary research on hazards and vulnerabilities of all types, with emphasis on the role of pre-impact "risk drivers." The Institute includes faculty and researchers from the social and behavioral sciences, engineering, computer science, earth and atmospheric sciences, public health, public administration, business, and architecture. The EEI manages the Wall of Wind Laboratory, which was established through a State of Florida Center of Excellence, and is funded through the NSF Natural Hazards Engineering Research Infrastructure (NHERI) program. The EEI developed and manages the Florida Public Hurricane Loss Model. The EEI has a portfolio of \$15.6M in research awards from a variety of agencies, including the NSF, NOAA and USAID.

The Director of EEI is Dr. Richard Olson, an international expert on disaster management. Professor Olson was part of a research team to the 1972 Managua, Nicaragua earthquake and was subsequently involved in disaster response, research, and evaluation in more than 20 events, including Guatemala 1976 (earthquake); Chile 1985 (earthquake); Mexico City 1985 (earthquakes); Colombia 1985 (volcanic eruption and lahar) and 1994 (earthquake and landslide); Peru and Bolivia 1996-1998 (El Niño-Southern Oscillation); the Dominican Republic 1998 (Hurricane Georges); Honduras and Nicaragua 1998 (Hurricane Mitch); Belize 2000 (Hurricane Keith); and El Salvador 1986 and 2001 (earthquakes). He subsequently organized field research teams to the Chile and Haiti earthquakes of 2010.

The Institute for Resilient and Sustainable Coastal Infrastructure (InteRaCT)

InteRaCT identifies engineering solutions for challenges faced by aging infrastructure and develops innovative and economical technologies for the creation of resilient and sustainable communities. The economic prosperity of the United States is closely related to the health of the nation's infrastructure, which includes Aviation, Bridges, Dams, Drinking water, waterways, ports, rail, transportation, roadways, ridges, communication, energy, waste water systems, water management systems, and power systems, to name few. InteRaCT is an umbrella organization that incorporates bridge engineering, the U.S. Department of Transportation-funded University Transportation Center (ABC-UTC), and the Lehman Center for Transportation Research. InteRaCT has a portfolio of research awards of \$5.1M. The Director of the

Institute, Dr. Atorod Azizinamini was recruited as a Cluster hire to be the chair of Civil and Environmental Engineering in 2011.

The Brain, Behavior and the Environment Program

The Brain, Behavior and the Environment Program is a trans-disciplinary initiative at FIU that unites the dynamic and diverse neuroscience community at FIU toward three goals: to create and empower research programs focused on environmental causes of neurological disease, to devise strategies and develop treatments for neurological disorders using novel neuroscience and engineering tools as well as pharmacological approaches, and to establish a rich educational resource in South Florida to educate students, faculty, clinicians, the public, and health officials on the role that environmental factors play on neurological disease. This program currently has \$10M in research awards, with the majority being from the NIH.

The Brain, Behavior and the Environment Program includes a multidisciplinary group of faculty. Its Director is Dr. Tomas Guilarte, Dean of the Robert Stempel of Public Health & Social Work. Dr. Guilarte was recruited through a World Class Scholars initiative. Dean Guilarte is renowned for revealing the effects that low-level lead exposure has on the central nervous system during brain development, a discovery that led to strategies for mitigating learning deficits. He joined FIU after serving as the inaugural Leon Hess Professor and Chairman of the Department of Environmental Health Sciences at Columbia University-Mailman School of Public Health in the City of New York. Prior to Columbia University, Dr. Guilarte spent three decades as a professor and researcher in the Department of Environmental Health Sciences at the Johns Hopkins University Bloomberg School of Public Health.

The Center for Children and Families (CCF)

The CCF is a nationally recognized, interdisciplinary clinical research center committed to improving the lives of children and families struggling with mental health concerns. The mission of the CCF is to (1) study the causes and nature of children's mental health problems, (2) to develop and test intervention and prevention models for evidence-based, cost-effective services that can be used to improve mental health in children and families at a population level (3) to provide services for children and families in clinic and community settings, and (4) to educate students, families, and professionals in the U.S. and abroad regarding the causes and treatment of childhood mental health and effective intervention and prevention. The CCF has over \$60M in research awards (50 grants), with the majority being from the NIH. The CCF was recruited to FIU from SUNY Buffalo as a part of a Cluster Hire, and its Director, Dr. William Pelham, is internationally recognized as a leader in child mental

health and has received numerous national awards recognizing his contributions. Dr. Pelham has hired 25 faculty members in the CCF, all of whom have all obtained federal funding for their research and the majority of whom have won early and midcareer awards for their research. Dr. Jon Comer, for example, has received national exposure for his research on children's response to disasters, including hurricanes. Dr. Pelham has held more than 80 research grants (16 current) from federal agencies (NIMH, NIAAA, NIDA, NINDS, NICHD, IES), foundations, and pharmaceutical companies, and has over 400 scientific publications. CCF faculty together publish more than 160 scientific papers annually. Dr. Pelham and other CCF faculty have served as consultants/advisors to numerous federal agencies (e.g., NIMH, NIAAA, NIDA, NICHD, IES, ACF, SAMHSA, IOM, OMAR, the CDC, and AHRQ,) and national organizations (AAP, AACAP, APA, CHADD, NICHQ, SDBP). The CCF conducts annually a nationally-prominent, annual conference, the Miami International Conference on Evidence-based Treatments for Childhood and Adolescent Mental Health (MICAMH), that is attended by more than 500 MH professionals throughout Florida.

E. Funding Categories

Faculty Recruitment/Teaching and Research (\$7,000,000)

Faculty are the main drivers of research and student success at a University. To expand the interdisciplinary research collaboration of the Environmental Resilience program of distinction, faculty recruitment will be essential. Following the successful approach that has brought FIU to the status of a Research I University, the faculty recruited into this core program of distinction will consist of clusters that will both complement and add to the existing faculty; and will be world class in their achievements and potential. We will focus on expertise in the intersect of environmental factors and public health, and resilient infrastructures. We will recruit 3 members of the National Academies of Sciences, 21 senior level faculty and 16 mid-level faculty.

The full impact of a program of distinction encompasses both research and teaching. Our goal is the program to be a critical contributor to student success in all the areas (environment, infrastructure and public health) that are the interdisciplinary components of the program. Therefore, we will accelerate the recruitment of new faculty, with the recruitment focusing on curricular areas with highest demand within the integrated program. These new faculty members will focus on offering undergraduate level courses in various modalities to meet student demand and supply additional class sections required to ensure timely degree completion.

Environmental Fellows Career Pipeline (\$1,000,000)

The Environmental Fellows pipeline will be focused on the development and recruitment of top-qualified and diverse talent from South Florida schools. This will include high school teacher trainings, intense summer research experiences, guaranteed undergraduate research placements and paid internships in the fields related to Environmental Resilience.

Early engagement in research experiences leads to undergraduate student success, both in terms of early graduation and job placement success or continuation to post-graduate education. The Environmental programs at FIU already have recruitment and training connections with high schools and State Colleges. This includes Research Assistantships for High School Students (RAHSS), as well as the Research Experience for Teachers (RET) and the Wind Engineering for Science Teachers (WEST) Workshop, which involves seasoned Miami-Dade County Public School (M-DCPS) teachers participating in a 6-week wind engineering research program. We will design an Environmental Academy pipeline by accelerating dual enrollment, providing High School students with summer research basics/fundamentals; and professional development for High School science teachers to strengthen the pipeline.

This component of the program will also focus on establishing an early pipeline of State College students with interest in the fields of study associated with the program. FIU is already co-located with MDCPS's Marine Academy of Science and Technology (MAST) at its Biscayne Bay Campus.

Doctoral Student Support (\$800,000)

FIU's doctoral degree production has increased by 68% since 2013-14, with increases in research doctorates of 38%. Research doctoral education is an integral part of research preeminence, and a necessary component of recruitment of world class faculty. We will dedicate some of the financial support of doctoral students that will be part of the academic programs connected to the proposed program of distinction. This will support the continued success of these programs by being able to recruit the best and brightest doctoral student candidates. Since the research programs and institutes that are part of the proposed program of distinction receive significant external research grants and drive FIU's innovation, this investment will in turn increase external funding for doctoral students and amplify FIU's innovation impact.

Program of Distinction Postdoctoral Fellows (\$750,000)

Postdoctoral scholars constitute a fundamental scientific workforce for research centers and research programs. World Class faculty, when recruited, require postdoctoral support to support their research, and successful postdoctoral scholars conduct research, add to the research funding and assist in the training of undergraduate and graduate students.

Faculty Research Grant Support (\$600,000)

The growth of the program of distinction in terms of obtaining external research funding and quickly moving the research finding into technical applications and programmatic applications will depend on the recruitment of staff that will provide administrative support, and perhaps more importantly support in the pursuit of funding for the basic and translational research that will be conducted.

Recruitment Scholarships and Retention/Completion Grants (\$1,500,000)

This funding will expand the merit scholarship budget towards the goal of improving the incoming student profile in the disciplines associated with the Environmental Resilience program of distinction, as well as retaining and accelerating the graduation rates of students. These funds also support students who face unexpected emergencies and financial circumstances that impact their ability to remain enrolled.

Industry Partnerships for Economic Growth/Workforce Development in Environmental Resilience (\$1,000,000)

An important component of FIU's 2025 Next Horizon Strategic Plan is learner success through alignment with industry workforce needs. This funding will support partnerships with industry in developing technological solutions to address environmental challenges and partnerships in workforce training. Artificial Intelligence, Robotics and Financial management in industry competency for Environmental Resilience associated with the proposed Environmental Resilience program of distinction.

This will include:

- Identification and badging "essential" skills
- Identification and badging industry-recognized credentials throughout degree programs
- Alignment of essential skills to University Core Curriculum
- Development and/or alignment of continuing education for workforce development

Ongoing Support for Field Deployed Monitoring Equipment and Data Processing Technologies (\$2,000,000)

The funds will be used to establish and maintain world-class coastal monitoring systems and centralized data-processing to inform policy and decision-making. This dataset will be available to all researchers focused on enhancing the resilience of Florida's coastal environment and the large populations living in near proximity. This program will require continuous upgrades and maintenance support to ensure it is well-positioned to help answer the critical questions facing the State of Florida.

3. **Return on Investment** - *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes.*

Return on Investment will be measured through metrics that are directly related to the impact of the Environmental Resilience program on specific areas of program focus, as well as on the overall impact on FIU's progression in student success and research excellence. Through the program's accomplishments, FIU will also contribute to the SUS goal of Florida continuing to lead in higher education across the nation. Competition for economic drivers such as corporations, business infrastructure and R&D is estimated to only increase across the State, and we believe FIU's relative contributions to these SUS goals will help to retain existing and drive new business and industry to Florida.

The LBR request focuses on Accelerating Program of Distinction Research, Student Success and Innovation Impact. We will have metrics directly associated with the Program of Distinction, as well as Overall Return on Investment (ROI).

The metrics measuring Program success will be as follows:

- Buoy Design and Construction for water monitoring by the end of the first year, and deployment on the second year.
- Initial mapping of coastal water monitoring needs.
- Development of storm-related prevention workshops during the first 6 months of the year.
- During second year, sessions of the Miami International Conference on Evidence-based Treatments for Childhood and Adolescent Mental Health (MICAMH) dedicated to storm-related prevention workshops for mental health professionals and parents.
- Within the first year of the LBR funding, the Environmental Resilience program will submit at least one student training grant to the NIH or NSF to financially support students being trained in the program.

- Within the first year of the LBR funding, the Environmental Resilience program will submit a NIH Core Center of Excellence (P30) grant application to National Institute of Environmental Health Sciences (NIEHS) focusing on addressing the impact of environmental factors on brain health.
- Over the first five years, the rankings, based on research expenditure growth, of the academic fields associated with the Program of distinction will improve in the NSF HERD's STEM field categories as follows:
 - Environmental Sciences – From current #65 among public universities to top 50.
 - Computer Science – From current #54 among public universities to top 40.
 - Health Sciences – From current #90 among public universities to top 75.
 - Psychology – From current #9 among public universities to top 5.

The Overall Return on Investment (ROI) will be as follows:

- The FIU FTIC 4-Year Graduation Rate to improve by 54% (from 38.9% in 2018 to 60% in 2025).
- The FIU FTIC 6-Year Graduation Rate to improve by 23% (from 57% in 2018 to 70% in 2025).
- The FIU FTIC 2-Year Retention Rate to improve by 2.3% (from 88% in 2018 to 90% in 2025).
- Total doctoral degrees to increase by 49% (from 404 in 2018 to 600 in 2025).
- Total research PhD degrees to increase by 58% (from 200 in 2018 to 315 in 2025).
- Total Research Expenditures to increase by 53% (from \$196M in 2018 to \$300M in 2025).
- Science & Engineering Research Expenditures to increase by 52% (from \$166M in 2018 to \$252M in 2025).
- Non-Medical Science & Engineering Research Expenditures to increase by 53% (from \$153M in 2018 to \$234M in 2025).
- Industry-related research and design to increase by 115% (from \$9.3M to \$20M).

III. Facilities *(If this issue requires an expansion or construction of a facility, please complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
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1.	N/A			
2.				

2020-2021 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)

University: Florida International University
Issue Title: Program of Distinction in Environmental Resilience

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	51.00	0.00	51.00
Other (A&P/USPS)	12.00	0.00	12.00
	-----	-----	-----
Total	63.00	0.00	63.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$5,822,869	\$0	\$5,822,869
Other (A&P/USPS)	\$749,962	\$0	\$749,962
	-----	-----	-----
Total	\$6,572,831	\$0	\$6,572,831
	=====	=====	=====
Salaries and Benefits	\$8,808,251	\$0	\$8,808,251
Other Personal Services	\$1,166,774	\$0	\$1,166,774
Expenses	\$4,674,975	\$0	\$4,674,975
Operating Capital Outlay	\$500,000	\$0	\$500,000
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
_____	\$0	\$0	\$0
_____	\$0	\$0	\$0
_____	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$15,150,000	\$0	\$15,150,000
	=====	=====	=====

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

December 5, 2019

Subject: Authorization of the Board of Trustees for the University to implement an industrial hemp pilot project in accordance with Section 1004.4473, Florida Statutes.

Proposed Committee Action:

Authorize the University to implement an industrial hemp pilot project in accordance with the requirements of Section 1004.4473, Florida Statutes.

Background Information:

Section 1004.4473, Florida Statutes (the “Statute”), allows universities to implement industrial hemp pilot projects under the circumstances set forth in that statute. “The purpose of the pilot projects is to cultivate, process, test, research, create, and market safe and effective commercial applications for industrial hemp in the agricultural sector in this state.”¹ Among the requirements of the Statute is that “a university must obtain the authorization of its board of trustees before implementing an industrial hemp pilot project.”²

The University would like to implement an industrial hemp pilot project to further the research mission of the University.

The Statute defines “Industrial hemp pilot project” as “a project that includes research of industrial hemp and any aspect of cultivation, harvesting, processing, market research, and sales of approved industrial hemp agricultural, industrial, and commercial products.”³ Industrial hemp is defined as “all parts and varieties of the cannabis sativa plant, cultivated or possessed by an approved grower under the pilot project, whether growing or not, which contain a tetrahydrocannabinol concentration that does not exceed 0.3 percent on a dry-weight basis.”⁴

¹ Section 1004.4473(2)(a), Fla. Stat.

² Section 1004.4473(3), Fla. Stat.

³ Section 1004.4473(1)(d), Fla. Stat.

⁴ Section 1004.4473(1)(c), Fla. Stat.

The Statute requires that a university must partner with a “Qualified project partner”,⁵ which is defined as: “a public, nonprofit, or private entity that:

1. Has a principal place of business in this state.
2. Has access to a grow site and research facility located in this state which is acceptable for the cultivation, processing, and manufacturing of industrial hemp and hemp products, as determined by the department.
3. Submits a comprehensive business or research plan acceptable to the partnering university.
4. Provides proof of prior experience in or knowledge of, or demonstrates an interest in and commitment to, the cultivation, processing, manufacturing, or research of industrial hemp, as determined by the department.

The Statute charges the Florida Department of Agriculture and Consumer Services (the “Department”) to “authorize and oversee the development of industrial hemp pilot projects for [among other entities, a] ... state university that has an established agriculture, engineering, or pharmacy program” and to adopt rules including rules for the certification and registration of sites used for growth or cultivation.⁶ The Department “shall adopt rules that address safety, compliance, and accountability and, at a minimum, require the universities to provide detailed information on:

1. The scope, design, and objectives of the pilot project.
2. Personnel and participants involved in the pilot project.
3. Facility locations and security.
4. The chain of control of hemp material.
5. The economic impact of the pilot project on the state’s agricultural sector.
6. Genetic research, ensuring that psychotropic compounds will not be synthesized.
7. Compliance with state and federal law.⁷

A pilot project authorized by a university must be registered with the Department and must comply with rules adopted by the Department.⁸

The Statute requires that the university’s research office oversee the pilot project and ensure compliance with rules adopted by the Department.⁹ The Statute further requires that the “research office must identify a contact person who is responsible for oversight of the pilot project and shall adopt procedures and guidelines to ensure the proper operation of the pilot project, the proper handling of hemp material and products, compliance with state and federal law, and the safety and security of the pilot project facility.¹⁰ At a minimum, the guidelines must:

⁵ Section 1004.4473(1)(f), Fla. Stat.

⁶ Section 1004.4473(2)(a), Fla. Stat.

⁷ Section 1004.4473(2)(b), Fla. Stat.

⁸ Section 1004.4473(3), Fla. Stat.

⁹ Section 1004.4473(5), Fla. Stat.

¹⁰ Id.

- (a) Designate the physical location, global positioning system position, and map of the pilot project facility. Areas within the facility must be designated as general access or limited access. An area where hemp material is cultivated, processed, stored, or packaged or where industrial hemp research is conducted must be designated as limited access. Limited-access areas must be restricted to entry by qualified program personnel and authorized visitors accompanied at all times by qualified program personnel. All other areas of the facility may be designated as general access and are open to authorized visitors, regardless of whether accompanied by qualified program personnel.
- (b) Identify the qualified program personnel involved in the pilot project who meet the requirements of 21 CFR s. 1301.18¹¹ pursuant to the Agricultural Act of 2014, 7 U.S.C. s. 5940¹².
- (c) Authorize the qualified program personnel to handle, grow, cultivate, process, and manufacture hemp materials.
- (d) Establish a testing program and protocols to ensure the proper labeling of hemp material.

A university that implements an industrial hemp pilot project shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the status of its pilot project and any research related to the cultivation, harvesting, processing, and uses of industrial hemp within 2 years after the pilot project is implemented.¹³

The contact person of the Office of Research and Economic Development who shall be responsible for oversight of the pilot projects and for ensuring that the University adopts appropriate procedures and guidelines for the same, as well as for ensuring the registration of the pilot projects with the Department and compliance with the reporting requirements of the Statute, is William Anderson. A potential Qualified Project Partner has been identified as Green Point Research LLC and the University will work towards establishing a contractual relationship with that partner.

Supporting Documentation: *N/A*

Facilitator/Presenter: Andres Gil

¹¹ Contains requirements that protocols for research with controlled substances must meet.

¹² Federal statute that allows states to adopt research programs like the hemp pilot project at issue here.

¹³ Section 1004.4473(6), Fla. Stat.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
December 5, 2019

Subject: Authorization of the Board of Trustees for the University to implement an industrial hemp pilot project in accordance with Section 1004.4473, Fla. Stat.

Proposed Board Action:

Recommend to the Florida International University Board of Trustees to authorize the University to implement an industrial hemp pilot project in accordance with the requirements of Section 1004.4473, Florida Statutes.

RESOLUTION

WHEREAS, Section 1004.4473, Florida Statutes (the “Statute”), allows universities to implement industrial hemp pilot projects under the circumstances set forth in that statute to cultivate, process, test, research, create, and market safe and effective commercial applications for industrial hemp in the agricultural sector in this state; and

WHEREAS, the Statute, among other things, requires that “a university must obtain the authorization of its board of trustees before implementing an industrial hemp pilot project;” and

WHEREAS, the University would like to implement an industrial hemp pilot project to further the research mission of the University.

NOW THEREFORE, the Board hereby authorizes the University to implement hemp pilot project in accordance with the requirements of the Statute, with such project being overseen by the Office of Research and Economic Development.

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

Adopted this _____ day of _____, 2019 by the Board of Trustees of Florida International University.

Claudia Puig
Chair
FIU Board of Trustees

Mark B. Rosenberg
Corporate Secretary
FIU Board of Trustees

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
 December 5, 2019

Subject: New Program Proposal: FIU Embrace Education Program

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the New Program Proposal: FIU Embrace Education Program

Background Information:

Florida International University proposes a Florida Postsecondary Comprehensive Transition Program (FPCTP) designed to provide a three-year academic and experiential program for individuals with intellectual disabilities. This non-credit program focuses on job training and academic development with the goal of eventual independent living.

Florida Statute (FS 1004.6495, Section (6)(a) 1)¹ requires the FPCTP approval process include the governing board. Thus the FIU Board of Trustees must vote on approval of the program prior to submission for approval by the Chancellor of the State University.

Supporting Documentation: Executive Summary: FIU Embrace Education Program New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

¹ Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495)

(6) *INSTITUTION ELIGIBILITY AND RESPONSIBILITIES.*—

(a) *To offer an FPCTP, the president or executive director of an eligible institution, as applicable, must submit to the center, by a date established by the center, the following:*

1. *An application for approval of a comprehensive transition program proposed by the eligible institution, which must be approved by the institution’s governing board...*

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FIU EMBRACE EDUCATION PROGRAM**

EXECUTIVE SUMMARY

Florida Postsecondary Comprehensive Transition Program (FPCTP) Application (FS 1004.6495)

The higher education Act of 1965 Part D (The Higher Education Act Of 1965) and the Florida Postsecondary Comprehensive Transition Program Act (the Florida Act) FS 1004.6495 established the need for higher education institutions to provide postsecondary education opportunities for students with intellectual disabilities. Moreover, the Florida Act expanded independent living, inclusive and experiential postsecondary education and employment opportunities for students with intellectual disabilities. The Florida law also established the Center for Unique Abilities (the Center) as the statewide coordination center and charges the Center with oversight of the FPCTP application and approval process, student and program scholarship awards, accountability and program renewal requirements.

For programs to be approved by the Center, the FPCTP must first gain approval through FIU's Board of Trustees and the State University System Chancellor. The eventual approval by the Center will afford the program students access to Title IV Financial Aid funds.

FIU Embrace is seeking approval from the Board of Trustees to submit an application to the Chancellor of the State University System for approval prior to submission to the Center for Unique Abilities for FPCTP designation.

FIU Embrace Program overview

The FIU Embrace Education program is a three-year, non-degree, postsecondary comprehensive transition program for students ages 18-28 with intellectual disabilities (ID). The program's goal is to offer an inclusive and accessible education that prepares students for competitive integrated employment and independent living. The program provides a system of supports that include faculty, peer, academic and social mentors, an Employment Liaison, university-based resources, and other key project personnel who work directly with students to ensure that individual and program goals are met.

A Program of Study has been designed around skill development in five (5) transition domains: 1) Career Development & Employment; 2) Campus & Community Engagement; 3) Self-Determination; 4) Independent Living; and 5) Academic Enrichment. Students will audit twelve (12) academic credit courses: three (3) of which

are common core, all other courses are in their area of specialization: hospitality, health and wellness, digital communication, and technology; and select courses from a list of electives to meet the twelve (12) course program requirement for graduation. A certificate of completion will be issued by FIU's Continuing Education Department upon the successful completion of all components of the program and students can earn the digital credential and industry certifications in their area of specialization. In addition to these courses, students are required to participate in work-based learning opportunities and various seminars which are aimed at refining independent living skills.

Program Components	Year 1	Year 2	Year 3
Number of academic classes audited (total 12 classes)	Fall - 2 classes Spring - 2 classes Summer - 1 class	Fall - 2 classes Spring - 2 classes Summer - 1 class	Fall - 1 class Spring - 1 class Summer - None
Volunteer hours	20 hours/semester	20 hours (at least 10 must be off campus)/semester	¹ suggested
Faculty Mentor meeting	1 hr./week not including summer semester	1/hr./week not including summer semester	1 hr./week not including summer semester
Academic Mentor meeting	2-3 hrs./week	2-3 hrs./week	2-3 hrs./week
Social mentor meeting	1 hr./week	1 hr./week	1 hr./week
Job Shadowing	Fall semester -None Spring semester - 5-9 hrs./week Summer - None	Fall semester - 10 - 14 hrs./week Spring semester - 10-14 hrs./week Summer - None	None
Internship	None	None	Semester -15-20 hrs./week Summer - None
Dorm experience	Eligible to apply for second year	Available	None
Student Clubs	Must join at least 1 club	Must join at least 1 club	Must join at least 1 club
Independent Living Seminars	3 times per week	3 times per week	3 times per week
Student mentor	Assigned a student mentor 1hr/week	None	None
Physical activity	At least 1 activity/week	At least 1 activity/week	At least 1 activity/week ²
Conference/Travel	None	Eligible	Eligible

¹ During the third-year volunteer hours are not required. However, it is suggested that students continue their civic engagement activities with an organization in the community.

² During the third year of the program, the physical activity component is not required. However, students are strongly encouraged and supported to continue this activity.

ACADEMIC AFFAIRS REGULAR REPORTS
December 2019

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

I. STRATEGIC PLANNING

1. FIU *Next Horizon* 2025 Strategic Plan

For each goal (n=10) in the FIU *Next Horizon* 2025 strategic plan, an implementation committee is being formed. A total of 10 implementations committees will be charged with developing implementation plans that outline how we will achieve the following goals:

- Ensure timely graduation for all admitted students and provide exceptional, accessible and personalized educational experiences at every level of the university
- Align curriculum with career needs to ensure employment readiness, post-graduation success and workforce and industry advancement
- Connect with alumni and our communities (local, regional, national, global) through targeted marketing and communication campaigns, foster engagement opportunities for current students and build corporate/business and philanthropic partnerships
- Cultivate novel and interdisciplinary research, scholarship and creative activities across all levels of the university
- Support and continue to grow our preeminent programs
- Amplify our culture of social innovation and entrepreneurship along with increased opportunities for technology transfer
- Enhance FIU's national and global reputation among prioritized rankings, surveys and metrics
- Establish a flexible workforce structure in support of efficiency, productivity and retention
- Ensure that all investments are in support of the university and its mission
- Optimize operations and sustainability performance

Specifically, the 2025 Commission on Strategic Investments is being formed to ensure all investments are in support of FIU's mission strategic goals. Once formed, this commission will develop processes for quarterly review of strategic investments, efficiencies and return-on-investment performance measures in accordance with the accountability metrics outlined in the FIU *Next Horizon* 2025 strategic plan. Additionally, this commission will review and prioritize the implementation plans put forth by the strategic plan implementation committees.

2. Quality Enhancement Plan

The Southern Association of Colleges and School Commission on Colleges (SACSCOC) will conduct a review of FIU for reaffirmation of accreditation in 2021. A component of the reaffirmation review process is a *Quality Enhancement Plan (QEP)* that reflects and affirms FIU's commitment to enhance overall institutional quality and effectiveness by focusing on the improvement of student learning and/or success. The QEP must be derived from the institution's ongoing comprehensive planning and evaluation processes. Therefore, the FIU

Next Horizon 2025 Strategic Plan Steering Committee put forth recommended QEP topics to the FIU SACSCOC Leadership Team. The QEP will focus on artificial and emotional intelligence. The QEP Committee has been formed to develop the framework for implementation and assessment of student outcomes.

3. FIU ComPASS

Progress Summary – December 2019

FIU's Communication Protocol for Accountability and Strategic Support (ComPASS) was developed in 2016 to aid in the University's achievement of its *FIU Beyond Possible 2020* Performance Funding goals.

On July 23, 2019, the University had its 11th ComPASS session which focused on the Percent of bachelor's and Graduate degrees awarded in areas of Strategic emphasis. The session identified specific strategies that were implemented by each college to improve the proportion of the university's overall production of both bachelor's and graduate degrees in areas of strategic emphasis as identified by the Florida Board of Governors. Several follow-up meetings with university senior leadership and college leads have already been planned as a result of the session to reduce or eliminate the institutional roadblocks identified during the session. It is expected that these sessions will have a positive impact on strategic degree production thereby reversing the negative trend currently being experienced by the university specifically for this metric.

The next ComPASS session will be on December 11th, 2019 with an emphasis on Rankings and Research. In alignment with our *FIU Next Horizon 2025* strategic plan, this session will focus on increasing socially impactful research and creative activities in collaboration with partner universities both locally and globally. In addition, the Division of External Relations has contracted with Marketing consultants 160/90, to create a university-wide branding campaign to enhance FIU's visibility and reputation.

II. ACADEMIC AND CAREER SUCCESS

1. First Year Experience

The First Year Experience course (SLS 1501) has been a part of FIU's history for 30 years. It is a one-credit required course for all incoming freshman. As a high-enrolled and high-impact course, it is positioned to have significant influence on a student's success at FIU and beyond. In 2017, we embarked on an initiative to partner with Start-UP FIU to redesign the course. Our objective was to ensure that our students are prepared not only to be successful

college students, but to be successful leaders in the 21st century workforce. To do this, we sought to build into the course the skills students would need such as entrepreneurial thinking, problem solving, creativity and communication skills in addition to the critical life skills such as study skills, time and stress management, healthy relationships, physical and mental health and career readiness. Over the next several semesters, we collaborated with academic and non-academic units across the university to develop the curriculum and design the training for the 150 instructors who teach the course every year. Most recently, we have engaged with the academic colleges to design discipline and meta-discipline specific sections.

As of July 30th, 2019- 1,051 FIU freshman students have completed the SLS 1501 Evaluation surveys.

- 93.81% of students agreed and strongly agreed that SLS allowed them to develop or enhance life skills, such as: time management, stress management, study skills and financial literacy.
- 93.91% of students agreed and strongly agreed that SLS allowed them to develop or enhance 21st Century skills, such as: critical thinking, communication, collaboration and creativity.
- 96.29% of students agreed and strongly agreed that due to what they learned in SLS 1501, they will use Design Thinking throughout their college career and beyond.

2. Center for Student Engagement

The Center for Student Engagement (CSE) was created to help students build affinity to the university and to support their success by fostering academic and career engagement opportunities via collaborative partnerships with the FIU community. The Center works with students to help them identify engagement experiences that meet their academic, personal and professional goals such as, building more intentional relationships with faculty, being more academically involved (e.g., joining a professional organization and undergraduate research) or finding internship opportunities to help them connect their college experiences with work experiences. CSE developed a searchable engagement database that currently has over 140 FIU opportunities that can be filtered by interest area and campus location. Students can also interact with an Engagement liaison face-to-face or via Zoom for a 1-hour engagement meeting where they can discuss their interests, develop SMART goals and create a personalized engagement plan. CSE also provides support to academic departments to help them engage their students. Faculty and staff are able to request and/or attend consultations, presentations or workshops for their units to better inform the development of student engagement programming.

III. ENGAGEMENT

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

On June 15, 2019, twenty-three learners graduated from UP Labs Cohort I. Fifteen out of twenty-three learners were placed into a health system for experiential learning. As of today, ten learners are gainfully employed within the healthcare industry, while one, is studying for the Florida Board of Nursing exam. Memorial Health System became an affiliate partner of UP Labs and moving forward will be placing learners in various departments within the hospital. All facilities within Memorial Health are open for experiential learning, which may lead to full-time opportunities within the hospital. On October 15, 2019, UP Labs became an award-winning program for Special Populations from UPCEA (University Professional and Continuing Education Association). UP Labs Cohort II, consisting of twenty-six learners is set to graduate on November 2nd, 2019 and all learners have been placed with our partner institutions for experiential learning.

Housed in FIU's Office of Engagement, the program's curriculum was developed by FIU's Office of Continuing Education in collaboration with industry advisors from Baptist Health South Florida, Memorial Health System and Health Foundation of South Florida. The goal is that all UP Labs learners complete the program and attain full-time positions within the healthcare industry and/or continue their education to attain a degree.

2. Community Coalitions: Talent Development Network (TDN)

The Talent Development Network (TDN) continues to build meaningful collaboration with the local Academic Leaders Council institutions and the Miami-Dade Beacon Council to connect talent to careers via internships in Miami's target industries.

TDN coordinated Miami Talent Day on September 6, 2019. In 2018, Miami Dade County officially marked September 7th as Talent Development Network Day. To celebrate, TDN hosted the second annual #TalentDay to highlight Miami's talent via a targeted social media. The goal is to help raise awareness and highlight South Florida's talent, it's employers and how internships are essential to help students get full-time jobs and develop a strong workforce. Last year, posts using the hashtag #TalentDay were seen 2.1 million times, reaching nearly 550,000 people. This year, with nearly 800 total posts across Facebook, Instagram and Twitter, posts using the hashtag #TalentDay were seen 2.9 million times, reaching over 730,000 people. #TalentDay was one of the top trending hashtags in Miami.

TDN is also hosting a four-part series of modules targeting potential employers to promote TDN and spread awareness of the value of paid internships. All academies are hosted at the Venture Café Miami from 6-8pm.

- The following have been completed with over 70 employers participating:
Part I: August 8, 2019 - Evaluating if an employer needs interns
- Part II: September 5, 2019 - Creating the internship program for your company
- Part III: October 3, 2019 - Legalities of internships, as well as, compensation guides and labor laws

In November, the topic will be about evaluating an intern and assessing if they should be hired as full-time staff member

3. Community Collaborations: Life Sciences South Florida (LSSF)

On September 20, 2019, Life Science South Florida held a workshop in collaboration with the FBI and the Jack D. Gordon Institution for Public Policy. The event was held at FIUat I-75. The panel discussion was composed of experts - David P. Fernicola, Jr. (Special Agent, Federal Bureau of Investigation), Myla Pilao (Director of Technology and Marketing at TrendMicro) and Brian Fonseca (Director of the Jack D. Gordon Institute for Public Policy at Florida International University). The purpose of the workshop was for experts on the topic of international threats to intellectual property and cybersecurity to provide insights into the threats universities face, the causes and preventative methods. We hosted about 30 guests from across the LSSF institutions, the FBI and the local community. All guests were sent a list of resources to aid in their preparedness against international threats on their intellectual property and cybersecurity safety and education.

On October 3, 2019, LSSF hosted the 1st Women in Life Sciences Brunch. The event was held at StartUP FIU. Guest speakers were Gina Alexis (President of The Alexis Group, Inc. and Chair of BioFlorida Southeast Chapter), Kate Black, Esq. (Shareholder, Data, Privacy, and Cybersecurity Group at Greenberg Traurig, LLP), Jennifer Esposito (VP, Health and Fitness Business Unit at Magic Leap), Marivette Navarrete (Founder and CEO of The Mujerista) and Dr. Roxana Ross (Director of Translational Research and Economic Development Operations and Proposal Development at NSU). The purpose of the event was to provide a space to: 1) cultivate relationships, 2) share experiences and journeys about the meaning of intersecting identities as women in the life sciences world and 3) share insights about how degrees in the life sciences can manifest into diverse, exciting and meaningful career paths. This event targeted undergraduate and graduate students, as well as, professional staff interested in the topic and/or forging community. Seventy guests, majority women but including a handful of men, joined us to hear from five accomplished women with academic backgrounds in the life sciences. Thirty percent of guests were students. Guests came from across the region, including Tampa, Davie and Fort Pierce. LSSF members from Indian River State College, Max Plank Florida Institute for Neuroscience and Broward College, Miami Dade College, Florida Atlantic University, St. Thomas University, Barry University, Nova Southeastern

University, Florida International University, Miami Dade Beacon Council and University of Miami were present. Industries that were also present: LGM Pharma, RunAsCloud and Quotient Science.

4. Community Outreach: US Coast Guard

On Wednesday, July 24th, the Office of Engagement hosted 264 members of the U.S. Coast Guard for their Family Hurricane Awareness Night. During this gathering, which took place in the Green Library, Coast Guard service women and men were trained on the processes and protocols to follow with family members before, during and after hurricanes and other natural disasters. Furthermore, on September 10th during our signature Tostada Tuesday event Commander Michael Kicklighter was a guest speaker. His talk focused on the recovery and rescue efforts provided by the U.S. Coast Guard on the eve, during and after Hurricane Dorian devastated our neighbors in the Bahamas.

5. Community Partnerships: City of Miami Beach

On September 16th, our STEM After-school Enrichment program began. The program includes classes in robotics, 3D-printing, logic and math games, MIT scratch. Currently, fifteen FIU computer science collegians teach these courses at Biscayne Bay Elementary and Fienberg Fisher K-8 Center. A total of 155 CMB elementary and middle school students are enrolled in the STEM After-school Enrichment Program. Additionally, on October 8th, we provided CMB schools with lesson plans that teachers in elementary, middle, and high school can use as a tool to education their students on the #PlasticFreeCMB campaign and movement towards environmentally sustainable materials and limited use of plastics in schools. The curriculum focuses on the causes and outcomes of plastic pollution and the significance of practicing environmentally sustainable behaviors and making environmentally sustainable daily choices. The office of engagement collaborated with Dr. Piero Gardinali and Candice Allouch to create and deliver this curriculum.

IV. ENROLLMENT MANAGEMENT AND SERVICES

1. University Enrollment

Summer 2019

Early Fall/Summer Point in Time Comparisons by Count Type and Term

Count Type	Summer 2018	Summer 2019	Diff	% Diff
Headcount	39,473	40,202	729	1.85%
Fundable FTE's	8,124	8,634	510	6.28%
Student Credit Hours	270,386	287,807	17,421	6.44%

10/07/2019 Reporting Date

As of October 07, 2019, we enrolled 40,202 students in courses for the summer 2019 term. This represents a nearly 2% increase as compared to summer 2018 enrollment of 39,473.

Fundable FTE's have increased by 6% or by 510, from 8,124 in summer 2018 to 8,634 in summer 2019. Student credit hour production increased by 17,421 or 6.44%, from 270,386 in summer 2018 to 287,807 in summer 2019.

Fall 2019

Fall Point in Time Comparisons by Count Type and Term

Count Type	Fall 2018	Fall 2019	Diff	% Diff
Headcount	58,063	58,739	676	1.16%
Fundable FTE's	18,063	18,120	57	0.32%
Student Credit Hours	591,342	593,976	2,634	0.45%

10/07/2019 Reporting Date

As of October 7, 2019, 58,739 students enrolled in fall 2019 courses. This represents a 1% increase as compared to fall 2018 enrollment of 58,063. Fundable FTE's have increased slightly from 18,063 in 2018 to 18,120 in 2019, a 0.32% increase. Student credit hour production increased by 2,634 or 0.45%, from 591,342 in fall 2018 to 593,976 in fall 2019.

The Office of University Admissions hosted Fall Showcase on September 28, 2019. More than 500 students and guests attended the event designed to show-off opportunities at FIU. In addition to seeing and learning about FIU, students had the opportunity to apply for admission, 45 of the 218 students in attendance applied for admission at the event; this is a 42% increase over 2018.

2. International Admissions

Fall and Summer 2019 FTIC applicants exceeded the previous year counts; however, we anticipated a reduction in admitted and enrolled students due to the increase in admissions criteria. International students are sensitive to changes in the SAT requirements due to the increasing number of test optional universities and the fewer opportunities for retesting. For the academic year 2019-2020, we enrolled 27.07% more transfer students (160 transferring students) than we did last year at this time. In addition to our partnerships with various cultural missions, our improvements in credential evaluation efficiency, communications, and admission decision processes contributed to this increase in transfer students.

We continue to admit students for the Spring 2020 admit term, and we are actively recruiting international students for the academic year 2020-2021. We anticipate an increase in students admitted into the Global First Year program as we adopted a more streamlined approach to inviting students into the program.

Point in Time Comparisons of Applied, Admitted, Matriculated, and Enrolled International Students by Level and Term

	Counts						Differences					
	SU18	FA18	SP19	SU19	FA19	SP20	SU	FA	SP	SU	FA	SP
<i>FTIC</i>												
Applied	305	808	398	308	919	406	3	111	8	1%	14%	2%
Admitted	215	278	125	182	237	136	-33	-41	11	-15%	-15%	9%
Matriculated	78	111	41	61	83	42	-17	-28	1	-22%	-25%	2%
Enrolled	60	94	0	45	67	0	-15	-27	0	-25%	-29%	0%
<i>UGRD Transfer</i>												
Applied	186	1,128	454	366	1,327	522	180	199	68	97%	18%	15%
Admitted	111	690	134	246	842	148	135	152	14	112%	22%	10%
Matriculated	96	546	51	209	684	59	113	135	8	118%	25%	16%
Enrolled	82	509	0	124	627	0	42	118	0	51%	23%	0%

3. Transfer and Transition Services

Transfer Credit Processing

During the summer 2019 semester, FIU and Hyland Software approved the contract for *Brainware for Transcripts*. This Optical Character Recognition (OCR) software interprets and posts hard copy transcripts directly into PeopleSoft. This software will significantly improve the processing time of hard copy transcripts from weeks to days. During this time, we also

established implementations consisting of members from both FIU and Hyland and began our first implementation activities on 10/15/2019.

On August 28, 2019, FIU Transfer Ambassadors and members of TAU Sigma National Honor Society (exclusive to transfer students), welcomed over 150 new transfers to our *Transfer Meet and Greet*. Through this event, we build a sense of community and care toward and among transfer students as they learn to navigate our institution. Students learn about important campus resources as they engage with one another, faculty and staff.

FIU Connect4Success

Leadership from the Dr. Floyd F. Koch Honors College at Palm Beach State College (PBSC) and the FIU Honors College executed a memorandum of understanding. The *Honors Transfer Pathway Program* guarantees admission to the FIU Honors College to eligible PBSC Honors College AA graduates (Admission is **not** guaranteed to FIU Limited Access programs.) To maintain students’ 4-year identity and build their affinity for FIU while at PBSC, we will offer customized events and workshops and pre-transfer advising.

4. Financial Aid

Disbursement

As of October 7, 2019, the Financial Aid Office has disbursed \$195 million to 34,265 students for the fall semester. For the same time period last year, \$194 million was disbursed to 33,246 students. This represents a 3% increase in the number of students aided. Final 2018-2019 aid disbursed totaled \$512 million to 43,616 students a 3% increase compared to 2017-2018 \$500 million to 43,952.

Cohort Default Rate

FIU’s 3-Year Cohort Default rate showed a decrease for the 2016 cohort. This is the lowest it has been since the advent of the 3-Year Cohort Default Rate was instituted. The following table provides a comparison to all 4-year public institutions and the national rates for all institutions.

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

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

5. Office of Scholarships

During the Fall 2019 semester, we supported students impacted by Hurricane Dorian. We have 120 students with close ties to the Bahamas; of these students, 24 have reached out for financial assistance to help pay tuition, housing, books, food and living expenses. Working closely with Student Affairs, we directed students to the Dean of Students and Counseling and Psychological services to receive the support they need to deal with severe loss and stress. As of this reporting date, we provided these students with \$112,000 in financial assistance. We are closely monitoring these students to ensure they have the resources to stay and succeed at FIU, while the Bahamas continue their road to recovery.

With funds from the FIU Foundation and in collaboration with the Academic and Career Success, we established an Unpaid Balance Grant Program that targets students in the FTIC cohorts that are unable to enroll or stay enrolled due to an unpaid balance on their account. We will identify students in the spring term who have a balance preventing enrollment but are otherwise ready to enroll and continue and offer them the grant to help them move forward.

6. University Registrar

Beginning in the Summer 2019 term, a collaborative team from IT and the University Registrar Office, implemented new functionality to support retention, enrollment and graduation efforts. When students drop after the refund period, this new process/system obtains information concerning the rationale for the negative enrollment action. This supports the Academic and Career Success team engage in meaningful follow-up and interventions. We engaged in our pilot phase and initial data collection efforts during summer and fall 2019 semesters.

Below is a chart detailing the “drop reasons” students have self-reported for Summer term 2019 and Fall 2019 (to-date).

Term	Count of Drops
1195	3397
Format of the course (e.g. online, hybrid) is not meeting my learning needs	254
I am having financial difficulties and need to work	611
I am worried I will not pass the course	988
I don't/no longer need this course	217
I need/want to focus on my other courses	303

Other	346
Scheduling conflict (Family/work)	678
1198	1885
Format of the course (e.g. online, hybrid) is not meeting my learning needs	109
I am having financial difficulties and need to work	298
I am worried I will not pass the course	365
I don't/ no longer need this course	230
I need/want to focus on my other courses	254
Other	210
Scheduling conflict (Family/work)	419

Additional enhancements will include adding more categories to reduce the number of students reporting “other.”

7. OneStop

Fall 2019

During the Fall 2019 peak period, August 12 – September 6, 2019, OneStop served 7,976 students. in person. at the MMC and BBC campuses; we addressed student questions regarding Financial Aid, Registration and Admissions. At the MMC OneStop, we were able to meet and serve 90% of the students who visited us in person. During this most recent peak service cycle, we achieved 91% service rate at BBC.

During the summer 2019 term, One Stop, Financial Aid and Ed Financial services established a partnership to address financial aid calls more effectively through an external partner. Through this project, we dramatically increased the number of calls answered across all areas of service. During fall peak 2019 we were able to answer 22,321 Financial Aid calls, compared to 10,545 calls answered last year. We continue to improve the student experience for financial aid related questions, as well as, improving our ability to respond to questions from all the service areas. Students are now able to contact One Stop until via phone or chat until 8PM.

V. INFORMATION TECHNOLOGY

1. FIU EdIT 2019 Conference

The Division of IT recently hosted its inaugural FIU EdIT Conference at the Modesto Maidique Campus. The FIU EdIT conference converged over 300 professionals including faculty, staff and leading subject matter experts from across the country to demonstrate and collaborate on new, existing and upcoming technologies in education. The highlight of the conference, keynote speaker Jaime Casap, delivered a thought-provoking presentation on the current shift higher education is undergoing and how technology is playing a role in this transformation. The conversation with Jaime continued in a panel discussion including Artificial Intelligence expert, Dr. Ayesha Khanna who joined via video conference from Singapore and our Provost, Dr. Kenneth Furton. The one-day conference was packed with conversations surrounding student engagement, micro-credentialing and how higher education is preparing our students for the workforce. The Division of IT has already begun planning the FIU EdIT 2020 conference.

2. FIU a Participating Site for FABRIC

FIU is a participating site for the FABRIC project through the Division of IT's Center for Internet Augmented Research and Assessment (CIARA). FIU will serve as a Science Design Driver and Resource Provider and will provide FABRIC access to connect to the AmLight network for international research collaborations with researchers in South America and the Caribbean. This project is made possible by a \$20 million grant from the National Science Foundation (NSF) is a collaboration amongst universities nationwide to enable a faster and more secure internet. FABRIC will provide a coast-to-coast testbed for reimagining how data can be stored, computed and moved through shared infrastructure. Storage, computational and network hardware nodes interconnected by high speed optical links will make up FABRIC. These nodes will be deployed in major national research facilities, universities, supercomputing centers and across the country to generate and process scientific data sets. Hardware prototyping and software implementation is scheduled to begin in January 2020.

3. Technology Fee for the 2019/2020 Academic Year

The Technology Fee Council reviewed one-hundred and thirty proposals (130) from academic and administrative units. The final recommendations were submitted to the Vice President and CIO Robert Grillo and Executive Vice President and Provost Dr. Kenneth Furton for approval. Based on recommendations made by the Technology Fee Council, a total of fifty-one (51) proposals were approved. The proposals include a new Mastery Math Lab at BBC to help improve student success and achieve learning outcomes in introductory and gateway math courses at BBC. Also included is the continued expansion and improvements of the University's classroom and technologies across all our campuses, in

addition to updates to technology equipment in our labs and libraries and enhancements to our wireless infrastructure.

VI. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

The total awards received during the first quarter of FY 2019-20 was \$57.9M, a 6% increase compared with the same period last fiscal year (\$53.8M). The overall facilities and administrative costs rate (F&A) increased from 20% to 24%. The distribution of awards by funding sources was 86% from federal sources, 5% from private/other sources and 9% from state and local government. Notable increases by college when compared with the same period last fiscal year include CARTA (7797% increase due to a \$973,333 federal grant for *Preparing the Future Workforce of Architecture, Engineering, and Construction for Robotic Automation Processes*); the College of Business (182% increase mostly due to a \$892,736 award for the *Florida Public Hurricane Loss Model*); and the College of Engineering and Computing (105% increase due to new federal awards totaling \$13.75M). Centers and institutes received \$24.7M, reflecting a 7% increase when compared with the same period last fiscal year – \$23M. Notable increases among them include the Community Based Research Institute (900% increase to \$836,489); ARC (715% increase to \$2.8M); Institute of Water and Environment (264% increase to \$3.9M); International Forensic Research Institute (250% increase to \$695,084); Institute of NeuroImmune Pharmacology (204% increase to \$1.5M); Sea Level Solutions Center (89% increase to \$512,103), and the Center for Children and Families (44% to \$5.8M).

2. Innovation, Partnerships and Economic Development

StartUP FIU staff worked individually with twelve faculty and two PhD candidates to commercialize their research. One faculty was accepted to the NSF I-Corps national program, another was accepted to a regional I-Corps program at the University of Tennessee (qualifying that faculty member to subsequently apply for a national I-Corps), and two faculty submitted SBIR grant applications. StartUP FIU also hosted the second round of meetings with Ikove, an investment company that specializes in investing in university intellectual property. Two faculty projects are in the second round of meetings and one project is identified for an accelerated due diligence. Staff presented the second workshop in the series – Commercializing Research to Create Value – to 20 faculty and PhD candidates at the College of Engineering and Computing. The workshop focused on business model and attendees that successfully completed the workshop received a badge. StartUP FIU Procurement completed the first General Contractor Incubator for 11 small, local minority companies. Four cohort members secured FIU contracts for \$75,952, increasing their gross revenues by 16.6%. Two companies created four new jobs and another two created three graduate internships. Staff completed nine facilitations for 119 participants in the first quarter of FY19. Highlights included instruction in the new Doctorate in Athletic Training

program, and support for Senior Design Engineering students in Mechanical and Electrical Engineering. During the first quarter, FIU researchers were granted 18 patents, disclosed 14 inventions, created two startups and granted four licenses.

3. University Graduate School (UGS)

The final fall 2019 count included 387 doctoral students (12.64% less than last fall) and 2,493 master's students (1.6% increase from last fall). UGS's fall orientation was attended by 251 newly admitted students and another 209 participated in the online version. UGS hosted a reception for thirty-five internal and external fellows (Presidential, Inclusion, Veteran, NSF Bridge to the Doctorate (BD), NIH Transdisciplinary Training in Biomolecular and Biomedical Sciences (TBBS), McKnight, NSF GRFP, and LAC). Applications for FIU's Graduate Student Advisory Board (GAB) increased by 88%, receiving 113 applications this year; 60 last year. The GAB membership includes doctoral and master's students from most colleges and campus locations. In order to increase applications to external fellowships by 50%, several workshops were held with fellows from the NSF BD and NIH TBBS to familiarize participants with writing external fellowship applications.

VII. ACADEMIC AND STUDENT AFFAIRS

1. EdDesignLab Badging Fellow

A member of the FIU Academic & Student Affairs leadership was selected to represent FIU as an EdDesignLab Badging Fellow. This fellowship comes with a \$25,000 award to scale initiatives related to micro-credentialing. The proposed project involves collaboration with faculty members in the English department and will result in the design and pilot of two badges related to resilience and initiative.

2. WellConnect, Telecounseling CAPS

In August of 2019, FIU Counseling and Psychological services at FIU entered into contract with WellConnect. This telecounseling platform will provide an array of clinical services for FIU online students, remote campuses, students abroad, and FIU faculty and staff. WellConnect has over 17,000 clinicians throughout the nation who can provide telemental health services (therapy over secure video chat), traditional therapy (in the office), and chat therapy (therapy via their texting platform). WellConnect includes a free 30-minute legal and financial service available for students needing help in those areas, and their Faculty Administrator Support Team (FAST) provides 24/7 unlimited access to confidential consultation on any student problem or concern.

3. Panthers Connect Challenge - Pilot Launch

Panthers Connect Challenge is FIU's student engagement initiative. The program is designed to provide students with a curated pathway to make the most of their college experience while building affinity to FIU and connect with fellow Panthers.

The Panthers Connect Challenge is comprised of four unique pathways (i.e., curriculums) across each undergraduate student level (i.e., freshman, sophomore, junior, and senior). This program is hosted on FIU's Panther Connect platform, a tool that tracks student engagement data. The goal of this program is to build an engagement culture that values participation in academic, leadership, campus life, and athletic activities. Similar to an academic curriculum, this program aims to serve as a roadmap for engagement outside the classroom.

Panthers Connect will also bolster support for various academic-oriented events through increased student involvement. Ultimately, through collaboration and utilization of data informed approaches, Panthers Connect will provide a pathway for students to create connections to FIU and showcase opportunities that may have been previously overlooked.



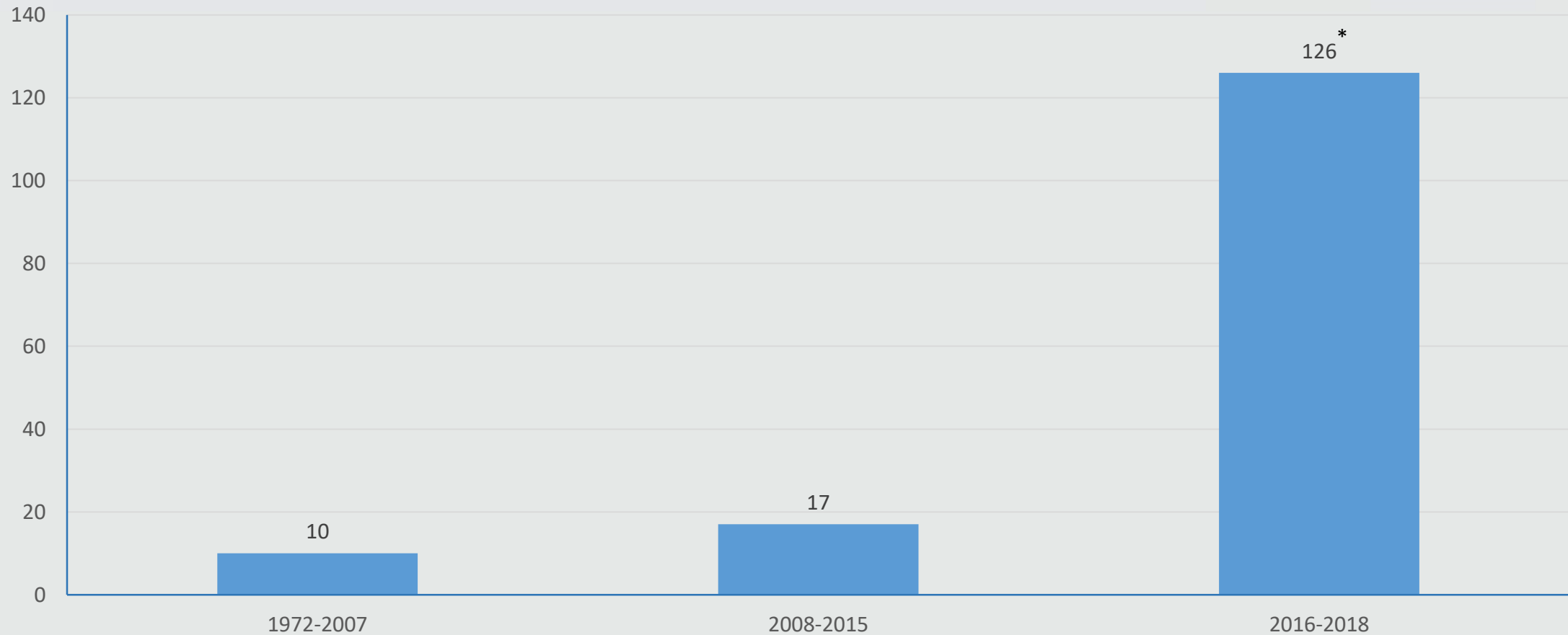
Academic Policy and Student Affairs Committee Meeting

Implementation Plan for Commercialization of University Patent Inventory

Research Vision

- FIU is focused on advancing Public Impact Research
- Public Impact Research exemplified by discoveries and advances that lead to cutting-edge methods and solutions that improve our society and educate our students
- Research innovation is demonstrated through high impact **publications, new discoveries and new inventions** (i.e., patents)

FIU History of Patent Production



*Achieved BOG Preeminence Metric of 100 patents in 3-year period

The Goal of Patent Production

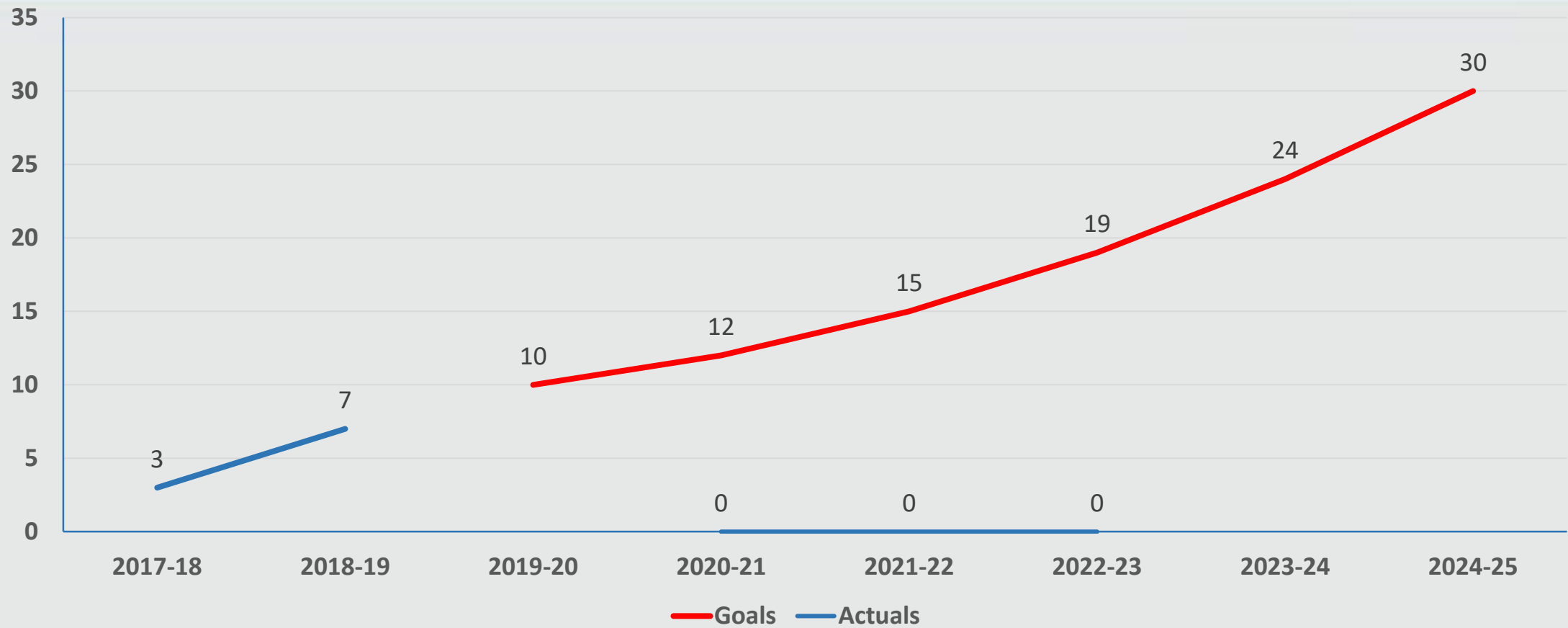
1. Partnerships with industry that increase research funding from the private sector (BOG Research Dashboard metric)
2. Collaboration opportunities for FIU faculty with industry
3. Opportunities for FIU students to engage with industry
4. Application of FIU inventions to solutions in the marketplace
5. FIU income through: (1) recovery of patent costs, (2) licensing revenue and (3) research awards from industry and federal sources

Commercialization Plan Implementation: Staffing



- Current staffing (4 FTEs) consists of a director (electrical engineer, MBA, patent lawyer), one licensing manager, and two licensing associates.
- Four FTEs represent 1 FTE for every \$53M in research. Ratios for the other 4 SUS R1s are :
 - USF (14 FTEs): 1 FTE per \$42M
 - UF (25 FTEs): 1 FTE per \$34M
 - FSU (7 FTEs): 1 FTE per \$31M
 - UCF (17 FTEs): 1 FTE per \$18M
- Will add positions for next two years (all funded from F&A) as follows:
 - 1 licensing associate; 1 technology marketing associate, and 1 contract specialist
 - **These staff additions will bring the FIU ratio to 1 FTE per \$31M in research based on FIU current research funding level**

Licensing Options Annual Goals



Recent Commercialization Metric Improvements

1. Increasing License Option Agreements
 - Between 2008 and 2016 (9 years): 8 license option agreements
 - In 2019: 7 license agreements. Largest annual in FIU history
 - **Thus far for FY20: 6 license agreements and 3 startup companies**
 - SUS Context:
 - UCF has 965 patents and had 27 license option agreements in the past FY
 - FSU had 9, 13, and 15 license option agreements in each of the past three FYs
2. **Increase research awards from the private sector from \$2.4M in FY18 to \$7.2M in FY19**

Recent Commercialization Agreements

1. Companies with recent license option agreements with FIU:
 - Anglo American, Colgate-Palmolive, Bristol-Myers Squibb, Signet International Holdings, LLC
2. Patents leading to licensing and broader research agreements with industry:
 - Origami Antennas IP
 - Lion Battery IP
 - Mosquito IP
3. Two companies negotiating with FIU to license two solar energy patents:
 - Patents: Distributed Renewal Energy Grid Controller, and Portable Emergency AC Energy (PEACE) Supplier
 - Company “A” has “Startup Nursery” where new startup will be. They also want to negotiate presence at StartUP FIU
 - Company “B” is providing a more traditional licensing proposal, but perhaps better financial terms to FIU

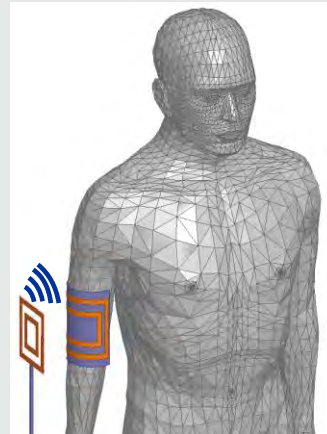
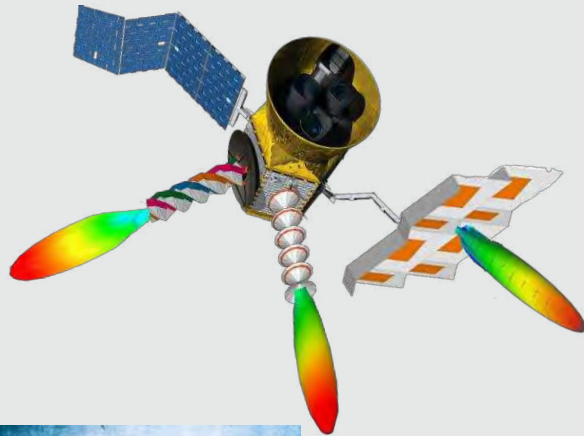
Recent Patent Commercialization

1. Platinum & Palladium for Batteries: Anglo American PLG
2. Origami Antennas: DoD Research Funding and Innovelix
3. Bioengineered Mosquito Repellent: Ginko Bioworks
4. Vaxine Pty Ltd planned collaboration with StartUP FIU at Torrey Pines at FIU, as well as MMC

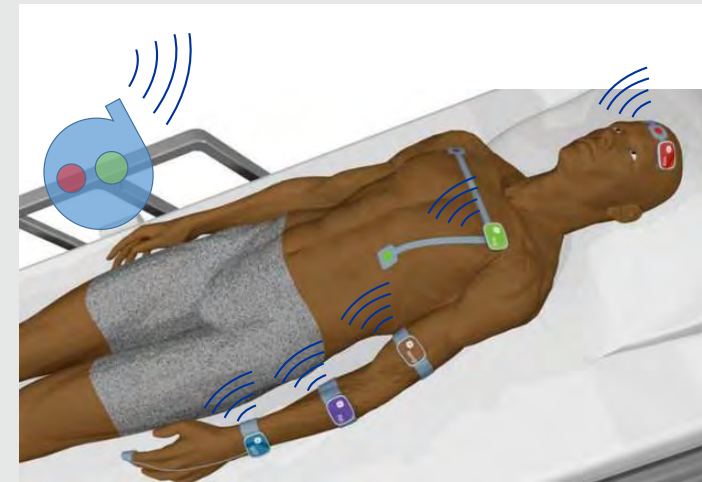
Anglo American Platinum Next Generation Battery Venture

- This year Platinum Group Metals Ltd. (TSX: PTM) (NYSE American: PLG) launched a new venture, “Lion Battery Technologies Inc.” to accelerate the development of next-generation battery technology
- From Anglo American’s press release:
 - “The new venture, Lion, has entered into an Agreement with Florida International University to further advance a research programme that uses platinum and palladium to unlock the potential of Lithium Air and Lithium Sulfur battery chemistries to increase their discharge capacities and cyclability.” (<http://www.platinumgroupmetals.net/investor-relations/news/press-releases/press-releases-details/2019/Anglo-American-Platinum-and-Platinum-Group-Metals-Ltd-Launch-New-Venture-to-Develop-Next-Generation-Battery-Technology/default.aspx>)
- Under the agreement with FIU, Lion Battery will have exclusive rights to the IP and will lead all commercialization efforts
- The agreement has a licensing component that includes a \$50K option fee, and a \$3M research award to continue the research

Origami Antenna Research: DoD & Industry \$ + Startup Company



Innovelix
Innovate.Design.Power.



Origami Antenna Research: Transforming Antennas Center (TAC)



- TAC has patents in **Physically Reconfigurable & Deployable Multifunctional Antennas**
- This IP has led to research funding from the U.S. Dept. of Defense, as well as industry
- IP also led to health care industry applications through the creation of a startup company
- **Industry Funding:** Northrop Grumman, Lockheed Martin, Raytheon, Boeing
- **DoD funding:** \$10.9M
- **Startup Company:** Innovelix, Inc. – Wireless Transmission of Power & Data for Wearable Wireless Sensors
 - Received \$225K STTR Phase I award from the NSF

Vector-Borne Diseases: Bioengineered Mosquito Repellant

- Ginko Bioworks <https://www.ginkgobioworks.com/about/> is collaborating with FIU to respond to a request from the Defense Advanced Research Projects Agency (DARPA)
- Project to develop new techniques to address vector-borne diseases, such as malaria, for U.S. troops
- FIU has invented bioengineered mosquito host detection technologies that will be used in a three-phase human trials project
- Focused on testing a bioengineered repellent solution that is integrated with the human body for safe and long-lasting protection that does not require additional external equipment
- The project will include a license option and \$3M for the research



Academic Policy and Student Affairs Committee Meeting

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