



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

FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

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

Thursday, March 3, 2022

10:30 AM

or

Upon Adjournment of Previous Meeting

Chair: Natasha Lowell

Vice Chair: Donna J. Hrinak

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

AGENDA

- | | |
|---|--------------------|
| 1. Call to Order and Chair's Remarks | Natasha Lowell |
| 2. Approval of Minutes | Natasha Lowell |
| 3. Action Items | |
| AP1. Tenure as a Condition of Employment Nominations | Elizabeth M. Bejar |
| AP2. Proposed Amendment to Regulation FIU-406, Foreign Student Admissions | Elizabeth M. Bejar |
| AP3. Proposed Amendment to Regulation FIU-105, Sexual Harassment (Title IX) and Sexual Misconduct | Elizabeth M. Bejar |
| AP4. Program Termination of the Bachelor of Arts in Geography | Elizabeth M. Bejar |
| AP5. Program Termination of the Bachelor of Arts in Sociology | Elizabeth M. Bejar |
| AP6. New Program Proposal: Bachelor of Arts in Global Languages, Cultures and Literatures | Elizabeth M. Bejar |
| 4. Student Government Updates | Alexander Rubido |

5. Faculty Senate Updates

Joerg Reinhold

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

- Academic and Career Success
- Engagement
- Enrollment Management and Services
- Information Technology
- Research and Economic Development/ University Graduate School
- Academic and Student Affairs

7. New Business *(If Any)*

Natasha Lowell

8. Concluding Remarks and Adjournment

Natasha Lowell

FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

Time: March 03, 2022 10:30 AM - 11:15 AM EST

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

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

March 3, 2022

Subject: Approval of Minutes of Meeting held on December 8, 2021

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on December 8, 2021 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom.

Background Information:

Committee members will review and approve the minutes of the Academic Policy and Student Affairs Committee meeting held on December 8, 2021 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms and via Zoom.

Supporting Documentation: Minutes: Academic Policy and Student Affairs Committee Meeting, December 8, 2021

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



Academic Policy and Student Affairs Committee

December 8, 2021

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

MINUTES

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Natasha Lowell on Wednesday, December 8, 2021, at 10:31 a.m.

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

Trustees Carlos A. Duarte, Gene Prescott, and Carlos Trujillo and University President Mark B. Rosenberg were also in attendance.

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

Provost and Executive Vice President Kenneth G. Furton commented on the appointment of Acting Director Casey Steadman as the Director of The Wolfsonian—FIU. Provost Furton indicated that the search for the next dean of the Steven J. Green School of International and Public Affairs is in the final stages, adding that four (4) candidates were reviewed by the search and screen committee and invited for on-campus interviews with a wide range of stakeholders. Provost Furton remarked on the Director search for the Kimberly Green Latin American and Caribbean Center, noting that the University engaged a diversified search firm for the global search and that Interim Director Guillermo Solís has agreed to remain in the role through Summer 2022 as the search process continues.

2. Approval of Minutes

Committee Chair Lowell asked that the Committee approve the minutes of the meeting held on September 14, 2021. A motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on September 14, 2021.

3. Action Items

AP1. Tenure as a Condition of Employment Nomination

Committee Chair Lowell explained that there is one (1) Tenure as a Condition of Employment (TACOE) nomination, adding that to be considered for TACOE, newly hired faculty must qualify for tenure at FIU based on their caliber of work and/or tenure status at their previous institution. Provost Furton pointed out that TACOE is reserved for individuals who have achieved highly prestigious academic careers at other peer institutions. He explained that, at the time of hire, the faculty candidate understands that the tenure and rank appointment will be granted upon review of the candidate's materials by the department, the college, the Provost, the President and the FIU Board of Trustees. Provost Furton indicated that the TACOE candidate has been vetted and briefly commented on the TACOE candidate.

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 one (1) candidate for Tenure as a Condition of Employment as specified in the Board materials.

AP2. New Program Proposal: Master of Business Administration in Cybersecurity Risk Management

Senior Vice President for Academic and Student Affairs Elizabeth M. Bejar presented the Master of Business Administration in Cybersecurity Risk Management new program proposal for Committee review. She explained that students in the proposed program will gain specialized knowledge in cybersecurity risk management, governance, policy, business continuity, incident response, laws, standards, and frameworks. She indicated that the proposed MBA will prepare students to take cybersecurity leadership positions in the international business C-Suite arena with the capability to manage the cybersecurity function, engage in strategic and contingency planning, and investment portfolio management. She pointed out that graduates will learn to assess the security needs of computer and network systems so as to evaluate, justify, and manage cybersecurity investments as well as high-level vendor relationships.

Sr. VP Bejar commented that the U.S. Bureau of Labor Statistics' reports demand for positions such as this will continue to increase, currently, over 30%, much faster than average, through 2029. She added that the median salary for such a position was estimated at approximately \$99,000 in 2019. She mentioned that the expected growth in Florida is on par with, if not greater than, the nation with its growth in the tech industries. She remarked that the proposed degree is a STEM (Science, technology, engineering, and mathematics) program, as defined by the Florida Board of Governors (BOG) and therefore aligns with the recently expressed needs of the BOG's Task Force on Academic and Workforce Alignment.

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 Business Administration in Cybersecurity Risk Management (CIP 11.0501) new program proposal.

AP3. New Program Proposal: Limited Access Bachelor of Science in Public Health

Sr. VP Bejar presented the Limited Access Bachelor of Science in Public Health new program proposal for Committee review. She explained that the B.S. in Public Health would be the first in a Council of Education in Public Health (CEPH) accredited school of public health in South Florida. She remarked that, with clinical health professions integrating concepts of population health, FIU's BSPH graduates will be uniquely prepared for and competitively positioned for admission to medical, dental, and other clinical professional schools, and graduate public health education. She commented that graduates of the proposed program will also have acquired the knowledge and skill sets for employment in a wide range of industries both within and external to the health professions.

Sr. VP Bejar indicated that limited access approval is sought to utilize a 2.75 GPA admissions requirement in order to manage enrollment in upper division professional courses which require thorough documentation of individual student competency attainment and post-graduation success for CEPH accreditation. She commented on the anticipated strong demand for the program and on the five-year projection of approximately 250 students within the proposed program. She pointed out that the Bureau of Labor Statistics projects growth across the broad spectrum of employment.

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 Limited Access Bachelor of Science in Public Health (CIP 51.2201) new program proposal.

AP4. Florida International University HB 1261 Career Planning Requirement Implementation Plan

Provost Furton presented FIU's HB 1261 Career Planning Requirement Implementation Plan for Committee review. He explained that House Bill 1261 mandates that each university in the State University System adopt procedures that connect undergraduate students to career planning and related programs during their first academic year and that these procedures be reviewed and approved by the BOG by March 1, 2022. He commented that FIU is committed to ensuring that students develop the skills and competencies needed for lifelong career management success. Provost Furton pointed out that all students will be required to complete the Career Ready Panther Module in Canvas, noting that the module will provide students with the tools to research potential career opportunities, create a career plan, develop critical skills necessary for career success, and explain how to connect with resources and support available to them throughout their career development journey. He described the implementation plan insofar as all incoming freshman or undergraduates will be required to register with the University's career center, complete a career readiness training module, explore the State University System MyFloridaFuture dashboard, and affirm that they have been provided with and understand the information provided to them.

Board Chair Dean C. Colson indicated that the Board should devote time in the future to discuss the University's career centers, including best practices in terms of centralized versus decentralized career services structures. Provost Furton remarked on the University's centrally coordinated efforts with local deployment in certain colleges, adding that certain colleges, such as the College of Business, have a more robust career service program. Associate Provost for Academic and Career Success Valerie Johnsen remarked on the University's goal to further enhance the coordination

among the University's career services, further commenting on the importance of industry partnership. She referred to the agenda materials where there is an introduction to Dr. Ruth Pacheco who is serving as the University's Executive Director for Integrated Industry Partnerships and Career Readiness.

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

AP5. Updated Exclusion Resolution

Provost Furton presented the updated Exclusion Resolution for Committee review, noting that Department of Defense (DoD) policy requires that the Chair of the FIU Board of Trustees and all FIU principal officers meet the personnel clearance requirements established for the level of the University's security clearance in order to continue to enter into contractual obligations with agencies. He added that said DoD policy permits the exclusion from the personnel security clearance requirement of members of the Board of Trustees and other officers if the Board adopts a resolution. He explained that the composition of the FIU Board of Trustees has changed, adding that the new resolution has been updated to reflect the current Board of Trustees membership.

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 adopt a Resolution that updates the exclusion of the named members of the FIU Board of Trustees from the requirements for a personnel security clearance.

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.

5. Student Government Updates

Trustee Alexander Rubido, Student Government President, commented on the completion of the Students Space Improvement Commission Report, noting that the project is under final review for presentation to Sr. VP Bejar and senior leadership. He remarked on finals week, adding that student government is preparing multiple events and giveaways for students. He mentioned that student government's environmental resiliency lecture series is active with faculty and student engagement. He also commented on the upcoming commencement ceremonies.

6. Faculty Senate Updates

Trustee Reinhold, Faculty Senate Chair, commented that the Faculty Senate has held four (4) meetings since the Board's September 14, 2021 meetings. He indicated that the Faculty Senate, at its November 2, 2021 meeting, passed a Resolution on Academic Freedom. He read the Resolution, specifically "At its November 2, 2021 meeting, the faculty senate passed the following resolution:

The faculty senate of Florida International University has noted with grave concern the recent events taking place at our sister institution, the University of Florida. In that regard, we wish to express our very great concern about what appears to be a serious breach of academic freedom. We also believe it is important that it is understood that, when faculty are invited to participate in policy processes, they do so as objective experts. When they are denied the right to this, not only does it undermine both freedom of inquiry and the independence of the university, it denies the citizens of the State, to whom the university is ultimately responsible, access to the most current and independent knowledge available on the issue under consideration.”

7. New Business

No new business was raised.

8. Concluding Remarks and Adjournment

With no other business, Committee Chair Natasha Lowell adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Wednesday, December 8, 2021, at 11:04 a.m.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 3, 2022

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of two (2) candidates for Tenure as a Condition of Employment (TACOE) as specified in the Board materials.

Background Information:

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

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

Supporting Documentation: Tenure as a Condition of Employment Nominee

- Overview
- Bios
- Curriculum Vitas

Facilitator/Presenter: Elizabeth M. Bejar



Tenure as a Condition of Employment Nominations - March 2022

Name	College	Department	Proposed Rank
Jessica A. Heybach	College of Arts, Sciences and Education	Educational Policy Studies	Associate Professor
Heidi M. Mansour	Robert Stempel College of Public Health and Social Work	Environmental Health Sciences	Professor

Jessica A. Heybach
Educational Policy Studies
College of Arts, Sciences & Education

Dr. Jessica A. Heybach received her EdD in Curriculum Leadership from Northern Illinois University in 2012. At her previous institution, Aurora University, she was promoted from Assistant Professor to Associate Professor with tenure in 2014. She attained the rank of Professor in 2020 at the same institution.

Dr. Heybach's research focuses on equity and educational policy. Specifically, her work attends to the interrelationships between curriculum theory, educational philosophy, and justice and equity in the classroom. She is author or co-author of two edited books, six peer-reviewed journal articles, three invited journal articles, and eight book chapters. In addition, she is currently serving as the editor of the journal *Education & Culture* and is a Palgrave Macmillian Pivot Book Series editor.

Dr. Heybach is an innovative teacher. Her course offerings include Equity and Justice in Education, Qualitative Research Methods, Cross-Cultural Studies for Teaching English Language Learners, Phenomenology, Epistemologies in Education, and Being Human: Ethics and Morality. To date, she has chaired 58 dissertation committees with all students having successfully defended their dissertations. She has increased the dissertation completion rate (graduation rate) across cohorts to between 70-80% and recently, in 2018 had a cohort attain a 95% graduation rate.

Dr. Heybach has a strong record of service to her department, university, and field. Dr. Heybach served as Department Chair for EdD programs at Aurora University since 2016 where she led her department on strengthening university-school regional partnerships to include the creation of important teacher education pipelines. She has served as President or executive board member of various professional organizations including the Southeast Philosophy of Education Society, the John Dewey Society, and the Ohio Valley Philosophy of Education Society.

Heidi M. Mansour
Environmental Health Sciences
Robert Stempel College of Public Health & Social Work

Dr. Heidi M. Mansour received her doctoral degree from the University of Wisconsin-Madison in 2003. She became a tenured Associate Professor at the University of Arizona in 2018.

Dr. Mansour has focused her research interests on drug development and non-invasive drug delivery for pulmonary and brain diseases. She has published over 100 peer-reviewed scientific papers, 15 book chapters and two co-edited books. She has ten patents and her research has been funded by multiple funding agencies, including NIH, Department of Defense, and foundations. She has significant extramural research support, serving as either principal investigator or co-investigator on multiple active grants.

Dr. Mansour has taught undergraduate, graduate, and post-graduate-level students. She has successfully mentored 12 postdoctoral fellows and has graduated 15 doctoral students, in addition to health professional students and undergraduate student researchers.

Dr. Mansour has an excellent record of service to her institution and external agencies throughout her career. She provided extensive service at the university level, and has held appointments as Director of the PharmD/PhD Dual Degree Program and Director of Pharmaceutics & Pharmacokinetics at the University of Arizona. Dr. Mansour also serves the community and her profession. She is a reviewer for numerous journals and grant review panels and is a member of editorial boards on several scientific journals such as the *Journal of Pharmaceutical Sciences* and *Pharmaceutics*.

CURRICULUM VITAE

JESSICA A. HEYBACH, EdD

Professor and Department Chair | EdD Programs | School of Education | Aurora University
jess.heybach@gmail.com | 815.914.5380

EDUCATION

- EdD Curriculum Leadership | Northern Illinois University | 2012
Dissertation: *Confronting “difficult knowledge”: Critical aesthetics and war in the classroom*. Committee: Dr. Kerry T. Burch (Chair), Dr. Joseph Flynn, Dr. Laura Johnson, Dr. Kerry Freedman.
- MSEd Social Foundations of Education | Northern Illinois University | 2008
Thesis: *Dare the teachers learn to dare? An inquiry into the civic consequences of teacher neutrality*. Committee: Dr. Kerry T. Burch (Chair), Dr. Leslie Sassone, Dr. Linda O’Neil, Dr. Carolyn Pluim (VanderSchee).
- MSEd Elementary Education | Northern Illinois University | 2001
Illinois Professional Teaching Certificate: Type 03
Middle School Endorsement: Science, Physical Science, Social Studies, Language Arts, & Art.
- BA Art & Design Major, Chemistry Minor | DePaul University | 1997

PROFESSIONAL INTERESTS

Leadership Interests

Critical Leadership Studies, Women in Leadership, Culture of Inquiry, Shared Governance and Democracy in Higher Education Leadership.

Research Interests

Equity and Justice in Education, Curriculum Theory, Aesthetics and Education, “Difficult Knowledge,” Philosophy of Education, Social Foundations of Education, Visual Culture.

Teaching Interests

Critical Pedagogy, Democratic Education, Justice and Equity in the Classroom, Teacher Identity, Controversy in the Classroom, Visual Methodologies, Qualitative Inquiry.

PROFESSIONAL AFFILIATIONS

American Educational Research Association
The John Dewey Society
Ohio Valley Philosophy of Education Society
International Congress Qualitative Inquiry

American Educational Studies Association
Academy for Educational Studies
Southeast Philosophy of Education Society
IL Council Professors of Ed. Administration

LEADERSHIP EXPERIENCE

Department Chair, EdD Programs, Aurora University, 2016-present

Department Description

The EdD at AU is a doctorate in leadership with three areas of specialization: leadership in educational administration (superintendent preparation program), instructional leadership: coaching and mentoring, and leadership in adult learning and higher education. Each program is 60 credit hours in length. Roughly 225 doctoral students are currently enrolled across all three strands. Five full-time tenured track faculty, and 10-15 adjunct professors serve as departmental professors. Each program primarily relies on a cohort model with students admitted year-round. The EdD has an annual budget of 1.1 million dollars.

Leadership Duties

Strategic leadership and management of course delivery and curriculum, student advisement, student success, faculty development, special events/speakers series, adjunct hiring and development, lead monthly departmental meetings, attend all graduate school leadership meetings, budget meetings, and all graduate recruitment events. Further duties include: master program schedule development, annual assessment report writing, CAEP reporting (2016-2019), and Proquest administrator for all doctoral programs at AU. *Note: Department Chairs at AU continue to teach and receive a two course reduction in their overall load expectations.*

Curriculum Innovations

Led two major curricular revisions of all three program areas, as well as an overhaul of the research coursework sequence. These innovations updated coursework content and expanded the required research credit hours. Prior to this revision, students took only 11 hours of research coursework prior to their dissertation hours. These new requirements ensure that students take 20 hours of research coursework in advance of their independent dissertation hours. This shift has increased our graduation rate and the quality of our practitioner-oriented dissertations.

Led the 2017 superintendent preparation program redesign that was successfully approved by Illinois State Board of Education (ISBE). This included co-writing all course syllabi for the then 35 credit hour program and authored the ISBE application materials. (In 2020 we reduced the program to 30 credit hours.)

Led the development of our newest degree strand: Instructional Leadership: Coaching and Mentoring. This degree strand transformed our previous Curriculum and Instruction degree. The conceptualization and design of this program was developed in partnership with two large unit school districts to meet the needs of practitioners. In collaboration with stakeholder groups, I developed and wrote six new course syllabi and the assessment plan for the degree program. This program was approved and began admitting students in the Fall of 2020. This is one of the few doctoral degree in coaching and mentoring in

Illinois and beyond. Reconstructing the program in this way has significantly increased enrollment.

Developed an “advanced standing” degree for candidates that already possess a Superintendent’s Endorsement, or are ABD from an accredited university. Students are admitted to the program with 30 hours of transfer credit related to content, and continue to take 30 credit hours of research coursework concluding with their dissertation.

This “advanced standing” program has extended our geographical presence in the state of Illinois. Prior to this program, students came mostly from the Fox Valley region only; however, we currently have students from as far south as Springfield, IL and as far west as Moline, IL.

Implemented an EdD Writing Retreat that occurs biannually (January and July) for students to focus on their dissertation projects. All full-time faculty attend these 2-4 day writing retreats to mentor and advise students. Similarly, we offer EdD “pop-up events” that respond to student needs. A few of the recent webinar-style events we have offered during the COVID-19 era include: data analysis support, meeting degree milestones, Qualtrics basics, and applying a theoretical framework to dissertation research.

Implemented Qualtrics in the EdD Program across all research courses and our program evaluation course. Students now have access to their own Qualtrics account to assist them in the secure collection of dissertation data and aids in the development of data literacy.

During the COVID-19 pandemic, all EdD coursework has been offered in a synchronous format utilizing zoom. This required that all faculty who were historically resistant to moving instruction online had to quickly adapt and redevelop classroom pedagogy to meet the demands of online learning. Collaboration between faculty was swift and the student response has been overwhelmingly positive. Although they miss the face to face nature of the cohort experience, we have maintained our enrollment and faculty evaluations have held steady.

Current initiatives include duplicating two out of the three EdD program strands to a fully-online program with AUOnline. Our current face to face program will shift to a hybrid format due to the success of remote learning during COVID-19 pandemic.

Other Achievements

Increased the dissertation completion rate (graduation rate) across cohorts to between 70-80%; recently, in 2018 we had a cohort attain a 95% graduation rate.

Annual recruitment goals have been consistently achieved, and often time exceeded projections. As a result of recruitment efforts, the EdD has never operated with a deficit budget under my leadership.

Fifty-percent of all EdD students obtain a professional job promotion while enrolled in

the degree program. Currently, there are 38 AU trained seated-superintendents in the state of Illinois.

Under my leadership, we have strengthened university-school partnerships with area school districts, and our county Regional Office of Education. The most recent partnership has been mutually beneficial between both entities. The majority of our work has created opportunities for full-time faculty to conduct district-needed research related to equity in a large unit district. This partnership has been extended into our initial licensure program with the creation of a teacher education pipeline from the school district to the community college to the university.

ACADEMIC POSITIONS

Professor of Education, Aurora University, 2020-present

Courses taught: EDU 7310: Proseminar in Educational Research; EDU 8400: Dissertation Seminar; EDU 8170: Equity and Justice in Education.

Associate Professor of Education, Tenured, Aurora University, 2014 – 2019

Courses Taught: EDU 7190/8190: Intermediate Qualitative Research; EDU 7210/8210: Advanced Qualitative Research (Synchronous Blended Learning Course); EDU 7010/8010: Introduction to Educational Research; EDU 8080: Curriculum Design I; EDU 6130: Cross-Cultural Studies for Teaching ELLs (Asynchronous On-Line Course); EDU 8160 Clinical Supervision and Teacher Development; EDU 8220: Teaching: Current Theory and Research; EDU 7300/8300 Proseminar in Educational Research; EDU 8400 Dissertation Seminar; IDS 1610: Being Human: Ethics and Morality

Special Topics Directed Studies Courses (EDU 7830/8830, doctoral level): Ranciere's Educational Thought; Phenomenology Seminar; Epistemologies in Education; Constructivist Thought in Education; Critical Theories in Education; Social Foundations in Education; Theoretical Frameworks in Education; Transformative Theories in Adult Education, Advanced Study of Portraiture; Liberal Arts Education and Combating Hate, Advanced Study in School Climate; Methods on the Fringe; Critical Race Theory; Feminist Thought in Education; Discourse Analysis, and Approaches to Mixed Methods Research.

Grant Supported Courses: NSM 5031: Promoting Girls in STEM; EDU 6810 Inquiry in the Classroom: Philosophy and Ethics in Action.

Assistant Professor of Education, Aurora University, 2009-2014

Courses Taught: EDU 2200: Foundations of Education; EDU 3330: Science Inquiry for Elementary Education; EDU 3350-WI: Democracy, Diversity, and Social Justice for Teachers; EDU 3440/ EDU 5440: Middle School Mission and Methods; EDU 7010/8010: Introduction to Educational Research; EDU 7190/8190: Intermediate Qualitative Research; IDS 1600-WI: Culture, Diversity, and Expression; IDS 1610:

Being Human: Ethics and Morality; IDS 2000-WI: Social Wellness and Responsibility; NSM 5450: Hierarchical Organism-Ecology (co-taught with biology and mathematics professors for WIP-5 Grant/ Next Generation Science Standards & Secondary Education).

Instructor, Themed Learning Community, Northern Illinois University, 2011-2012

Developing Champions: On the Field, in the Classroom, and in Life. (Integrated Curriculum in collaboration with NIU's Office of Engaged Learning, NIU's Athletic Department, EPFE 201, and COMS 100 to meet the needs of 25 student-athletes).

Graduate Teaching Assistant, Northern Illinois University, 2008-2012

EPFE 201: Education as an Agent of Change; EPFE 410: Philosophy of Education.

Visiting Professor of Education, Aurora University, 2008-2009

EDU 3330: Science Methods for Elementary Education; EDU 3350: Assessment and Approaches to Elementary Education.

Adjunct Faculty, Harper College, 2004-2008

EDU 201: Foundations of Education; EDU 202: Pre-Service Clinical.

Instructor, Part-Time, Northern Illinois University, 2001-2007

EPFE 201: Education as an Agent of Change.

PUBLICATIONS

Journal Articles – Referred

Aviles, A. M. & Heybach, J.A. (2017). Seeking stability in Chicago: School actions, (c)overt forms of racial injustice, and the slow violence of neoliberal rationality. *Educational Policy Analysis Archives*, 24, 3-27. doi: <http://dx.doi.org/10.14507/epaa.25.2634>.

Heybach, J.A., & Pickup, A. (2017). Whose STEM? Disrupting the gender crisis in STEM education. *Educational Studies*, 53(6), 614-627.

Heybach, J.A. (2014). Troubling neutrality: Toward a philosophy of teacher ambiguity. *Philosophical Studies in Education*, 45, 43-54.

Heybach, J.A., & Sheffield, E.C. (2014). Dystopian schools: Recovering Dewey's radical aesthetics in an age of utopia-gone-wrong. *Education and Culture*, 30(1), 79-94.

Heybach, J.A. (2012). Learning to feel what we see: Critical aesthetics and "difficult knowledge" in an age of war. *Critical Questions in Education*, 3(1), 23-34.

Heybach, J.A. (2009). Rescuing social justice in education: A critique of the NCATE controversy. *Philosophical Studies in Education*, 40, 234-245.

Edited Books

Heybach, J.A. & Fraser-Burgess, S. (Eds.) (2019). *Making sense of race in education: Practices for change in difficult times*. Myers Educational Press. (2021, Society of Professors of Education Book Award, 2021 American Educational Studies Association Critics Choice Award)

Heybach, J.A. & Sheffield, E.C. (Eds.). (2013). *Dystopia and education: Insights for theory, praxis, and policy in an age of utopia-gone-wrong*. Information Age Publishing. (2013, American Educational Studies Association Critics Choice Award Winner)

Book Chapters - Referred

Heybach, J.A. (2021, in press). Restoring Democratic Leadership Aims and Practices: A Deweyan Analysis of Educational Leadership Frameworks in a High Stakes Era. In *John Dewey and teacher education: Accountability, standardization, and assessment*. Ávila, J., Rud, A.G., & Waks, L. (Eds.). Routledge.

Heybach, J.A. (2020). Images of injustice and problem of visual culture in Dewey's aesthetics. In *Imagining Dewey: Artful works and dialogue about Art as Experience*. Maarhuis, P. L. and Rud, A.G. (Eds.). Brill/Sense.

Heybach, J.A. & Sheffield, E.C. (2019). Deweyan pragmatism as requisite to postmodern thought. In *Handbook of Dewey's educational theory and practice*. Lowery, C.L. and Jenlink, P.M. (Eds.). Brill/Sense.

Heybach, J.A. (2018). Finding dignity in indignation. In *Dignity of the calling: Educators share the beginnings of their journeys* (p.137-143). Kemp, D. (Ed.). Information Age Publishers.

Heybach, J.A. (2016). John Goodlad, A place called school: Prospects for the future (1984) (p. 139-150). In *Contemporary education classics: A reader*. DeVitis, J. (Ed.). Routledge.

Heybach, J.A. (2014). An inquiry into the myth of neutrality: Curriculum and pedagogy in an age of terrorism. In *Demythologizing educational reforms: Responses to the political and corporate takeover of education* (p. 87-103). Costigan, A. T. & Grey, L. (Eds.). Routledge.

Heybach, J.A. & Sheffield, E.C. (2014). Creating citizens in a capitalistic democracy: A struggle for the soul of American citizenship education. In *Citizenship education around the world: Global perspectives, local practices* (p. 66-86). Petrovic, J. & Kuntz, A. (Eds.). Routledge.

Heybach, J.A. & Sheffield, E.C. (2011). (Re)Imagining activism: Educating teachers for change. In *A critical civic literacy reader* (p. 475-487). Joe DeVitis (Ed.). New York: Peter Lang.

Journal - Theme Issue Guest Editor

Heybach, J.A. & Sheffield, E.C. (Eds.). (2018). The Illinois problem: Responding to the attack on public education. *Thresholds in Education*, 41(3).

Heybach, J.A. & Sheffield, E.C. (Eds.). (2018). Introduction: The Illinois problem. *Thresholds in Education*, 41(3), 129-137.

Heybach, J.A. & Aviles de Bradley, A. (Eds.). (2014). At the crossroads of policy and poverty: A critical look at homelessness and youth in America. *Critical Questions in Education*, 5(3).

Heybach, J.A. & Aviles de Bradley, A. (2014). Introduction: Recognizing blind spots in teacher education and cultivating counter-narratives for justice. *Critical Questions in Education*, 5(3), 137-142.

Encyclopedia Entry – Invited

Heybach, J.A. (2020). “Aesthetics and Education.” In Kathy Hytten (Ed.), *Philosophy of Education*. Oxford University Press. doi:10.1093/acrefore/9780190264093.013.ORE_EDU-00413.R1

Journal Articles – Invited

Heybach, J.A. (2019). Presidential Address. Resisting the apartheid of knowledges: Borderlands and busy intersections in philosophy of education. *Philosophical Studies in Education*, 50, 5-15.

Heybach, J.A. (2010). Revisiting the 1930’s Social Frontier debates: Teacher neutrality, indoctrination, and the making of the citizen. *Thresholds in Education*, XXXV(4), 5-11.

Heybach, J.A. (2009). The myth of oneness: Reflections on the “problem we all live with.” *Thresholds in Education*, XXXIV(4), 24-29.

Book Reviews

Heybach, J.A. (2015). A review of Curriculum and the aesthetic life: Hermeneutics, body, democracy, and ethics in curriculum theory and practice by Donald S. Blumenfeld-Jones. *Teachers College Record*. <https://www.tcrecord.org> ID Number: 18068.

Heybach, J.A. (2010). A critical review of The death and life of the great American school system: How testing and choice are undermining education by Diane Ravitch. *Critical Questions in Education*, 1(2), 122-125.

Works in Progress

Heybach, J.A. & Pickup, A. (2021, in process, 75% complete). *Transforming teacher practice through philosophical study*. Brill/Sense Publishing. (Co-authored)

Heybach, J.A., Pickup, A., Lupinnaci, J., Konkol, P., Renn, P., Happel, A. (Eds.). (2021, in process, 30% complete). *Reconsidering doctoral education in neoliberal times*. Prospective Publisher: Myers Educational Press. (Edited Collection)

Heybach, J.A. (2021, in process, 30% complete). *Inheritance: Sparklers and kerosene*. (monograph)

PRESENTATIONS

Presentations – Refereed

Heybach, J.A. & Pickup, A. (2020). Roundtable. Philosophy of Education in the Borderlands/Busy Intersections: Hybrid Identities for Academics and Educational Practitioners. American Educational Research Association. *Did not occur due to COVID-19 Pandemic

Heybach, J.A., Pickup, A., Zalud, T. (2019, November). Panel Presentation. Philosophical inquiry, epistemological humility, and fostering civic wonder in dangerous times. Academy of Educational Studies. Chicago, Illinois.

Heybach, J.A. (2019, September). Paper Presentation. Felt Difficulties, Images, and the Imagined Life of Others. Ohio Valley Philosophy of Education Society. Nashville, Indiana.

Heybach, J.A. (2019, April). Panel Presentation. Resisting the EdD/PhD octopus in education: Thinking with cautionary tales and mythical monsters in anxious times. Society of Professors of Education. Toronto, Ontario.

Heybach, J.A., Pickup, A., Lupinnaci, J., Konkol, P., Renn, P., Happel, A. (2018, November). Symposium. Dare Faculty Reclaim Doctoral Education: Between Buzzwords, Bullshit, and the Mythical Powers of the Doctorate. American Educational Studies Association. Greenville, South Carolina.

Heybach, J.A. (2018, October). Paper Presentation. Teachers learning to incorporate philosophy into their classroom. Academy of Educational Studies. Kansas City, Missouri.

Heybach, J.A. (2018, May). Paper Presentation. “Three Magic Letters”: Exposing the Ethical Entanglements of Professional Doctoral Programs. International Qualitative Inquiry Congress. Urbana-Champaign, Illinois.

Aviles, A. and **Heybach, J.A.** (2018, April). Roundtable. Seeking stability in Chicago: School actions, (c)overlaid forms of racial injustice, and the slow violence of neoliberal rationality. American Educational Research Association. New York, New York.

Heybach, J.A. and Noël Smith, B. (2018, March). Paper Presentation. Provoking dangerous possibilities: Reconsidering Donna Haraway’s Cyborg Manifesto. Academy for Educational Studies. Portland, Oregon.

Heybach, J.A. and Eastman, N. (2018, February). Paper Presentation. Neoliberal double-think: Publicly broke and privately rich. Southeast Philosophy of Education Society. Chattanooga, Tennessee.

Heybach, J.A. (2017, September). Panel. Revisiting “Should Philosophers and Educators Talk to Each Other?”: Reflections on Philosophy for Children (P4C) in the Public School Classroom.

Ohio Valley Philosophy of Education Society. Mundelein, Illinois.

Heybach, J.A. (2017, May). Paper Presentation. “(S)he’s pragmatic”: The conflation of American pragmatism and pragmatists in a Kakistocracy. International Qualitative Inquiry Congress. Urbana-Champaign, Illinois.

Heybach, J.A. (2017, May). Paper Presentation. Female Bodies as Dangerous, Shameful Spectacle in the era of Trump. International Qualitative Inquiry Congress. Urbana-Champaign, Illinois.

Heybach, J.A., Sheffield, E.C., & Jones, S.P. (2017, March). Panel Presentation. The resonance of Donald Trump. Critical Questions in Education Conference. New Orleans, Louisiana.

Heybach, J.A. (2017, February). Past President Redress. Discourses of visual activism and the problem with pictures in neoliberal society. Southeast Philosophy of Education Society Conference. Knoxville, Tennessee.

Heybach, J.A., Sheffield, E.C., Kuntz, A., & Petrovic, J. (2017, February). John Dewey Society Open Forum. “Make civics great again!” Southeast Philosophy of Education Society Conference. Knoxville, Tennessee.

Pickup, A. & **Heybach, J.A.** (2017, February). Paper Session. Whose STEM? Gender-washing and “painting pink” in STEM education. Southeast Philosophy of Education Society Conference. Knoxville, Tennessee.

Heybach, J.A. (2017, February). Presentation. Seeking stability in Chicago: School actions, (c)overt forms of racial injustice, and the slow violence of neoliberal rationality. Faculty Research Symposium. Aurora, Illinois.

Walter, M. and **Heybach, J.A.** (2016, October). Panel. Philosophy and K-12 education. Alliance for Liberal Learning. Chicago, Illinois.

Heybach, J.A., Sheffield, E.C., & Hewitt, R. (2016, October). John Dewey Society Panel. Celebrating 100 years of Democracy and Education: Dewey, the Utopians, and the quest for perfection. Critical Questions in Education Symposium. Salt Lake City, Utah.

Heybach, J.A. (2016, September). Panel Presentation. Author meets critics: Baudrillard, youth, and American film; fatal theory and education. Ohio Valley Philosophy of Education Society. Dayton, Ohio.

Heybach, J.A. (2016, September). John Dewey Society Panel. Dewey’s legacy of activism. Ohio Valley Philosophy of Education Society. Dayton, Ohio.

Heybach, J.A. (2016, May). Paper Presentation. International Qualitative Inquiry Congress. Enduring Thought: Dewey, Deleuze, and the rhizomatic nature of felt difficulties. Urbana-

Champaign, Illinois.

Heybach, J.A., Meeks, A., Aviles, A. (2016, May). Paper Presentation. Seeking stability: a qualitative inquiry into neoliberal policies, McKinney-Vento, and Chicago's School Closings. International Qualitative Inquiry Congress. Urbana-Champaign, Illinois.

Heybach, J.A. (2016, April). Paper Presentation. American Association of University Professors advocacy: paranoia, radical disclosure, and the difficulties of collective action without a common identity. American Educational Research Association. Washington, D.C.

Heybach, J.A. (2015, November). Paper Presentation. Truth telling as confession: Making the dehumanized human. American Educational Studies Association, San Antonio, Texas.

Heybach, J.A. (2015, November). Paper Presentation. Promise or peril? An inquiry into the post-modern social imagination. Academy for Educational Studies Association. Baltimore, Maryland.

Heybach, J.A., Rowe, B., Meeks, A., Sheffield, E.C., Sunderman, L. (2015, September). Panel Presentation. Education as a tragic labor of love. Ohio Valley Philosophy of Education Society. Dayton, Ohio.

Heybach, J.A., deAviles Bradley, A., Hartlep, N., Porfilio, B., Heybach, L., Nix-Hodes, P., Jacobs, M. (2015, April). Roundtable: At the crossroads of policy and poverty: A critical look at homelessness and youth in American schools. American Education Research Association. Chicago, Illinois.

Heybach, J.A. (2015, February). Recognizing blind spots: The miseducation of the McKinney-Vento Homeless Assistance Act. Southeast Philosophy of Education Society. Memphis, Tennessee.

Heybach, J.A. (2014, November). Paper Presentation. The problem with pictures: Imagining democracy in the age of "selfies." American Educational Studies Association. Toronto, Canada.

Konkol, P. J., Machados-Casas, M., Mendez, J., Pour-Khorshid, F., Rawls, S., Rodriguez, S., Swain, A., **Heybach, J.A.** (2014, November). Symposium. Activating social justice: Bridging theory to practice through social activism in our communities. American Educational Studies Association. Toronto, Canada.

Heybach, J.A., Sheffield, E.C. (2014, November). Paper Presentation. Creating citizens in a capitalistic democracy: A struggle for the soul of American citizenship education. American Educational Studies Association. Toronto, Canada.

Heybach, J.A., Heybach, L., Sheffield, E.C. (2014, October). Symposium. Critical Questions in Education: A theme issue on homeless youth. Academy for Educational Studies Association. Louisville, Kentucky.

Heybach, J.A., Sheffield, E.C. (2014, September). Symposium. The utopia/dystopia thaumatrope: Insights into contemporary visions of schooling. Ohio Valley Philosophy of Education Society. Dayton, Ohio.

Heybach, J.A. (2014, February). Paper Presentation. On teacher neutrality: Pondering Simone DeBeauvoir's ambiguity. Southeast Philosophy of Education Society. Decatur, Georgia.

Heybach, J.A. (2013, November). Paper Presentation. Confronting the myth of teacher neutrality and objectivity in an age of standardization. American Educational Studies Association. Baltimore, Maryland.

Heybach, J.A., Sheffield, E.C. (2013, October). Paper Presentation. Contemporary citizenship education in the United States: Political conflation, common core standards, and the aesthetics of patriotism. Academy for Educational Studies. San Antonio, Texas.

Heybach, J.A. (2013, September). Paper Presentation. Teacher as serious man: Neutrality, ambiguity, and the crisis of subjectivity. Ohio Valley Philosophy of Education Society. Dayton, Ohio.

Heybach, J.A., Ayers, W., Freedman, K., Petrovic, J., Sheffield, E.C., Carusi, T., Rowe, B., & Grey, L., (2013, April). Symposium. Dystopia and education: Theory, praxis, and policy in an age of utopia-gone-wrong. American Educational Research Association. San Francisco, California.

Heybach, J.A. (2013, February). Presentation. Confronting "difficult knowledge": Critical aesthetics and war in the classroom. Annual Teaching and Research Symposium. Aurora University. Aurora, Illinois.

Heybach, J.A. (2013, February). Paper Presentation. The limits of critical pedagogy and imagination: Reviving Günther Anders in an age of visual culture. Southeast Philosophy of Education Annual Conference. St. Petersburg, Florida.

Heybach, J.A., Medina, Y. & Scott, L. (2012, October). Panel Presentation. Empowering the imagination: The use of art toward critical consciousness. American Education Studies Association Annual Conference. Seattle, Washington.

Heybach, J.A. (2012, October). Paper Presentation. The end of imagination? Visual culture and trauma in the classroom. American Education Studies Association Annual Conference. Seattle, Washington.

Heybach, J.A., Burch, K. T., Sassone, L., O'Neill, L., Frielink-Miltz, S. (2012, September). Symposium. Redefining the meaning of "practical" in 21st century philosophy of education classrooms. Ohio Valley Philosophy of Education Annual Conference. Dayton, Ohio.

Heybach, J.A., Sheffield, E.C., & Kline, K. (2012, September). Panel Presentation: Moving

beyond critical pedagogy: Puzzle-solving, “cruel optimism” and paradigmatic anomaly. Ohio Valley Philosophy of Education Annual Conference. Dayton, Ohio.

Heybach, J.A., and Sheffield, E.C. (2012, April). Dystopia and education: Radicalizing Dewey's aesthetics in an age of utopia gone wrong. First Annual Past President’s Paper Session. John Dewey Society at American Educational Research Association. Vancouver, British Columbia.

Heybach, J.A., Kopkas, J., & Logsdon, L. (2012, February). Panel Presentation. Beauty sold and leased: Critical inquiries into aesthetic assumptions underlying educational policy and practices. Southeast Philosophy of Education Annual Conference. Birmingham, Alabama.

Heybach, J.A., Kline, K., Attick, D., & Smith, B. (2012, February). Discussant. Learning from dystopia: Reflections on youth, spectacle, and commodity. Southeast Philosophy of Education Annual Conference. Birmingham, Alabama.

Heybach, J.A., McKnight, A., Cline, A., Sheffield, E.C., Hewitt, R., & Petrovic, J. (2011, October). Panel Presentation. WikiLeaks as a human right: Free speech, disruptive knowledge, commodity as spectacle, and radical democracy. American Educational Studies Association Annual Conference. St. Louis, Missouri.

Heybach, J.A., Sheffield, E.C., & Cline, A. (2011, October). Panel Presentation. (Re)Imagining political discourse in the age of WikiLeaks. Academy for Educational Studies Annual Conference. St. Louis, Missouri.

Heybach, J.A. (2011, September). Paper Presentation. Let the poets speak? Confronting tragic visual culture in a democracy. Ohio Valley Philosophy of Education Society Annual Conference. Dayton, Ohio.

Heybach, J.A., Grey, L., & Garrison, J. (2011, May). Panel Presentation. The aesthetics of dystopia: The lost pedagogy of Abu Ghraib. Rouge Forum Annual Conference. Lewis University. Romeoville, Illinois.

Heybach, J.A. (2011, February). Paper Presentation. Learning from “difficult knowledge”: Trauma, war, and critical aesthetics. Southeast Philosophy of Education Society Annual Conference. Decatur, Georgia.

Heybach, J.A. (2010, October). Paper Presentation. Making aesthetics critical: The political affect of the image in a democracy. American Educational Studies Association Annual Conference. Denver, Colorado.

Heybach, J.A. & Sheffield, E.C. (2010, October). Paper Presentation. The civic aesthetics of activism: Educating Teachers for Change. Academy for Educational Studies Annual Conference. Chicago, Illinois.

Heybach, J.A. & Sheffield, E.C. (2010, September). Paper Presentation. Activist aesthetics:

Teachers as agents of change. Ohio Valley Philosophy of Education Society Conference. Dayton, Ohio.

Heybach, J.A. (2010, February). Paper Presentation. Against comfort: Aesthetics, tragedy, and protest in the Classroom. Southeast Philosophy of Education Society Conference. Hunstville, Alabama.

Heybach, J.A. (2009, September). Paper Presentation The death of beauty? Toward a new civic aesthetic. Ohio Valley Philosophy of Education Society Conference. Dayton, Ohio.

Heybach, J.A. (2009, February). Paper Presentation. Who shot social justice? Exposing the myth of NCATE's political neutrality. Southeast Philosophy of Education Society Conference. Auburn, Alabama.

Heybach, J.A. (2008, September). Paper Presentation. Social justice and the myth of NCATE's neutrality. Ohio Valley Philosophy of Education Society Conference. Dayton, Ohio.

Heybach, J.A. (2008, February). Paper Presentation. Dare the teachers learn to dare? An inquiry into the civic consequences of teacher neutrality. Southeast Philosophy of Education Society Conference. Baton Rouge, Louisiana.

Presentations – Invited

Heybach, J.S. (2020). Book Session Respondent: A Feminist/Pragmatist Response & Critique of Love in Education & the Art of Living. Southeast Philosophy of Education Society. Athens, Georgia.

Heybach, J.A. (2019, April). Pre-Conference Workshop. Democratic education in Islamic education. Islamic Society of North America Education Forum. Rosemont, Illinois.

Heybach, J.A. (2018, September). Ohio Valley Philosophy of Education Society Presidential Address. Resisting the apartheid of knowledges: Borderlands and busy intersections in philosophy of education. Nashville, Indiana.

Heybach, J.A. (2018, March). Ethics in education: The case of teacher neutrality. Illinois Math and Science Academy. Aurora, Illinois.

Heybach, J.A. (2018, February). Navigating the job market. Southeast Philosophy of Education Society. Chattanooga, Tennessee.

Heybach, J.A. (2017, September). Special conference panel I: Strategies for success in the academic job market. Ohio Valley Philosophy of Education Society. Mundelein, Illinois.

Heybach, J.A. (2016, April). Editor's roundtable. John Dewey Society. Washington, D.C.

Heybach, J.A. (2016, February). Southeast Philosophy of Education Society Presidential

Address. What is visual culture for? The problem with pictures in philosophy of education. Asheville, North Carolina.

Heybach, J.A. (2015, November). Webinar. What is Critical Thinking? Professional Development Committee. Aurora University. Aurora, Illinois.

Heybach, J.A. (2015, April). Panel Presentation. Teach your children well. Missouri State University Public Affairs Conference: The Ethical Citizen: Can You Make a Difference? Springfield, Missouri.

Heybach, J.A. (2015, April). Panel Presentation. Aesthetics, ethics and the value of self-expression. Missouri State University Public Affairs Conference: The Ethical Citizen: Can You Make a Difference? Springfield, Missouri.

Heybach, J.A. (2015, April). Panel Presentation. Ethics and culture in American higher education. Missouri State University Public Affairs Conference: The Ethical Citizen: Can You Make a Difference? Springfield, Missouri.

Heybach, J.A., Sheffield, E.C., Ragland, D., Logue, J., Spurgas, A. (2015, March). Truth telling and reconciliation: Toward peaceful economic, racial, and social justice for Ferguson and beyond. Southern Illinois University-Edwardsville, Black Lives Matter Town Hall Meeting, Edwardsville, Illinois.

Heybach, J.A. (2015, February). Invited Talk Visual Culture in an Age of Terrorism. Southern Illinois University-Edwardsville, Edwardsville, Illinois.

Heybach, J.A. & Sheffield, E. (2014, September). Creating citizens in a capitalistic democracy: A struggle for the soul of American citizenship education. University of Alabama, Department of Cultural and Social Foundations of Education Lecture Series. Tuscaloosa, Alabama.

Heybach, J.A. (2012, April). Panel Presentation. Arts in the media age. Missouri State University Public Affairs Conference: Culture of Connectivity, Springfield, Missouri.

Heybach, J.A. (2012, April). Panel Presentation. Citizenship, charity and religion in the digital age. Missouri State University Public Affairs Conference: Culture of Connectivity, Springfield, Missouri.

Heybach, J.A. (2012, April). Panel Presentation: Teachers and Students in an Age of Connectivity. Missouri State University Public Affairs Conference: Culture of Connectivity, Springfield, Missouri.

Heybach, J.A. (2011, November). Classroom Presentation. Tragic aesthetics and visual culture in the classroom. Queens College, CUNY, New York, New York.

Heybach, J.A. (2011, November). Classroom Presentation. Tragic aesthetics and visual culture in

the classroom. Borough of Manhattan Community College, CUNY, New York, New York.

Heybach, J.A. (2011, June). Classroom Presentation. Tragic aesthetics and visual culture in the classroom. Missouri State University, Springfield, Missouri.

Heybach, J.A. (2010, June). Classroom Presentation. Difficult knowledge and visual culture in teacher education. Missouri State University, Springfield, Missouri.

UNIVERSITY SERVICE

Doctoral Program Area

Dissertation Chairperson (2015-present) Defended

Dreyer, E. (2015). *English education pre-service teachers' perceptions of their experiences with the EdTPA assessment during their semester of student teaching.*

Estes, S. (2016). *From the use of performance tasks to the user of performance tasks: Authentic learning and assessment experiences in middle schools.*

Coleman, A. (2016). *The identification, retention, and learning opportunities for underrepresented groups in gifted and talented educational programs in one urban school district.*

McDermott, T. (2016). *At the heart of professional learning communities: How principal leadership practices influence teacher collaboration.*

Gold, J. (2016). *Please, don't go! We've only just begun: Voices of non-tenured teachers' lived experiences in a deprofessionalizing career.*

Anderson, H. (2016). *The impact of APIE process on service delivery of inclusive recreation.*

Eberle, L. (2016). *The non-residential father: How does he matter?*

Dudek, S. (2016). *The use of 1:1 computing in a rural Midwestern school district: A qualitative case study.*

Ryder, D. (2016). *Relationship between leadership style, leadership outcomes, gender, and generation of administrators in the Illinois public school setting.*

Samojedny, C. (2016). *A principal's looking glass: An autoethnography of my leadership in a culturally diverse school setting.*

Dearman, S. (2017). *Extracurricular activities and academic achievement: A quantitative study of hours of extracurricular participation and the impact upon GPA and ACT score.*

Heath, E. (2017). *“Doing what’s best for kids”: A narrative study of early childhood education and the decision-making of superintendents.*

Baum, M. (2017). *Missed opportunities: The influence of teacher leadership on implementing culturally relevant pedagogy.*

Neal, J. (2017). *I’m sorry for my ignorance: The autoethnography of a university writing tutor.*¹

Howard, R. (2017). *Parent and child barriers to school success: The parent’s perspective on trying to connect with their child’s teacher and school.*

Staples, T. (2017). *My giants go with me: The lived experiences of African American student leaders at historically and predominately white universities.*

Harmon, T. (2018). *Second-career educators as tall poppies: A case study of an under-realized resource in elementary education.*

Sheertz, C. (2018). *The visual representation of African Americans in popular culture: A critical qualitative multi-site case study of the Film Dear White People and racial identity in the postsecondary classroom.*²

Hennegan, J. (2018). *Building respect, rapport, and care in the classroom: Case studies of upper elementary teachers and their students.*

Lohse, K. (2018). *Early childhood teachers’ beliefs about number sense: A qualitative case study.*

Buie, D. (2018). *Beyond a deficit view: Understanding the experiences of first-generation students who participate in college access and success community-based organizations.*

Pawlak, E. (2018). *Are we more than the sum of our parts? A quantitative study of collective efficacy, student achievement, and leadership.*

Hanlon, E. (2018). *Student movement in the classroom: A study in the educational practice of physical movement within traditional educational settings.*

Grzanich, S. (2018). *What do i do now? Principal self-perception of competencies in managing situations involving children and mental health issues.*

Mains, A. (2018). *Reimagining young widowhood: The beginning of becoming through love, loss, and transformational learning.*

¹ 2017 Dissertation of the Year Winner, Aurora University

² 2018 Dissertation of the Year Winner, Aurora University

Bloom, M. (2018). *Parent Dissatisfaction in an Online World: Parent and Administrator Perception of the Influence of Negative Social Media Comments on School Reputation*.

Laban, D. (2018). *College student mental health and misaligned expectations: Examining the lived experiences of student affairs professionals*.

Mitchell, M. (2019). *An (auto)ethnodrama of the heart: Read aloud, reflection and performativity in the secondary English classroom*.

Ulrich, T. (2019). *In the name of national security: How the United States government infiltrated public education through the Foreign Service Institute*.³

Sherwin, S. (2019). *A qualitative phenomenological case study of how the liberal arts influence police-citizen interactions*.

Bolden, M. (2019). *Unveiling the perceptions and motivations of students participating in noncredit community college programs: an interpretative phenomenological analysis study*.

Max, J. (2019). *Examining dual credit: Student perceptions on the usefulness of post-secondary level courses taught during the high school year*.

Berecca, P. (2019). *Girls, identity, and the film girl rising*.

Baldwin, C. (2019). *The school experience: Women who partner with women parent perspectives on elementary school*.

Salamone, J. (2019). *A qualitative study of parent perceptions of special education services in their child's school district*.

O'Brien, K. (2019). *The experience of ell teachers who teach writing to native spanish speaking students in the middle years of education*.

Berrios, S. (2019). *Teaching science to latino english learners: A phenomenological study*.

Barbanente, J. (2019). *Leadership in difficult times: Deep equity, race, and the journey towards equity literacy*.

Taylor, L. (2019). *A qualitative study of the lived experience of female superintendents in the midwest*.

Beverlin, K. (2019). *The impact of daily recess on measures of academic progress math scores*

³ Dissertation was recently extended into a monograph. Ulrich, T. (2021). *The influence of the foreign service institute on U.S. language education: Critical analysis of historical documentation*. Routledge.

in first-, second-, and third-grade students.

Llorente-Perez, P. (2020). *Purposeful academic language switch (PALS): A strategic option to bridging translanguaging and academic language.*

Herb, J. (2020). *The art of building digital capacities: Listening to in-service practitioners struggling to become connected educators.*

Sanders, R. (2020). *Qualitative analysis of diversity, equity, and inclusion-related content on websites of high school districts in Illinois.*

Koranda, E. (2020). *Perceptions of public secondary school principals related to employee management and human resource organizational systems.*

Luna, L. (2020). *The perceptions of academically underachieving, gifted, elite male athletes: a grid and group interpretation.*

Aderon, S. (2020). *From resistance to acceptance: Successfully implementing restorative practices in a suburban high school.*

Kressin, L. (2020). *Teacher freedom and student ownership in the classroom: Integrating high-value technology in the elementary mathematics classroom.*

Hren, K. (2020). *Why should i close my eyes to reality?: A qualitative study of controversial and sensitive photographs in the high school social studies curriculum.*

Carson, C. (2020). *School district change leadership practices: A case study of transitioning from a traditional high school model to a student-centered learning environment.*

Freteug, B. (2020). *School district consolidation and social capital: Bridging and bonding schools together.*

Hantson, D. (2020). *From exclusionary to restorative behavior management: A case study of administrative perceptions in an era of shifting disciplinary management systems.*

Zwemke, B. (2020). *Building social capital through social media: Posting on the brightside.*

Rivera, C. (2020). *Latina administrators and superintendents: Where are we? A qualitative study on latina administrators.*

Haugens, M. (2020). *Dual identities: A blessing or a curse? The role of school leaders and mothers.*

Hoffman, L. (2020). *The relationship between teacher perception of principal leadership behaviors and middle school student achievement.*

Bland, R. (2020). *An examination of elementary principals' knowledge and skills in evaluating multilingual programs and instruction.*

Wilson, W. (2020). *Correlations between religious practices, leadership style, and stress management of superintendents.*

Karu, R. (2020). *Role of faculty mentorship in exploring students' perceptions of science identity while pursuing STEM courses and programs.*

Dissertations in Process (Post-Proposal Defense)

Bruesch, J. (December, 2017). Emphasis: Qualitative Research, Leadership and Empathy.

Davis, D. (December 2018). Emphasis: Phenomenology, African-American Administrators

Ionutas, M. (March, 2019). Emphasis: Qualitative Research, Higher Ed Middle Managers.

Bruno, S. (July, 2019). Emphasis: Qualitative Research, Peace Jam.

Veliz, K. (December, 2019). Emphasis: Grounded Theory, First Year Experience.

Halverson, R. (January, 2020). Emphasis: Autoethnography, SES, and Leadership.

Aughenbaugh, D. (March, 2020). Emphasis: Qualitative Research, Rural School Participation.

Durbin, J. (March, 2020). Emphasis: Qualitative Research, Rural School College Readiness.

Carlson, A. (March, 2020). Emphasis: Qualitative Research, Rural Teacher Recruitment/Retention.

Trejo, G. (April, 2020). Emphasis: Qualitative Research, Race and Leadership, Persistence.

Darnell, S. (April, 2020). Emphasis: Qualitative Research, Evolutionary Leadership Theory.

Epperley, M. (June, 2020). Emphasis: Qualitative Research, Restorative Justice.

Robinette, J. (October, 2020). Emphasis: Quantitative Research, Dual Language.

Weaver, L. (October, 2020). Emphasis: Qualitative Research, Second Step Programs, Early Childhood.

Codina, C. (October, 2020). Emphasis: Qualitative Research, Arts, Trauma.

Burnett, S. (November, 2020). Emphasis: Qualitative Research, Teacher Professional Development.

Griffin, S. (December, 2020). Emphasis: Qualitative Research, Race and Curriculum.

Walker, S. (December, 2020). Emphasis: Qualitative Research, Resiliency and At-Risk.

Thompson, A. (December, 2020). Emphasis: Mixed Methods, ROTC.

In Process (Pre-Proposal Defense)

Jones, S. Emphasis: Ethnodrama, African-American Migration and Education.

Patterson, Y. Emphasis: Qualitative Research, African-American Computer Science PhD.

Prentiss, T. Emphasis: Qualitative Research, School Refusal Intervention.

Schacht, V. Emphasis: Qualitative Research, STEM Curriculum and Inquiry.

Smith, A. Emphasis: Qualitative Research, LGBTQ Policy in Suburban Districts.

Testone, C. Emphasis: Qualitative Research, District-wide Technology Strategic Planning.

Sieflak, M. Emphasis: Qualitative Research, School-Community Partnership.

Day, D. Emphasis: Qualitative Research, Equity, Rural Schools and SEL.

Lowe, A. Emphasis: Qualitative Research, Race and SPED.

Smith, M. Emphasis: Qualitative Research, History of Facilities Projects.

Petzemas, G. Emphasis: Qualitative Research, Autoethnography and Difference.
 Coleman, C. Emphasis: Qualitative Research, Leadership and Race.
 Simpson, J. Emphasis: Qualitative Research, Discipline and Justice.
 Conrad, R. Emphasis: Qualitative Research, SPED, Funding, Retention.
 Kilgore, S. Emphasis: Qualitative Research, Black Parent Experience.
 Bixtz-Diaz, C. Emphasis: Qualitative Research, Rural Education Teacher Retention.
 Kincaid, H. Emphasis: Quantitative Research, Title I Funding.
 Darlynn Terry. Emphasis: Qualitative Research, Race in Elementary Education.
 Darren Root. Emphasis: Qualitative Research, School Board Training.
 Kleist, C. Emphasis: Qualitative Research, STEM Curriculum and Inquiry.
 Heid, F. Emphasis: Quantitative Research, ACEs, Trauma, and Services.

Dissertation Committee Member and/or Methodologist (2013-present) Defended

Joseph, T. (2013). *Lived meaning in the eye-catching adolescent lifeworld.*

Hicks, J. (2013). *Building a bridge: Effective teams and co-teaching relationships.*

Smith, M. P. (2014). *African-American students and academic achievement resulting from summer school interventions.*

Benatitit, D. (2015). *The effects of a district-wide professional learning community on student growth and achievement.*

Byrne, M. (2015). *Implications of understanding: Exploring the relationship between teachers' beliefs and perceptions of education and curriculum on the implementation of curriculum and of pedagogical design.*

Wackerlin, B. (2015). *A content analysis of 3rd grade CORE reading instructional materials in three large northern Illinois districts to investigate gender representation.*

Duco, J. (2016). *Tracking and student perceptions: Theories of intelligence and effort belief.*

Lang, R. (2016). *Factors related to teacher instructional technology beliefs in 1:1 mobile device learning environments.*

Sander, J. (2016). *The relationship between educational expenditures and academic achievement in Illinois high school districts.*

Cheng, R. (2016). *Understanding high school dropouts: What keeps students in school against the odds.*

Chatterton, Z. (2017). *An exploration of dispositions for success among first-year teachers.*

Scroggs, E. (2017). *Characteristics of effective programs for high school students with emotional disabilities.*

Thake, J. (2017). *An examination of rural students' engagement with career and college readiness.*

Pape, R. (2018). *Exploring teachers' beliefs, attitudes, and perceptions of differentiation: A phenomenological study.*

Sommers, T. (2018). *Exploring early phase elementary teachers lived experiences through portraiture: Impact on student motivation.*

Mycyk, M. (2018). *Empowering students through mathematics: A post- qualitative study.*

Warner, K. (2019). *An investigation of the impact of teacher salaries and instructional spending per pupil on student achievement in elementary schools.*

Weaver, S. (2019). *Case study of the perceptions of secondary science teachers concerning their postsecondary preparation program experiences.*

Cooke, M. (2019). *Identifying homeless students: Maximizing available assistance.*

Greuter, M. (2019). *Enrollment and success of low-income high school students in blended learning courses.*

College/School Level Service

Organizer, EdD Writing Retreat, George Williams College Campus, Lake Geneva, Wisconsin. (July, 2015; January, 2016; July 2016; January 2017; July 2011; January 2018; July 2018; January 2019; July 2019; January 2020)

Organizer, EdD Virtual Writing Retreat (July 2020; January 2021)

Organizer, EdD Speaker Series, Critical Leadership Studies (July 2020)

Organizer, EdD Dissertation Conference (2018, 2017, 2016, 2015)

Organizer, EdD Publications Conference (2018, 2016)

Organizer, EdD Induction Ceremony (2019, 2018, 2017, 2016, 2015)

Organizer, EdD Ethics Symposium (2019, 2020)

Chairperson, Student Performance Review Committee (2011-2013)

Chairperson, Student Teaching Placement Review Committee (2011-2013)

Chairperson, Golden Apple Award Committee (2011-2015)

Chairperson, Faculty Search Committee, EdD Senior Lecturer (2016)

Member, Mentoring Committee (2010)

Member, Student Performance Review Committee (2009-2010)

Member, Student Teaching Placement Review Committee (2008-2010)

Member, Golden Apple Award Committee (2010-2011)

Member, Elementary Education Program Revision. New Illinois Professional Teaching Standards (IPTs) Alignment. (2011-2012)

Member, Elementary Education Curriculum Committee (2009-2014)

Chairperson, Disposition Policy and Practice Review Committee (2012-2013)

Chairperson, Middle Level Education Program Development Committee (2014-2015)

University Level Service:

Member, Faculty Search Committee, Dunham Endowed Professor of Ethics (2021)
Chairperson, Faculty Personnel Committee (2020-2022)
Elected Member, Graduate Affairs Committee (2020-2022)
Elected Member, Faculty Development Committee (2017-2018)
Elected President, AAUP Advocacy Chapter, Aurora University (2014-2016)
Elected Member, Representative, Faculty Senate (2013-2017)
Co-Chairperson, University Assessment Committee (2015 –2016)
Member, University Assessment Committee (2013-2015)
Member, John C. Dunham Undergraduate Grant Review Committee (2015)
Member, Spartan Award Committee (2015)
Member, General Education Curriculum Revision Committees (2012-2013)
Member, Faculty Search Committee, Biology Professor (2013)
Member, Faculty Search Committee, Chemistry Professor (2014)
Member, Faculty Search Committee, Religion Professor (2016)
Member, STEM Design Team, John C. Dunham STEM Partnership School. (2012 –2013)

Advisor, Honors Projects:

Eisenhauser, K. (2013). *Whole language and phonics in the secondary school*.
Hart, T. (2012). *Experiential environmental education: Impacts on the secondary English classroom*.
Cummings, M. (2010). *Is gender still an Issue? Teachers, girls, and classroom practice*. (Co-Advisor, Dr. Dan Hipp).

Advisor, Undergraduate Research Conference:

Jones, K. (2011). *John Dewey and middle school philosophy: Relevance and its impact on social control*.

External Service and School Partnerships – Initial Licensure:

Science Education Partnership

O'Donnell Elementary School, East Aurora District 131(2010-2013)
Greenman Elementary School, West Aurora District 129 (2011)
Allen Elementary School, East Aurora District 131 (2008-2010)
Worked with all student populations (SPED, ELL, at-risk)

5th Grade Science Fair & Engineering Fair Partnership

O'Donnell Elementary School, East Aurora District 131 (2010-2013)
Allen Elementary School, East Aurora District 131 (2008- 2009)
Worked with all student populations (SPED, ELL, at-risk)

Clinical Observation Partnership

Aurora West High School, West Aurora District 129 (2011-present)
Herget Middle School, West Aurora District 129 (2011-2012)

Kennedy Middle School, Naperville Community Unit District 203 (Mary Term 2013)
Rotolo Middle School, Batavia District 101 (Mary Term 2013)
Worked with all student populations (SPED, ELL, at-risk)
Illinois Math & Science Academy, Science Inquiry Judge. (2012, 2013)
Oswegoland Park District Outdoor Education Partnership. (2008-2010)

SERVICE TO THE PROFESSION

American Educational Studies Association

Member, Program Committee, Annual Conference, (2013, 2014)
Program Advisor, Annual Conference (2014)
Member, Kneller Lecture Selection Committee, (2013)
Elected Member, Committee on Academic Standards and Accreditation, (2012-2015)

Ohio Valley Philosophy of Education Society

President, (2018)
President-Elect, (2017)
Secretary-Treasurer, (2014-2016)
Program Committee Member, (2013, 2015)
Webmaster, (2010-2016)
Electronic Editor, Philosophical Studies in Education. (2010-2016)
Site Coordinator, (2013)

Southeast Philosophy of Education Society

President, (2015-2016)
President-Elect, (2014-2015)
Program Chair, Annual Conference. (2013-2014)

The John Dewey Society

Executive Secretary-Treasurer, (2016-2019; 2020-2023)
Education and Culture, Journal Editor, (2020-present)

Academy for Educational Studies (AES) and *Critical Questions in Education* (CQIE)
CQIE Associate Editor, (2013-present).
CQIE Manuscript Reviewer, (2010-present).
AES Webmaster, (2014-present)

The SoJo Journal: Educational Foundations and Social Justice Education
Manuscript Reviewer, (2014-present)

Mid-western Educational Researcher
Manuscript Reviewer, (2017-present)

Journal of Autoethnography
Editorial Board, (2020-present)

Book Series Editor (2021-Present)

Palgrave Macmillan Pivot Series, The Cultural and Social Foundations of Education

GRANTS

Ethics Grant, Aurora University, 2016-2018.

Building a Better Democracy through Ethical Decision” Grant Director. During year one, we completed the following tasks: designed a graduate level course, delivered the course to 2 cohorts of teachers in the fall of 2016 and 2017, and these educators implemented the ethics curriculum in Pre-K through college classrooms. The working committee of the grant worked with Communities in Schools to deliver summer curriculum in 2017. Funders: McGowan Foundation; Dunham Foundation. Awarded: \$150,000.

Illinois Math and Science Partnership (IMSP), WIP-5 Grant, Aurora University, 2012 – 2014.

This grant proposal was written in collaboration with the Science department faculty. This grant id being used to deliver a two-year program titled “Developing Models and Carrying out Investigations in STEM” to help educate middle school and high school science teachers in the implementation of the Next Generation Science Standards. Awarded \$230,000.

Speaker Support Grant, Provost’s Office, Northern Illinois University, October 2011.

Dr. Earl Smith, Wake Forest University—author of *Race, Sport, and the American Dream*.

Lecture title: Athletic Industrial Complex: Conference Re-Alignment and Race. He also met with Themed Learning Community students to discuss his work on the sociology of sport. Awarded \$1,000.

Speaker Support Grant, Dean’s Office, Aurora University, April 2011.

Dr. Brian Schultz, Northeastern Illinois University--author of *Spectacular Things Happen Along the Way*. Dr. Schultz lectured on democratic education/social justice and met with Aurora University initial certification students. Awarded \$100.

Associated Colleges of Illinois, Transforming Special Education Partnership Grant, January–September 2009

Awarded to Aurora University’s Transforming Curriculum in Special Education Committee. I served as a member of this committee representing elementary education. Awarded \$13,500.

AWARDS

Trumbo Award. (2019). Aurora University’s Excellence in Teaching Award.

Critic’s Choice Book Award. (2013). American Educational Studies Association.

Nominated, Outstanding Dissertation Award. (2013). Northern Illinois University Graduate School.

Finalist, Best Graduate Student Paper. (2011). Ohio Valley Philosophy of Education Society.

Graduate Teaching Assistantship. (2007-2012). Department of Leadership, Educational Psychology and Foundations, Northern Illinois University.

Travel Grants. (March & September, 2008). Northern Illinois University Graduate School.

Graduate Assistantship. (1999-2001). Department of Teaching and Learning, Science Education Lab. Northern Illinois University.

RELATED PROFESSIONAL EXPERIENCES

Outdoor Education Instructor, Spring Valley Nature Center, 2000-2001
Ages 4-12 Environmental Education; Summer Day Camp Counselor; Science, Art and Interpretative Environmental Education Curriculum.

Graduate Assistant, Science Education Lab, Northern Illinois University, 1999-2001
Lab assistant for science methods students developing science curriculum and integrated technology projects.

Art Instructor, Young Rembrandt's, 1997-2000 Ages 3-12. Introduction to Drawing.

RELATED EDUCATIONAL POSITIONS

Science Teacher, Keller Junior High School, 2001-2002
6 Sections of 7th grade science; full inclusion of special education students and English language learners; GEMS Club (Girls interested in math and science) sponsor.

Art Instructor, Schaumburg Community Cultural Arts Program, 1999-2002
Sketch, Color, and Paint; Teen Art Explosion; Watercolor Camp; Coordinator of the Annual Student Art Exhibition. Guest Art Instructor, Schaumburg School District #54.

REFERENCES

Available upon request.

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

Dr. Heidi M. Mansour, Ph.D., R.Ph.

Associate Professor with Tenure, The University of Arizona

1703 E. Mabel St, Office 412 Skaggs Pharmaceutical Sciences Center, Tucson, AZ 85721-0207

Email: mansour@pharmacy.arizona.edu Office Phone: (520) 626-2768; Lab Phone: (520) 626-3232

Website: <http://www.pharmacy.arizona.edu/directory/heidi-mansour-phd>

CHRONOLOGY OF EDUCATION

1. University of Wisconsin-Madison, School of Pharmacy, B.S. Pharmacy (Distinction & Honors) 05/1996
2. University of Wisconsin-Madison, Madison, WI
Department of Chemistry, Ph.D. Minor: Advanced Physical & Interfacial Chemistry 12/1999
Ph.D. Minor Professor: Hyuk Yu, Ph.D., D.Sc.
School of Pharmacy, Ph.D. Major: Pharmaceutical Sciences 12/2003
Ph.D. Major Professor: George Zografi, Ph.D, D.Sc., Dean Emeritus
National Academy of Science-Institute of Medicine Elected Member
Ph.D. Dissertation Title: *Phase Transitions, Hydration, and Spreading of Phospholipid Bilayers and Monolayers at the Air-Water Interface*. 332 pages. (last graduate student from the Zografi Lab)

Health Professional Licensure:

1. Registered Pharmacist (R.Ph.), State of Wisconsin 1996-Pres

CHRONOLOGY OF EMPLOYMENT

Academic:

1. University of Wisconsin-Madison, School of Pharmacy, Instructor 1996-1999
2. University of Wisconsin-Madison, School of Pharmacy, Instructor 2004-2005
3. University of North Carolina (UNC)-Chapel Hill, School of Pharmacy, Post-Doctoral Fellow 2005-2008
4. UNC-Chapel Hill, School of Pharmacy, Instructor & Graduate School Faculty 2006-2013
5. University of Kentucky, College of Pharmacy, Assistant Professor 2008-2013
6. The University of Arizona, College of Pharmacy, Assistant Professor 2013-2018
7. The University of Arizona, Institute of the Environment, Affiliate Faculty Member 2013-Pres
8. The University of Arizona, NCI Comprehensive Cancer Center, Research Member 2014-Pres
9. The University of Arizona, BIO5 Institute, Assistant Professor 2014-2018
10. The University of Arizona, College of Medicine, Dept of Medicine, Assistant Professor 2015-2018
Division of Translational & Regenerative Medicine
11. The Univ. of Arizona, College of Pharmacy, Director of the PharmD/PhD Dual-Degree Program 2017-Pres
12. The Univ. of Arizona, College of Pharmacy, Director of Pharmaceutics & Pharmacokinetics 2018-Pres
13. The Univ. of Arizona, College of Pharmacy, Associate Professor (Tenured) of PharmSci 2018-Pres
Dept of Pharmacology/Toxicology and Dept of Pharmaceutical Sciences
14. The Univ. of Arizona, College of Medicine, Dept of Medicine, Associate Professor of Medicine 2018-Pres
Division of Translational & Regenerative Medicine
15. The Univ. of Arizona, BIO5 Institute, Associate Professor 2018-Pres
16. The Univ. of Arizona Health Sciences, Associate Professor of Clinical Translational Sciences 2018-Pres

HONORS AND AWARDS

Scholarships/Fellowships/Awards:

1. Lillian E. Fenske Scholarship 1991
2. Wal-Mart Scholarship 1991
3. United States of America Presidential Academic Fitness Award Scholar 1991
4. Wisconsin Academic Excellence Award Scholar (4-year tuition scholarship) 1991-1995
5. University of Wisconsin-Madison Chemistry Enrichment Award 1992

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

6. University of Wisconsin-Madison College of Letters and Science Sophomore Honors Award	1993
7. Rho Chi Pharmaceutical National Honor Society Award for Academic Excellence	1994
8. Merck Award in Academic Excellence in Pharmacy	1996
9. Graduation with Distinction and Honors in Pharmacy	1996
10. AFPE Pre-Doctoral Fellow Award in Pharmaceutics	1999-2001
11. PhRMA Foundation Advanced Pre-Doctoral Fellow Award in Pharmaceutics	2000-2002
12. Pharmacia Upjohn Walter F. Enz Award in Research Excellence in the Pharmaceutical Sciences	2001
13. PhRMA Foundation Post-Doctoral Fellow Award in Pharmaceutics	2007-2008
14. National Institutes of Health (NIH)-UNC-Chapel Hill Regional Training Award Scholar	2007
15. UNC-Chapel Hill Vice Chancellor's Post-Doctoral Scholar Award in Research Excellence	2007
16. AAPS Post-Doctoral Fellow Award in Research Excellence	2007
17. Mercer University School of Pharmacy AAPS Student Chapter "Researcher of the Issue"- <i>Pharmabeat-Inaugural Issue</i>	2010
18. CONACyT (National Council of Science and Technology of Mexico) Fellowship (awarded for my Ph.D. graduate student, Maria F. Acosta)	2014-2019
19. Fellow, Royal Society of Medicine (London, GBR)	2015
20. Elected Co-Chair, Drug Delivery: New Devices & Emerging Therapies Group, International Society of Aerosols in Medicine (ISAM)	2015-2017
21. Co-Chair, Symposium, Controlled Release Society (CRS) Annual Meeting, Seattle, WA New Processes, New Materials, and New Products Symposium	2016
22. ISAM Aerosol School Faculty, Hamilton, Ontario, Canada Firestone Institute for Respiratory Health	2016-2018
23. NIH Service Award: Continuous Submission Privilege	2016-Pres
24. Co-Chair, Drug Delivery & Nanotechnology Session 10th International Conference Neonatal & Childhood Pulmonary Vascular Disease University of California-San Francisco (UCSF), San Francisco, CA	2017
25. Eureka Institute of Translational Medicine International Award, Siracusa, Sicily, Italy	2017
26. Outstanding Research in Pharmaceutics & Pharmacokinetics Award (awarded to my senior Ph.D. graduate student, Priya Muralidharan)	2017
27. Rho Chi Pharmaceutical National Honor Society Award for Academic Excellence (awarded to my Ph.D. graduate student, Maria F. Acosta)	2017
28. The Caldwell Health Sciences Research Fellowship Award (awarded to my Ph.D. student, Maria F. Acosta)	2018
29. Outstanding Research in Pharmaceutics & Pharmacokinetics Award (awarded to my senior Ph.D. graduate student, Maria F. Acosta)	2018
30. The Hugh E. Laird II, Ph.D. Memorial Fellowship Award (awarded to my senior Ph.D. graduate student, Wafaa Alabsi)	2018
31. Cylerus, Inc Financial Gift Award to the Mansour Research Program	2018-2019
32. CONACyT (National Council of Science and Technology of Mexico) Fellowship (awarded for my Postdoctoral Scholar, Dr. David Encinas-Basurto, Ph.D.)	2019-2020
33. Academic Excellence in Pharmaceutics & Pharmacokinetics Award (awarded to my senior Ph.D. graduate student, Wafaa Alabsi)	2020
34. Outstanding Research in Pharmaceutics & Pharmacokinetics Award (awarded to my senior Ph.D. graduate student, Wafaa Alabsi)	2020
35. Academic Excellence in Pharmaceutics & Pharmacokinetics Award (awarded to my senior Ph.D. graduate student, Ernest Vallorz)	2021
36. Outstanding Research in Pharmaceutics & Pharmacokinetics Award (awarded to my senior Ph.D. graduate student, Ernest Vallorz)	2021
37. Postdoctoral Research Development Grant (PRDG) (Arizona Sursum Fellow), The UA RII (awarded to my Postdoc, Dr. Basanth Babu Eedara)	2021
38. Frontiers in Knowledge Award (awarded to my Pharm.D. student researcher, Victor Ruiz)	2021
39. Elected Faculty Senator-at-Large, UA Faculty Governance	2021-Pres
40. Elected Chair, APhA-Academy of Pharmaceutical Research & Science (APRS)	2021-2023
41. Vice Chair, ATS Drug/Device Discovery & Development (DDDD) Committee	2021-2022

Honor Societies (Elected Member):

1. Phi Eta Sigma National Honor Society	1991
2. Phi Kappa Phi National Honor Society	1991
3. Golden Key International Honor Society	1991
4. Rho Chi Pharmaceutical National Honor Society	1994
5. Sigma Xi Scientific Research Honor Society	2014

SERVICE/OUTREACH

Local/State Outreach

1. BSPS "Launching Careers in Healthcare" Recruitment, Admitted Student Day, UA Admissions -Faculty Speaker/Recruiter	04/2018
2. "Women in Engineering (STEM)", UA Global Initiatives, Office of Diversity & Inclusivity -Program Leaders: Dr.Nadia Mexica and Dr. Adrian Arroyo -Faculty Speaker	04/2018
3. "A Learning Research Experience, Graduate Nanotechnology Program 2018" UA Global Initiatives, Office of Diversity & Inclusivity -Program Leaders: Dr.Nadia Mexica and Dr. Adrian Arroyo	08/2018
4. Discover Pharmacy Open House , UA COP Faculty Speaker/Recruiter, Tucson, AZ	10/2019
5. PharmCamp 2019 , UA COP Short-Course Faculty Instructor, Tucson, AZ - Promotion Video	07/2019
6. Discover Pharmacy Open House , UA COP Faculty Speaker/Recruiter, Tucson, AZ	02/2020
7. Open House College of Pharmacy Hour Seminar - Presentation Title: "Research Opportunities & the PharmD/PhD Dual-Degree Program"	09/2020
8. Discover Pharmacy Virtual Open House , UA COP Faculty Speaker/Recruiter, Tucson, AZ	10/2020
9. Discover Pharmacy Virtual Open House , UA COP BSPS Faculty, Tucson, AZ	03/2021
10. Research Innovation & Impact & UA Global Webinar Video , Invited Faculty Speaker - "Research and Academic Bridges with Mexico – CONACyT Scholar Opportunities"	03/2021
11. International Webinar , UA, Columbia, and Mexico, Invited Faculty Speaker	03/2021
12. BSPS Student Advisory Board Dual-Degree Program Faculty Speaker, Tucson, AZ	03/2021
13. ATS Twitter Live Chat Expert Panelist on Industry Careers for Physicians & Scientists	03/2021
14. COP Dual-Degree Event, Invited Speaker - Presentation Title: "Research Opportunities & the PharmD/PhD Dual-Degree Program"	05/2021

National/International Outreach

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

Journal Editorial Advisory Board Member (EAB)

1. *Pharmaceutical Technology North America Journal*
2. *Current Nanomedicine*
3. *Journal of Pharmaceutical Technology & Drug Research (Great Britain)*
4. *Journal of Pharmaceutical Sciences (APhA/FIP Official Society Journal, 2020 Impact Factor 2.997)*
5. *Austin Journal of Pulmonary and Respiratory Medicine*
6. *Molecular Systems Design & Engineering (RSC-Royal Society of Chemistry Journal, 2020 Impact Factor 3.323)*
7. *Pharmaceutics (2020 Impact Factor 4.421), Topics Editor*

National/International Professional Societies:

1. Academy of Pharmaceutical Sciences of Great Britain (APSGB)
2. American Pharmacists Association (APhA)
3. American Chemical Society (ACS)
4. American Association of Pharmaceutical Scientists (AAPS)
5. American Association of the Colleges of Pharmacy (AACP)
6. American Thoracic Society (ATS)
7. Controlled Release Society (CRS)
8. European Federation for Pharmaceutical Sciences (EUFPS)
9. International Pharmaceutical Federation (FIP) Board of Pharmaceutical Specialties
10. European Respiratory Society (ERS)
11. International Society for Aerosols in Medicine (ISAM)
12. The Aerosol Society (Great Britain)
13. International Association of Colloid and Interface Scientists (IACIS)
14. Royal Society of Medicine (Respiratory Medicine)
15. Royal Society of Chemistry (RSC)

National/International Leadership & Service:

- | | |
|---|------------|
| 1. Elected Co-Chair, ISAM Drug Delivery: New Devices & Emerging Therapies Group | 2015-2016 |
| 2. ATS Pediatrics Assembly Planning Committee | 2016-2020 |
| 3. ATS Pediatrics Assembly Awards Committee | 2016-2020 |
| 4. ISAM Aerosol School Annual Short-Course Faculty Instructor | 2016-2019 |
| 5. 2018 ATS Mentoring Program, Pediatric Assembly Faculty Mentor | 2018 |
| 6. ATS Respiratory Structure & Function (RSF) Assembly
-The PhD, Basic, & Translational Scientists Working Group | 2018-Pres |
| 7. ATS Drug Device Discovery and Development (DDDD) Committee | 2018-Pres |
| 8. 2019 ISAM International Congress Conference
-Business Meeting Program Organizer, New Devices and Emerging Therapies Network Group | 2019 |
| 9. 2019 ATS Mentoring Program, Terrorism & Infectious Disease Assembly Faculty Mentor | 2019 |
| 10. 2019 ATS Mentoring Program, Respiratory Structure Function Assembly Faculty Mentor | 2019 |
| 11. 2019 ATS Mentoring Program, Pediatric Assembly Faculty Mentor | 2019 |
| 12. Eureka Institute of Translational Medicine Faculty Mentor
-International Mentoring Programme | 2019-Pres |
| 13. AACP Pharmacy School Virtual Fair | 2019, 2020 |

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| 14. AACP Council of Faculties (COF) Nominating Committee | 2020-Pres |
| 15. AACP Volwiler Research Achievement Award Committee | 2020-Pres |
| 16. AACP Pharmaceuticals Section Nominating Committee | 2020-Pres |
| 17. AACP Pediatric Pharmacy SIG Webinar Committee | 2020-Pres |
| 18. ISAM Regulations & Standards Group Executive Steering Committee | 2020-Pres |
| 19. ATS Expert Judges Panel, BEAR (Building Education to Advance Research) Cage Competition | 07/2020 |
| 20. AACP Women's Faculty SIG Nominating Committee | 2020-Pres |
| 21. AACP Graduate Education Nominations Committee | 2020-Pres |
| 22. 2021 AACP Research Symposium (AACP Interim Meeting 2021) Planning Committee
"Pharmaceutical Graduate Education: Preparing Clinical and Translational Scientists" | 2020-Pres |
| 23. ATS BEAR CAGE Finalist Mentor | 2020-Pres |
| 24. APhA-APRS Basic Sciences Section Chair-Elect (2022-2023) Nominated Candidate | 2020-Pres |
| 25. ATS Expert Judges Panel, BEAR (Building Education to Advance Research) Cage Competition | 04/2021 |
| 26. ATS RTS/DDDD Webinar 1 (Series) Co-Chair & Co-Organizer
-Title: "Technology Development: Translating Innovation from Bench to Bedside: Part 1" | 04/2021 |
| 27. AACP Pediatric Pharmacy SIG Webinar Organizer & Moderator
-Title: "Pediatric Research for Early Career Faculty" | 05/2021 |
| 28. ISAM Congress 2021 Symposium Co-Chair & Co-Organizer
-Title: "Scientific Basis for Dissolution Testing of Inhaled Products" | 05/2021 |
| 29. ATS DDDD Committee Vice Chair | 2021-Pres |
| 30. AAPS Inhalation & Nasal Community Learning Opportunities Manager | 2021-Pres |
| 31. The Univ of Arizona COP - Gulf Medical University 2 nd Mini-Symposium Co-Chair | 06/2021 |
| 32. Chair-Elect, APhA-Academy of Pharmaceutical Research & Science (APRS)
-Basic Sciences Section | 2021-2022 |

National/International Expert Committees:

1. NIH NICHD U.S. Pediatric Formulations Initiative New Drug Delivery Systems Working Group-Aerosols
2. ISAM Regulations & Standards Network Group Executive Committee

International Dissertation Examiner:

1. The University of Sydney, Faculty of Medicine & Health, School of Pharmacy, Sydney, AU 05/2018
 Doctoral Candidate: Jiaqi Yu
 Degree: Doctor of Philosophy (Pharmacy)
 PhD Dissertation Title: *Effects of Humidity and Excipients on Aerosol Performance and Electrostatic Charge of Spray-dried Powders for Inhalation.*
2. Anna University, Dept of Pharmaceutical Technology, Tiruchirappalli, Tamil Nadu, India 08/2020

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Doctoral Candidate: Ms. H. Linda Jeeva Kumari

Degree: Doctor of Philosophy (Pharmaceutical Technology)

PhD Dissertation Title: *Exploratory Analyses and Developing Strategies of Peroxisome Proliferator - Activated Receptor Gamma (PPAR γ) Agonists in the Effective Management of Asthma.*

3. The University of Sydney, Faculty of Medicine & Health, School of Pharmacy, Sydney, AU 08/2020

Doctoral Candidate: Yu Lin

Degree: Doctor of Philosophy (Pharmacy)

PhD Dissertation Title: *Inhaled Combination Phage-Antibiotic Therapy for Antimicrobial Resistance Bacterial Infections.*

International Thesis Examiner:

1. The University of Sydney, Faculty of Medicine & Health, School of Pharmacy, Sydney, AU 03/2021

Candidate: Menyu Li

Degree: Master of Science

Thesis Title: *Formulation of an Inhalable Pseudomonas Phage Cocktail Powder for Respiratory Infections*

International Research Grant Proposal Reviewer & Study Section Member:

1. Indo-US Science & Technology Forum (IUSSTF)-Drug Delivery 2010
2. Austrian Science Fund
University of Austria-Austrian Doctoral Research Program in Targeted Drug Delivery 2013
3. Department of Research Administration, The Research Council
Muscat, Sultanate of Oman 2013
4. German-Israeli Foundation (GIF) for Scientific Research and Development 2014
5. Deutscher Akademischer Austauschdienst Dienst (DAAD)
German International Academic Exchange Service 2014
6. Catalent Applied Drug Delivery Institute 2015
7. Cochrane Airways Group, National Health Service (NHS), National Institute for Health Research,
London, England 2015
8. Engineering and Physical Sciences Research Council (EPSRC),
Research Councils, Great Britain 2016
9. PRESTIGE Marie Curie Post-doc Fellowships Programme,
The European Commission & Campus France, Paris, France 2016
10. Biomedical Innovation Program,
French National Research Agency, Paris, France 2016
11. European Union Transnational Program in Materials Research & Innovation 2016
12. Medical Research Council (MRC), Great Britain 2016

National Research Grant Proposal Reviewer, & U.S. Dept of Health & Human Services (DHHS) National Institutes of Health (NIH) Study Section Member Service:

1. American Association for the Advancement of Science (AAAS)
Research Competitiveness Program 2014-2015
2. DHHS, NIH 2014
CSR, Pediatric Formulations & Drug Delivery Systems Study Section ZRG1 ETTN-B 50 R
3. DHHS, NIH 2015
CSR, NIAID Study Section ZAI1 RRS-M (C3)
4. DHHS, NIH 2015
CSR, NIAID Study Section ZAI1 BP-A (C1)
5. DHHS, NIH 2015
CSR, Bioengineering Sciences & Technologies Integrated Review Group, NANO Study Section
6. DHHS, NIH 2015

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

CSR, NCI Innovative Cancer Nanotechnology Study Section ZCA1 TCRB-9 (O1)

7. The Rutgers Brain Health Institute Grant Program 2015
Rutgers University-Newark and New Jersey Institute of Technology
8. DHHS, NIH 2016
CSR, NCI Study Section
9. DHHS, NIH 2016
CSR, NCI Innovative Research in Cancer Nanotechnology (IRCN)
NCI Alliance for Nanotechnology in Cancer (The Alliance) Study Section
10. The Rutgers Brain Health Institute Grant Program [\[link\]](#) 2016
Rutgers University-Newark
11. DHHS, NIH 2016
CSR, LIRR, Respiratory Sciences Study Section
12. DHHS, NIH NIAID Tuberculosis Study Section ZAI1 CB-A (C1) 2017
CSR, AIDS Research Review Branch
13. DHHS, NIH 2017
CSR, NCI Innovative Cancer Research in Nanotechnology (IRCN)
NCI Alliance for Nanotechnology in Cancer (The Alliance) Study Section ZCA1 TCRB-D (M2) R
14. NSF Biomedical Engineering Program, Biomechanics & Biomaterials Study Panel 2017
15. DHHS, NIH IMST-10 SBIR Study Section Meeting 2018/05 ZRG1-IMST-L-55 03/2018
- Innovative Research in Cancer Nanotechnology (IRCN) Review Panel
16. DHHS, NIH NIAID Study Section Meeting 2018/10 ZAI1-AZ-M-S1 06/2018
- Countermeasures Against Select Pathogens (R01) Review Panel
17. DHHS, NIH NIAID Study Section Meeting 2018/10 ZAI1-AZ-M-S2 07/2018
- Countermeasures Against Select Pathogens (R01) Review Panel
18. DHHS, NIH NIAID Study Section Meeting 2019/01 ZAI1-LG-M-J1 09/2018
-- Centers of Excellence for Translational Research (CETR) Review Panel
19. DHHS, NIH NIAID Study Section Meeting 2019/01 ZAI1-LG-M-J2 10/2018
- Centers of Excellence for Translational Research (CETR) Review Panel
20. DHHS, NIH NIAID Genome Editing Study Section Meeting 2019/05 ZRG1-GGG-K-70 03/2019
21. DHHS, NIH ETTN SBIR Study Section Meeting 2019/08 ZRG1-ETTN-H-11 06/2019
- Small Business: Drug Discovery for Aging, Neuropsychiatric and Neurologic Disorders
22. DHHS, NIH SBIR Study Section Meeting 2020/01 ZRG1-BST-R-10 11/2019
- Small Business: Biomaterials, Delivery, and Nanotechnology Study Section
23. DHHS, NIH ETTN SBIR Study Section Meeting 2020/05 ZRG1-ETTN-H-11 03/2020
- Small Business: Drug Discovery for Aging, Neuropsychiatric and Neurologic Disorders
24. NIH NIAID RAPID COVID Study Section Meeting 2020/10 ZAI1-MMF-X-S2 06/2020
25. DHHS, NIH ETTN SBIR Study Section Meeting 2020/08 ZRG1-ETTN-H-11 07/2020

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- Small Business: Drug Discovery for Aging, Neuropsychiatric and Neurologic Disorders

26. DHHS, NIH NIAID Study Section Meeting ZAI1-AWA-M-J1 & ZAI1-MC-M-J1 10/2020
- Combating Antibiotic-Resistant Bacteria Interdisciplinary Research Units (CARBIRU)
27. DHHS, NIH NIAID Study Section Meeting 11/2020
- Emergency Awards: Rapid Investigation of Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) and Coronavirus Disease 2019 (COVID-19)
28. DHHS, NIH ETTN SBIR Study Section Meeting 2019/08 ZRG1-ETTN-H-11 J1 11/2020
- Small Business: Drug Discovery for Aging, Neuropsychiatric and Neurologic Disorders
29. DHHS, NIH NIAID Study Section Meeting 12/2020
- Emergency Awards: Rapid Investigation of Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) and Coronavirus Disease 2019 (COVID-19)
30. DHHS, NIH NIAID Study Section Meeting ZAI1 PG-M (M1) 01/2021
- NIAID SBIR Phase II Clinical Trial Implementation Cooperative Agreement (U44); NIAID Clinical Trial Implementation Cooperative Agreement (U01); NIAID Clinical Trial Planning Grants (R34 Clinical Trial Not Allowed)
31. DHHS, NIH ETTN SBIR Study Section Meeting 2019/08 ZRG1-ETTN-H-11 J1 03/2021
- Small Business: Drug Discovery for Aging, Neuropsychiatric and Neurologic Disorders
32. DHHS, NIH NHLBI Phase II SBIR Inhalation Peptides in Asthma Study Section Meeting 04/2021

National Science Foundation (NSF) Study Panel Service:

1. NSF Nano-Bio Phenomena and Processes in the Environment Program Study Panel 2016
2. NSF Biomedical Engineering Program, Nano-Bio Interactions Study Panel 2017
3. NSF "Biomechanics & Biomaterials" in the Biomedical Engineering Program Study Panel 2017

U.S. Dept of Defense (DOD) Study Panel Service:

1. DOD CDMRP PRMRP ALI Study Panel 12/2017
2. DOD Congressionally-Directed Medical Research Programs' (CDMRP) Peer-Reviewed Medical Research Program (PRMRP) in Sustained Release Drug Delivery (SRDD) Study Panel 06/2020

Promotion & Tenure External National Reviewer:

1. The Ohio State University College of Pharmacy, Div of Pharmaceutics & Pharmacology 07/2020
Promotion Dossier: Dr. Navjot Pabla, PhD, Assistant Professor (Tenure-Track)
Promotion Review: Assistant Professor to Associate Professor with Tenure
2. South Dakota State University College of Pharmacy & Allied Health Professions, 11/2020
Dept of Pharmaceutical Sciences
Promotion Dossier: Dr. Joshue Reineke, PhD, Assistant Professor (Tenure-Track)
Promotion Review: Assistant Professor to Associate Professor with Tenure

Departmental Committees:

1. UA COP Department of Pharmacy Practice & Science MVP *Committee* 2013-2018
-*The New Faculty Teaching Toolkit* (online teaching guide/tips for new faculty members)
2. UA COP Department of Pharmacy Practice & Science Annual Review Committee 2016-2018
3. Dept of Pharmacology/Toxicology Year-End Retreat Planning Committee 12/2019
4. Pharmaceutics/Pharmacokinetics Track Executive Committee 2018-Pres

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

- Dept of Pharmacology/Toxicology
- Dept of Pharmaceutical Sciences

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|---|----------------------|
| 5. Pharmaceutics/Pharmacokinetics Faculty Search Committee | 2017-2018, 2020-Pres |
| <ul style="list-style-type: none">- Dept of Pharmacology/Toxicology- Dept of Pharmaceutical Sciences | |
| 6. Dept of Pharmacology/Toxicology Faculty Status Committee | 2019-2022 |
| <ul style="list-style-type: none">- Dept of Pharmacology/Toxicology | |
| 7. Dept of Pharmacology/Toxicology Ad Hoc Faculty Status Committee | 2021-2022 |
| <ul style="list-style-type: none">- Dept of Pharmacology/Toxicology | |

College of Pharmacy Committees:

- | | |
|---|-----------------|
| 1. UA COP Curriculum Committee | 2013-2016 |
| 2. UA COP Innovations Committee, Pharm.D./Ph.D. Dual-Degree Program | 2017-Pres |
| 3. UA COP Professionalism Committee | 2018-Pres |
| 4. UA COP Graduate Council | 2018-Pres |
| 5. UA COP Academic Program Review (APR) Executive Committee | 2018-2019 |
| 6. UA COP Student Career Pathway Committee, Curriculum Committee Subcommittee | 06/2019-12/2019 |
| 7. UA COP Professionalism Committee Professionalism Advisory Council (PAC) | 2020-Pres |
| 8. UA COP Curriculum 1.5 Subcommittee | 2020 |
| 9. Schnellmann Faculty Award Committee | 2020 |

University, College of Pharmacy, & Departmental Leadership & Service:

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| 1. Director of the Pharm.D./Ph.D Dual-Degree Program , UA COP | 2017-Pres |
| 2. Director of Pharmaceutics/Pharmacokinetics , UA COP | 2018-Pres |
| 3. Chair of the Pharmaceutics/Pharmacokinetics Executive Committee, UA COP | 2018-Pres |
| 4. Executive Committee , COP Graduate Council | 2018-Pres |
| 5. BSPS "Launching Careers in Healthcare" Recruitment, UA Admitted Student's Day | 04/2018 |
| 6. Faculty Panel, Mentoring Student Research Panel, COP International Fellowship Program | 04/2018 |
| 7. Executive Committee , COP Academic Program Review (APR) | 2018-2019 |
| 8. Judge, UA Excellence Awards Committee Review Team | 2019 |
| 9. Grad Faculty Representative, COP Graduate Program, AACP Virtual Pharmacy Fair | 09/2019 |
| 10. Chair, Faculty Search Committee, Pharmaceutics/Pharmacokinetics | 2018-2019 |
| 11. Professionalism Advisory Council (PAC), UA COP Professionalism Committee | 2020-Pres |

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

12. Judge, UA Excellence Awards Committee Review Team	2020
13. Grad Faculty Representative, COP Graduate Program, AACP Virtual Pharmacy Fair	08/2020
14. Grad Faculty Representative, COP Graduate Program, AACP Virtual Pharmacy Fair	09/2020
15. Pharmaceutics/Pharmacokinetics Track Representative, ABBS Executive Committee	10/20-Pres
16. Elected Member, Faculty Governance, UA Nominating Committee	2020-2023
17. Judge, UA Excellence Awards Committee Review Team	2021
18. Elected Faculty Senator-At-Large Representative, Faculty Governance, UA Faculty Senate	2021-2024
19. Chair, Ad Hoc Faculty Status Committee, Dept of Pharmacology/Toxicology	2021-2022

University Committees:

1. AZ Area Health Education Centers (AHEC) faculty research grant reviewer	2015-2016
2. UA COP Dean Search Advisory Committee, Senior VP Health Sciences	2015-2016
3. InterProfessional Education (IPE) Disability Faculty Committee, UA COP member	2016-2017
4. UA Excellence Awards Committee Review Team	2019
5. UA Nominating Committee , Faculty Governance -Appointment by election	2020-2023
6. UA Excellence Awards Committee Review Team	2020
7. Arizona Cancer Drug Discovery Panel	2020-Pres
8. UA Institutional Review Committee (IRC) - Invitation & appointment by Senior Vice President for Research & Innovation, Dr. Elizabeth R. Cantwell	2020-2022
9. ABBS (Arizona Biomedical & Biological Sciences) Executive Committee	2020-Pres
10. UA Excellence Awards Committee Review Team	2021
11. UA Faculty Senate , Faculty Senator-At-Large, Faculty Governance -Appointment by election	2021-2023

Journal Expert Reviewer:

1. *The AAPS Journal*
2. *AAPS PharmSciTech*
3. *Journal of Pharmaceutical Sciences*
4. *Journal of Controlled Release*
5. *Molecular Pharmaceutics*
6. *International Journal of Pharmaceutics*
7. *Nanomedicine: Nanotechnology, Biology, and Medicine*
8. *European Journal of Pharmaceutics and Biopharmaceutics*
9. *European Journal of Pharmaceutical Sciences*
10. *Lung*
11. *Journal of Aerosol Medicine and Pulmonary Drug Delivery*
12. *PLoSOne*
13. *PNAS*

14. *Pulmonary Circulation*
15. *Pharmaceutics*
16. *Pulmonary Pharmacology & Therapeutics*
17. *Respiratory Medicine*
18. *RSC Molecular Systems Design & Engineering*

Professional Development Faculty Workshops:

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|---|-----------|
| 1. Faculty Workshops, UA Provost's Office | 2013-Pres |
| 2. <i>Writing & Designing NIH Proposals Workshop</i> : Grant Training Center, Arlington, Virginia | 01/2015 |
| 3. <i>Grant Writing Basics Workshop</i> : Grant Training Center, Arlington, Virginia | 01/2015 |
| 4. <i>Writing & Designing NSF Proposals Workshop</i> : Grant Training Center, Arlington, Virginia | 02/2015 |
| 5. <i>Write Winning NIH Grant Proposals Workshop</i> : UAHS & Cancer Ctr, Tucson, AZ | 02/2017 |
| 6. <i>Structuring NIH Proposals</i> , UA VP Office of Research & Development, Tucson, AZ | 04/2020 |
| 7. <i>TLA Claim Your Seat Workshop 4-Part Series</i> , Tucson, AZ | 05/2021 |
| 8. <i>Translational Medicine 2-Day Workshop</i> , Tucson, AZ | 05/2021 |
| 9. <i>NIH Proposal Resubmissions 1-Day Workshop</i> , Tucson, AZ | 06/2021 |

PUBLICATIONS/CREATIVE ACTIVITY (PUBLISHED OR ACCEPTED IN CHRONOLOGICAL ORDER)

[Google Scholar](#) H-Index=35 and i10-index=68

Edited Book Co-Editor:

1. *Nanomedicine in Drug Delivery*. Kumar, A., **Mansour, H.M.**, Friedman, A., and Blough, E.R. (Editors), CRC Press/Taylor & Francis, Inc. London, United Kingdom. (2013). 469 pages. ISBN 9781466506169. (Peer-Reviewed) [*Time Cited*: 29] [\[link\]](#)
2. *Inhalation Aerosols: Physical and Biological Basis for Therapy*. Hickey, A. J. and **Mansour, H.M.** (Editors), Third Edition, *Lung Biology in Health and Diseases Series*, Executive Editor, Dr. Claude Lenfant, CRC Press/Taylor & Francis, London, United Kingdom. (2019) 418 pages. ISBN 9781138064799. [\[Link\]](#) [\[Editor Profile\]](#)

Book Chapters (Invited and all Peer-Reviewed):

1. Hickey, A.J. and **Mansour, H.M.** *Book Volume 2, Chapter 43: Formulation Challenges of Powders for the Delivery of Small Molecular Weight Molecules as Aerosols. Modified-Release Drug Delivery Technology Volume 2, Drugs and the Pharmaceutical Sciences Series*. 728 pages. Rathbone, M. J., Hadgraft, J., Roberts, M.S., Lane, M. E. (Editors), Second Edition, Informa Healthcare, New York, (2008): pp. 573-602. ISBN: 9781420053555 [*Times Cited*: 32] [\[link\]](#)
2. Hickey, A.J. and **Mansour, H.M.** *Book Volume 2, Chapter 5: Delivery of Drugs by the Pulmonary Route. Modern Pharmaceutics Volume 2: Applications and Advances, Drugs and the Pharmaceutical Sciences Series*. 500 pages. Florence, A. T., Siepmann, J. (Editors), Fifth Edition, Informa Healthcare, New York, (2009): 191-219. ISBN: 9781420065664 [*Times Cited*: 45] [\[link\]](#)
3. **Mansour, H.M.**, Rhee, Y.S., Park, C.W., and DeLuca, P.P. *Book Chapter 9: Lipid Nanoparticulate Drug Delivery and Nanomedicine. Lipids in Nanotechnology*. 306 pages. Moghis, A. (Editor), American Oil Chemists Society Press, Urbana, Illinois, (2012): pp.221-268. ISBN: 9780981893679 [*Times Cited*: 15] [\[link\]](#)
4. **Mansour, H.M.**, Park, C.W., and Hayes, D. Jr. *Book Chapter 3: Nanoparticle Lung Delivery and Inhalation Aerosols for Targeted Pulmonary Nanomedicine. Nanomedicine in Drug Delivery*. 469 pages. Kumar, A., **Mansour, H.M.**, Friedman, A., and Blough, E.R. (Editors), CRC Press/Taylor & Francis, Inc. London, United Kingdom. (2013): pp.43-74. ISBN: 9781466506169. [*Times Cited*: 33] [\[link\]](#) [\[link\]](#)

5. **Mansour, H.M.** and Park, C.W. *Book Chapter 7: Therapeutic Applications and Targeted Delivery of Nanomedicines and Nanopharmaceutical Products.* The Clinical Nanomedicine Handbook. 365 pages. Brenner, S.A. (Editor), CRC Press/Taylor & Francis, Inc., London, United Kingdom. (2013): pp.321-338. ISBN: 9781439834787 [Times Cited: 3] [\[link\]](#)

6. **Mansour, H.M.**, Xu, Z., Meenach, S.A., Park, C.W., Rhee, Y.S., and DeLuca, P.P. *Book Chapter 5: Novel Drug Delivery Systems.* Drug Delivery. 550 pages. Mitra, A.K. (Editor), Jones & Bartlett, Burlington, MA. (2015): pp.71-107. ISBN-13: 9781284025682. [Times Cited: 1] [\[link\]](#)

7. **Mansour, H.M.**, Muralidharan, P., and Hayes, D. Jr. *Book Chapter 8b: Inhaled Nanoparticulate Systems: Composition, Manufacture, and Aerosol Delivery.* ISAM Textbook of Aerosol Medicine. Dhand, R. (Editor-in-Chief), Rothen-Rutishauser, B., and Hickey, A.J (Associate Editors), International Society for Aerosols in Medicine (ISAM). (2015): 353-394.

8. **Mansour, H.M.**, Park, C.W., and Bawa, R. *Book Chapter 9: Design and Development of Approved Nanopharmaceutical Products.* Handbook of Clinical Nanomedicine: From Bench to Bedside. 3000 pages. Bawa, R., Audette, G.F., and Rubinstein, I. (Editors), Pan Stanford Publishing/CRC Press/Taylor & Francis, Inc., (2016): 233-272. ISBN: 9789814316170. [Times Cited:14] [\[link\]](#)

9. **Mansour, H.M.**, Myrdal, P.B., Younis, U., Muralidharan, P., Hillery, A.M., and Hayes, D. Jr. *Book Chapter 11: Pulmonary Drug Delivery.* Drug Delivery: Fundamentals & Applications. 630 pages. Hillery, A.M., Swarbrick, J., and Park, K., (Editors), Second Edition, CRC Press/Taylor & Francis, Inc., London, United Kingdom. (2016): 249-277. ISBN 9781482217711 [Times Cited: 3] [\[link\]](#)

10. Muralidharan, P., Hayes, D. Jr., and **Mansour, H.M.**. *Book Chapter 18: Pulmonary Fibrosis.* Lung Biology in Health and Diseases Series, Executive Editor, Dr. Claude Lenfant, Inhalation Aerosols: Physical and Biological Basis for Therapy, Hickey, A. J. and **Mansour, H.M.**(Editors), Third Edition, CRC Press/Taylor & Francis, London, United Kingdom. 418 pages. (2019) pp.303-312. ISBN 9781138064799 [\[Link\]](#)

11. Acosta, M.F., Hayes, D. Jr., Fineman, J.R., Yuan, J.X.-J., Black, S.M., and **Mansour, H.M.**. *Book Chapter 19: Therapeutics in Pulmonary Hypertension.* Lung Biology in Health and Diseases Series, Executive Editor, Dr. Claude Lenfant, Inhalation Aerosols: Physical and Biological Basis for Therapy, Hickey, A. J. and **Mansour, H.M.**(Editors), Third Edition, CRC Press/Taylor & Francis, London, United Kingdom. 418 pages. (2019) pp. 313-322. ISBN 9781138064799 [\[Link\]](#)

12. **Mansour, H.M.**, Droopad, D., and Ledford, J.G.. *Book Chapter 20: Overview of Lung Surfactant and Respiratory Distress Syndrome.* Lung Biology in Health and Diseases Series, Executive Editor, Dr. Claude Lenfant, Inhalation Aerosols: Physical and Biological Basis for Therapy, Hickey, A. J. and **Mansour, H.M.**(Editors), Third Edition, CRC Press/Taylor & Francis, London, United Kingdom. 418 pages. (2019) pp. 323-326. ISBN 9781138064799 [\[Link\]](#)

13. Warnken, Z., Kim, Y.J., **Mansour, H.M.**, Williams III, R.O., and Smyth, H.D.C. *Book Chapter 22: Fundamentals in Nasal Drug Delivery.* Lung Biology in Health and Diseases Series, Executive Editor, Dr. Claude Lenfant, Inhalation Aerosols: Physical and Biological Basis for Therapy, Hickey, A. J. and **Mansour, H.M.**(Editors), Third Edition, CRC Press/Taylor & Francis, London, United Kingdom. 418 pages. (2019) pp. 343-360. ISBN 9781138064799 [Times Cited:2] [\[Link\]](#)

14. Eedara, B.B., Alabsi, W., Encinas-Basurto, D., Polt, R., Hayes, D. Jr, Black, S.M., and **Mansour, H.M.** *Chapter 8: Pulmonary Drug Delivery.* Organelle and Molecular Targeting. Milane, L. and Amiji, M. M. (Editors), First Edition, CRC Press/Taylor & Francis, London, United Kingdom. (2021) *IN PRESS*

15. Eedara, B.B., Encinas-Basurto, D., Ruiz, V., Hayes, D. Jr, and **Mansour, H.M.** *Chapter: Inhalation Aerosol Phospholipid Particles for Targeted Lung Delivery.* Organ Specific Drug Delivery and Targeting to the Lungs. Narang, A. and Mahato, R.I. (Editors), First Edition, CRC Press/Taylor & Francis, London, United Kingdom. (2021) (*August submission*)

Book Reviews (Invited)

1. **Mansour, H.M.** *It's Only Natural: Using Polymers in Drug Delivery. Invited Book Review.* Pharmaceutical Technology (2009) 33 (1) January: 1-2. [Mansour is a current Editorial Advisory Board Member]
2. **Mansour, H.M.** *Molecular Forces and Self Assembly in Colloid, Nano Sciences and Biology. Invited Book Review.* Journal of the American Chemical Society (2011) 133 (13): 5162. PMID:21401031 [Impact Factor: 14.695].

Journal Publications (Peer-Reviewed):

1. **Mansour, H.**, Wang, D.-S., Chen, C.-S., and Zograf, G. *Comparison of Bilayer and Monolayer Properties of Phospholipid Systems Containing Dipalmitoylphosphatidylglycerol and Dipalmitoylphosphatidylinositol.* Langmuir (2001) 17 (21): 6622-6632. [Impact Factor: 3.557; Times Cited: 44]
2. **Mansour, H.M.** and Zograf, G. *The Relationship Between Water Vapor Absorption and Desorption by Phospholipids and Bilayer Phase Transitions.* Journal of Pharmaceutical Sciences (2007) 96 (2): 377-396. PMID: 17080427. [Impact Factor: 2.997; Times Cited: 38]
3. **Mansour, H.M.** and Zograf, G. *Relationships Between Equilibrium Spreading Pressure and Phase Equilibria of Phospholipid Bilayers and Monolayers at the Air-Water Interface.* Langmuir (2007) 23 (7): 3809-3819. PMID: 17323986. [Impact Factor: 3.557; Times Cited: 52]
4. **Mansour, H.M.**, Damodaran, S., and Zograf, G. *Characterization of the In Situ Structural and Interfacial Properties of the Cationic Hydrophobic Heteropolypeptide, KL₄, in Lung Surfactant Bilayer and Monolayer Models at the Air-Water Interface: Implications for Pulmonary Surfactant Delivery.* Molecular Pharmaceutics (2008) 5 (5): 681-695. PMID: 18630875. [Impact Factor: 4.321; Times Cited: 17]
5. Hickey, A.J., **Mansour, H.M.**, Telko, M.J., Xu, Z., Smyth, H.D.C., Mulder, T., McLean, R., Langridge, J., and Papadopoulos, D. *Physical Characterization of Component Particles included in Dry Powder Inhalers: I. Strategy Review and Static Characteristic.* Journal of Pharmaceutical Sciences: David Grant Dedicated Issue (2007) 96 (5): 1282-1301. PMID: 17455324. [Impact Factor: 2.997; Times Cited: 101]
6. Hickey, A.J., **Mansour, H.M.**, Telko, M.J., Xu, Z., Smyth, H.D.C., Mulder, T., McLean, R., Langridge, J., and Papadopoulos, D. *Physical Characterization of Component Particles included in Dry Powder Inhalers: II. Dynamic Characteristics.* Journal of Pharmaceutical Sciences: David Grant Dedicated Issue (2007) 96 (5): 1302-1319. PMID: 17455364. [Impact Factor: 2.997; Times Cited: 60]
7. **Mansour, H.M.** and Hickey, A.J. *Raman Characterization and Chemical Imaging of Biocolloidal Self-Assemblies, Drug Delivery Systems, and Pulmonary Inhalation Aerosols. A Review.* AAPS PharmSciTech (2007) 8 (4): 140-155. PMID: 18181559. [Impact Factor: 2.401; Times Cited: 54]
8. Xu, Z., **Mansour, H.M.**, Mulder, T., McLean, R., Langridge, J., and Hickey, A.J. *Comparative Dispersion Study of Dry Powder Aerosols of Albuterol Sulfate/Lactose Monohydrate and Cromolyn Sodium/Lactose Monohydrate Delivered by Standardized Entrainment Tubes.* Respiratory Drug Delivery (2008) 3: 897-900. [Times Cited: 4]
9. **Mansour, H.M.**, Rhee, Y.S., and Wu, X. *Nanomedicine in Pulmonary Delivery.* International Journal of Nanomedicine (2009): 299-319. [Impact Factor: 5.115; Times Cited: 468].
10. Xu, Z., **Mansour, H.M.**, Mulder, T., McLean, R., Langridge, J., and Hickey, A.J. *Dry Powder Aerosols Generated by Standardized Entrainment Tubes from Drug Blends with Lactose Monohydrate: 1. Albuterol Sulfate and Disodium Cromoglycate.* Journal of Pharmaceutical Sciences (2010) 99 (8): 3398-3414. PMID: 20198688. [Impact Factor: 2.997; Times Cited: 24]
11. Xu, Z., **Mansour, H.M.**, Mulder, T., McLean, R., Langridge, J., and Hickey, A.J. *Dry Powder Aerosols Generated by Standardized Entrainment Tubes from Drug Blends with Lactose Monohydrate: 2.*

Ipratropium Bromide Monohydrate and Fluticasone Propionate. Journal of Pharmaceutical Sciences (2010) 99 (8): 3415-3429. PMID: 20222025. [Impact Factor: 2.997; Times Cited:28]

- 12. Mansour, H.M.,** Xu, Z., and Hickey, A.J. *Dry Powder Aerosols Generated by Standardized Entrainment Tubes from Alternative Sugar Blends: 3. Trehalose Dihydrate and D-Mannitol Carriers. Journal of Pharmaceutical Sciences (2010) 99 (8): 3430-3441. PMID: 20229601. [Impact Factor: 2.997; Times Cited:30]*
- 13. Xu, Z., Mansour, H.M.,** Mulder, T., McLean, R., Langridge, J., and Hickey, A.J. *Heterogeneous Particle Deaggregation and Its Implications for Therapeutic Aerosol Performance. Journal of Pharmaceutical Sciences (2010) 99 (8): 3442-3461. PMID: 20232454. [Impact Factor: 2.997; Times Cited:29]*
- 14. Mansour, H.M.,** Sohn, M., Al-Ghananeem, A., and DeLuca P.P. *Materials for Pharmaceutical Dosage Forms: Molecular Pharmaceutics and Controlled Release Drug Delivery Aspects. Invited Paper. International Journal of Molecular Sciences: Special Issue- Material Sciences and Nanotechnology Section- Biodegradability of Materials in Biomedical Applications. (2010) 11: 3298-3322. PMID: 20957095. [Impact Factor: 4.556; Times Cited: 194]*
- 15. Rhee, Y.S., Park, C.W., DeLuca, P.P., and Mansour, H.M.** *Sustained-Release Injectable Drug Delivery Systems. An Invited Paper. Pharmaceutical Technology: Special Issue Supplement-Drug Delivery (2010): 6-13. [Mansour is an Editorial Advisory Board Member; Times Cited:33]*
- 16. Hayes, D. Jr., Zwischenberger, J.B., and Mansour, H.M.** *Aerosolized Tacrolimus: A Case Report in a Lung Transplant Recipient. Transplantation Proceedings (2010):1-4. PMID:21094875. [Impact Factor: 0.784; Times Cited: 22]*
- 17. Wu, X., *Li, X., and Mansour, H.M.** *Surface Analytical Techniques in Solid-State Particle Characterization: Implications for Predicting Performance in Dry Powder Inhalers. Invited Paper. KONA Powder & Particle Journal (2010) 28: 3-19. IDS Number: 698YS. [Published Once a Year, Exclusive International Journal by Editorial Advisory Board Invitation Only, Invitation by Editorial Advisory Board Member, Dr. Tony Hickey; Impact Factor: 2.326; Times Cited: 22]*
- 18. Xu, Z., Mansour, H.M.,** and Hickey, A.J. *Particle Interactions in Dry Powder Inhaler Unit Processes. Journal of Adhesion Science and Technology: Special Issue on Adhesion Aspects in Pharmaceutical Sciences: (2011): 25 (4/5) 451-482. DOI: 10.1163/016942410X525669 [Impact Factor: 1.365; Times Cited: 51].*
- 21. Rhee, Y.S. and Mansour, H.M.** *Nanopharmaceuticals I: Nanocarrier Systems in Drug Delivery. Invited Paper. International Journal of Nanotechnology: Special Issue on Nanopharmaceuticals. (2011) 8 (1/2): 84-114. [Impact Factor: 0.532; Times Cited: 32]*
- 22. Wu, X. and Mansour, H.M.** *Nanopharmaceuticals II: Application of Nanoparticles and Nanocarrier Systems in Pharmaceutics and Nanomedicine. Invited Paper. International Journal of Nanotechnology: Special Issue on Nanopharmaceuticals. (2011) 8 (1/2): 115-145. [Impact Factor: 0.532; Times Cited:19]*
- 23. Park, C.W., Hayes, D. Jr., and Mansour, H.M.** *Pulmonary Inhalation Aerosols for Targeted Antibiotics Drug Delivery. Invited Paper & Cover Page. European Pharmaceutical Review (2011) 16 (1): 32-36. [Times Cited:14]*
- 24. Wu, X. and Mansour, H.M.** *Pulmonary and Nasal Anti-Inflammatory and Anti-Allergy Inhalation Aerosol Delivery Systems. Invited Paper. Anti-Inflammatory & Anti-Allergy Agents in Medicinal Chemistry (2011) 10 (3): 215-229. [Times Cited: 14].*
- 25. Hayes, D. Jr. and Mansour, H.M.** *Improved Outcomes of Patients with End-Stage Cystic Fibrosis Requiring Invasive Mechanical Ventilation for Acute Respiratory Failure. Lung (2011) 189 (5):409-415. [Impact Factor: 1.817; Times Cited: 5].*

26. Rhee, Y.S., Sohn, M., Woo, B.H., Thanoo, B.C., DeLuca, P.P., and **Mansour, H.M.** *In Vivo Sustained-Release Delivery of Octreotide Acetate Biodegradable Polymeric Microspheres*. AAPS PharmSciTech: Special Theme Issue on Sterile Products. (2011) 12 (4):1293-1301. [Impact Factor: 2.401; Times Cited: 22]
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100. Vallorz, E.L., Blohm-Mangone, K., Schnellmann, R.G., and **Mansour, H.M.** *Formoterol PLGA-PEG Nanoparticles Induce Mitochondrial Biogenesis in Renal Proximal Tubules*. (2021) AAPS Journal [Impact Factor: 3.737; Times Cited: 0] IN PRESS
101. Eedara, B.B., Alabsi, W., Encinas-Basurto, D., Polt, R., Ledford, J.G., and **Mansour, H.M.** *Inhalation Delivery for the Treatment and Prevention of COVID-19 Infection*. Pharmaceutics: Special Theme Issue on Methodology, Design and Regulatory Considerations for the Bioequivalence of Oral Inhaled Products (2021) Invited Submission [Impact Factor: 4.421; Times Cited: 0] IN PRESS
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103. Eedara, B.B., Encinas-Basurto, D., Ledford, J.G., Hayes, D. Jr, and Mansour, H.M. *Inhalation Delivery of Spray-Dried Antimicrobials as Dry Powder Inhalers*. Pharmaceutics: Special Issue on Inhaled Treatment of Respiratory Infections (2021) Invited Submission [Impact Factor: 4.421; Times Cited: 0] (To be submitted by 9/3/21)
104. Muralidharan, P, Hayes, D. Jr., Fineman, J.R., Black, S.M., and **Mansour, H.M.** *Advanced Microparticulate/Nanoparticulate Respirable Dry Powders of a Selective RhoA/Rho Kinase (ROCK) Inhibitor for Targeted Pulmonary Inhalation Aerosol Delivery*. Nanomedicine: Nanotechnology, Biology, and Medicine (2021) (in revision)
105. Ruiz, V.H., Encinas-Basurto, D., Sun, B., Eedara, B.B., Dickinson, S., Wondrak, G., Chow, S., Curiel, C., and **Mansour, H.M.** *Design, Physicochemical Characterization, In Vitro Human Cell Culture, and In Vitro Permeation of Innovative Topical Formulations of Resatorvid for Targeted Skin Drug Delivery*. (To be submitted)
106. Vallorz, E.L., Encinas-Basurto, D., Schnellmann, R.G., and **Mansour, H.M.** *Design and Development of Formoterol PLGA-PEG Nanoparticles*. (2021) (To be submitted)
107. Tran, K., Ruiz, V., Alabsi, W., and **Mansour, H.M.** *Comparison of Octreotide and Leuprolide Peptide Drugs* (2021) (To be submitted)
108. Acosta, M.F., Encinas-Basurto, D., Abrahamson, M.D., Hayes, D. Jr., Fineman, J.R., Black, S.M., and **Mansour, H.M.** *Design, Comprehensive Physicochemical Characterization and In Vitro Aerosolization of Co-Spray Dried Simvastatin and L-Carnitine Respirable Microparticles/Nanoparticles for Targeted Lung Delivery as Dual-Drug Dry Powder Inhalation Aerosols*. (To be submitted)
109. Collins, K., Younis, U.S., Hay, M., **Mansour, H.M.**, and Ledford, J.G. *The Angiotensin-1-7 Peptide Reduces Inflammation and Pathogen Burden during Mycoplasma Pneumoniae Infection in Mice*. Pharmaceutics: Special Issue on Inhaled Treatment of Respiratory Infections (2021) Invited Submission [Impact Factor: 4.421; Times Cited: 0] (To be submitted by 9/30/21)
110. Encinas-Basurto, D., Muralidharan, P., Islam, S., Vallorz, E.L., Kraft, M., Black, S.M., Ledford, J.G., and **Mansour, H.M.** *Comprehensive Physicochemical, Biophysical, and In Vitro Characterization of Lung*

Surfactant Protein-A Peptides: Implications for Targeted Pulmonary Delivery in Asthma. Scientific Reports
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111. Hoyer-Kimura, C.H., Konhilas, J., Mansour, H.M., Polt, R., Doyle, K., and Hay, M. *Neurofilament Light: A Possible Prognostic Biomarker for Vascular Contributions to Cognitive Impairment and Dementia.* Journal of Neuroinflammation (submitted and under review)

TECH TRANSFER, INVENTIONS, LICENSING, & PUBLIC-PRIVATE PARTNERSHIPS

Intellectual Property/Patents/Inventions:

1. WO Patent WO2019084292A1 (2019) PCT/US18/57549 patent invention #UA 18-034. *Advanced Engineered Formulations of TMP/Ligustrazine and Microparticle/Nanoparticle Formulations for Inhalation Drug Delivery for Lung Vascular, Interstitial and Airway Diseases.* Inventors: **Heidi M. Mansour, PhD**, Jason X.-J. Yuan, MD, PhD, Jian Wang, PhD, Alexan Gomez, MS, Priya Muralidharan, PhD, and Yali Gu. [\[link\]](#)
2. US Patent App. 16/963,043 (2020), PCT/US19/14255 patent invention #UA18-036. *Advanced Engineered Formulations of Simvastatin and Carnitine Microparticle/Nanoparticle Formulations for Inhalation Drug Delivery for Respiratory and Pulmonary Vascular Diseases and Applications Therein.* Inventors: **Heidi M. Mansour, PhD**, Stephen M. Black, PhD, and Maria F. Acosta, PhD. [\[link\]](#)
3. US Patent App. 16/759,054 (2020), PCT/US18/57457 patent invention #UA18-037. *Advanced Engineered Formulations of Suramin Microparticles and Nanoparticles for Drug Delivery and Applications Therein.* Inventors: **Heidi M. Mansour, PhD**, Rick G. Schnellmann, PhD., and Maria Acosta, PhD. [\[link\]](#) [\[Patent\]](#)
4. WO Patent WO2019084293A1 (2019) PCT/US18/57551 patent invention #UA18-048. *Advanced Engineered Formulations of Rho/Rock Kinase Inhibitor (Fasudil) Microparticle/Nanoparticle Formulations For Inhalation Drug Delivery for Inhalation Drug Delivery For Respiratory and Pulmonary Vascular Diseases and Applications Therein.* Inventors: **Heidi M. Mansour, PhD**, Stephen M. Black, PhD, and Priya Muralidharan, PhD. [\[link\]](#)
5. PCT/US20/46905 (2020) patent invention #UA18-190. *Novel Formulations for Neurosteroids.* Inventors: Roberta Brinton, PhD, Kathleen Rodgers, PhD, Yu Jin Kim, PhD, and **Heidi M. Mansour, PhD**. [\[link\]](#)
6. No. 63/037,698 patent invention #UA20-108. *Synthesis and Characterization of Innovative Formulations of Suramin Hydrogels for Drug Delivery and Applications Therein.* Inventors: **Heidi M. Mansour, PhD**, Rick G. Schnellmann, PhD., and David Encinas, Ph.D. [\[link\]](#)
7. No. 62/897,106 patent invention #UA19-252 *Stable Long-Term Infusable Formulations and Methods.* Inventors: **Heidi M. Mansour, PhD**, Priya Muralidharan, PhD, and Ronald Shebuski, PhD. (See articles on [Research Outreach](#) and [SciTech Europa](#))
8. No. 63/011,723 patent invention # UA20-110 *Formulations and Methods for Treating Pulmonary Disorders.* Inventors: **Heidi M. Mansour, PhD**, David Encinas, Ph.D., and Ronald Shebuski, Ph.D.
9. No. 63/059,274 (2020) patent invention #UA20-161 *"Design and Development of Innovative Formulations of Resatorvid for Targeted Skin Drug Delivery and Applications Therein".* Inventors: **Heidi M. Mansour, PhD**, Victor H. Ruiz, PharmD Student, Sally Dickinson, PhD, Georg Wondrak, PhD, Clara Curiel, MD, and Sherry Chow, PhD [\[link\]](#)
10. Patent invention # UA21-128 *"Therapeutic Nanoparticles for Renal Disease".* Inventors: **Heidi M. Mansour, PhD**, Rick G. Schnellmann, Ph.D, David Encinas-Basurto, PhD, and Ernest Vallorz [\[link\]](#)

Licensing:

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

1. No. 62/897,106 patent for invention #UA19-252 *Stable Long-Term Infusible Formulations and Methods*. Inventors: Inventors: **Heidi M. Mansour, PhD**, Priya Muralidharan, PhD, and Ronald Shebuski, PhD. **Exclusive license with Cylerus, Inc.** 2019
2. No. 63/011,723 patent for invention # UA20-110 *Formulations and Methods for Treating Pulmonary Disorders*. Inventors: **Heidi M. Mansour, PhD**, David Encinas, Ph.D., and Ronald Shebuski, Ph.D. **Exclusive license with Patmos Therapeutics, Inc.** 2020 [\[Link\]](#)

Startup UA Spin-Off Company:

1. Surastar Pharmaceuticals, LLC, Tucson, AZ 2020-Present

MEDIA

International Spotlight Research Media Coverage:

1. *Insight & Interview: Drug Delivery & Formulation-Controlled Release*. World Pharmaceutical Frontiers (2011) 2 (September): 61-64. [\[link\]](#)
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4. *Named in "Top Reviewers in 2013"*. Nanomedicine: Nanotechnology, Biology, and Medicine (2013) [Impact Factor: 6.155] [\[link\]](#)
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8. *Acknowledgement to Reviewers of Pharmaceuticals in 2014*. Pharmaceutics (2015) 7: 1-2.
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10. *Attend Inhalation's Free July Webinar on Inhalation Device Design and Formulations*. Inhalation 1-2-3: July 2015 [\[link\]](#)
11. Medical Xpress, February 2016 [\[link\]](#)
12. Medical News Today, February 2016 [\[link\]](#)
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 20. *Celebrating International Women's Day in Molecular Systems Design & Engineering*, Royal Chemistry of Society (RSC) Blog, March 2017 [\[link\]](#)
 21. *Health & Medicine: Local Drug Delivery to Prosthetic Vascular Grafts: Preventing Failure of Prosthetic Grafts in Haemodialysis Patients.* Research Outreach (United Kingdom), October 2018 [\[link\]](#) [\[link pdf\]](#)
 22. *Cylerus: Innovative Drug Delivery for Prosthetic Vascular Grafts.* SciTech Europa (United Kingdom), March 2019 [\[link\]](#)
 23. *Century-Old drug Repurposed to Fight Ulcers in Cancer, Diabetic Patients.* HealthCanal Medical News, May 2020 [\[link\]](#)
 24. *Age-Old Drug Suramin Repurposed for Diabetic Foot Ulcers.* Medical Dialogues India: Daily Dose of Health & Medical News, May 2020 [\[link\]](#)
 25. *ISAM Calls on Pharmaceutical Industry and Regulators to Prioritize Development of Inhaled Therapies for COVID-19.* OINDP News, June 2020 [\[link\]](#)
 26. *APhA Academies and Special Interest Groups Announce 2021 Election Results.* APhA, June 2021 [\[link\]](#)
- National, State, & Regional Spotlight Research Media Coverage:
1. *In the Spotlight: May 21, 2014* College News: The UA College of Pharmacy (2014) [\[link\]](#)
 2. *Nov. 19, 2014 Bulletin: The UA College of Pharmacy* (2014) [\[link\]](#)
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 12. *In the Spotlight: Aug. 31, 2015* College News: UA College of Pharmacy (2015) [\[link\]](#)
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 14. *"UROC Research Consortium"* UROC Prep (2015) [\[link\]](#)

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

15. "Winter Series Lung Conference: Lung Research" The UA College of Medicine & Arizona Respiratory Center (2015) [\[link\]](#)
16. Univ of Arizona College of Pharmacy Homepage Rotating Research Group Profile (2015) [\[link\]](#)
17. *COP Faculty Member Develops Treatments for Lung Diseases*. Nov. 25, 2015 The UA College of Pharmacy (2015) [\[link\]](#)
18. UA Research Lab Video Interview. December 2015. The UA College of Pharmacy (2015)
19. The American Association for the Advancement of Science (AAAS) EurekAlert, February 2016 [\[link\]](#)
20. *UA College of Pharmacy Faculty Member Dr. Heidi Mansour Develops Inhalers to Treat Lung Diseases- Faculty Research News with Video Interview* [\[link\]](#). February 29, 2016. The UA Health Sciences Office of Public Affairs (2016) [\[link\]](#)
21. *Feature Spotlight: Pharmacy Faculty Member Helps People Breathe Better*. February 29, 2016. The UA College of Medicine, Dept of Medicine. (2016) [\[link\]](#)
22. AZBigMedia, February 2016 [\[link\]](#)
23. *In the Spotlight: March 14, 2016*. UA College of Pharmacy (2016) [\[link\]](#)
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26. *In the Spotlight: Aug. 23, 2016: Student (Priya Muralidharan) and Advisor (Mansour, H.M.)*. UA College of Pharmacy (2016)
27. *UA Health Sciences Promotes Collaborative Research With Multidisciplinary Program Feasibility Awards*. October 4, 2016. The UA Health Sciences News (2016) [\[link\]](#)
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29. *The Art of Science*. January 29, 2017. The Arizona Daily Star: The UA 2017 Section on Science and Science. (2017) [\[link\]](#)
30. *University of Arizona Funds Early-Stage Inventions for Market Readiness*. January 30, 2017. Tech Launch Arizona. (2017) [\[link\]](#)
31. *University of Arizona Funds Early-Stage Inventions for Market Readiness*. January 31, 2017. UA College of Science, Chemistry & Biochemistry, College of Medicine-Tucson. (2017) [\[link\]](#)
32. *American Chemical Society (ACS) Journal Stars, Molecular Pharmaceutics*, March 2017 [\[link\]](#)
33. *Sickle Cell, Congenital Heart Disease Focus of UA Researcher NIH Awards Worth Nearly \$5.21M*. April 3, 2017. UA College of Medicine, Dept of Medicine (2017) [\[link\]](#)
34. *UA Researchers to Evaluate New Therapeutic Platform in Targeted Treatment of Idiopathic Pulmonary Fibrosis*. May 31, 2017. UA College of Medicine, Dept of Medicine (2017) [\[link\]](#)
35. *Rising to the Challenge*. Fall 2017. The UA Alumni Association (2017) [\[link\]](#)
36. *In Philanthropy: Rising to the Challenge*. Patron: Fall 2017 printed edition, The UA Foundation p. 21 (2017)

37. *Tech Blog Special Edition: A Celebration of UA's Women Inventors*. March 28, 2018. Tech Launch Arizona (2018) [\[link\]](#)
38. *Graduate Students, PharmD Students, and Faculty Recognized for Excellence*. May 21, 2018. UA College of Pharmacy (2018) [\[link\]](#)
39. *Research News*. May 2018. UA College of Pharmacy (2018) [\[link\]](#)
40. *Research News*. August 2018. UA College of Pharmacy (2018) [\[link\]](#)
41. *Faculty Highlight*. October 30, 2018. UA College of Pharmacy (2018) [\[link\]](#)
42. *Regulatory Science Series – Nanotechnology & Drug Regulation*. October 1, 2018. UA College of Pharmacy (2018) [\[link\]](#)
43. *The UAHS Asthma & Airway Disease Research Center Presents*: October 24, 2018. UAHS. (2018) [\[link\]](#)
44. *Pharmacology and Toxicology Department Highlights: November 2018*. UA College of Pharmacy (2018) [\[link\]](#)
45. *Rising to the Challenge*. February 2, 2019. UA College of Pharmacy (2019) [\[link\]](#)
46. *Pharmacology and Toxicology Department Highlights: March 2019*. UA College of Pharmacy (2019) [\[link\]](#)
47. *Pharmacology and Toxicology Department Highlights: May 2019*. UA College of Pharmacy (2019) [\[link\]](#)
48. *ATS Peds Assembly*. May 17, 2019. Spring Newsletter. (2019) [\[link\]](#)
49. *Pharmaceutics & Drug Delivery Announcements: Updates from Dr. Ding*. May 21, 2019. UA College of Pharmacy (2019) [\[link\]](#)
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60. *Pharmacology and Toxicology Department Highlights: March 2020.* UA College of Pharmacy (2020) [\[link\]](#)
61. *Suramin Repurposed to Fight Oral Mucositis and Diabetic Foot Ulcers.* March 27, 2020. UA College of Pharmacy (2020) [\[link\]](#)
62. *Tech Blog: Suramin Repurposed to Fight Oral Mucositis and Diabetic Foot Ulcers.* March 28, 2020. Tech Launch Arizona (2020) [\[link\]](#)
63. *Tech Blog Video: Suramin Repurposed to Fight Oral Mucositis and Diabetic Foot Ulcers.* March 28, 2020. Tech Launch Arizona (2020) [\[Video Link\]](#)
64. *Pharmacology and Toxicology Department Highlights: May 2020.* UA College of Pharmacy (2020) [\[link\]](#)
65. *UArizona Researchers Repurpose Suramin to Fight Oral Mucositis and Diabetic Foot Ulcers.* May 1, 2020. The UAHS (2020) [\[link\]](#)
66. *Research News: Century-old Drug Repurposed to Fight Ulcers in Cancer, Diabetic Patients.* May 15, 2020. UBNow (2020) [\[link\]](#)
67. *Pharmacology and Toxicology Department Highlights: June 2020.* UA College of Pharmacy (2020) [\[link\]](#)
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69. *Major Grants & Awards.* UA Office of Research, Impact, & Innovation. (2020) [\[link\]](#)
70. *Congratulations to Our Research Stars!* July 15, 2020 Email announcement to all University of Arizona Faculty. Dr. Elizabeth "Betsy" Cantwell, Senior Vice President for Research and Innovation, UA Office of Research, Impact, & Innovation. (2020)
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74. [UAHS Equity, Diversity, & Inclusions: People and Programs 'On The Move' at UArizona College of Pharmacy](#) October 15, 2020
75. *Tech Launch Arizona (TLA) Celebrating Women's History Month-Heidi Mansour.* Video March 12, 2021 [\[Video Link\]](#)
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CONFERENCES/SCHOLARLY PRESENTATIONS

International & National Meeting Abstracts:

1. **Mansour, H.M.**, Damodaran, S., and Zografi, G. *Surface Structural Characterization and Effects of a Surface-Active, Hydrophobic Heteropolypeptide, KL₄, on Phospholipid Bilayer Spreading and Monolayer Phase Behavior at the Air-Water Interface: Implications for Pulmonary Surfactant Delivery.* The 10th Annual Liposome Research Days & The 1st Univ. of North Carolina Drug Conference, Chapel Hill, NC, 2006.
2. **Mansour, H.M.**, Kujanpää, J., Tuomenoja, H., Papadopoulos, D., Mulder, T., Langridge, J., and Hickey, A.J. *Characterization of the Effects of Various Sugar Carriers and Inhalation Devices on the Surface Electrostatics of Aerosolized Dry Powder Inhalation Particles containing Albuterol Sulfate.* The AAPS Journal (2006) 8 (S2) M1239. [Impact Factor: 3.76]
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4. **Mansour, H.M.**, Xu, Z., and Hickey, A.J. *Characterization of Dry Powder Aerosols of Albuterol Sulfate and Cromolyn Sodium with Various Sugar Carriers Delivered by Standardized Entrainment Tubes.* The AAPS Journal (2007) 9 (S2) W5234. [Impact Factor: 3.76]
5. Xu, Z., **Mansour, H.M.**, Mulder, T., McLean, R., Langridge, J., and Hickey, A.J. *Characterization of Dry Powder Aerosols of Albuterol Sulfate/Lactose Monohydrate and Cromolyn Sodium/Lactose Monohydrate Delivered by Standardized Entrainment Tubes.* The AAPS Journal (2007) 9 (S2) W5235. [Impact Factor: 3.76]
6. Hickey, A.J., **Mansour, H.M.**, Telko, M.J., Xu, Z., Smyth, H.D.C., Mulder, T., McLean, R., Langridge, J., and Papadopoulos, D. *Formulation Screening to Achieve Performance Prediction of Pharmaceutical Dry Powder Aerosols.* Journal of Aerosol Medicine-Drug Delivery to the Lungs XVII (2007) 20 (3) September: Article 10 p.369.
7. **Mansour, H.M.**, Sohn, M., Rhee, Y.S., Woo, B., and DeLuca P.P. *Sustained Release Delivery of Octreotide Acetate from Biodegradable Polymeric Microspheres.* The AAPS Journal (2009) (S2) W5036.
8. Xu, Z., **Mansour, H.M.**, Mulder, T., McLean, R., Langridge, J., and Hickey, A.J. *Performance Evaluation of Dry Powder Aerosol Formulation Using Modified Surface Adsorption Expression.* The AAPS Journal (2009) (S2) R6197.
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10. Li, X. and **Mansour, H.M.** *Physicochemical Characterization and Water Vapor Sorption of Advanced Spray Dried Trehalose Microparticles and Nanoparticles in the Solid-State for Targeted Pulmonary Delivery as Dry Powders.* Pharmaceutics Graduate Student Research Meeting (PGSRM). The Ohio State University College of Pharmacy, Columbus, OH. (June 2010).
11. Ma, J., Dziubla, T.D., and **Mansour, H.M.** *Advanced Spray Dried Particles for Targeted Pulmonary Delivery in Lung Cancer.* Pharmaceutics Graduate Student Research Meeting (PGSRM). The Ohio State University College of Pharmacy, Columbus, OH. (June 2010).
12. Wu, X. and **Mansour, H.M.** *Advanced Spray Dried Tacrolimus Particles for Lung Transplant Immunosuppression By Targeted Dry Powder Pulmonary Inhalation Delivery.* Pharmaceutics Graduate Student Research Meeting (PGSRM). The Ohio State University College of Pharmacy, Columbus, OH. (June 2010).
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14. **Mansour, H.M.** *Phospholipid Nanopharmaceuticals in Advanced Drug Delivery* (Abstract # 43590). 2011 American Oil Chemist's Society (AOCS) Annual Meeting & Exhibition, Symposium on "Phospholipids in Pharma and Cosmetics Applications", Cincinnati, OH. (May 2011) (*Mansour, H.M. Presenting Author*).
15. Park, C.W, Hayes, D. Jr., and **Mansour, H.M.** *Advanced Spray-dried Vancomycin hydrochloride and Clarithromycin Particles for Targeted Pulmonary Inhalation Delivery as Dry Powders*. Controlled Release Society Annual Meeting & Exhibition 2011 National Harbor, MD (July 2011).
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18. **Mansour, H.M.** *Rational Design, Development, and Optimization of Nanopharmaceuticals for Targeted Drug Delivery in Nanomedicine-An Interfacial and Colloidal Science Approach*. American Chemical Society (ACS) 242nd Annual Meeting & Exhibition: Division of Colloid & Surface Chemistry Symposium on Nanomedicine, Denver, CO. ABSTRACTS OF PAPERS OF THE AMERICAN CHEMICAL SOCIETY Volume: 242 Meeting Abstract: 281-COLL (August 2011) (*Mansour, H.M. Presenting Author/Invited Speaker/Session Presider*).
19. **Mansour, H.M.**, Park, C.W, Vogt, F.G., and Hayes, D. Jr. *Advanced Spray-Dried Vancomycin Hydrochloride and Clarithromycin Lipospheres for Targeted Pulmonary Inhalation Aerosol Delivery*. 4th Annual AAPS Nanotechnology & Nanomedicine Symposium, Louisville, KY (September 2011)
20. **Stocke, N., Mansour, H.M.**, and Hilt, J.Z. *Enhanced Transport of PEG-Based Magnetic Nanocomposites In Artificial Mucus Barriers* (Abstract # 239713). 2011 American Institute of Chemical Engineers (AIChE) Annual Meeting & Exhibition, Nanoscale Science and Engineering Forum. Minneapolis, MN (October 2011) [\[link\]](#)
21. Li, X., Hayes, D. Jr, and **Mansour, H.M.** *Advanced Spray-Dried Microparticulate/Nanoparticulate Powders for Cystic Fibrosis Treatment by Targeted Pulmonary Delivery*. 2011 American Association of Pharmaceutical Scientists (AAPS) Annual Meeting & Exhibition, Washington, D.C. (October 2011)
22. Li, X., Hayes, D. Jr., and **Mansour, H.M.** *Targeted Lung Delivery by Inhalable Multifunctional Microparticulate/Nanoparticulate Aerosols for Cystic Fibrosis Combination Drug/Mucolytic Treatment*. Pediatric Pulmonology Journal (2011) 46 (S34): 346. (Impact Factor: 2.297) (presentation at the 2011 North American Cystic Fibrosis Conference (NACFC) Annual Meeting & Exhibition, Anaheim, CA)
23. Meenach, S.A., McGarry, R.C., Hilt, J.Z., Anderson, K.W., and **Mansour, H.M.** *Advanced Spray Dried Microparticulate/Nanoparticulate Inhalable Polymeric Lipospheres Containing Paclitaxel for Targeted Pulmonary Nanomedicine in Lung Cancer Treatment*. 39th Annual Controlled Release Society (CRS) Meeting & Exhibition 2012, Quebec, Canada (July 2012).
24. Hayes, D. Jr., Yates, A.R., Duffy, V.L., Chicoine, L.G., Nicol, K.K., **Mansour, H.M.**, McConnell, P.I., Preston, T.J. *Placement of a Bicaual Dual-lumen Catheter in Piglets Using Anatomical Landmarks and Confirmation with Transthoracic Echocardiography Doppler Imaging in a Model of Single-Venous Venovenous Extracorporeal Membrane Oxygenation*. CHEST 2012 Annual Meeting Atlanta, GA. CHEST (2012) 142 (4):770A. [\[link\]](#)

25. Hayes, D. Jr., Kopp, B.T., **Mansour, H.M.**, Kirkby, S., Yates, A.R., McCoy, K.S., Daniels, C.J. *Exercise-induced Pulmonary Arterial Hypertension in Pediatric and Young Adult Patients with Cystic Fibrosis*. CHEST 2012 Annual Meeting Atlanta, GA. CHEST (2012) 142 (4):773A. [\[link\]](#)

26. Meenach, S.A., McGarry, R.C., Hilt, J.Z., Anderson, K.W., and **Mansour, H.M.** *Characterization and Optimization of Inhalable PEGylated Phospholipid Microparticles and Nanoparticles Containing Paclitaxel for Targeted Pulmonary Nanomedicine in Lung Cancer as Dry Powder Inhalers*. 2012 American Institute of Chemical Engineers (AIChE) Annual Meeting & Exhibition, Pittsburgh, PA. (October 2012). [\[link\]](#)

27. Meenach, S.A., Tsoras, A.N., McGarry, R.C., **Mansour, H.M.**, Hilt, J.Z., and Anderson, K.W. *Development of Three-Dimensional Lung Multicellular Spheroids in Air and Liquid Interface Culture for the Evaluation of Anti-Cancer Therapeutics*. 2012 American Institute of Chemical Engineers (AIChE) Annual Meeting & Exhibition, Pittsburgh, PA. (October 2012) [\[link\]](#)

28. Stocke, N., Meenach, S.A., Anderson, K.W., **Mansour, H.M.**, and Hilt, J.Z. *Development of Inhalable Iron Oxide Nanocomposites for Application in Lung Cancer Therapy*. 2012 American Institute of Chemical Engineers (AIChE) Annual Meeting & Exhibition, Pittsburgh, PA. (October 2012) [\[link\]](#)

29. Stocke, N., Zhang, X., **Mansour, H.M.**, DeRouchey, J., and Hilt, J.Z., *Probe Diffusion in Poly(ethylene glycol)-based Hydrogels Studied by Fluorescence Correlation Spectroscopy*. 2012 American Institute of Chemical Engineers (AIChE) Annual Meeting & Exhibition, Pittsburgh, PA.(October 2012) [\[link\]](#)

30. Meenach, S.A., Anderson, K.W., Hilt, J.Z., McGarry, R.C., and **Mansour, H.M.** *Characterization and Optimization of Inhalable PEGylated Phospholipid Microparticles and Nanoparticles Containing Paclitaxel for Targeted Pulmonary Nanomedicine in Lung Cancer*. 2012 Society for Biomaterials Conference- Biomaterials Day Lexington, KY (October 2012). [\[link\]](#) **1st Place-Best Oral Presentation Award**

31. Li, X., Vogt, F.G., Hayes, D. Jr, and **Mansour, H.M.** *Design and Aerosol Dispersion Performance of Organic Solution Advanced Spray-Dried Microparticulate/Nanoparticulate Mucolytic Powders for Targeted Pulmonary Delivery as Dry Powder Inhalers*. 2012 American Association of Pharmaceutical Scientists (AAPS) Annual Meeting & Exhibition, Chicago, IL. (October 2012)

32. Li, X., Vogt, F.G., Hayes, D. Jr, and **Mansour, H.M.** *Design and Aerosol Dispersion Performance of Organic Solution Advanced Co-Spray-Dried Multifunctional Microparticulate/Nanoparticulate Aerosol Formulations for Targeted Pulmonary Delivery as Dry Powder Inhalers*. 2012 American Association of Pharmaceutical Scientists (AAPS) Annual Meeting & Exhibition, Chicago, IL. (October 2012)

33. Li, X., Vogt, F.G., Hayes, D. Jr, and **Mansour, H.M.** *Design and Aerosol Dispersion Performance of Organic Solution Advanced Spray-Dried Microparticulate/Nanoparticulate Mucolytic Powders for Targeted Pulmonary Delivery as Dry Powder Inhalers in Cystic Fibrosis*. Pediatric Pulmonology Journal (2012) 47 (S35): 360-361. (Impact Factor: 2.297)
(presentation at the 2012 North American Cystic Fibrosis Conference (NACFC) Annual Meeting, Orlando, FL)

34. **Mansour, H.M.** *Nanotechnology in Dry Powder Inhalation Aerosol Formulations*. ISAM 2013 Nineteenth World Congress of the International Society for Aerosols in Medicine, Chapel Hill, NC. (April 2013)

35. Stocke, N., Meenach, S.A., **Mansour, H.M.**, Hilt, J.Z. *Formulation and Characterization of Inhalable Magnetic Nanocomposite Microparticles (MnMs) for Targeted Pulmonary Delivery*. 40th Annual Controlled Release Society (CRS) Meeting & Exhibition 2013, Hawaii (July 2013).

36. Meenach, S.A., Tsoras, A.N., McGarry, R.C., **Mansour, H.M.**, Hilt, J.Z. and Anderson, K.W. *Development of Three-Dimensional Lung Multicellular Spheroids for the Evaluation of Anti-Cancer Therapeutics*. 40th Annual Controlled Release Society (CRS) Meeting & Exhibition 2013, Hawaii (July 2013).

37. Stocke, N., Meenach, S.A., Anderson, K.W., Arnold, S., **Mansour, H.M.**, and Hilt, J.Z. *Inhalable Magnetic Nanocomposite Microparticles for Application in Lung Cancer Therapy-In Vitro Safety and Efficacy Studies*. 2013 American Institute of Chemical Engineers (AIChE) Annual Meeting & Exhibition, San Francisco, CA. (October 2013)

38. Hayes, D. Jr, Kopp B, Preston T, Kirkby S, **Mansour H.M.**, and Whitson B. *Survival of Cystic Fibrosis Patients on ECHMO: Analysis*. Pediatric Pulmonology Journal (2013) 48 (S36). (Impact Factor: 2.297) (presentation at the 2013 North American Cystic Fibrosis Conference (NACFC) Annual Meeting, Salt Lake City, UT. (October 2013)

39. Li, X., Vogt, F.G., Hayes, D. Jr, and **Mansour, H.M.** *Physicochemical Characterization and Aerosol Dispersion Performance of Organic Solution Advanced Co-Spray Dried Multifunctional Microparticulate/Nanoparticulate Antimicrobial Aerosol Formulations for Targeted Pulmonary Delivery as Dry Powder Inhalers for the Treatment of Cystic Fibrosis*. 2013 American Association of Pharmaceutical Scientists (AAPS) Annual Meeting & Exhibition, San Antonio, TX. (November 2013)

40. Stocke, N., Arnold, S., **Mansour, H.M.**, and Hilt, J.Z. *Inhalable Magnetic Nanocomposite Microparticles (MnMs) Dry Powders for Targeted Pulmonary Delivery*. 2014 Society for Biomaterials (SFB) Annual Meeting & Exhibition, Denver, CO. (April 2014) Poster 422. [\[link\]](#)

41. Stocke, N., Arnold, S., **Mansour, H.M.**, and Hilt, J.Z. *Inhalable Nanocomposites for Targeted Pulmonary Delivery and Applications in Lung Cancer Therapy*. 2014 Globalization of Pharmaceuticals Education Network (GPEN) Annual Meeting, Helsinki, Finland, Europe. (September 2014). **1st Place-Best Poster Presentation Award** [\[link\]](#)

42. Hayes, D. Jr, Tobias, J.D., **Mansour, H.M.**, Kirkby, S., McCoy, K.S., Galantowicz, M., and Whitson, B.A. *Pulmonary Hypertension in Cystic Fibrosis in Relation to Other Lung Diseases Prior to Lung Transplantation*. Pediatric Pulmonology Journal (2014) 49 (S38): 374-375. (Impact Factor: 2.297) (poster presentation 437 at the 2014 North American Cystic Fibrosis Conference (NACFC) Annual Meeting, Atlanta, GA. (October 2014)

43. Hayes, D. Jr, Whitson, B.A., Tobias, J.D., Kirkby, S., Kopp, B.T., **Mansour, H.M.**, and McCoy, K.S. *Influence of Diabetes on Survival in Cystic Fibrosis Before and After Lung Transplantation*. Pediatric Pulmonology Journal (2014) 49 (S38): 425. (Impact Factor: 2.297) (poster presentation 567 at the 2014 North American Cystic Fibrosis Conference (NACFC) Annual Meeting, Atlanta, GA. (October 2014)

44. Hayes, D. Jr, Whitson, B.A., Black, S.M., **Mansour, H.M.**, Tobias, J.D., Nicol, K.K., Yates, A.R., Preston, T.J., and Palmer, A.F. *Influence of Transfusion on Survival in Lung Transplantation*. 2015 American Thoracic Society (ATS) International Conference, Denver, CO. (May 2015). American Journal of Respiratory & Critical Care Medicine (2015) 191: A2237. [Impact Factor: 13.118]

45. Hayes, D. Jr, Black, S.M., Kirkby S, Kopp B, Tobias, J.D., **Mansour, H.M.**, and Whitson, B.A. *Survival in Advanced CF and Non-CF Bronchiectasis*. 2015 American Thoracic Society (ATS) International Conference, Denver, CO. (May 2015). American Journal of Respiratory & Critical Care Medicine (2015) 191: A2447. [Impact Factor: 13.118]

46. **Mansour, H.M.** *Multifunctional Nanotechnology in Lung Surfactant-Mimic Inhalation Aerosols as High-Performing Dry Powder Inhalers for Targeted Pulmonary Medicine*. 2015 American Thoracic Society (ATS) International Conference/ISAM joint conference, Denver, CO. (May 2015). American Journal of Respiratory & Critical Care Medicine (2015) 191: A5030. [Impact Factor: 13.118]

47. **Mansour, H.M.** and Hayes, D. Jr. *Translating Lung Surfactant Biophysics, Nanotechnology, and Nrf2 Pathway to Advanced Dry Powder Inhalation Medicine*. 2015 Gordon Research Conference on Lung Biology, Injury, and Repair: Translating Lung Biology to Respiratory Medicine. NH. (August 2015)

48. Gomez, A. I., Acosta, M.F., and **Mansour, H.M.** *Advanced Spray Dried Proliposomes as Dry Powder Inhaler: An Advanced Drug Delivery System for Pulmonary Administration.* The UA UROC Research Conference, The UA Graduate College, Tucson, AZ. (August 2015).

49. Muralidharan, P., Hayes, D. Jr., and **Mansour, H.M.** *Physicochemical Characterization and Aerosol Dispersion Performance of Microparticulate/Nanoparticulate Inhalable Powders of a Novel Nrf2 Activator for COPD Treatment.* AAPS Annual Meeting & Exhibition, Orlando, FL. (October 2015). Poster R6034. Travel grant award recipient by The UA Graduate and Professional Student Council.

50. Gomez, A. I., Acosta, M.F., and **Mansour, H.M.** *Advanced Spray Dried Proliposomes as Dry Powder Inhaler: An Advanced Drug Delivery System for Pulmonary Administration.* NSF LSAMP National Research Symposium, Baltimore, MD. (February 2016). NSF full travel grant award recipient.

51. Muralidharan, P., Hayes, D. Jr., Black, S.M., and **Mansour, H.M.** *Novel Dry Powder Inhaler containing the Nrf2 Activator Dimethyl Fumarate – Particle Engineering Design, Development and In Vitro Aerosol Dispersion Performance.* 43th Annual Controlled Release Society (CRS) Meeting & Exhibition 2016, Seattle, Washington (July 2016).

52. Grijalva, C.L, Pina, A., Acosta, M.F., Gomez, A.I., Muralidharan, P., Hayes, D. Jr., Black, S.M., and **Mansour, H.M.** *Comparison of the In Vitro Aerosol Dispersion Performance of a Nrf2 Activator Using Two Different Human Dry Powder Inhaler Devices.* UA UROC STAR Research Conference & Colloquium, The UA Graduate College, Tucson, AZ. (August 2016). Poster Presentation by UROC STAR Student Research Fellow, Carissa Grijalva.

53. Pina, A., Grijalva, C.L, Acosta, M.F., Gomez, A.I., Muralidharan, P., Hayes, D. Jr., Yuan, J. X.-L., Black, S.M., and **Mansour, H.M.** *Improvement of In Vitro Aerosol Dispersion Performance by Using Mannitol as Part of a Dry Powder Inhaler Formulation.* NIH BUILD Scholars Research Conference & Colloquium, The UA Graduate College, Tucson, AZ. (August 2016). Poster Presentation by NIH Student Research Fellow, Alejandra Pina.

54. Pina, A., Grijalva, C.L, Acosta, M.F., Gomez, A.I., Muralidharan, P., Hayes, D. Jr., Yuan, J. X.-L., Black, S.M., and **Mansour, H.M.** *Improvement of In Vitro Aerosol Dispersion Performance by Using Mannitol as Part of a Dry Powder Inhaler Formulation.* NIH BUILD Scholars Symposium, The Univ of Texas-El Paso, El Paso, TX. (September 2016). Poster Presentation by NIH Student Research Fellow, Alejandra Pina.

55. Grijalva, C.L, Pina, A., Acosta, M.F., Gomez, A.I., Muralidharan, P., Hayes, D. Jr., Black, S.M., and **Mansour, H.M.** *Comparison of the In Vitro Aerosol Dispersion Performance of a Nrf2 Activator Using Two Different Human Dry Powder Inhaler Devices.* 17th National Role Models Conference, Washington, DC. Sept. 30-Oct. 2, 2016. Oral Presentation by NSF Student Research Fellow, Carissa Grijalva.
 -Invited Research Presentation (oral)
 - NSF WAESO Research Travel Award
 -3rd Place Award Best Student Research Oral Presentation

56. Hayes, Jr., D., Tumin, D., Kirkby, S.E., **Mansour, H.M.**, Tobias, J.D., and Kopp, B.T. Transplant Center Cystic Fibrosis-Specific Expertise and Outcome of Lung Transplantation. Pediatric Pulmonology Journal (2016) 51 (S45): 378. [Impact Factor: 2.85]
 (poster presentation 485 at the 2016 North American Cystic Fibrosis Conference (NACFC) Annual Meeting, Orlando, FL. (October 2016)

57. Grijalva, C.L, Pina, A., Acosta, M.F., Gomez, A.I., Muralidharan, P., Hayes, D. Jr., Black, S.M., and **Mansour, H.M.** *Comparison of the In Vitro Aerosol Dispersion Performance of a Nrf2 Activator Using Two Different Human Dry Powder Inhaler Devices.* Society of Hispanic Professional Engineers (SHPE) Conference, Seattle, WA. (November 2016)
 - Best Paper Oral Presentation Student Award

58. Acosta, M.F., Gomez, A.I., Hayes, D. Jr, and **Mansour, H.M.** *Advanced Spray-Dried Inhalable Proliposomes of Amphotericin B for the Treatment of Fungal Infections.* AAPS Annual Meeting & Exhibition, Denver, CO. (November 2016). Digital Poster Presentation. Travel grant award recipient by The UA Graduate and Professional Student Council.

59. Acosta, M.F., Hayes, D. Jr, Fineman, J. R., Black, S. M., and **Mansour, H.M.** *Design, Physicochemical Characterization and Aerosol Dispersion Performance of Simvastatin and L-Carnitine Microparticles/Nanoparticles for the Treatment of Pulmonary Hypertension.* AAPS Annual Meeting & Exhibition, Denver, CO. (November 2016). Digital Poster Presentation. Travel grant award recipient by The UA Graduate and Professional Student Council.

60. Malapit, M., Mallory, E., Muralidharan, P., and **Mansour, H.M.** *In Vitro Aerodynamic Analysis of Co-Spray Dried Fluticasone Propionate (FP) and Salmeterol Xinafoate (SX) with Lactose Alternative Excipient.* ASHP Midyear Clinical Meeting & Exhibition, Las Vegas, NV. (December 2016). Poster Presentation.

61. Malapit, M., Mallory, E.K., Muralidharan, P., Phan, H., Hayes, D. Jr. and **Mansour, H.M.** *In Vitro Aerodynamic Analysis of Co-Spray Dried Fluticasone Propionate (FP) and Salmeterol Xinafoate (SX) Dry Powder Inhalation Aerosols with Lactose-Alternative Excipient.* American Thoracic Society (ATS) 2017 International Conference & Exhibition, Washington, D.C. (May 2017). Thematic Poster Session: C73. New Mechanisms and Therapies in COPD & ATS/ISAM Joint Conference Session. American Journal of Respiratory & Critical Care Medicine (2017);195:A6271. [Impact Factor: 13.118]

62. Hecker, L., Gokhale, V., Knox, K.S., **Mansour, H.M.**, and Garcia, Joe "Skip" G.N. *Identification of Selective And Effective Small-Molecule Inhibitors Targeting Nox4.* American Thoracic Society (ATS) 2017 International Conference & Exhibition, Washington, D.C. (May 2017). Thematic Poster Session: C78. Fibrosis: Mediators and Modulators. American Journal of Respiratory & Critical Care Medicine (2017);195:A6421. [Impact Factor: 13.118]

63. Malapit, M., Mallory, E.K., Muralidharan, P., Phan, H., Hayes, D. Jr. and **Mansour, H.M.** *In Vitro Aerodynamic Analysis of Co-Spray Dried Fluticasone Propionate (FP) and Salmeterol Xinafoate (SX) Dry Powder Inhalation Aerosols with Lactose-Alternative Excipient.* UA COP Senior Project Research Day, Tucson, AZ. (May 2017). Poster Presentation.

64. Acosta, M.F., Hayes, D. Jr, Fineman, J. R., Black, S. M., and **Mansour, H.M.** *Improvement of the In Vitro Aerosol Dispersion Performance of Simvastatin by Co-Spray Drying with D-Mannitol for the Treatment of Pulmonary Hypertension.* ISAM 2017 World Congress of the International Society for Aerosols in Medicine, Santa Fe, NM. (June 2017). Poster Presentation & Selected for Invited Oral Presentation. Abstract 203. Journal of Aerosol Medicine and Pulmonary Drug Delivery (2017) 30 (3): A-12.

65. Muralidharan, P., Hayes, D. Jr., Yuan, J. X.-L., Black, S.M., and **Mansour, H.M.** *Comparison of In Vitro Aerosol Dispersion Performance using Different Dry Powder Inhaler Devices.* ISAM 2017 World Congress of the International Society for Aerosols in Medicine, Santa Fe, NM. (June 2017). Poster Presentation. Abstract 257. Journal of Aerosol Medicine and Pulmonary Drug Delivery (2017) 30 (3):A-33.

66. Muralidharan, P., Grijalva, C., Pina, A., Hayes, D. Jr., Yuan, J. X.-L., Black, S.M., and **Mansour, H.M.** *Dry Powder Inhaler Device Influence on Aerosol Dispersion of Co-Spray Dried Nrf2 Activator Drug with D-Mannitol.* 44th Annual Controlled Release Society (CRS) Annual Meeting & Exhibition, Boston, MA. (July 2017). Poster Presentation.

67. Muralidharan, P., Malapit, M., Mallory, E.K., Phan, H., Hayes, D. Jr. and **Mansour, H.M.** *Solid State Characterization of Carrier-Free Formulation of Fluticasone Propionate and Salmeterol Xinafoate Dry Powder Inhaler.* 44th Annual Controlled Release Society (CRS) Annual Meeting & Exhibition, Boston, MA. (July 2017). Poster Presentation.

68. Acosta, M.F., Hayes, D. Jr, Fineman, J. R., Black, S. M., and **Mansour, H.M.** *Dry Powder Inhalers of a Uniform Drug Composition of Simvastatin and L-Carnitine for the Treatment of Pulmonary Hypertension.*

44th Annual Controlled Release Society (CRS) Annual Meeting & Exhibition, Boston, MA. (July 2017). Poster Presentation.

69. Acosta, M.F., Gomez, A.I., Hayes, D. Jr, and **Mansour, H.M.** *Solid State Liposomes of Amphotericin B for the Targeted Treatment of Pulmonary Fungal Infections*. 44th Annual Controlled Release Society (CRS) Annual Meeting & Exhibition, Boston, MA. (July 2017). Poster Presentation.
70. Sears, S., Acosta, M.F., Tang, H., Klinger, C., Yuan, J.X.J., **Mansour, H.M.**, and Black, S.M. *Inhaled L-Carnitine Attenuates the Development of Pulmonary Arterial Hypertension in Rats*. American Thoracic Society (ATS) 2018 International Conference & Exhibition, San Diego, CA (May 2018). Poster Session: B59 Shoot the Curl: Splashing into Mechanisms of Endothelial Cell Function and Vascular Remodeling in PH. Poster Presentation.
American Journal of Respiratory & Critical Care Medicine (2018):197:A3743. [Impact Factor: 17.452]
71. Acosta, M.F., Hayes, D. Jr., Fineman, J.R., Black, S.M., and **Mansour, H.M.** *Targeted Delivery of Simvastatin as Dry Powder Inhaler for the Treatment of Pulmonary Hypertension*. 45th Annual Controlled Release Society (CRS) International Annual Meeting & Exhibition, New York City, NY (July 2018). Poster Presentation.
72. Romero M, Kim Y.J, Muralidharan P, Acosta, M.F., and **Mansour H.M.** *In Vitro Evaluation of Metformin Hydrochloride Dose-response on Transdermal, Nasal, and Buccal Human Cell Lines*. NIH BUILD Scholars & UROC-Minority Health Disparities (MHD) Research Symposium, The UA Graduate College, Tucson, AZ (August 2018). Oral and Poster Presentations.
73. Encinas-Basurto, D., Acosta, M.F., Black, S.M, and **Mansour, H.M.** *Co-Spray Drying of Simvastatin and L-Carnitine HCl as a New Formulation for Pulmonary Hypertension Treatment*. UA Global, Office of Diversity & Inclusivity: A Learning Research Experience, Graduate Nanotechnology Research Symposium, Tucson, AZ (August 2018). Oral and Poster Presentations.
74. Muralidharan, P., Vallorz, E., Islam, S., Kraft, M., Black, S.M., Ledford, J.G., and **Mansour, H.M.** *Particle Engineering of Surfactant Protein A (SPA) Peptide as a Novel Dry Powder Inhaler*. Discover BIO5 Research to Innovation Showcase Research Symposium, Tucson, AZ (April 2019). Poster Presentation.
75. Miller, A.J., Smith, R.T., Woods, N.M., Vallorz, E., **Mansour, H.M.**, and Myrdal, P. *Project Mexico: A Cross-Border Analysis of Medication Content*. Senior Research Project Symposium, The UA COP, Tucson, AZ (May 2019). Poster Presentation.
76. Bansback, K. and **Mansour H.M.** *Molecular Modeling of Drugs for Prediction of Their Physical, Chemical, and Biological Properties*. The Honors College Research Symposium, The UA Honors College, Tucson, AZ (May 2019). Oral and Poster Presentations.
77. Zhang, L., Liu, F., Lau, A., Acosta, M.F., Schnellmann, R.G., **Mansour, H.M.**, and Kirkwood, K. *Topical Suramin Diminishes Radiation-induced Oral Mucositis*. International Association for Dental Research (IADR) Annual Meeting & Exhibition. Vancouver, British Columbia, Canada (June 2019). Poster Presentation.
78. Alabsi, W., Apostol, C., Hanrahan, D., Jaynes, T., Marciniak, A., Szabò, L., Polt, R., and **Mansour, H.M.** *Glycopeptides as Drug Candidates for Brain Delivery and as Dry Powder Inhaler for Intranasal Delivery to Bypass the Blood Brain Barrier (BBB)*. American Association of Pharmaceutical Scientists (AAPS) Rocky Mountain Discussion Group 2019 Annual Meeting: Exploring Biological and Mechanistic Diversity in Pharmaceutical Discovery and Development, Hillsboro, OR (July 2019). Oral and Poster Presentations.
79. Cota Valenzuela, B., Encinas-Basurto, D., Bautista, C., Vallorz, E., Blohm-Mangone, K., Schnellmann, R.G., and **Mansour H.M.** *Design of PLGA Nanoparticles and Comparison of Their Properties for Effective Drug Delivery*. UAHS BLAISER Program & UROC-Minority Health Disparities (MHD) Research

Symposium, The UAHS and UA Graduate College, Tucson, AZ (August 2019). Oral and Poster Presentations.

80. Bautista, C., Encinas-Basurto, D., Cota Valenzuela, B., Vallorz, E., Blohm-Mangone, K., Schnellmann, R.G., and **Mansour H.M.** *Synthesis and Physicochemical Analysis of PLGA-based Nanoparticles for Drug Delivery*. NIH BUILD Scholars & UROC-Minority Health Disparities (MHD) Research Symposium, The UA Graduate College, Tucson, AZ (August 2019). Oral and Poster Presentations.
81. Bautista, C., Encinas-Basurto, D., Cota Valenzuela, B., Vallorz, E., Blohm-Mangone, K., Schnellmann, R.G., and **Mansour H.M.** *Synthesis and Physicochemical Analysis of PLGA-based Nanoparticles for Drug Delivery*. 4th Annual NIH BUILD Scholars Research Symposium, The University of Texas-El Paso, El Paso, TX (September 2019). Oral and Poster Presentations.
82. Bautista, C., Encinas-Basurto, D., Cota Valenzuela, B., Vallorz, E., Blohm-Mangone, K., Schnellmann, R.G., and **Mansour H.M.** *Synthesis and Physicochemical Analysis of PLGA-based Nanoparticles for Drug Delivery*. 2019 Annual Biomedical Research Conference for Minority Students (ABRCMS), Anaheim, CA (November 2019). Poster Presentation.
83. Abrahamson, M., Acosta, M.F., Black, S.M, and **Mansour, H.M.** *In Vitro Aerosol Dispersion Performance of Dry Powder Inhalable Particles of Metformin Using Different FDA-Approved Human Dry Powder Inhaler Devices*. ASHP Midyear Clinical Meeting & Exhibition, Las Vegas, NV (December 2019). Poster Presentation.
84. Alabsi, W., Polt, R., and **Mansour, H.M.** *Physicochemical Characterization of Peptides and Glycopeptides Dry Powders for Intranasal (IN) Delivery to Bypass the Blood Brain Barrier (BBB) and Target the Brain*. Women in Data Science-Tucson's Virtual Conference. The UA, Tucson, AZ (April 2020). Poster Presentation.
85. Robida, O., Ruiz, V., and **Mansour H.M.** *Predictive Modeling of Physicochemical and Pharmacokinetic Properties of Drugs*. The Honors College Research Symposium, The UA Honors College, Tucson, AZ (May 2020). Oral and Poster Presentations.
86. Abrahamson, M., Acosta, M.F., Black, S.M, and **Mansour, H.M.** *In Vitro Aerosol Dispersion Performance of Dry Powder Inhalable Particles of Metformin Using Different FDA-Approved Human Dry Powder Inhaler Devices*. Senior Research Project Symposium, The UA COP, Tucson, AZ (May 2020). Digital Poster Presentation.
87. Alabsi, W., Polt, R., and **Mansour, H.M.** *Physicochemical Characterization of Organic Solution Advanced Spray-dried Microparticulate/nanoparticulate Dry Powder Of Lactomorphin (MMP-2200) For Intranasal Delivery To Target The Brain By Bypassing The Blood-brain Barrier For Pain Relief*, 2020 Controlled Release Society (CRS) International Annual Meeting, Exposition, & Virtual Conference, Las Vegas, NV (July 2020). Oral Presentation.
88. Encinas-Basurto, D., Black, S.M, and **Mansour, H.M.** *Advanced Co-Spray Dried Proliposomes for Targeted Pulmonary Delivery as Inhalation Aerosols in Pulmonary Hypertension*. 2020 Controlled Release Society (CRS) International Annual Meeting, Exposition, & Virtual Conference, Las Vegas, NV (July 2020). Oral Presentation.
89. Fazel, M.T., **Mansour, H.M.**, Benjamin, A.V., Cooley, J.H., and Cameron, C. *Implementing a Culture of Professional Identity Formation Through Intentional Career Pathways Reflection and Aligned Mentorship*. AACP Annual Meeting Virtual Pharmacy Education 2020, (July 2020). Poster Presentation.
90. Rendon, J., Ruiz, V., and **Mansour, H.M.** *Predicting Chemical, Physical, and Pharmacokinetic Properties of Drugs that Treat Insomnia using Molecular Modeling*. UAHS BLAISER Program Research Symposium, The UAHS, Tucson, AZ (August 2020). Oral and Poster Presentations.

CURRICULUM VITAE: DR. HEIDI M. MANSOUR

91. Hoyer-Kimura, C., Konhilas, J., **Mansour, H.M.**, Polt, R., Bartlett, M., Falk, T., Ossanna, N., Doyle, K, and Hay, M. *Novel Therapeutic and Inflammatory Biomarkers for Vascular Contributions to Cognitive Impairment and Dementia*. [AD/PD 2021 15th International Conference on Alzheimer's and Parkinson's Diseases Virtual Conference](#) (March 2021). Poster Presentation.
92. Ruiz, V., Encinas-Basurto, D., Ortega-Alarcon, N., Black, S.M, and **Mansour, H.M.** *Advanced Spray Dried Proliposomes of Fasudil Monohydrochloride Microparticles and Nanoparticles as Dry Powder Inhalers Using Surfactant Mimic-Phospholipids for Treatment of Pulmonary Arterial Hypertension (PAH)*. *Senior Research Project Symposium*, The UA COP, Tucson, AZ (May 2021). Digital Poster Presentation.
93. Collins, K., Younis, U.S., Hay, M., **Mansour, H.M.**, and Ledford, J.G. *Angiotensin (Ang-1-7) and Its Glycopeptide PNA5 Protect Against Overzealous Pulmonary Inflammation to Infectious and Non-Infectious Respiratory Insults*. *American Thoracic Society (ATS) 2021 Annual International Conference & Exhibition* (May 2021). [Thematic Poster Session: TP113 ACUTE LUNG INJURY AND REPAIR](#), A4364-A4364. *Am J Respir Crit Care Med* (2021): 203:A4364 [Oral Digital Poster Presentation](#).

Invited Short-Course Faculty Instructor Presentations:

1. Aerosol School 2-Day Short-Course Instructor & Workshop Creator 2012
NIH-NCI Cancer Nanotechnology Training Center (CNTC),
Fundamentals and Applications of Aerosol Science and Pulmonary Inhalation Aerosol Delivery
2. Buchi Hands-On Spray Drying Short-Course, Buchi U.S. Headquarters. New Castle, DE. 2012
-Short-Course Instructor
-Presentation Title: "*Engineering Particles by Advanced Organic Solution Spray Drying for Nanopharmaceuticals and Targeted Pulmonary Inhalation Aerosol Delivery*." [\[link\]](#)
3. Buchi Hands-On Spray Drying Short-Course, Buchi U.S. Headquarters. Newark, DE. 2014
-Short-Course Instructor
-Presentation Title: "*Designing High Performing Microparticulate/Nanoparticulate Dry Powder Inhalers by Organic Solution Advanced Spray Drying*." [\[link\]](#)
4. ISAM Aerosol School, Firestone Institute for Respiratory Health, Hamilton, Ontario, Canada 2016
-Faculty Instructor
-3-Day Short-Course + Lab
- Presentation Title: "*Challenges and Opportunities of 'Nano' in Pulmonary Administration*" [\[link\]](#)
5. ISAM Aerosol School, Firestone Institute for Respiratory Health, Hamilton, Ontario, Canada 2017
-Faculty Instructor
-3-Day Short-Course + Lab
- Presentation Title: "*Challenges and Opportunities of Inhaled Nanoparticles*" [\[link\]](#)
6. ISAM [Aerosol School](#), Firestone Institute for Respiratory Health, Hamilton, Ontario, Canada 10/18
-Faculty Instructor
-3-Day Short-Course + Lab
- Invited Presentation Title: "*Challenge of 'Nano' of Pulmonary Administration*"
7. [PharmCamp 2019](#), The University of Arizona 07/19
- 3 Pharmaceuticals Lab Experiments Hands-On with the elementary school/middle school children

Invited Webinar Presentations:

1. Inhalation Magazine Invited Annual Webinar Faculty Instructor [\[link\]](#) 2015
-a 2-hour webinar
-Title: "*Inhalation Pharmaceuticals: Device Design and Formulations*"
-300 webinar registrants
2. Educational Webinar with Harvard University School of Public Health, National Jewish Health 2016

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- Invited Webinar Faculty Instructor [\[link\]](#) [\[link\]](#)
- a 1-hour webinar with CE credit
- Title: *"Mechanisms & Pharmacology of Inhaled Drug Delivery"*
- 960 webinar registrants

3. NIH BUILD Scholars & the Diversity Program Consortium, Univ of Texas-El Paso 08/20
 -BUILD (**B**uilding **I**nfrastructure **L**eading to **D**iversity) and the Diversity Program Consortium
 -NIH BUILD Scholars Summer Seminar Series Invited Speaker
 -Webinar Presentation Title: *"Building a Strong Research Career"*
4. International Webinar Series UA, Columbia, and Mexico, Invited Faculty Speaker 03/21
 -International Webinar with attendees from Mexico and Latin Countries
 -Title *"Research Mentor"*
 -Spanish translation of my live presentation

Webinar Organizer:

1. ATS RTS/DDDD Webinar 1 (Series) Co-Chair & Co-Organizer 04/21
 -Title: ["Technology Development: Translating Innovation from Bench to Bedside: Part 1"](#)
2. AACP Pediatric Pharmacy SIG Webinar Moderator & Organizer 05/21
 -Title: ["Pediatric Research for Early Career Faculty"](#)
3. ISAM Congress 2021 Symposium Co-Chair & Co-Organizer 05/21
 -Title: ["Scientific Basis for Dissolution Testing of Inhaled Products"](#)

Invited International/National Speaker Presentations:

1. American Oil Chemist's Society (AOCS) Annual Meeting & Exhibition, Phoenix, AZ 2010
 Symposium on Phospholipids: *"Lipids in Nanotechnology II"* [\[link\]](#)
 Speaker Presentation: *"Designed Phospholipid Self-Assemblies in Drug Delivery and Nanomedicine"*.
6. American Oil Chemist's Society (AOCS) Annual Meeting & Exhibition, Cincinnati, OH 2011
 Symposium on *"Phospholipids in Pharma and Cosmetics Applications"*-Keynote Speaker
 Speaker Presentation: *"Phospholipid Nanopharmaceuticals in Advanced Drug Delivery"*. [\[link\]](#)
7. 13th International Workshop on Physical Characterization of Pharmaceutical Solids (IWPCPS) 2011
 Indianapolis, IN.
 Symposium on *"Solid-State Transformation During Formulations and Processing"*
 Speaker Presentation: *"Water Vapor-Solid Interactions and Effects on Solid-State Phase Transitions in Engineered Microparticulate/Nanoparticulate Pharmaceutical Powders"*. [\[link\]](#)
8. 13th International Workshop on Physical Characterization of Pharmaceutical Solids (IWPCPS) 2011
 Indianapolis, IN.
 Symposium on *"Imaging of Drugs and Dosage Forms to Better Understand Dissolution"*
 Speaker Presentation: *"Imaging Techniques for Designed Microparticulate/Nanoparticulate Pharmaceutical Powders"*. [\[link\]](#)
9. American Chemical Society (ACS) 242nd Annual Meeting & Exhibition, Denver, CO. 2011
 -Division of Colloid & Surface Chemistry
 -Symposium on Nanomedicine
 - Session Presider & Invited Symposium Speaker Presentation: *"Rational Design, Development, and Optimization of Nanopharmaceuticals for Targeted Drug Delivery in Nanomedicine-An Interfacial and Colloidal Science Approach."*
10. 4th Annual AAPS Nanotechnology & Nanomedicine Symposium, Louisville, KY 2011
 -Invited Speaker Presentation: *"Advanced Spray-Dried Vancomycin Hydrochloride and Clarithromycin Lipospheres for Targeted Pulmonary Inhalation Aerosol Delivery"*

11. Pfizer, Inc., Worldwide Research & Development, Global Headquarters, Groton, CT 2011
 -Invited Speaker Presentation: *"Engineering Particles by Advanced Spray Drying for Drug Delivery"*

12. Center for Pulmonary Research, Children's Hospital Research Institute, 2012
 The Ohio State University, Columbus, OH
 -Invited Guest Speaker in the Translational Pulmonary Research Seminar Series
 -Presentation Title: *"Advances in Targeted Lung Nanomedicine as Inhalable Multifunctional Microparticles & Nanoparticles for Pulmonary Disease Treatment and Prevention."*

13. International Conference & Exhibition on Nanotechnology & Nanomedicine. Omaha, NE. 2012
 -Invited Speaker Presentation Title: *"Advances in Targeted Lung Nanomedicine as Inhalable Multifunctional Microparticles & Nanoparticles for Pulmonary Disease Treatment and Prevention."*

14. Transcept Pharmaceuticals 2012
 -Invited Webinar Speaker
 - Presentation Title: *"Fundamental and Applied Aspects of Sustained Release Injectable Depot Delivery"*

15. Lovelace Respiratory Research Institute (LRRI). Albuquerque, NM. 2012
 -Invited Guest Speaker in the LRRI & CNTC Seminar Series
 -Presentation Title: *"Advances in Targeted Lung Nanomedicine as Aerosolized Multifunctional Microparticles and Nanoparticles for Pulmonary Disease Treatment and Prevention"* [\[link\]](#)

16. Controlled Release Society (CRS) 39th Annual Meeting & Exhibition. Quebec City, CA. 2012
 -Invited Speaker
 -CRS Workshop: *"Mucosal Drug and Gene Delivery: Barriers and Opportunities"*
 -Presentation Title: *"Pulmonary Drug Delivery"* [\[link\]](#)

17. 1st International Symposium on Nanomedicine in Drug Delivery and Cancer Diagnosis. 2012
 University of Delaware, College of Health Sciences, Newark, DE.
 -Organizing Committee Member [\[link\]](#)
 -Session Chair Presider of the *"Nano Drug Delivery"* Session [\[link\]](#)
 -Invited Symposium Speaker Presentation Title in the *"Nanomedicine"* Session:
"Advances in Targeted Lung Nanomedicine as Multifunctional Microparticles & Nanoparticles for Targeted Pulmonary Delivery." [\[link\]](#)

18. Invited Speaker-Research Seminar Series Speaker. Detroit, MI 2012
 Wayne State University College of Pharmacy, Department of Pharmaceutical Sciences [\[link\]](#)

19. 2012 North American Cystic Fibrosis Conference (NACFC) Annual Meeting, Orlando, FL 2012
 -Invited Aerosol Symposium: *"Aerosol Treatments in CF: Clearing the Fog."*
 -Presentation Title: *"Aerosol Formulation Issues"* [\[link\]](#)

20. 19th World Congress of the International Society of Aerosols in Medicine (ISAM), Chapel Hill, NC 2013
 -Invited Speaker
 -ISAM World Congress Workshop: *"Nanomedicine & Nanotoxicology: Inhaling nanoparticles by accident and on purpose - challenges and opportunities for toxicology and therapeutics"*
 -Presentation Title: *"Nanotechnology in Dry Powder Inhalation Aerosol Formulations"* [\[link\]](#)

21. AAPS/USP/FDA/IPAC Workshop on Inhaled Drug Products 2013
 -United States Pharmacopeia (USP), Rockville, MD.
 -*"Current Practices and the Future of In Vitro Testing Technologies and Regulation"*
 -Invited Speaker
 -Presentation Title: *"Solid-State Characterization and Nanotechnology in Dry Powder Inhalation Aerosol Formulation Development"* [\[link\]](#)

22. Association of Inhalation Toxicologists (AIT) Annual Conference, Hannover, Germany 2013
 -Invited Speaker
 -Session: *"Nanomaterials"*
 -Presentation Title: *"Nanomaterials as an Aerosol Formulation Carrier in Inhalation Aerosol Nanomedicine"*

23. American Chemical Society (ACS) 249th Annual Meeting & Exhibition. Denver, CO. 2015
 -Division of Colloid & Surface Chemistry
 -Symposium: *"Advances in Formulations Science & Technology"*
 -Invited Symposium Speaker Presentation: *"Advances in Targeted Multifunctional Inhalation Aerosols with Nanotechnology and Solid-State Particle Engineering Design"*

24. Gordon Research Conference on Lung Biology, Injury, and Repair: Translating Lung Biology to Respiratory Medicine. NH. 2015
 -Invited Presentation: *"Translating Lung Surfactant Biophysics, Nanotechnology, and Nrf2 Pathway to Advanced Dry Powder Inhalation Medicine."*

25. American Chemical Society (ACS) 90th Colloid & Surface Science Symposium at Harvard Univ. Cambridge, MA. 2016
 -Division of Colloid & Surface Chemistry
 -Session: *"Nanomaterials for Biomedicine"*
 -Invited Symposium Speaker Presentation: *"Advances in biomimetic nanomaterials for multifunctional inhalation aerosols in pulmonary biomedicine"*

26. Controlled Release Society Annual Meeting, Seattle, WA 2016
 - Co-Chair, Scientific Symposium: *"New Processes, New Materials, and New Products Symposium"*

27. ISAM Aerosol School Faculty, Hamilton, Ontario, Canada [\[link\]](#) 2016
 -Firestone Institute for Respiratory Health & McMaster University
 -Invited Faculty Presentation

28. 10th International Conference Neonatal & Childhood Pulmonary Vascular Disease [\[link\]](#) [\[link\]](#) 2017
 University of California-San Francisco (UCSF), San Francisco, CA
 -Co-Chair, Drug Delivery & Nanotechnology Session
 -Invited Speaker

29. ISAM [Aerosol School](#), Firestone Institute for Respiratory Health, Hamilton, Ontario, Canada 10/2018
 - Invited Speaker Presentation Title: *"Challenge of 'Nano' of Pulmonary Administration"*

30. [Respiratory Innovation Summit \(RIS\)](#), Dallas, TX 05/2019
 -[Invited Speaker & Expert Panelist](#)
 -Invited Speaker Presentation Title: [Where are the Opportunities, Challenges in Airway Disease](#)

31. UA-Gulf Medical University Symposium 06/2021
 -Invited Faculty Speaker
 -Invited Speaker Presentation Title: *"Innovation in Therapeutic Inhalation Aerosols"*

32. AAPS PharmSci 360 Annual Meeting & Exhibition 10/2021
 -Invited Speaker
 -Presentation Title: *"Advances in Inhaled Nanosystem Formulations: Design and Development"*
 -Session Title: *"Design Parameters and Novel Devices for Advancements of Inhaled Nanosystems"*
 -Session Theme: *"Delivery Systems for Effective Shuttling Across Biological Barriers"*

Invited UA Speaker Presentations:

1. Meijo University (Japan) Visiting Pharmacy Students, Graduate Students, and Faculty Member 2014
 -Presentation Title: *"Advances in Nanotechnology Research for Targeted Pulmonary Disease Treatment and Prevention"*

2. UA Cancer Center-Collaborative Cancer Grand Rounds Seminar Series 2014
 -Invited Speaker
 - Presentation Title: *"Nanotechnology and Particle Engineering Design for Targeted Pulmonary Delivery in Lung Cancer"*
 -Continuing Medical Education (CME)

3. Meijo University (Japan) Visiting Pharmacy Students, Graduate Students, and Faculty Member 2015
 -Presentation Title: *"Nanotechnology in Pharmacy"*

4. UA COP Faculty Retreat, Westin LaPaloma Resort 2015
 -Faculty "Who We Are" Spotlight Speaker

5. UA COM, Dept of Medicine-Div. of Translational & Regenerative Medicine 2016
 -Dr. Joe G.N. "Skip" Garcia, Senior Vice President for Health Sciences, Research Lab Group Meeting
 -Invited Faculty Speaker

6. Osaka University (Japan) Visiting Pharmacy Students, Graduate Students, and Faculty Members 2016
 -Presentation Title: *"Nanotechnology Research"*

7. The UA College of Engineering, Chemical and Environmental Engineering Dept 2016
 -Invited Seminar Series Faculty Speaker
 -Presentation Title: *"Particle Design, Nanotechnology, and Advanced Drug Delivery for Translational Medicine"*

8. The UA Pre-Pharmacy Club 2017
 -Invited Seminar Series Faculty Speaker
 -Presentation Title: *"My Background and Research Program as a Pharmacist and Faculty Researcher"*

9. Meijo University (Japan) Visiting Pharmacy Students, Graduate Students, and Faculty Member 2017
 -Presentation Title: *"Nanotechnology"*

10. Regulatory Science Series 11/2017
 University of Arizona Health Sciences and the UA James E. Rogers College of Law
 -Host: Dr. Elizabeth Hall-Lipsy
 -Presentation Title: ["Nanotechnology and Drug Regulation"](#)

11. Meijo University (Japan) Visiting Pharmacy Students, Graduate Students, and Faculty Member 02/2018
 -UA COP International Program
 -Presentation Title: *"Nanotechnology"*

12. BSPS Recruitment "Launching Careers in Healthcare", Admitted Student's Day, UA Admissions 04/2018
 -Presentation Title: *"Drug Delivery"*

13. Women in Engineering (STEM) Seminar, UA Global Initiatives, Office of Diversity & Inclusivity 04/2018
 -Hosts: Dr.Nadia Mexica, Ph.D. and Dr. Adrian Arroyo, Ph.D.
 -Presentation Title: *"Building a Strong Research Career."*

14. The UAHS Asthma & Airway Disease Research Center (A2DRC) Research Seminar Series 10/2018
 -Hosts: Dr. Julie G. Ledford, Ph.D. and Dr. Donata Vercelli, Ph.D.
 - Presentation Title: ["Advances and Innovation in Inhalation Aerosols"](#)

15. Regulatory Science Series 11/2018
 University of Arizona Health Sciences and the UA James E. Rogers College of Law
 -Host: Dr. Elizabeth Hall-Lipsy
 -Presentation Title: ["Nanotechnology and Drug Regulation"](#)

16. Meijo University (Japan) Visiting Pharmacy Students, Graduate Students, and Faculty Member 02/2019
 -UA COP International Program
 -Presentation Title: *"Nanotechnology"*

17. [Discover Pharmacy Open House](#) 10/2019
 -Presentation Title: *"Research Opportunities & the PharmD/PhD Dual-Degree Program"*

18. Regulatory Science "Hot Topics" Series 10/2019
 University of Arizona Health Sciences and the UA James E. Rogers College of Law
 -Host: Dr. Elizabeth Hall-Lipsy
 -Presentation Title: *"[Nanotech and FDA Approval](#)"*

19. [Discover Pharmacy Open House](#) 02/2020
 - Presentation Title: *"Research Opportunities & the PharmD/PhD Dual-Degree Program"*

20. [Open House College of Pharmacy Hour Seminar](#) 09/2020
 - Presentation Title: *"Research Opportunities & the PharmD/PhD Dual-Degree Program"*

21. [Discover Pharmacy Virtual Open House](#) 10/2020
 - Presentation Title: *"Research Opportunities & the PharmD/PhD Dual-Degree Program"*

22. [Discover Pharmacy Virtual Open House](#), UA COP BPS Faculty, Tucson, AZ 03/2021

23. Research Innovation & Impact & UA Global, Invited Faculty Speaker 03/2021
 -*"[Research and Academic Bridges with Mexico – CONACyT Scholar Opportunities](#)"*

24. BPS Student Advisory Board Dual Degree Program Faculty Speaker, Tucson, AZ 03/2021
 -Presentation Title: *"Research Opportunities & the PharmD/PhD Dual-Degree Program"*

25. The [UAHS Asthma & Airway Disease Research Center \(A2DRC\) Research Seminar Series](#) 04/2021
 -Host: Dr. Julie G. Ledford, Ph.D.
 - Presentation Title: *"[Advances and Innovation in Therapeutic Inhalation Aerosols](#)"*

AWARDED GRANTS AND CONTRACTS

Current:

1. [Postdoctoral Research Development Grant \(PRDG\)](#), The Arizona Sursum Fellowship 07/01/20-06/30/22
 Sponsor: The UA Research, Innovation, and Impact (RII)
 Postdoc Awardee/Mentee: Dr. Basanth Babu Eedara, Arizona Sursum Fellow
 Total Award Direct Cost: \$2,000

2. NIH NCI P01CA229112-02S1 Curiel/**Mansour** (PD/**Mentor**) 09/01/20-08/31/23
 Project Title: Diversity Research Supplement Grant Targeted Prevention for Non-Melanoma Skin Cancer
 Role: **Core D Leader & Mentor (0%, faculty salary not allowed)**
 Diversity Fellow & Mentee: Victor Ruiz, PharmD candidate
 Total Award Direct Cost: \$127,531 over 3 years (Total Amount with IDC: \$180,265)

3. Asset Development (AD) grant **Mansour** (PI) 07/01/20-12/31/21
 Sponsor: Tech Launch Arizona (TLA)
 Project Title: Suramin for Radiation-Induced Oral Mucositis
 Role: **PI (0%, faculty salary not allowed)**
 Total Award Direct Cost (no IDCs allowed): \$70,000

4. NIH NCI PREVENT Program **Curiel** (PI) 05/01/20-4/30/24

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Project Title: Topical Resatorvid for Non-Melanoma Skin Cancer (NMSC)

Role: **Drug Development Leader (0%, faculty salary not allowed)**

Total Award: NCI-contracted resources for cGMP drug development & human clinical trials

5. NIH NHLBI 1R01HL137282-01 Black/Fineman/**Mansour** (MPI) 04/01/17-02/28/22
Project Title: Perinatal NO Signaling in Congenital Heart Disease
Role: **MPI (10% effort)**
Total Award Direct Cost: \$2,102,244 over 4 years (Total Award with IDC: \$2,736,990)
6. NIH NIA U01AG066623 Hay/Konhilas/**Mansour** (MPI) 04/15/20-03/31/24
Project Title: IND Enabling Studies for a Novel Mas Receptor Agonist for Treatment of Cognitive Impairment in Patients at Risk for Alzheimer's Disease Related Dementia
Role: **PI (15% effort)**
Total Award Direct Cost: \$3,727,205 over 4 years (Total Award with IDC: \$ 5,721,260)
7. NIH NIA 3U01AG066623-01S1 Hay/Konhilas/**Mansour** (MPI) 06/01/20-03/31/21
Project Title: IND Enabling Studies for a Novel Mas Receptor Agonist for Treatment of Cognitive Impairment in Patients at Risk for Alzheimer's Disease Related Dementia
Role: **PI (15% effort)**
Total Award Direct Cost: \$225,000 over 1 year (Total Award with IDC: \$345,745)
8. NIH NCI P01CA229112 Curiel (PD) 09/10/19-08/31/24
Targeted Prevention for Non-Melanoma Skin Cancer
Role: **Core Leader, Core D Drug Development (20% effort)**
Total Award Direct Cost: \$1,174,157 over 5 years (Total Award with IDC: \$1,786,292)
9. NIH NIDA UG3DA047717 Streicher (PI) 05/01/19-04/30/24
Washington State University (sub-NIH NIDA Morgan, PI) \$808,318
Project Title: MOR/DOR Heterodimer Antagonists: A Novel Treatment for Opioid Dependence
Role: **Co-I (10% effort)**
(Co-Is: Drs. Hruby, V. and Polt, R.)
Total Award Direct Cost: \$2,075,066 over 5 years (Total Award with IDC: \$3,164,473)
10. NIH NHLBI P01HL103453 Cleveland **Mansour** (PI) 04/01/18-09/30/21
Cleveland Clinic (sub-NIH NHLBI Erzurum, S. and Li, X.,PI)
Project 2 Title: Asthma Inflammation Research. Formulation Design, Development, & PK/PD Study of IL-17 Inhibitor Cyanidin in Rat
Role: **PI (20% effort)**
Total Award Direct Cost: \$120,688 over 2 years (Total Award with IDC: \$185,256)
11. NIH NIA R44AG059279 **Mansour** (PI) 10/30/17-08/31/21
Cylerus, Inc (sub-NIH NIA)
Project Title: Localized Delivery of Sirolimus to Hemodialysis Vascular Access Grafts
Role: **PI (10% effort)**
Total SBIR Award: \$947,918
12. NIH NIGMS RL5GM118969 Wagler (PI) 09/26/14-06/30/24
University of Texas El Paso (sub-NIH NIGMS) & the Diversity Consortium Program
Project Title: NIH BUILDing Scholars-Phase II: Research Enrichment Core
Role: **Project PI & Faculty Mentor (0%, faculty salary not allowed)**
Total Award Direct Cost: \$554,647 (Total Award with IDC: \$599,019)
13. NSF/ASU Cooperative Agreement No. HRD-1101728 Magnana (PI at ASU) 09/01/15 – Pres
NSF LSAMP & the Western Alliance to Expand Student Opportunities (WAESO)
Project Title 1: Advanced Spray Drying Particle Engineering Design for Pulmonary Delivery.
Project Title 2: In Vitro Transport & Spray Drying Engineering Design for Pulmonary Delivery

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Role: **Project PI & Faculty Mentor (0%, faculty salary not allowed)**

Total Award Direct Cost: \$378 plus \$1,000 student stipend per project every semester plus full travelship per student to a national NSF Research Conference per year

14. UROC-PREP & UROC-STAR MHD (Minority Health Diversity) **Mansour** (PI) 05/01/15-Pres
The UA Graduate College
Project Title: Advanced Spray Drying Particle Engineering Design for Pulmonary Delivery.
Role: **Project PI & Faculty Mentor (0%, faculty salary not allowed)**
Amount: \$4,000 stipend per student researcher (2 students total-Alexan Gomez and Carissa Grijalva)
15. CONACyT (National Council of Science & Technology in Mexico) **Mansour** (PI) 09/01/19-08/31/21
Role: **PI & Faculty Mentor (0%, faculty salary not allowed)**
Total Award Direct Cost (no IDCs allowed): 1-year Postdoctoral fellowship (partial living expenses plus health insurance) to Dr. David Encinas-Basurto, Ph.D. to work in the Mansour Lab
- Completed:
1. NIH NIAID R21AI135935 Ledford/**Mansour** (MPI) 12/05/17-11/30/20
Project Title: Surfactant Protein A as a Novel Therapeutic for Asthma
Role: **PI (10% effort)**
(Co-Is: Drs. Black, S.M. and Kraft, M.)
Total Award Direct Cost: \$275,000 direct costs over 2 years (Total Amount with IDC: \$422,125)
2. Cylerus, Inc. 2018-2019
Title: Gift Money to the Mansour Research Program
Total Gift: \$30,000
3. CONACyT (National Council of Science & Technology in Mexico) **Mansour** (PI) 08/01/14-03/31/19
Role: **PI & Faculty Mentor (0%, faculty salary not allowed)**
Total Award Direct Cost (no IDCs allowed): 5-year doctoral fellowship (partial stipend plus health insurance) to Maria Acosta, graduate student, to work in the Mansour Lab
4. Space Exploration & Optical Solutions (SEOS) Technology Research and Initiative Fund (TRIF) Award
SEOS TRIF Lucas/**Mansour**/Monti (MPI) 12/15/17-11/15/18
Sponsor: Senior Vice President (SVP) for Research, Office of Research, Discovery, & Innovation (RDI)
Project Title: Broadening the User Base of the Confocal Raman Spectrometer in the Kuiper Facility.
Role: **MPI (0%, faculty salary not allowed)**
Total Award Direct Cost (no IDCs allowed): \$119,295
5. Alzheimer's Drug Discovery Foundation (ADDF) Brinton (PI) 11/01/17-10/31/19
Project Title: Allopregnanolone Novel Patentable Formulations to Advance Commercialization
Role: **Co-I (3% effort)**
Total Award Direct Cost (no IDC allowed): \$150,000 over 2 years
6. NIH NIA 1R21AG054766 Hecker/**Mansour** (MPI) 04/01/17-03/31/20
Project Title: Preclinical Development of a Novel Nrf2-activator Formulation for the Treatment of Idiopathic Pulmonary Fibrosis.
Role: **PI (10% effort)**
(Co-Is: Zhang, D. and Garcia, Joe "Skip" G.N.)
Total Award Direct Cost: \$275,000 direct costs over 2 years (Total Amount with IDC: \$422,125)
7. DOD PR160292 Therapeutic Development Award Hecker (PI) 06/01/17-05/31/20
Project Title Preclinical Development of Small-Molecule Inhibitors Targeting Nox4 for Pulmonary Fibrosis
Role: **Co-I (20% effort)**
(Co-Is: Drs. Colson, Hurley, L., Gokhale, V., Knox, K., Slepian, M., and Garcia, Joe "Skip" G.N.)
Total Award Direct Cost: \$1 million/year for 3 years (Total Award with IDC: \$4.4 million)

8. UA Tech Launch Arizona (TLA)

Project Title: "Angiotensin-(1-7) Peptide Derivatives for Improvement of Cognitive Function Impairment"
 Role: **PI** (with Co-Is Hay, M., Vanderah, T., and Polt, R.L.)
 Total Award Direct Cost: \$53,476 over 8 months

9. The UA BIO5 Institute Hecker (PI) 02/01/16-06/30/17
 Project Title: Formulation, *In Vitro*, & *In Vivo* NOX4 Studies in Pulmonary Fibrosis.
 Role: **Co-I** (includes Co-Is Hurley, L., Gokhale, V., Knox, K., Slepian, M., and Garcia, Joe "Skip" G.N.)
 Total Award Direct Cost: \$150,000/yr

10. UAHS MPFA (Multidisciplinary Program Feasibility Award) Black (PI) 10/01/16-09/30/18
 Project Title: UA Countermeasures against Chemical Threats (CounterACT) Research Center of Excellence
 Role: **MPI (0%, faculty salary not allowed)**
 (Co-PIs Garcia, Joe "Skip" G.N., Zhang, D., Chapman, E., and Lantz, C.)
 Total Award Direct Cost (no IDCs allowed): \$100,000

11. NIH NIAID Task A65 Lawrenz (PI) 09/15/14-05/31/15
 HHSN2272201000033I, HHSN27200002 A65.
 Project Title: Evaluation of Peptide AA139 in Mouse Inhalation Model of Yersinia Pestis Infection
 Role: **Site PI at The UA**
 Total Subaward (Direct & Indirect Costs): \$21,615

12. Insys Therapeutics Mansour (PI) 07/01/15-06/31/16
 Project Title: Development of Dry Powder Aerosol Formulations for Sublingual Drug Delivery.
 Role: **PI**
 Total Award (Direct & Indirect Costs): \$229,738

13. Cureveda Biotech/TEDCO Technology Commercialization Fund Award 02/1/2015-0731/2015
 Technology Development Corporation (TEDCO) of Maryland joint with The Johns Hopkins University
 Bloomberg School of Public Health Biswal/Allaway (MPI)
 Project Title: Development of an inhaled formulation of VEDA-1209 to treat COPD and pulmonary fibrosis
 Role: **Site PI at The UA**
 Total Subaward (Direct & Indirect Costs): \$23,841

14. U.S. Food & Drug Administration (FDA) U01 Mansour (PI) 06/01/12-12/31/13
 FDA U01FD005275-01
 Project Title: Characterization of Inhalation Powder Formulations for Aerosol Performance Control & Prediction.
 Role: **PI**
 Total Award (Direct & Indirect costs): \$100,000

15. NIH NCI R25CA153954 Evers, M. (PD/PI) 09/03/10-05/31/13
 Cancer Nanotechnology Training Center (CNTC)
 Project Title: Dry Powder Inhalation Aerosols and Nanotechnology for Targeted Lung Cancer Treatment
 Role: **Co-I and Faculty Mentor** to Dr. Samantha Meenach (Postdoc)
 Total Award: Postdoc stipend/benefits, research supplies, and travel for two year (\$150,000)

16. NIH Center for Clinical and Translational Science (NIH CCTS 5UL1TR000117) 05/01/12-05/31/13
 Professional Students Mentored Research Fellowship (PSMRF).
 Project Title: Inhaled Radioprotectant Nanomedicine for Targeted Pulmonary Delivery in Lung Cancer
 Role: **Co-I & Faculty Mentor** to Dr. Scott Silva, Ph.D, M.D. (Postdoc Physician-Scientist)
 Total Award: Postdoc stipend/benefits, research supplies, and travel for 1 year

17. GlaxoSmithKline (GSK). Mansour (PI) 05/01/10-04/30/13
 Project Title: Confocal Raman Chemical Imaging and Mapping of Novel Microparticulate/Nanoparticulate Aerosol Formulations

Role: **PI**

Total Award: funds to cover access to in-house GSK confocal Raman microscopy system on-site, expert analysis by Director (Dr. Fred G. Vogt), and research supplies

- 18.** Oakwood Drug Delivery Laboratories **Mansour (PI)** 08/01/08-11/30/09
Project Title: In Vivo Drug-Release Studies on Controlled-Release Delivery Systems & Development of Sustained-Release Polymeric Microspheres of Anticancer Polypeptide Drugs for Clinical Trials.
Role: **PI**
Total Award: \$175,000 (Direct Cost)
- 19.** Sungkyunkwan University, Republic of South Korea **Mansour (PI)** 07/01/10-12/31/12
Project Title: Controlled Release Pulmonary Delivery by Advanced Dry Powder Inhalation Nanotechnology
Role: **Faculty Mentor** to Dr. Chung Woong Park (Postdoc)
Total Award: International Postdoctoral Fellowship to train Dr. Chung Woong Park (Postdoc) in the Mansour lab
- 20.** Changsha, People's Republic of China **Mansour (PI)** 07/01/11-12/31/12
Project Title: Bioengineering of Inhaled Nanoparticles/Microparticles as Dry Powder Inhalers
Role: **Faculty Mentor** to Dr. Jinghua Duan (Postdoc)
Total Award: International Postdoctoral Fellowship to train Dr. Jinghua Duan (Postdoc) in the Mansour lab

PREDOCTORAL STUDENT TRAINEES (PHD GRADUATE & PHARMD STUDENTS) MENTORED AS MAJOR PROFESSOR

Past/ Current Trainee	Trainee Name (University where training occurred)	Training Period in the Mansour Group (Degree)	Prior Academic Degree Institution	Prior Degree	Prior Degree Year	Current Position of Past Trainees/ Source of Support for Current Trainees
Past	Willis, Lauren Mary (Univ of KY)	2009-2013 (Pharm.D.)	none	none	none	Clinical Research Pharmacist/Clinic al Faculty, Univ of KY Cancer Center
Past	Li, Xiaojian (Univ of KY)	2008-2013 (Ph.D.)	University of Toledo College of Pharmacy	MS-PharmSci	2008	Senior Formulation Scientist, Adare Pharmaceuticals
Past	Muralidharan, Priya (Univ of AZ)	2013- 2018 (Ph.D.)	New Jersey Institute of Technology (NJIT)	MS- Pharmaceutical Engineering	2011	Senior Formulation Scientist, Liquidia Technologies
Past	Malapit, Monica	2013-2017 (Pharm.D.)	University of Arizona	BS-Cellular & Molecular Biology	2013	Pharmacy Resident, VA Medical Ctr
Past	Mallory, Evan	2013-2017 (Pharm.D.)	University of California	BS-Chemistry	2013	Pharmacy Resident/Clinical Instructor, Univ of Arizona
Past	Acosta, Maria F. (Univ of AZ)	2014-2019 (Ph.D.)	University of Mexico, Mexico City	BS-PharmSci	2013	Senior Formulation Scientist at NuVox Pharmaceuticals, Inc
Past	Abrahamson, Michael (Univ of AZ)	2016-2020 (Pharm.D. Professional Student)	University of Arizona	BS-Cellular & Molecular Biology	2016	Practicing Pharmacist/ Resident
Current	Alabsi, Wafaa (Univ of AZ)	2016-Present (Ph.D. Dissertator)	University of Jordan	BS- Pharmaceutical Analysis	2014	Graduate Research Assistant, RAship NIH NIDA UG3/UH3 grant
Current	Vallorz, Ernest L. (Univ of AZ)	2016-Present (Ph.D. Dissertator)	UNC-Chapel Hill	BS-Chemistry/ Biochemistry	2013	Graduate Research Assistant, College of Pharmacy

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Past/ Current Trainee	Trainee Name (University where training occurred)	Training Period in the Mansour Group (Degree)	Prior Academic Degree Institution	Prior Degree	Prior Degree Year	Current Position of Past Trainees/ Source of Support for Current Trainees
Past	Ruiz, Victor (Univ of AZ)	2017-2021 (Pharm.D. Professional Student)	Pima Community College Univ of Arizona	Associate Science BS-Chemistry/ Biochemistry	2011 2017	PGY1 (Post- Graduate Resident Year 1) Tucson Medical Center
Current	Alameddin, Hanan (Univ of AZ)	January 2020- Present (Ph.D. Predoctoral graduate student)	North Dakota State Univ School of Pharmacy	MS- Pharmaceutics/ Pharmacokinetics	2019	Graduate Research Assistant, RAsip College of Medicine
Current	Mikhail, Amanda	August 2020- Present (Pharm.D. Professional Student)	The University of Arizona	BS	2018	Not applicable
Current	Perez, Anita (Univ of AZ)	August 2020- Present (Pharm.D. Professional Student)	The University of Arizona	BS	2018	Not applicable
Current	Matthews, Geneva (Univ of AZ)	August 2020- Present (Pharm.D. Professional Student)	-	-	-	Not applicable
Current	Jaramillo, Maddy (Univ of AZ)	January 2021- Present (Pharm.D. Professional Student)	The University of Arizona	BS	2020	Not applicable

POSTDOCTORAL TRAINEES AS PRIMARY ADVISOR

Past/Current Trainee	Trainee Name (University where training occurred)	Postdoc Research Training Period in the Mansour Group	Prior Degree	Prior Degree Year	Prior Academic Degree Institution	Current Position of Past Trainees/ Source of Support for Current Trainees
Past	Rhee, Yun-Seok (Univ of KY)	2008-2010	PhD- Pharmaceutics/ Pharmacokinetics	2008	SungKyunkwan Univ College of Pharmacy	Associate Professor (Tenured), Gyeongsang National Univ, S. Korea
Past	Wu, Xiao (Univ of KY)	2009-2011	PhD- Pharmaceutics/ Pharmacokinetics	2009	Univ of Bath College of Pharmacy	Senior Formulation Chemist, Eli Lilly and Company (Elanco)
Past	Park, Chun-Woong (Univ of KY)	2009-2011	PhD- Pharmaceutics/ Pharmacokinetics	2009	SungKyunkwan Univ College of Pharmacy	Associate Professor (Tenured), Chungbuk National Univ, S. Korea
Past	Duan, Jinghua (Univ of KY)	2010-2012	PhD- NanopharmSci	2009	Central South Univ School of Medicine	Associate Director, Catalent Pharma
Past	Zhang, Wei Fen (Univ of KY)	2010-2012	PhD- Pharmaceutical Sciences	2009	Weifang Medical Univ	Professor (Tenured), Weifang Medical Univ
Past	Han, Sung Gu (Univ of KY)	2012-2013	PhD-Toxicology	2010	Univ of KY	Assistant Prof, Konkuk Univ, South Korea
Past	Meenach, Samantha A (Univ of KY)	2011-2013	PhD-Chemical Engineering	2010	Univ of KY	Associate Professor (Tenured) of Chemical Engineering and Pharmaceutical Sciences, Univ of Rhode Island
Past	Silva, Scott R. (Univ of KY)	2012- 2013	MD/PhD	PhD 2011 MD 2013	Univ of TX/ Univ of KY	Assistant Professor and Director, University of

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						Louisville School of Medicine
Past	Muralidharan, Priya (Univ of AZ)	2018-2019	PhD- Pharmaceutical Sciences (Pharmaceutics/ Pharmacokinetic)	2018	Univ of AZ	Senior Formulation Scientist, Liquidia Technologies
Past	Kim, Yu Jin (Univ of AZ)	2017-2019	PhD- Pharmaceutical Sciences (Pharmaceutics/ Pharmacokinetic)	2018	University of Houston	Postdoctoral Research Associate, UAHS Brain Science Innovation Center
Current	Encinas, David (Univ of AZ)	06/2019- Present	PhD- Nanotechnology/ Pharmaceutical Sciences	2019	University of Sonoran, Mexico	Postdoctoral Research Associate, NIH NHLBI R01, NIAID R21, NIH NIA SBIR R44
Current	Eedara, Basanth Babu (Univ of AZ)	07/2020- Present	PhD- Pharmaceutics/ Pharmacokinetics	2019	University of Otago, New Zealand	Postdoctoral Research Associate, NIH NHLB R01, TLA Grant

CAREER-TRACK RESEARCH FACULTY AND TENURE-TRACK FACULTY MENTEES AS FACULTY MENTOR

Past/Current	Faculty Mentee Name	Time Period	Prior Degree	PhD Degree Year	Academic Institution Just Prior to The UA	Current Position
Current	Lu, Jianqin	04/2019-Present	PhD- Pharmaceutics/ Pharmacokinetics	2014	University of California-Los Angeles (UCLA)	Assistant Professor (Tenure-Track), The UA
Current (secondary mentor as primary Female Faculty Mentor)	Chignalia, Andreia	09/2019-Present	PhD- Pharmaceutical Sciences	2009	University of Illinois-Chicago (UIC)	Research Assistant Professor (Career-Track), The UA American Lung Association (ALA) Catalyst Grant Awardee American Heart Association (AHA) Career Development Grant Awardee
Current	Sun, Bo	01/2020-Present	PhD- Pharmaceutics/ Pharmacokinetics	2016	University of North Carolina (UNC)-Chapel Hill	Research Assistant Professor (Career-Track), The UA
Current	Siefert, Marva (ATS BEAR CAGE Faculty Mentee)	09/2020-Present	PhD	2015	Univ of California-San Diego	Assistant Professor, Univ of California-San Diego

MENTORING

Mentor to Summer Undergraduate Student Researchers (Assistant Professor):

1. Alexan Issac Gomez, UA Undergraduate Biomedical Engineering Program
- UROC Prep UA Graduate Research Program 05/15-08/15
2. Raj Patel, Senior High School Summer Research Fellow 05/15-08/15
- UA BIO5 & COP SWEHSC KEYS Program
3. Carissa Grijalva, Biomedical Engineering researcher 05/16-08/16
-Independent Study Researcher, PhPr 399-001
-UA UROC STAR Minority Health Disparities (MHD) Research Fellow
-NSF LSAMP WAESO Research Fellow
-Best Paper Oral Presentation Student Award at the 2016 Society of Hispanic Professional Engineers (SHPE) Conference, Seattle, WA.
- NSF WAESO Full Travelship Award 2016
-3rd Place Award for Best Student Research Oral Presentation, National Role Models Conference, Washington, D.C. 2016
-graduated from The UA in May 2017 and is starting Graduate School
4. Alejandra Pina, Biomedical Engineering researcher 06/16-08/16
-NIH BUILD Scholars MHD Research Fellow from the Univ of Texas-El Paso

Mentor to Pharm.D. Portfolio Mentees:

1. Pharm.D. Class of 2017
5 students (Nour Maher, Michael Brown, Nathan Lunt, and Kim Azari)
- recipient of a 2017 UA COP Graduation Award (Nathan Lunt)
2. Pharm.D. Class of 2018
5 students (Dan Lok, Haehun Rebecca Park, Hee Ju, David Djane, and Alexa Harnisch)
3. Pharm.D. Class of 2019
4 students (Katie Tam, Ben Liang, Nicole Ochoa, and Madeline Yu)
4. Pharm.D. Class of 2020
2 students (Alisia Bahadair and Gamal Raslan)
5. Pharm.D. Class of 2021
3 students (Sigrid Jimenez, Victor Ruiz, and Cassidy Steiner)
6. Pharm.D. Class of 2022
2 students (Emma Duchnowski and Hau Ly)
7. Pharm.D. Class of 2023
3 students (Jose Bustamante, Crystal Lee, and Michelle Wallace)
8. Pharm.D. Class of 2024
3 students (Nicole Unwin, Ivana Kreso, and Jordyn Quevedo)

Mentor to Summer Undergraduate Student Researchers (Associate Professor):

1. Maggie Romero, NIH BUILD (Building Infrastructure Leading to Diversity) Minority Health Diversity (MHD) Scholar & Diversity Program Consortium Fellow 06/18-08/18
-oral and poster research presentations in the UROC (Undergraduate Research Opportunities Consortium) Symposium 08/2018

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2. Cynthia Bautista, NIH BUILD MHD Scholar & Diversity Program Consortium Fellow 06/19-08/19
-oral and poster research presentations in the UROC/Graduate College Symposium 08/2019
-oral and poster research presentations at the UTEP NIH BUILD Research Symposium 09/2019
3. Brenda Cota Valenzuela, UAHS BLAISER (Border Latino and American Indian Summer Exposure to Research) Fellow 06/19-08/19
-oral and poster research presentations in the UAHS BLAISER Diversity Symposium
4. Jasmine Rendon, UAHS BLAISER Fellow 06/20-08/20
-oral and poster research virtual presentations in the UAHS BLAISER Diversity Virtual Symposium
5. Kiley Danielle McCombs, UAHS BLAISER Fellow 06/21-08/21
-oral and poster research virtual presentations in the UAHS BLAISER Diversity Virtual Symposium

Mentor to Postdoctoral Scholars (at The UA, please see table for complete listing of Postdocs):

1. Yu Jin Kim, PhD 09/17-06/19
-Postdoc in my lab
-one provisional patent together
-coauthor on a book chapter together
2. David Encinas-Basurto, PhD 06/19-Present
-previously was a summer senior graduate student fellow from Univ of Sonoran in my lab 06/18-08/18 through UA Global Latino program (UA Office of Diversity and Inclusivity) led by Dr. Nadia Mexico and Dr. Adrian Arroyo
-CONACyT Postdoctoral Fellowship
-NIH-funded Postdoc in my lab
-two provisional patents together
-exclusive licensing between the UA and Cylerus, Inc for one of our patents
-poster research presentation at the 2020 CRS International Conference
3. Basanth Eedara, PhD 07/20-Present
-new Postdoc in my lab
- Postdoctoral Research Development Grant (PRDG) (Arizona Sursum Fellow), The UA RII

Mentor to Junior Faculty Members (Assistant Professors and Research Assistant Professors):

1. Dr. Jianqin Lu, PhD 04/19-Present
-Assistant Professor of Pharmaceutical Sciences (Tenure Eligible), Pharmaceutics/Pharmacokinetics Track in the Dept of Pharmacology/Toxicology and Dept of Pharmaceutical Sciences
-I chaired the Faculty Search Committee that hired Dr. Lu
-provides lectures in our BSPS undergraduate, PharmD professional, and graduate courses
-serves on the doctoral committees of our Pharmaceutics/Pharmacokinetics graduate students
-Major Professor to one new graduate student & is her Doctoral Committee Chair
2. Dr. Andreia Chignalia, PharmD, PhD 09/19-Present
-Research Assistant Professor (Career Track) of Anesthesiology, College of Medicine
-Adjunct Research Assistant Professor of Pharmaceutics/Pharmacokinetics in the Dept of Pharmacology/Toxicology
-As Director of Pharmaceutics/Pharmacokinetics, I obtained an adjunct faculty position for Dr. Chignalia in the Dept of Pharmacology/Toxicology in Pharmaceutics/Pharmacokinetics at her request given her expertise
-provides lectures to in our graduate courses
-serves on the doctoral committees of our Pharmaceutics/Pharmacokinetics graduate students
3. Dr. Bo Sun, PhD 01/20-Present
-Research Assistant Professor (Career Track) of Pharmaceutics/Pharmacokinetics in the Dept of Pharmacology/Toxicology

- works in the Mansour Lab
- part of a spousal faculty retention package in the College of Engineering
- provides lectures in our BSPS undergraduate, PharmD professional, and graduate courses
- serves on the doctoral committees of our Pharmaceutics/Pharmacokinetics graduate students

Faculty Mentor in the American Thoracic Society (ATS) Mentoring Program :

1. 2018 ATS Mentoring Program (ATS Pediatric Assembly)
 - minority mentee & senior graduate student at Univ of Alabama-Birmingham, Katelyn Dunigan Russell
 - defended her PhD in Spring 2020 and is currently a Postdoctoral Scholar at The Ohio State Univ
2. 2018 ATS Mentoring Program (ATS Pediatric Assembly)
 - mentee, Saif Al Qatarnah, MD., was Pediatric Pulmonary Fellow at Univ of Pittsburgh and is now an Assistant Professor of Pediatric Pulmonology at West Virginia Univ
3. 2019 ATS Mentoring Program (Respiratory Structure Function Assembly)
 - Postdoc mentee, Feng Xu, PhD, at the Univ of British Columbia
4. 2019 ATS Mentoring Program (Pediatric Assembly)
 - Research Assistant Prof mentee, Dr. Mingxia Gu, MD, PhD, at Stanford Univ
5. ATS BEAR CAGE Mentor to 2020 ATS BEAR CAGE Finalist
 - Dr. Marva Siefert, PhD, Assistant Professor at Univ of California-San Diego

Independent Studies Directed and In Progress

1. Monica Malapit, Pharm.D. researcher 01/14-05/17
 - Independent Study Researcher
 - Senior Research Project
 - recipient of a 2017 UA COP Graduation Award
 - graduated in May 2017 and currently a Pharm.D. Resident at the Veteran's Admin, Tucson, AZ
2. Evan Mallory, Pharm.D. researcher 01/14-05/17
 - Independent Study Researcher
 - Senior Research Project
 - recipient of a 2017 UA COP Graduation Award
 - graduated in May 2017 and currently a Pharm.D. Resident at the Veteran's Admin, Tucson, AZ
3. Daniel Lok, Pharm.D. researcher 08/14-05/15
 - Independent Study Researcher
- Rebecca Park, Pharm.D. researcher 01/15-05/15
 - Independent Study Researcher
4. Jennifer Patel, Molecular Cellular Biology researcher 01/15-05/15
 - Independent Study Researcher, PhPr 399-001
5. Alexan Issac Gomez, Biomedical Engineering researcher 08/15-08/16
 - Independent Study Researcher, PhPr 399-001
 - NSF WAESO Research Fellow
 - NSF WAESO Full Travelship Award 2015
 - UROC Prep UA Graduate Research Program
 - currently a graduate student at Arizona State University College of Engineering
6. Debra Droopad, Pharm.D. researcher 01/17-05/19
 - Independent Study Researcher
 - Book chapter coauthor

- | | |
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| 7. Andrea Miller, Pharm.D. researcher
-Pharmacy Senior Project Researcher | 05/18-05/19 |
| 8. Rebecca Smith, Pharm.D. researcher
-Pharmacy Senior Project Researcher | 05/18-05/19 |
| 9. Nicole Woods, Pharm.D. researcher
-Pharmacy Senior Project Researcher | 05/18-05/19 |
| 10. Michael Abrahamson, Pharm.D. researcher
-Independent Study Researcher
-Pharmacy Senior Project Researcher
-poster presentation at ASHP National Midyear Clinical Meeting & Exhibition 12/2019
-poster presentation at the UA COP Senior Research Day Symposium 05/2020 | 08/17-05/20 |
| 11. Sean Perea, Chemical Engineering researcher
-Independent Study Researcher
-BSPS PCOL 355 student
- currently in Graduate School at UC-Irvine | 08/18-05/19 |
| 12. Kiran Mistry, Engineering researcher
-Independent Study Researcher
-BSPS PCOL 355 student
-currently in PharmD School at UA COP | 01/19-05/19 |
| 13. Victor Ruiz, Pharm.D. researcher
-Independent Study Researcher
-Pharmacy Senior Project Researcher
-Frontiers in Knowledge Senior Award | 08/17-05/21 |
| 14. Amanda Mikhail, Pharm.D. researcher
-Independent Study Researcher
-Pharmacy Senior Project Researcher | 08/20-Present |
| 15. Anita Perez, Pharm.D. researcher
-Independent Study Researcher
-Pharmacy Senior Project Researcher | 08/20-Present |
| 16. Geneva Matthews, Pharm.D. researcher
-Independent Study Researcher
-Pharmacy Senior Project Researcher | 08/20-Present |
| 17. Maddy Jaramillo, Pharm.D.
-Independent Study Researcher co-mentored with Dr. Bo Sun | 01/21-Present |

Honor's College Honor's Independent Studies Directed and In Progress

- | | |
|--|---------------|
| 1. Kayla Bansback, Freshman Honor's College Undergraduate
-poster research presentation at Honor's College Research Symposium 04/19 | |
| 2. Olivia Robida, Freshman Honor's College Undergraduate & Early Assurance Pharm.D. student
-poster research presentation virtually 05/20 | |
| 3. Katie Tran, Honor's College Undergraduate & BSPS researcher
-Independent Study Researcher | 08/20-Present |

Dissertations Directed as Major Professor

1. Xiaojian Li, M.S., Ph. D., 04/09-04/14
 -UKY COP Daniel P. Reedy Fellow 2008-2009
 -UKY Center of Membrane Sciences Fellow 2010-2011
 -Qualifier Exam (written/oral) passed in Spring 2011
 -S. Elizabeth Helton Memorial Pulmonary Research Travelship 2012
 -PhD exam defended on March 25, 2014
 -Dissertation title: *"Multi-Component Nanoparticulate/Microparticulate Dry Powder Inhalation Aerosols for Targeted Pulmonary Delivery"*
 -First Position (04/15-09/16): Senior Formulation Scientist, Albany Molecular Research, Albany, NY.
 -Current Position (09/16-Present): Senior Formulation Scientist, Mallinckrodt Pharma, St. Louis, MO

2. Priya Muralidharan, UA COP PhD Dissertator & Lab Manager 08/13-12/17
 -Assistant Research Scientist 01/18-05/19
 -The UA College of Pharmacy Graduate Student Fellowship
 -Awardee of 2 Graduate Student Council Travelships
 -Graduate Council (GC) Pharmaceuticals Graduate Student Representative
 -AAPS Student Chapter President and Past-Treasurer
 -Awardee of Funding from the UA BIO5 Institute and the NIH
 -Awarded Graduate & Professional Students Council (GPSC) Travelships in 2015 and 2016
 -Arizona Daily Star research highlighted online
 -Research microscopy images showcased outside the Kuiper Imaging Facility
 -Cover Inside Page Design for the Royal of Society Chemistry journal, *Molec Sys Des Eng*
 -Awarded the "Outstanding Research in Pharmaceuticals/Pharmacokinetics Track" Award UA COP 05/17
 -Commencement Speaker (Graduate Student Representative) at The UA COP Convocation graduation ceremony on May 12, 2017
 -Successfully passed her PhD Dissertation Defense on 10/26/17
 -Currently employed as a Senior Formulation Scientist at Liquidia Technologies, Research Triangle Park (RTP), Durham, NC

3. Maria Acosta, UA COP PhD Dissertator in Pharmaceuticals/Pharmacokinetics 08/14-02/19
 -CONACyT (National Council of Science and Technology of Mexico) Doctoral Fellowship
 -Awardee of 2 Graduate Student Council Travelships
 -AAPS Student Chapter Treasurer
 -GC Pharmaceuticals Graduate Student Representative
 -Awardee of Funding from the NIH
 -Awarded GPSC Travelships in 2017 and 2018
 -invited oral research and poster presentations at the 2017 International Society of Aerosols Medicine (ISAM) Congress
 - invited oral research and poster presentations at the 2017 and 2018 American Association of Pharmaceutical Scientists (AAPS) Conferences & Exhibitions
 -invited oral research and poster presentations at the 2017 and 2018 Controlled Release Society (CRS) International Conferences & Exhibitions
 -Awarded Caldwell Health Sciences Research Fellowship 04/18
 -Awarded the "Outstanding Research in Pharmaceuticals/Pharmacokinetics Track" Award 04/18
 -Successfully passed her PhD Defense on 02/27/19
 --Currently employed as a Senior Formulation Scientist at NuVox Pharmaceuticals, LLC, Tucson, AZ

4. Wafaa Alabsi, UA COP PhD Dissertator in Pharmaceuticals/Pharmacokinetics 08/16-08/21
 -passed her Oral Comprehensive Exam in 07/19 to become a PhD Doctoral Candidate/Dissertator
 -invited oral research presentation and poster presentation at the 2019 AAPS Rocky Mountain Regional Conference Annual Meeting on Exploring Biological and Mechanistic Diversity in Pharmaceutical Discovery and Development. 07/18
 - poster presentation at 2020 Women in Data Science (WIDS) Tucson virtual conference
 - invited oral research presentation at 2020 CRS International Virtual Conference & Exhibition
 -Awardee of funding from the NIH

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- Awarded the Hugh E. Laird II, Ph.D. Memorial Fellowship Award 04/18
- Awarded a GPSC Travelship 04/20
- Awarded the "Outstanding Research in Pharmaceutics/Pharmacokinetics Track" Award 04/20
- Awarded the "Academic Excellence in Pharmaceutics/Pharmacokinetics Track" Award 04/20

- Ernest Vallorz, UA COP PhD Dissertator in Pharmaceutics/Pharmacokinetics 08/16-08/21
 - passed his Oral Comprehensive Exam in 07/19 to become a PhD Doctoral Candidate/Dissertator
 - Graduate Council Student Track Representative and Treasurer
 - coauthor on multiple poster presentations at the UA
 - Awarded the "Outstanding Research in Pharmaceutics/Pharmacokinetics Track" Award 04/21
 - Awarded the "Academic Excellence in Pharmaceutics/Pharmacokinetics Track" Award 04/21
- Hanan Alameddin, UA COP Predoctoral Candidate in Pharmaceutics/Pharmacokinetics 01/20- Pres
 - transfer graduate student from NDSU COP due to her spousal faculty hire at UA COM in the Div. of Pulmonary, Critical Care, and Sleep Medicine
 - Graduate Council Student Track Representative

Graduate Student Committee Member Service

- Nathanael Stocke, Ph. D. 2010-2013
 - NSF-IGERT Fellow
 - NIH NCI CNTC Fellow
 - UKY College of Engineering joint with Pharmacy (H.M.Mansour, Co-Mentor)
 - Qualifier Exam passed September 2012
 - 2013 Markey Cancer Center Research Day Graduate Student Science Poster Award (1st Place)
 - 2014 GPEN 1st Place-Best Poster Presentation Award
 - Ph.D. Final Defense: 2015; Current Position: Glycomimetics, Louisville, KY
- Sean O'Connell, Ph.D. Candidate (Dissertator) 2013-2014
 - Graduate Student in the UA COP PharmSci Graduate Program (S. H. Yalkowsky-Major Prof)
 - Ph.D. Final Defense: November 20, 2014
- Stephen Franklin, Ph.D. Candidate (Dissertator) 2013-2014
 - Graduate Student in the UA COP PharmSci Graduate Program (P.B. Myrdal-Major Prof)
 - Ph.D. Final Defense: December 5, 2014
- Poonam (Aliyah) Sheth, Pharm.D., Ph.D. Candidate (Dissertator) 2013-2014
 - Graduate Student in the UA COP PharmSci Graduate Program (P.B. Myrdal-Major Prof)
 - Ph.D. Final Defense: June 11, 2014
- Brittany Admire, Ph.D. Candidate (Dissertator) 2014-2015
 - Graduate Student in the UA COP PharmSci Graduate Program (S. H. Yalkowsky-Major Prof)
 - Ph.D. Final Defense: April, 2015
- Raj Patel, Ph.D. Candidate (Dissertator) 2014-2017
 - Graduate Student in the UA COP PharmSci Graduate Program (S. H. Yalkowsky-Major Prof)
- Alhassan Adoah., Ph.D. Candidate (Dissertator) 2015-2017
 - Graduate Student in the UA COP PharmSci Graduate Program (P.B. Myrdal-Major Prof)
 - Qualifier Exam passed May 2015
- David Humberto Lopez, M.S. Candidate 2016-2019
 - CONACyT (National Council of Science and Technology of Mexico) Graduate Student Research Fellow
 - mentored him on careers, fellowship opportunities, research, and graduate school
 - National Science Foundation (NSF) Minority Graduate Student Research Fellow
 - Served on his MS Thesis Defense Committee in 2018-2019
 - Successfully passed his Chemical Engineering MS Thesis Defense in 05/19

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- Currently a graduate student in the College of Engineering
- Pharmaceutical Sciences Minor and I'm his Minor Professor

9. Bayan Alhafiz, Predoctoral Candidate 2021-Present
-Graduate Student in the UA COP PharmSci Graduate Program-Pharmaceutics/PK Track (R. Guzman Major Prof)

10. Jeremy Andrew Snell, Predoctoral Candidate 2021-Present
-Graduate Student in the UA COP PharmSci Graduate Program-DDD Track (G. Wondrak-Major Prof)

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
March 3, 2022

Subject: Proposed Amendment to Regulation FIU-406 Foreign Student Admissions

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the amendment to Regulation FIU-406 Foreign Student Admissions and delegate authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors (BOG) and as a result of the regulation-making process.

Background Information:

The revisions to Regulation FIU-406 Foreign Student Admissions provide better alignment with BOG Regulation 6.009 Admission of International Students. The revisions include: title change, establishing English language equivalencies, declaration and certification of finances, requirements of health history form, immunizations, and medical insurance, and obligations to comply with the United States Citizenship and Immigration Services of the United States Department of Homeland Security and the United States Department of State.

Florida Board of Governors Regulation 6.009(1), Admission of International Students to State University System (SUS) Institutions, provides, in relevant part, that within enrollment, space, and fiscal limitations, eligible international students may be accepted for admission at the appropriate level to an institution in the State University System (SUS). Each university board of trustees shall develop regulations for admission of international students that are consistent with Board of Governors regulations.

Supporting Documentation: Regulation FIU-406 Foreign Student Admissions

Facilitator/Presenter: Elizabeth M. Bejar

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

NOTICE OF AMENDMENT TO REGULATION

REGULATION NO.: FIU-406

REGULATION TITLE: Foreign Student Admissions

SUMMARY: The revisions to FIU-406 provide better alignment with BOG Regulation 6.009 Admission of International Students. The revisions include: Title change, Establishing English language equivalencies, Declaration and Certification of Finances, Requirements of Health History form, Immunizations, and Medical Insurance, and obligations to comply with the United States Citizenship and Immigration Services of the United States Department of Homeland Security and the United States Department of State.

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

AUTHORITY: Resolution of the Florida Board of Governors Regulation 6.009 dated June 23, 2016.

NAME OF PERSON INITIATING PROPOSED REGULATION: Dr. Elizabeth Bejar, Senior Vice President for Academic and Student Affairs.

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

THE CONTACT PERSON REGARDING THIS REGULATION IS:

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

DATE OF PUBLICATION: January 31, 2022

THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW:

FIU-406 ~~Foreign~~ International Student Admissions

1. International ~~A foreign~~ students must meet the ~~regular~~ admission requirements for the undergraduate or graduate academic program of their choice as set forth in University regulations, policies, and procedures, and the University Catalog.

1.2. International ~~In addition, the~~ students must show evidence of English language proficiency by presenting:

- a. A minimum score of ~~550~~500 on the paper-based Test of English as a Foreign Language (TOEFL); or 80 on the internet-based TOEFL; or
- b. An English Language Institute Language Center Certification of satisfactory completion of all content areas at ~~the 109-level~~ six (6) of proficiency; or
- c. ~~Successful completion of 30 semester hours (45 quarter hours) of course work in an American college or university, including 6 semester hours (9 quarter hours) of English composition.~~ Other equivalents as listed in applicable University policies and procedures and University Catalog, and University International Admissions website.

2.3. A Declaration and Certification of Finances must be submitted before the Certificate of Eligibility will be issued by the University. The ~~total funds available to the~~ Declaration and Certification of Finances must document sufficient resources ~~student~~ for the length of enrollment in the degree ~~first and/or second academic years must~~ at least equal to the total estimates of institutional costs and living expenses. For international ~~foreign~~ applicants living outside the U.S., the Declaration and Certification of Finances must be received by the University at least two (2) months prior to the beginning of the applicant's intended first term. ~~for which student expects to register.~~ If the student is living in the U.S. this document is due at least one (1) month before the applicant's intended first term ~~first day of classes.~~

4. Prior to enrollment, all international students must submit a health history form including proof of immunizations required by the University. ~~The admission of foreign students will also comply with the Florida Board of Governors regulations, including the insurance requirements applicable to students in F non-immigrant status.~~

5. International students in a F or J non-resident status shall demonstrate adequate medical insurance coverage at all times during their enrollment at the University.

3.6. Nothing in this regulation shall be interpreted as waiving an international student's obligation to comply with applicable laws and regulations of the United States Citizenship and Immigration Services of the United States Department of Homeland Security and the United States Department of State.

Specific Authority Board of Governors' Resolution dated January 7, 2003. Law Implemented Board of Governors' Resolution dated January 7, 2003, Board of Governors' Regulation 6.009. History-Formerly 6P-3.02(5), 10-1-75, Repromulgated 12-23-76, Formerly 6C8-3.006, Amended 1-10-95, Formerly 6C8-006, Amended 11-14-08, Amended .

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

March 3, 2022

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

Proposed Committee Action:

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

Background Information:

This regulation is being amended to revise the contact information for the Title IX Coordinator and the Deputy Title IX Coordinators.

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

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

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

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

Facilitator/Presenter: Elizabeth M. Bejar

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

NOTICE OF AMENDMENT TO REGULATION

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

REGULATION NO.: FIU-105

SUMMARY: This regulation is being amended to revise the contact information for the Title IX Coordinator and the Deputy Title IX Coordinators.

TEXT OF REGULATION: The full text of the Proposed Amendment to Regulation can be viewed below and on the website of The Florida International University Board of Trustees, <http://regulations.fiu.edu>. If you would like a copy of the proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel, devillee@fiu.edu (305) 348-2103.

AUTHORITY: Board of Governors Regulation 1.001(5)(a).

NAME OF PERSON INITIATING PROPOSED REGULATION: Dr. Elizabeth Bejar, Senior Vice President for Academic & Student Affairs.

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

THE CONTACT PERSON REGARDING THIS REGULATION IS:

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

DATE OF PUBLICATION: January 31, 2022

THE FULL TEXT OF THE PROPOSED REGULATION IS PROVIDED BELOW:

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

I. POLICY STATEMENT

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

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

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

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

II. TITLE IX COORDINATORS

The *Title IX Coordinator* is:

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

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

The University's Title IX Coordinator is:

~~Ryan Kelley~~~~Elizabeth Canning~~
Office of Civil Rights Compliance and Accessibility (OCRCA)
 Office number: 305-348-2785
 Email: ocrca@fiu.edu
 Address: 11200 S.W. 8th Street, PC 220
 Miami, FL 33199

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

- ~~Heidi Louisy, Joann Cuesta Gomez, Interim~~ Director, Employee & Labor Relations (ELR)
 Office number: 305-348-4186, PC 236
 email: elr@fiu.edu
- ~~Kevin KendrickJulie Berg McGraw~~, Sr. Associate Athletic Director, ~~University ComplianceAthletics Department~~
 Office number: 305-348-~~2843352~~, Ocean Bank Convocation Center ~~154202~~
 email: ~~kevin.kendrick@fiu.edujulie.bergmc_graw@fiu.edu~~
- Michelle Horvath, Assistant Dean of Students, Student Conduct and Academic Integrity
 Office number: 305-348-3939, GC 311
 email: mhorvath@fiu.edu

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

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

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

FIU Office of University Compliance and Integrity

(305) 348-2216

Email: compliance@fiu.edu

U.S. Equal Employment Opportunity Commission

(800) 669-4000

U.S. Department of Education, Office of Civil Rights

(800) 421-3481

~~**FIU Office of University U.S. Depart. of Education Equal Opportunity Compliance and Integrity Office for Civil Rights Commission**~~

~~**(305) 348-2216**~~

~~**(800) 421-3481**~~

~~**(800) 669-4000**~~

~~**Email: compliance@fiu.edu**~~

III. DEFINITIONS

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

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

Appellate Officer - The Senior Vice President for Academic and Student Affairs or designee for student Respondents or the Vice President for Human Resources or designee for non-student Respondents.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

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

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

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

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

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

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

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

IV. JURISDICTION

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

V. OPTIONS FOR SEEKING CONFIDENTIAL ASSISTANCE AND/OR MAKING A

REPORT OF A POTENTIAL VIOLATION

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

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

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

CONFIDENTIAL ASSISTANCE*

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

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

MAKING A REPORT TO THE UNIVERSITY

Means University Officials must take appropriate action

CONTACT:

CONTACT:

On-campus professionals who can provide Confidential Assistance:

Victim Empowerment Program

24 hour crisis: 305-348-2277

MMC: SHC 270

vep.fiu.edu

Counseling & Psychological Services (CAPS)

MMC: SHC 270, 305-348-2277

BBC: WUC 320, 305-919-5305

caps.fiu.edu

Student Health Services

MMC: SHC, 305-348-3336

BBC: SHC, 305-919-5620

Office of Employee Assistance

MMC: 305-348-2469 • BBC: ACII 246B

Title IX Coordinator

Deputy Title IX Coordinators

Mandatory Reporters

Campus Security Authorities

Dean of Students

Student Conduct and Academic Integrity (SCAI) Staff

Faculty

Police



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

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

305-585-5185

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

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

**Florida Council Against Sexual Violence
Information Line**

1-888-956-RAPE

Florida Domestic Violence Hotline

1-800-500-1119; Florida Relay 711

Florida Victim Assistance

1-800-266-6667

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

305-285-5900

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



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

Ryan Kelley

Title IX Coordinator

Office of Civil Rights Compliance and
Accessibility (OCRCA)

Phone: 305-348-2785 | Email: ocrca@fiu.edu

Primera Casa 220

Heidi Louisy

Interim Director, Employee & Labor Relations
(ELR)

Phone: 305-348-4186 | Email: elr@fiu.edu

Primera Casa 236

Kevin Kendrick

Sr. Associate Athletic Director,
University Compliance

Phone: 305-348-2843

Email: kevin.kendrick@fiu.edu

Ocean Bank Convocation Center 154

Michelle Horvath

Assistant Dean of Students
Student Conduct and Academic Integrity

Phone: 305-348-3939

Email: mhorvath@fiu.edu

Graham Center 311



OR FILE ONLINE:



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

http://police.fiu.edu/Silent_Witness.php

FIU Ethical Panther Line provides a method
to report on an anonymous basis to the
University Compliance Office at <https://fiu.i-sight.com>

Incident Reporting Form provides a method
to report on an anonymous basis to Student
Affairs:

[https://publicdocs.maxient.com/incidentreport
.php?FloridaIntlUniv](https://publicdocs.maxient.com/incidentreport.php?FloridaIntlUniv)

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

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

VI. SUPPORTIVE MEASURES

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

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

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

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

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

VII. ADVISORS

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

VIII. FORMAL COMPLAINTS

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

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

Mandatory Dismissal of Formal Complaints of Sexual Harassment

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

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

- Did not occur in the United States.

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

Permissible Dismissal of Formal Complaints of Sexual Harassment or Sexual Misconduct

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

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

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

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

Consolidation of Formal Complaints

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

IX. INTERIM SUSPENSION AND ADMINISTRATIVE LEAVE

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

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

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

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

X. INVESTIGATION OF FORMAL COMPLAINTS

Criminal Investigations

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

Notice of Allegation

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

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

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

Timeline for Investigation and Responsibility Determination

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

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

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

Appointment of an Investigator

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

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

Concurrent Processes

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

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

The Collection of Evidence

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

providing evidence of a party's character. If a party declines to provide relevant information, the University's ability to conduct a prompt, thorough, and equitable investigation may be impaired.

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

Exclusion of Certain Forms of Evidence

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

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

Review of Collected Evidence & Investigatory Report

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

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

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

XI. INFORMAL RESOLUTION

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

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

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

XII. HEARINGS

The Hearing Process

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

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

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

If a party or witness does not submit to cross-examination at the live hearing, the Hearing Officer and Hearing Body will not rely on any statement of that party or witness in reaching a determination regarding responsibility. The Hearing Office and Hearing Body will not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

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

The Written Determination Regarding Responsibility

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

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

XIII. DISCIPLINARY SANCTIONS

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

Student Conduct and Academic Integrity will oversee disciplinary sanctions for students and student organizations. Students or student organizations who are found to have violated this Regulation will be subject to disciplinary sanctions as set forth in the Student Conduct and ~~Honor~~~~Academic~~ Code, ~~Regulation~~ FIU-~~2501~~ ~~Regulation 2501~~. Any sanctions will be proportionate to the severity of the violation and the student's cumulative conduct history. Sanctions include, but are not limited to, reprimand, educational sanctions, counseling assessment, restitution, disciplinary probation, restrictions, exclusion from university housing, suspension, loss of university recognition, or expulsion.

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

XIV. REMEDIES

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

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

XV. PROCESS OF PRESIDENTIAL REVIEW

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

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

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

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

XVI. APPEALS

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

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter;

- The Title IX Coordinator, investigator(s), or Hearing Official had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- The sanctions are extraordinarily disproportionate to the violation committed.

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

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

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

XVII. PRIVACY AND CONFIDENTIALITY

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

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

XVIII. RETALIATION AND OBSTRUCTION

Retaliation and Obstruction are prohibited during any portion of the grievance process. If a member of the University community believes that Retaliation or Obstruction may have been taken against them or others, they should report the behavior to the Title IX Coordinator or investigator. The situation will be reviewed and a response will be provided to the employee or student who alleged the Retaliation or Obstruction. Charging an individual with a violation for making a materially false statement in bad faith in the grievance process under this Regulation does not constitute Retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. Exercising any rights secured by the First Amendment does not constitute Retaliation.

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

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

March 3, 2022

Subject: Program Termination of the Bachelor of Arts in Geography

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees termination of the Bachelor of Arts in Geography (CIP 45.0701).

Background Information:

The Department of Global and Social Studies implemented a new BA in Global Studies in 2019 which meets the Florida Board of Governors Program of Strategic Emphasis category of Global. In Fall 2022, the Department implemented a Geography major in the new degree to better reflect the global approach utilized in the curriculum of the discipline. The proposal to terminate the Bachelor of Arts in Geography will condense the degrees in our inventory, while eliminating a non-strategic degree.

Florida Board of Governors Regulation 8.012, Academic Program Termination and Temporary Suspension of New Enrollments, states, in relevant part, that Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with regulation 8.012.

Supporting Documentation: Board of Governors, State University System of Florida
Academic Degree Program Termination Form: Bachelor of
Arts in Geography

Southern Association of Colleges and Schools Commission
on Colleges Notification Letter October 28, 2021

Facilitator/Presenter: Elizabeth M. Bejar



Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

INSTITUTION: Florida International University

PROGRAM NAME: Geography

DEGREE LEVEL(S): BA

(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 45.0701

(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2022

(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Fall 2027

(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, and submit this form to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs, please submit this form with all appropriate signatures for Board of Governor's consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The faculty in the Department of Global and Sociocultural Studies seek to close the Bachelor of Arts (BA) in Geography and to replace it with a Geography major within the BA in Global Studies. Following the creation of the interdisciplinary BA in Global Studies degree in mid-2019, faculty in the Department of Global and Sociocultural Studies began discussions of how best to incorporate the new program within a larger effort to improve the quality, performance, and visibility of the department's undergraduate degree programs. Eventually, those discussions led to a consensus that the BA in Global Studies presented the opportunity to rethink the existing degree programs in Sociology/Anthropology and Geography, bringing all three disciplines together under the Global Studies umbrella as majors in Sociology, Anthropology, Geography, and Interdisciplinary and Area Studies. The request to terminate the BA in Geography represents streamlined and improved academic offerings at the university.

Additionally, the Board of Governors of the State University System of Florida has deemed Global Studies a Program of Strategic Emphasis; thus, with this change, converting the current BA in Geography degree into a Geography major earned as part of the BA in Global Studies degree will lead to a significant increase in strategic degree production.

2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The degree to be closed (the BA in Geography) and the BA in Global Studies degree under which the Geography major will be subsumed are offered on the main Modesto A. Maidique Campus and via distance education. The proposed termination will not have an impact on enrollment, enrollment planning, or the reallocation of resources. Students currently enrolled in the BA in Geography degree have been informed of the option to (1) remain enrolled in the current BA in Geography or (2) change to the BA in Global Studies with a major in Sociology, Anthropology, Geography, or Interdisciplinary and Area Studies. To accommodate students who wish to remain enrolled in the current BA in Geology program, FIU plans to allow students until Fall 2027 to complete the program. This will minimize disruption in student progression to degree completion. Students who choose to change their major to the BA in Global Studies (with majors in either Sociology, Anthropology, Geology, or Interdisciplinary and Area Studies) will be enrolled in that program and will not need to complete additional coursework beyond that required in their former degree program.

3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

As noted in the response to question 2, students who wish to remain enrolled in the current BA in Geography degree can choose to complete the program. Students were informed of the planned changes via correspondence from the program director and academic advisors. To date, most students have opted to change degree programs to pursue the Geography major under the strategic BA in Global Studies degree.

Faculty in the Department of Global and Sociocultural Studies initiated discussion regarding the non-strategic BA in Geography and its planned closure. Faculty members currently active in the BA in Geography program will remain unaffected by this change; they remain on the faculty as members of the Department of Global and Sociocultural Studies and will continue to deliver Geography courses as part of the major under the strategic BA in Global Studies degree.

4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.

The Southern Association of Colleges and Schools Commission on Colleges was informed of the intended degree closure and provided a teach-out plan on October 28, 2021. A copy of the notification letter is attached to this submission.

5. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the

rank and tenure status of all affected individuals.

Student enrollment data disaggregated by gender and race is included in the table below.

BA in Geography: Fall 2021 Enrollment by Gender and Ethnicity (n=19)							
	Asian	Black or African American	Hispanic	Nonresident Alien	Not Reported	Two or More Races	White
Female	0	2	1	0	0	0	2
Male	0	2	8	0	1	0	3

Source: FIU Office of Analytics and Information Management

As previously indicated, faculty members will remain unaffected by this degree closure.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

The representation of females, minorities, faculty, and students in the program will not be negatively impacted, as all students can continue to pursue this field of study as a major under the strategic BA in Global studies degree.

7. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.

Once the university's Board of Trustees has approved the closure of the BA in Geography, FIU's Transfer and Transition Services will notify Florida College System institutions of the planned changes to close the BA in Geography degree and guide students to the new major options under the strategic BA in Global Studies. There are no common prerequisites for the BA in Global Studies; the two common prerequisites required for the BA in Geography will be honored as transfer credits for the BA in Global Studies. The Office of University Admissions will update all publications, printed and online.

October 28, 2021

Belle S. Wheelan, PhD
President
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, Georgia 30033-4497

Dear Dr. Wheelan:

Florida International University (FIU) and the faculty in the Department of Global and Sociocultural Studies plan to close the Bachelor of Arts (BA) in Geography and replace it with a Geography major within the BA in Global Studies. FIU seeks to close both the face-to-face and the distance education methods of delivery for this program.

Following the creation of the interdisciplinary BA in Global Studies degree in mid-2019, faculty in the Department of Global and Sociocultural Studies began discussions of how best to incorporate the new program within a larger effort to improve the quality, performance, and visibility of the department's undergraduate degree programs. Eventually, those discussions led to a consensus that the BA in Global Studies presented the opportunity to rethink the existing degree programs in Sociology/Anthropology and Geography, bringing all three disciplines together under the Global Studies umbrella. Additionally, the Board of Governors of the State University System of Florida has deemed Global Studies a Program of Strategic Emphasis; thus, converting the current BA in Geography degree into a Geography major earned as part of the BA in Global Studies degree will lead to a significant increase in strategic degree production.

The process of revising the BA in Global Studies program and establishing four new majors—Geography, Sociology, Anthropology, and Interdisciplinary and Area Studies—was completed during Spring 2021. FIU is now ready to begin phasing out the BA in Geography and the BA in Sociology/Anthropology and to proceed with full implementation of the revised BA in Global Studies. In accordance with the Substantive Change Policy and Procedures for institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), FIU now seeks approval of its teach-out plan, which includes the following components:

- 1). Date of closure: Spring 2022 (date students will no longer be admitted).
- 2). An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure: Effective Fall 2021, students applying for admission to the BA in Geography are being redirected to the BA in Global Studies with a major in Geography, Sociology, Anthropology, or Interdisciplinary and Area Studies. Currently, in efforts to promote the new majors, students are being informed that, effective Spring 2022, new students will not be admitted to the BA in Geography. Through various means of communication, students currently enrolled in the BA in Geography have been informed of

Office of the Provost

Modesto A. Maidique Campus, PC 526, 11200 SW 8 Street, Miami, FL 33199

Tel 305-348-2151 • Fax 305-348-2994 • provost.fiu.edu

the option to (1) remain enrolled in the current BA in Geography or (2) change to the BA in Global Studies with a major in Geography, Sociology, Anthropology, or Interdisciplinary and Area Studies. All students are required to meet with an academic advisor to select the option they wish to pursue prior to receiving permission to register for the Spring 2022 term.

Faculty in the Department of Global and Sociocultural Studies participated in the discussions regarding the non-strategic BA in Sociology/Anthropology and non-strategic BA in Geography degrees and their possible closure. As a result, department faculty created the curriculum of the redesigned BA in Global Studies (with a major in either Geography, Sociology, Anthropology, or Interdisciplinary and Area Studies). Department staff have been kept abreast of these changes.

3). An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs: To accommodate current students, FIU plans to allow a six-year period for program completion to minimize disruption in student progression to degree completion. Affected students will be required to meet with an academic advisor to create an Individual Education Plan (IEP) that specifies a schedule for degree completion. FIU has a robust advising system and mechanisms to monitor student progress (e.g., degree audits) in satisfying degree requirements to ensure degree completion by Fall 2027 with no additional costs.

4). Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified: Students will not be subject to additional charges other than normal tuition and fees of the BA in Geography. Those who choose to change their major to the BA in Global Studies (with majors in either Geography, Sociology, Anthropology, or Interdisciplinary and Area Studies) will not need additional coursework beyond their former degree program.

5). Copies of signed teach-out agreements with other institutions, if applicable: Not applicable.

6). A description of how faculty and staff will be redeployed or helped to find new employment: Not applicable. No faculty or staff will be terminated as a result of the decision to close the BA in Geography.

Let me affirm that the closure of the BA in Geography will have no adverse effect upon FIU students, faculty, or staff. Prospective or new students expressing interest in the field of Geography will be served by pursuing the Geography major in the redesigned BA in Global Studies. Please contact me should you have any questions regarding this substantive change. I look forward to receiving SACSCOC approval of the proposed teach-out plan.

Sincerely,



Elizabeth M. Bejar, PhD
Senior Vice President for Academic and Student Affairs
SACSCOC Liaison

C: Mark B. Rosenberg, PhD, President

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

March 3, 2022

Subject: Program Termination of the Bachelor of Arts in Sociology

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees termination of the Bachelor of Arts in Sociology (CIP 45.1101).

Background Information:

The Department of Global and Social Studies implemented a new BA in Global Studies in 2019 which meets the Florida Board of Governors Program of Strategic Emphasis category of Global. In Fall 2022, the Department implemented a Sociology major in the new degree to better reflect the global approach utilized in the curriculum of the discipline. The proposal to terminate the Bachelor of Arts in Sociology will condense the degrees in our inventory, while eliminating a non-strategic degree.

Florida Board of Governors Regulation 8.012, Academic Program Termination and Temporary Suspension of New Enrollments, states, in relevant part, that Each University Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with regulation 8.012.

Supporting Documentation: Board of Governors, State University System of Florida
Academic Degree Program Termination Form: Bachelor of
Arts in Sociology

Southern Association of Colleges and Schools Commission
on Colleges Notification Letter October 28, 2021

Facilitator/Presenter: Elizabeth M. Bejar



Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

INSTITUTION: Florida International University

PROGRAM NAME: Sociology/Anthropology

DEGREE LEVEL(S): BA

(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 45.1101

(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2022

(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Fall 2027

(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, and submit this form to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs, please submit this form with all appropriate signatures for Board of Governor's consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The faculty in the Department of Global and Sociocultural Studies seek to close the Bachelor of Arts (BA) in Sociology/Anthropology and to replace it with Sociology and Anthropology majors within the BA in Global Studies. Following the creation of the interdisciplinary BA in Global Studies degree in mid-2019, faculty in the Department of Global and Sociocultural Studies began discussions of how best to incorporate the new program within a larger effort to improve the quality, performance, and visibility of the department's undergraduate degree programs. Eventually, those discussions led to a consensus that the BA in Global Studies presented the opportunity to rethink the existing degree programs in Sociology/Anthropology and Geography, bringing all three disciplines together under the Global Studies umbrella as majors in Sociology, Anthropology, Geography, and Interdisciplinary and Area Studies. The request to terminate the BA in Sociology/Anthropology represents streamlined and improved academic offerings at the university.

Additionally, the Board of Governors of the State University System of Florida has deemed Global Studies a Program of Strategic Emphasis; thus, with this change, converting the current BA in Sociology/Anthropology degree into Sociology and Anthropology majors earned as part of the BA in Global Studies degree will lead to a significant increase in strategic degree production.

2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The degree to be closed (the BA in Sociology/Anthropology) and the BA in Global Studies degree under which the Sociology and Anthropology majors will be subsumed are offered on the main Modesto A. Maidique Campus and via distance education. The proposed termination will not have an impact on enrollment, enrollment planning, or the reallocation of resources. Students currently enrolled in the BA in Sociology/Anthropology degree have been informed of the option to (1) remain enrolled in the current BA in Sociology/Anthropology or (2) change to the BA in Global Studies with a major in Sociology, Anthropology, Geography, or Interdisciplinary and Area Studies. To accommodate students who wish to remain enrolled in the current BA in Sociology/Anthropology, FIU plans to allow students until Fall 2027 to complete the program. This will minimize disruption in student progression to degree completion. Students who choose to change their major to the BA in Global Studies (with majors in either Sociology, Anthropology, Geography, or Interdisciplinary and Area Studies) will be enrolled in that program and will not need to complete additional coursework beyond that required in their former degree program.

3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

As noted in the response to question 2, students who wish to remain enrolled in the current BA in Sociology/Anthropology degree can choose to complete the program. Students were informed of the planned changes via correspondence from the program director and academic advisors. To date, most students have opted to change degree programs to pursue a Sociology or Anthropology major under the strategic BA in Global Studies degree.

Faculty in the Department of Global and Sociocultural Studies initiated discussion regarding the non-strategic BA in Sociology/Anthropology and its possible closure. Faculty members currently active in the BA in Sociology/Anthropology program will remain unaffected by this change; they remain on the faculty as members of the Department of Global and Sociocultural Studies and will continue to deliver Sociology and Anthropology courses as part of majors offered under the BA in Global Studies degree.

4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.

The Southern Association of Colleges and Schools Commission on Colleges was informed of the intended degree closure and provided a teach-out plan on October 28, 2021. A copy of the notification letter is attached to this submission.

5. Provide data (and cite sources) on the gender and racial distribution of

students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.

Student enrollment data disaggregated by gender and race is included in the table below.

BA in Sociology/Anthropology: Fall 2021 Enrollment by Gender and Ethnicity (n=209)							
	Asian	Black or African American	Hispanic	Nonresident Alien	Not Reported	Two or More Races	White
Female	2	36	90	3	2	5	23
Male	1	9	24	1	0	3	10

Source: FIU Office of Analytics and Information Management

As previously indicated, faculty members will remain unaffected by this degree closure.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

The representation of females, minorities, faculty, and students in the program will not be negatively impacted, as all students can continue to pursue these fields of study as majors under the strategic BA in Global studies degree.

7. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.

Once the university's Board of Trustees has approved the closure of the BA in Sociology/Anthropology, FIU's Transfer and Transition Services will notify Florida College System institutions of the planned changes to close the BA in Sociology/Anthropology degree and guide students to the new major options under the strategic BA in Global Studies. There are no common prerequisites for the BA in Global Studies; credits earned for the one common prerequisite required for the BA in Sociology/Anthropology will be honored as transfer credits for the BA in Global Studies. The Office of University Admissions will update all publications, printed and online.

October 28, 2021

Belle S. Wheelan, PhD
President
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, Georgia 30033-4497

Dear Dr. Wheelan:

Florida International University (FIU) and the faculty in the Department of Global and Sociocultural Studies plan to close the Bachelor of Arts (BA) in Sociology/Anthropology and to replace it with Sociology and Anthropology majors within the BA in Global Studies. FIU seeks to close both the face-to-face and the distance education methods of delivery for this program.

Following the creation of the interdisciplinary BA in Global Studies degree in mid-2019, faculty in the Department of Global and Sociocultural Studies began discussions of how best to incorporate the new program within a larger effort to improve the quality, performance, and visibility of the department's undergraduate degree programs. Eventually, those discussions led to a consensus that the BA in Global Studies presented the opportunity to rethink the existing degree programs in Sociology/Anthropology and Geography, bringing all three disciplines together under the Global Studies umbrella. Additionally, the Board of Governors of the State University System of Florida has deemed Global Studies a Program of Strategic Emphasis; thus, converting the current BA in Sociology/Anthropology degree into Sociology and Anthropology majors earned as part of the BA in Global Studies degree will lead to a significant increase in strategic degree production.

The process of revising the BA in Global Studies program and establishing four new majors—Sociology, Anthropology, Geography, and Interdisciplinary and Area Studies—was completed during Spring 2021. FIU is now ready to begin phasing out the BA in Sociology/Anthropology and the BA in Geography and proceed with the full implementation of the revised BA in Global Studies. In accordance with the Substantive Change Policy and Procedures for institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), FIU now seeks approval of its teach-out plan, which includes the following components:

- 1). Date of closure: Spring 2022 (date students will no longer be admitted).
- 2). An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure: Effective Fall 2021, students applying for admission to the BA in Sociology/Anthropology are being redirected to the BA in Global Studies with a major in Sociology, Anthropology, Geography, or Interdisciplinary and Area Studies. Currently, in efforts to promote the new majors, students are being informed that, effective Spring 2022, new students will not be admitted to the BA in Sociology/Anthropology. Through various

Office of the Provost

Modesto A. Maidique Campus, PC 526, 11200 SW 8 Street, Miami, FL 33199

Tel 305-348-2151 • Fax 305-348-2994 • provost.fiu.edu

means of communication, students currently enrolled in the BA in Sociology/Anthropology degree have been informed of the option to (1) remain enrolled in the current BA in Sociology/Anthropology or (2) change to the BA in Global Studies with a major in Sociology, Anthropology, Geography, or Interdisciplinary and Area Studies. All students are required to meet with an academic advisor to select the option they wish to pursue prior to receiving permission to register for the Spring 2022 term.

Faculty in the Department of Global and Sociocultural Studies participated in the discussions regarding the non-strategic BA in Sociology/Anthropology and non-strategic BA in Geography and their possible closure. As a result, department faculty created the curriculum of the redesigned BA in Global Studies (with a major in either Sociology, Anthropology, Geography, or Interdisciplinary and Area Studies). Department staff have been kept abreast of these changes.

3). An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs: To accommodate current students, FIU plans to allow a six-year period for program completion to minimize disruption in student progression to degree completion. Affected students will be required to meet with an academic advisor to create an Individual Education Plan (IEP) that specifies a schedule for degree completion. FIU has a robust advising system and mechanisms to monitor student progress (e.g., degree audits) in satisfying degree requirements to ensure degree completion by Fall 2027 with no additional costs.

4). Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified: Students will not be subject to additional charges other than normal tuition and fees of the BA in Sociology/Anthropology. Those who choose to change their major to the BA in Global Studies (with majors in either Sociology, Anthropology, Geology, or Interdisciplinary and Area Studies) will not need additional coursework beyond their former degree program.

5). Copies of signed teach-out agreements with other institutions, if applicable: Not applicable.

6). A description of how faculty and staff will be redeployed or helped to find new employment: Not applicable. No faculty or staff will be terminated as a result of the decision to close the BA in Sociology/Anthropology.

Let me affirm that the closure of the BA in Sociology/Anthropology will have no adverse effect upon FIU students, faculty, or staff. Prospective or new students expressing interest in the fields of Sociology or Anthropology will be served by pursuing Sociology or Anthropology majors in the redesigned BA in Global Studies. Please contact me should you have any questions regarding this substantive change. I look forward to receiving SACSCOC approval of the proposed teach-out plan.

Sincerely,



Elizabeth M. Bejar, PhD
Senior Vice President for Academic and Student Affairs
SACSCOC Liaison

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

Academic Policy and Student Affairs Committee

March 3, 2022

Subject: New Program Proposal: Bachelor of Arts in Global Languages, Cultures and Literatures

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees approval of the Bachelor of Arts in Global Languages, Cultures and Literatures (CIP 16.0101) new program proposal.

Background Information:

The Department of Modern Languages in the School of International and Public Affairs is proposing a Bachelor of Arts in Global Languages, Cultures and Literatures (GLCL). The proposed degree is listed under the strategic emphasis area “Global” by the State University System of Florida Board of Governors.

The GLCL degree allows for a customized curriculum through which students can explore one or two language specializations within the following majors: French and Francophone Studies, Portuguese and Lusophone Studies, and Dual Languages (through the combination of any two of the following language areas: Chinese, French, German, Haitian Creole, Italian, Japanese, Spanish, and Portuguese).

The GLCL degree is designed to prepare students for graduate school (e.g., in the humanities, social sciences, education) and professional schools (e.g., journalism, law) or careers in education, translation/interpretation, foreign service, and international business; or careers that require, and/or value as a competitive advantage: advanced communication skills in foreign languages as well as critical thinking and a cross-cultural understanding of today’s globalized world.

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

Supporting Documentation: Executive Summary | Bachelor of Arts in Global Languages, Cultures and Literatures (CIP 16.0101) New Program Proposal

Facilitator/Presenter: Elizabeth M. Bejar

Proposed Bachelor of Arts in Global Languages, Cultures and Literatures (CIP: 16.0101)
Department of Modern Languages
School of International and Public Affairs
Florida International University

EXECUTIVE SUMMARY

The proposed Bachelor of Arts in Global Languages, Cultures and Literatures (GLCL) is listed under the strategic emphasis area “Global” by the State University System of Florida Board of Governors.

The development of the proposed GLCL degree was the outcome of discussions following the 2019-2020 program review and became part of the Improvement Action Plan. The proposed degree takes advantage of faculty in the Department of Modern Languages with expertise in multiple linguistic, cultural, and literary traditions. At the undergraduate level, the Department offers B.A. degrees in French and Francophone Studies, Portuguese, and Spanish, as well as minors and certificates in Chinese Studies, German Language and Culture, Haitian Studies, Italian Language and Culture, and Japanese Language and Literature.

The proposed GLCL degree (120 credits total) opens up a more flexible curriculum for students who want to major in world languages. It allows them to build a strong foundation in one specific language or two languages and a comprehensive knowledge of cultural traditions associated with the language(s) of specialization. The GLCL degree allows for a customized curriculum through which students can explore one or two language specializations within the following majors: French and Francophone Studies, Portuguese and Lusophone Studies, and Dual Languages (through the combination of any two of the following language areas: Chinese, French, German, Haitian Creole, Italian, Japanese, Spanish, and Portuguese).

The GLCL degree is designed to prepare students for graduate school (e.g., in the humanities, social sciences, education) and professional schools (e.g., journalism, law) or careers in education, translation/interpretation, foreign service, and international business; or careers that require, and/or value as a competitive advantage, advanced communication skills in foreign languages as well as critical thinking and a cross-cultural understanding of today’s globalized world. Beyond the attainment of multilingual competencies, the proposed program prepares students to navigate the multicultural environments of today’s world, be sensitive to cultural differences and better at approaching issues and contributing knowledge from multiple perspectives.

Based on the data provided by the U.S. Bureau of Labor Statistics, graduates of the GLCL program will have growing employment options throughout the decade. The top occupational groups for workers with a foreign language degree are Educational Instruction, Management Occupations, and Business and Finance Operations Occupations. The projected percent increase in employment is 9% nationwide in Education Instruction and 11% in Management Occupations from 2019 to 2029. That is much faster than the average growth rate of 4% for all occupations. According to the Florida Department of Economic Opportunity, employment is projected to grow 12% in Educational Instruction (middle/ secondary school, non-other specified), 17% (21% in South Florida) in Foreign Language and Literature Teachers (postsecondary), and 30% in Interpreters and Translators.

Two surveys were also conducted among one hundred and seventy (170) students enrolled in Modern Languages courses to determine interest in the proposed GLCL degree. Survey one polled students enrolled in French and Portuguese courses, while survey two targeted students in Chinese, German, Haitian Creole, Italian, and Japanese courses. In Survey one, students were asked to choose from the three majors. Results indicated that 24% were very interested in French and Francophone Studies, 31% in Portuguese and Brazilian Studies, and 48% in the Dual Language major. Similarly, 54% of students in Survey two reported being very interested in the Dual Language major. Thus, this new major which

emphasizes multilingualism and cultural studies will attract more students, while not diminishing the enrollment in our present programs.

Student comments confirmed that studying several foreign languages can improve their interpretive and analytic capacities. They also saw multilingualism as an increasingly marketable skill for business and government careers that will make them stand out to potential employers.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	25	20.6	\$4,872	\$100,359	0	0	\$100,359
Year 2	40	33.2					
Year 3	52	42.8					
Year 4	59	48.6					
Year 5	75	62	\$3,749	\$232,456	0	0	\$232,456

ACADEMIC AFFAIRS REGULAR REPORTS

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

1. FIU Learning Assistant (LA) Program

The FIU LA Program is the largest in the nation, among more than 130 LA Programs in the US. The Program has a significant impact on student retention and persistence, due to increases in course passing rates, as well as a positive impact on LAs themselves. The graduation rates of LAs are higher compared to their non-LA peers (85% vs 72%) and many continue to graduate schools, professional schools, and industry positions, upon graduation. In Fall 2021, FIU had over 400 LA positions, supporting faculty across 11 departments and 45 courses.

As students continue to take more online courses, it is critical that the University ensures those courses provide students with high quality learning experiences. Since Fall 2011, FIU has partnered with Quality Matters (QM), a non-profit, quality assurance organization. The QM system is a faculty-centered, peer-reviewed process that uses a comprehensive evaluation to ensure that students can navigate online courses easily and with more transparency. Currently, FIU has more than 500 QM certified online courses. The instructional designers at FIU Online continue to work closely with faculty as they design and redesign additional courses to meet the QM standards. The quality of these courses and the continued work to expand the number of QM certified courses highlight FIU's commitment to excellence in students' online educational experience and contribute to the rising rankings of our online bachelor's and master's programs.

1. Community Outreach and Events: South Florida Black Prosperity Alliance

The Office of Engagement continues to work closely with the South Florida Black Prosperity Alliance (SFBPA), including the planning, execution and archiving of ongoing SFBPA meetings. On December 15, 2021, The Office of Engagement coordinated an in-person special topic conversation between the SFBPA and incoming Executive Director for the Greater Miami Convention and Visitors Bureau, Mr. David Whitaker. Held at the Historic Hampton House, with 30 community members in attendance, the discussion focused on the GMCVB's strategic plan and efforts to ensure access and opportunity within the region's tourism industry for Black and Minority-owned businesses.

Building on the SFBPA's vision of bringing economic leaders and community members together, on December 16, 2021, the Office of Engagement hosted a virtual conversation between SFBPA's Economic Prosperity Sub-Committee, and representatives from the Miami-Dade Beacon Council's Opportunity Miami initiative. The conversation provided an opportunity for SFBPA members to learn more about Opportunity Miami, and directly engage as the Beacon Council builds out these types of efforts. The conversation resulted in a number of strategic next steps that the SFBPA will be acting on to ensure the dialogue continues. FIU's Office of Engagement is building strategies to ensure all communities are intentionally connected to FIU. The capacity building within the SFBPA is one of multiple strategies.

2. Community Coalitions: Talent Development Network

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

TDN started a new series of programming labeled Industry Week. Industry Week started as an opportunity to highlight Miami's key, high-growth industries – giving students an opportunity to dive deeply into the fastest-growing careers in local firms.

The first Industry Week was hosted on October 25- 29, 2021 with various webinars, behind-the-scenes tours, and a hiring fair. Seventy-four students participated across all Industry Week events. Participating companies for Industry Week were: Amerijet International, Miami International Airport, Cargo International Consolidators, A Customs Brokerage, Interport Logistics, and the Association of Flower Importers.

The TDN Technology and Innovation week was held from November 29 – December 2, 2021. Workshops were held where students were able to hear from insiders from the Knight Foundation, FIU College of Engineering & Computing, Breakthrough Miami, and FIU's Upsilon Pi Epsilon (UPE). TDN engaged over 549 students via Zoom and Facebook Live. With #MiamiTech making global headlines and tech firms flooding into the 305, the Venture Miami team, FIU, Florida Memorial University (FMU), Miami-Dade College (MDC), University of Miami (UM), and the Talent Development Network took this moment to collaborate and highlight local talent at the Venture Miami Tech Hiring Fair on December 2, 2021. Over 35 employers connected with 500+ job seekers and students looking to make their next break in tech, including Amazon, ChenMed, CoinRoutes, Kaseya, Lula, DataRemote, Florida Power & Light, Papa, SwagUp, SmartHop, Slalom, Traba, the University of Miami's UHealth System, and many others. Job seekers even received on-the-spot interviews with organizations ready to hire them immediately.

3. Innovation/Future of Work: Urban Potential Laboratories (UP Labs)

As of December 31, 2021, UP Labs has graduated six cohorts consisting of 153 learners, exceeding our goals of 150. Cohort seven began on January 24, 2022 with 28 learners. UP Labs retained 94% (153/163) of its learners with an average grade of 92%. Ninety-eight learners (Cohort I-V) have maintained full-time positions exceeding our target of 66% by 8% (74%), while sixteen (12%) pursue further education (86% of our students are employed or in school). Our learners' total average salary is trending up following the pandemic (Cohort I-V). UP Labs' initial cost-per-learner is budgeted at \$8,000. We exceeded our intended results at an average cost of \$4,430 per learner (a \$3,570 savings per learner), in part by leveraging industry professionals and in-house faculty expertise.

UP Labs secured an initial articulation MOU from Miami Dade College, which will see its learners continue their education by transferring credits into a career, certificate, and degree program. The articulation marks an important milestone for UP Labs. This program is transforming itself from workforce development to career pathways which include continuing higher education.

UP Labs has also continued to excellently deliver learning via online tools and kept its standards in retention and high-level personalized care for its learners. Thanks to an award-winning FIU faculty and a continued partnership with Continuing Education, UP Labs is now a leading upskilling program in South Florida.

III. ENROLLMENT MANAGEMENT AND SERVICES

1. University Enrollment Spring 2022

As of January 07, 2022, 50,661 students have enrolled in courses for the spring 2022 term. This represents approximately a -4.31% or -2,282 decrease as compared to spring 2021 enrollment of 52,943; dual enrollment constitutes the largest decrease in enrollment (-1,502 students or -26.12%). Student credit hours also decreased by -14,203 or -2.67%

2. University Admissions

Under the leadership of Jody Glassman, Assistant Vice President of Enrollment and University Admissions, we are reintegrating International Admissions with the overall University Admissions team. Through this effort, we will allocate resources to our broad spectrum of goals in a manner that provides us with greater flexibility and efficiency. Laura Pacchioni, Associate Director for International Admissions, will support our team as we reform daily operations of the International Admissions group.

Recruitment for the 2022-23 cycle continues to be hybrid with more programs moving online. The National Association for College Admission Counseling released the spring 2022 college fair schedule and FIU will participate in the *Performing & Visual Arts Virtual College Fair*, *STEM Virtual College Fair*, *Miami National College Fair*, and seven other programs in person and online.

Graduate Admissions hosted the annual University-wide graduate school fair on November 2, 2021. More than 150 prospective graduate students participated in virtual sessions about funding, program selection, and application processes. During this event, prospective students met with representatives from a variety of colleges, programs, and services. More than half of the attendees were prospective international students.

3. International Admissions

Many U.S. Embassies are returning to normal operations, and, when compared to this time in 2020, fewer prospective international students are requesting deferral. However, we still encounter travel restrictions and reduced consular operations due to the COVID pandemic. We scheduled several recruiting trips, but the U.S. Department of State placed much of our primary market area on the heightened travel advisory list. Our team continues to work with the Office of Regional and World Locations to gain approval for admissions travel.

University Admissions and the University Graduate School are collaborating to improve our services for prospective international students. Specifically, we are reviewing FIU policies, Florida Board of

Governors (BOG) regulations, and current research related to Duolingo and other English assessment tools with the objective of including them in our admissions processes. We anticipate this effort to place positive pressure on our international student application yield.

4. Transfer and Transition Services and Connect for Success

Our equivalency team is building rules to equate general education courses from non-Florida institutions in an effort to increase non-resident, transfer student enrollment, and maximize the impact of our investment in Brainware (Optical Character Recognition System). In Fall 2021, we made substantial progress in articulating general education coursework for the entire Texas university system; to date, we created or modified 1,169 transfer rules as part of this effort (for context, FIU maintains 85,160 articulation rules for domestic universities and 7,094 rules for international institutions).

In partnership with the Florida Consortium of Metropolitan Research Universities, we co-hosted the fourth annual Transfer Success Summit on Tuesday, November 16, 2021. Helios Education Foundation sponsored this summit, and Dr. Drew Koch of the Gardner Institute provided the keynote address. Through this summit, institutions shared best practices in the transfer enrollment and services realm. We are excited to announce that FIU will host the fifth annual Transfer Success Summit on October 17, 2022, in person.

On October 20, 2021, Connect4Success, the College of Engineering & Computing, and the MDC-FIU Seamless Transfer Pathways grant offered its first virtual information session for prospective transferring students who have expressed interests in engineering and computing. We hosted 153 student attendees at this event and based on the positive attendee feedback, we plan to offer these information sessions each fall and spring.

5. Financial Aid

Disbursement

For the Fall 2021 Semester, the Office of Financial Aid delivered \$212 Million in aid; this is \$12 million more than the same point in time during the Fall 2020 semester.

Student

Borrowing

Trends

FIU Undergraduate students continue their downward trend in student borrowing. The following table provides details concerning FIU student borrowing and national trends.

Academic Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percent of FIU Undergraduates who Graduated and borrowed any student loans	48.00%	49.58%	47.22%	45.26%	44.89%	41.27%
Cumulative FIU Undergraduate Principal Borrowed	\$18,918.00	\$19,915.00	\$20,022.00	\$19,923.47	\$19,705.00	\$18,064.00
Percent of All US Undergraduates who Graduated and borrowed any student loans	68%	66%	65%	66%	62%	Not yet available
Cumulative US Undergraduate Principal Borrowed	\$30,100	\$28,350.00	\$28,650.00	\$29,200	\$28,950.00	Not yet available

6. Office of Scholarships

HEERF

Federal emergency aid continues to be of critical need to students as they recover from the economic impacts of the pandemic. Since March 13, 2020, FIU processed over 60,000 applications for emergency assistance. We awarded grants to 29,193 unique students; these grants equate to over \$70 million dollars. We anticipate awarding the remaining \$30 million of our allocation by the end of the summer 2022 term.

Award Type	Distinct Student Count	Count of Awards	Sum of Offered
HEERF 1 (CARES 2020)	9,552	9,552	\$ 19,150,979.00
HEERF 2(CRRSSA 2021)	15,874	16,199	\$ 19,150,979.00
HEERF 3(ARP 2021-2022)	17,279	23,919	\$ 32,652,039.00
Grand Total	29,193	49,670	\$ 70,953,997.00

In addition to the dollars allocated specifically for student grants (\$101,060,276 between CARES, CRSSA and ARP), the University leveraged institutional HEERF dollars to support student needs. We provided 1,700 students who encountered exceptional levels of distress with \$3.5 million.

We used \$6 million to cover student debt for over 6,000 students enrolled March 2020-Summer 2021; these students could not clear their balance due to pandemic hardship. This effort allowed students to progress and continue their path to graduation- and alumni to receive diplomas and transcripts needed to become employed.

Merit Scholarships

For our premier merit awards, we received over 1,000 applications. In early December, we awarded \$8.9 million in premier scholarships to 2,921 prospective students. Over the course of the spring term, we will work with these students to encourage their enrollment at FIU; we will be sending them information, hosting them at on-campus (and virtual) events, and assisting them with their questions/issues.

7. University Registrar

Implemented an Electronic workflow for Undergraduate Program/Plan Changes

On October 27, 2021, our office launched an enhanced electronic workflow for undergraduate program/plan changes. Instead of signatures on a paper form, this new process obtains all approvals electronically from students, the academic advisor(s), and/or academic dean/designee directly through PantherSoft/Campus Solutions. Additionally, we created an audit trail that we maintain (permanently) in the student information system for all transactions.

Program/plan change requests include:

- Change to a new major
- Add or remove a second major
- Add or remove a second bachelor's degree
- Add or remove a minor
- Add or remove an undergraduate certificate

Academic advisors initiate this process, and our system provides students with notifications via automation.

We sent an email announcing these improvements to all undergraduate students. Additionally, we:

- Updated relevant enrollment websites
- Developed a the [Changes to Program/Plan](#) website/guide
- Created an employee manual to inform all users of this new program plan change system

Through this workflow, we provide expedited services for students. We will reduce the time required for program plan changes from a week to a few hours.

Continued Enhancements and Additions to the Batch Graduation Process
Our office continues to enhance the batch/auto graduation process. For Fall of 2019 term (when this new process began) we completed 99% of the batch postings by December 22, 2021 (one week after grades posted). In the table below, we summarize the process results to date.

Term	UGRD Auto	UGRD Manual	UGRD Total Awarded	UGRD Auto %	UGRD Manual %	GRAD Auto	GRAD Manual	GRAD Total Awarded	GRAD Auto %	GRAD Manual %	UGRD CERT Auto
Fall 2019	1,354	2,749	4,103	33.00%	67.00%	-	1,334	-	-	-	-
Spring 2020	3,186	1,293	4,479	71.13%	28.87%	-	1,074	-	-	-	-
Summer 2020	2,787	685	3,472	80.27%	19.73%	-	1,415	-	-	-	-
Fall 2020	4,306	193	4,499	95.71%	4.29%	-	1,315	-	-	-	-
Spring 2021	4,523	183	4,706	96.11%	3.89%	259	887	1,146	22.60%	77.40%	88
Summer 2021	3,789	179	3,968	95.49%	4.51%	582	907	1,489	39.09%	60.91%	152
Fall 2021*	3,701	73	3,774	98.07%	1.93%	789	548	1,337	59.01%	40.99%	226

*Note: Fall 2021-degree posting is still on-going.

8. CRM and Enrollment Communications

The CRM Team, Honors College, and University Admissions collaborated in an effort to improve our students' admissions experiences with the Honors College. By automatically admitting qualified students to the Honors College, we achieved the 100-committed student mark earlier in the recruitment cycle than we have all earlier cycles. We will use student feedback to enhance this process for upcoming cycles.

IV. INFORMATION TECHNOLOGY REPORT

1. Volumetric Capture Studio

The Division of IT, in collaboration with the College of Architecture + The Arts (CARTA), received technology fee funding to build state-of-the-art volumetric capture studios at the Modesto a. Maidique

Campus (MMC) and Biscayne Bay Campus (BBC). The volumetric capture studios will enhance teaching and learning capabilities for our students and faculty. Volumetric capture technology is an emerging technology that digitizes a person, place, or object in real-time. The volumetric capture studios are equipped with multiple motion capture high-depth laser cameras to film an individual or object in a three-dimensional space to create a three-dimensional copy in a digital format. Locations can also be captured and recreated in a three-dimensional space that can be explored on flat screens, three-dimensional displays, and extended reality (XR)/virtual reality (VR) headsets. These studios will provide students with access and training to the volumetric capture technology to give them a competitive advantage and expanded opportunities when entering the workforce. The incorporation of this technology into curriculum will provide students with the most engaging and dynamic learning opportunities available. The studio in BBC has been completed and is operational. The MMC studio is expected to be fully completed by the end of spring 2022.

2. Panthers Protecting Panthers App (P3 App)

Over the course of the holidays, the Division of IT made enhancements to the FIU P3 app to reflect the updated Centers for Disease Control and Prevention (CDC) guidelines. The FIU P3 app is a key part of our Panthers Protecting Panthers initiative for the FIU community. The app follows the CDC guidelines and contains a safety screening questionnaire -- along with additional FIU and community resources. These resources include where to get vaccinated and boosted, and also gives the ability to look for COVID-19 testing locations and schedule tests on FIU campus locations. The app will not determine whether a user has contracted COVID-19, however, depending on the answers submitted, it will let the user know if they can come onto campus or if they should stay home. All students, faculty and staff are required to complete the safety screening questionnaire within the FIU P3 app prior to coming onto campus.

3. Security Strategy Update

The Division of IT continues to update and enhance the enterprise-wide security strategy to keep up with the evolving cybersecurity challenges. This past fall, two-factor authentication (2FA) was made a requirement for all users logging into any FIU systems to add an additional layer of security to help minimize risks. Enhancements were also made to the FIU login page which extends the 'remember me' functionality from 48 hours to 7 days. By selecting this feature users are not prompted to 2FA for 7 days as long as they are using the same browser and device. Additionally, 2FA one-time back up codes were added as an additional method to 2FA in the event a user has lost their device or cannot receive a passcode via text. The division also continues to educate the FIU community on the critical role each individual plays in protecting the University's resources as well as their own. A new cybersecurity awareness training was launched on the FIU Develop training platform for all faculty and staff to complete annually. Overdue notifications to the employee and supervisor are now automated through the Business Intelligence and Analytics platform. The University's current completion rate is slightly over 55%.

V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

Through the end of December 2021, the value of awards received was \$99.5M, a 4% increase when compared with the same period last fiscal year (\$95.3M). Among colleges, the College of Business had a 153% increase totaling \$3.8M during this period, primarily due to awards received from the Miami-Dade Small Business Resource Navigator Program and the Small Business Development Centers program valued at \$2.8M. The Robert Stempel College of Public Health & Social Work increased the value of awards during this period by 19% from \$9M to \$11M, and the Herbert Wertheim

College of Medicine (HWCOC) increased the value of awards during this period by 28% from \$2.7M to \$4.4M. Of the awards received, \$5.3M were for the Center for Translational Science in Port St. Lucie. The Steven J. Green School of International and Public Affairs also had an increase in the value of awards (24%), from \$4M to \$5M. Among centers and institutes, the value of awards received during this period decreased by 21%, from \$44M to \$35M. Notable increases, however, include the Biomolecular Science Institute (97%), the Institute of Environment (90%), and the Extreme Events Institute/ International Hurricane Research Center (25%). Among the various funding sources, 80% came from the federal government, 13% from state and local governments, and 7% from private/other sources. The value and number of proposals decreased during this period by 5% and 4%, respectively—from \$397M to \$376M and from 643 to 615. Proposal activity among centers and institutes also decreased in value by 3% (from \$173M to \$167M), and in numbers by 4% (from 246 to 236).

2. Innovation, Partnerships and Economic Development

StartUP FIU is working with 23 faculty members at various stages of research commercialization, of which eight were new in the quarter and eight became inactive. Six NSF Small Business Technology Transfer (STTR) proposals are under development with local startup companies. Ten FIU students participated in the first seven-week Rapid Innovation Studio, which introduced and advanced them through the initial stages of innovation and social entrepreneurship, culminating in a pitch-style demo day on December 2, 2021. Four students successfully applied and received “micro-grant” funding of \$1,500 from MIT Solve[ED] as part of StartUP FIU’s participation in the first-ever MIT Solv[ED] Youth Innovation Challenge. Additionally, 172 students participated in Hacker Nation, the signature weekly gathering of StartUP FIU’s learning community. As of December 2021, the procurement program has a total of 48 cohort companies who in the last quarter, through collaboration between StartUP FIU Procurement and the SBDC at FIU, have received forgiveness for their PPP loans totaling \$500,000 and qualified for the supplemental targeted SBA Economic Injury Disaster Loans (EIDL) in the amount of \$140,000. StartUP FIU Food provided six free online workshops for 171 businesses. The workshops focused on supporting small businesses to rebuild and develop a strategy to expand online. StartUP FIU also provided six online bootcamps and accelerator programs for 92 small businesses, including a new accelerator program focused on eCommerce and digital marketing. We also provided an accelerator program for food and beverage businesses challenged by COVID-19’s impact on our local supply chain. Bank of America funded a two-week bootcamp for \$120,000, which included a pitch competition, seed money for ten pitch winners and an event at The Underline. City of North Miami’s Community Redevelopment Agency (CRA) also funded a two-day bootcamp for \$25,000. From July to December 2021, FIU researchers received 28 patents and six license options were executed. In addition, there were 47 disclosures and 35 patent applications. Calendar year 2021 ended with a total of 101 disclosures and 63 patents.

3. University Graduate School (UGS)

Application numbers for Academic Year (AY) 21-22 were 3,038 doctoral students, a 28.4% increase compared to AY 20-21, and 11,898 master’s students, a 14.4% increase compared to last year. Admission numbers for AY 21-22 were 912 doctoral students, a 24.6% increase compared to AY 20-21, and 6,585 master’s students, a 12.7% increase compared to last year. New enrollment numbers for AY 21-22 were 586 doctoral students, a 17.7% increase compared to AY 20-21, and 3,818 master’s students, a 1% increase compared to last year. Degrees conferred for PhD students thus far this AY is 83, this represents a 46% increase from last year (57).

UGS continued to focus its professional development activities in two main areas: writing and career preparation. We continued to hold most of our workshops and seminars in a virtual format and saw an overall increase in attendance and participation. In collaboration with the Center for Excellence in

Writing, we fully established the Writing Mentoring Program, which we had piloted in the Summer of 2020. We received 120 applications and set up two cohorts of 10 doctoral students who attended weekly sessions with a writing tutor with subsequent individual follow ups. Based on the interest we are working on identifying other ways we can support our graduate students to improve their writing skills with the support of the English Department.

In recognition that many of our graduate students will pursue non-academic careers, we held the second Accelerate to Industry (A2i) program at FIU in the fall. Accelerate to Industry (A2i) offers a bold approach to workforce readiness designed to help graduate students connect with industry, learn about career options, and gain valuable business, communication and leadership skills. The A2i initiative was founded by North Carolina State University and is presently funded by the National Science Foundation through an Innovations in Graduate Education grant. FIU is an academic partner on this grant. The 2021 FIU A2i Immersion experience took place on November 18-19, 2021. A total of 40 doctoral students were accepted to participate in the two-day immersion event. An average of 18 students participated each day. Attendees represented 14 different graduate programs. The panelists were leaders and representatives from industry, including Michael Cohn (GSV Ventures), Heidjer Staecker (Tremonti Consulting), Lori Walton (Lockheed Martin), Monica Chase and Tianyan Hu (Merck), Oscar Grau (Eli Lilly & Company), Russ Graves (MITRE), Padraic McFreen (Linked Inclusion), and Amita Quadros (Goodwin Biotech, Inc.). There was also participation from FIU's Career and Talent Development unit, and leadership workshops conducted by NC State's Accelerate to Industry team.

As part of our Alumni Colloquium Series, we hosted Amanda Bullough, PhD in Management and International Business on October 21, 2021 for a seminar on Orientation to Career Pathways. Amanda is currently an Associate Professor in Management and Global Leadership at the University of Delaware's Lerner College of Business and Economics. Our Office of Training and Fellowships continued to hold writing groups up to October to prepare 10 first- and second-year PhD students to submit proposals to the National Science Foundation Graduate Research Fellowship Program. On November 8, 2021, it facilitated a workshop "Publishing While in Grad School" with 55 graduate students in attendance. The workshop was delivered by Dr. Noel Barengo (HWCOM) and focused on strategies to stay productive as well as peer review process and authorship.

VI. ACADEMIC & STUDENT AFFAIRS REPORT

1. FIU Online

Accessibility Initiative In year one (2021) of our efforts to make *all* digital content accessible, FIU Online set the goal of bringing all online/hybrid courses and websites to have an accessibility score of at least 85%. As of the end of 2021 the average accessibility score for our fall 2021 combined FIU Online supported courses was 90.37%. The average accessibility score for our combined FIU Online supported websites is 90.64%.

Academic Leadership Summit On February 23, 2022, FIU Online will host its first Academic Leadership Summit. The event is designed specifically for academic leaders involved in the administration, management, planning, and evaluation of online programs. Achieving peak excellence in our online programs requires innovation, high quality course design, outstanding teaching in the virtual space, data-fueled strategy, and top-notch leadership. This summit aims to demystify the orchestration of online learning at FIU and orient administrators around the State University System quality mandate, Distance Learning (DL) Fee management, and FIU Online's

services. The event will also clarify policies that affect online courses and introduce tools and resources that will optimize your operation.

FIU Online Data Packet In alignment with our goals to earn a Top 25 ranking for Best Online Bachelor's Programs by *U.S. News & World Report* ranking, FIU Online is developing an administrative tool to support strategic scheduling for quality course design momentum, enrollment and class size monitoring, and instructor assignments in Certified Hybrid and Online LIVE courses. The FIU Online Data Packet will be a Tableau dashboard for deans, chairs, program directors, and schedulers that delivers up-to-the-minute reports and visualizations targeted for the optimization of online program health and quality growth.

Online Departmental Course Process FIU Online has streamlined the online departmental course process by offering faculty and departments an online process for submission and consideration. An Online Departmental Course (ODC) is a Quality Matters (QM) certified, fully-online course used as a standard foundation for developing and teaching a consistent set of learning objectives across multiple sections. You can think of these courses as templates of pre-populated, quality-assured learning materials, assignments, and resources for both students and faculty. Ideal candidates for an ODC course are those with high enrollment, multiple sections, or those taught predominantly by adjuncts and teaching assistants. ODCs are collaboratively developed by a faculty lead or faculty committee, instructional designers, and quality assurance and support staff. ODC team members use an extensive process to curate relevant course content, create aligned assessments, construct a custom instructor guide, and develop impactful learning activities. Collaboration between faculty and the ODC team continues beyond the initial course launch to ensure ongoing improvement and success.

2. Student-Athlete Academic Center

Our FIU student-athletes posted a 3.34 fall term GPA (2021). Women's Tennis is our leader for the highest overall team GPA for the fall term, 2021, posting a 3.648 while Men's Soccer earned the highest male GPA posting a 3.347. Thirty-four of our student-athletes earned a 4.0 for the fall term, 2021, while 141 student-athletes earned Deans List standing. A GPA of 3.0 or higher was achieved by 275 student-athletes. The Student-Athlete Academic Center places an emphasis on building a student-centered culture for all sports with a focus on graduating our student-athletes. This past December, 19 student-athletes earned a degree from FIU.

3. Student Health and Wellness

Student Health and Wellness is proud to announce the appointment of FIU's first ever Alcohol and Other Drugs (AOD) Coordinator, Selena Sifontes. This new position is in response to recommendations made by FIU's AOD Task Force in their 2020 report and made possible – in part – by a grant from the Scaife Family Foundation.

4. Study Fest

With the generous support of a donor, FIU hosted its first Study Fest program to help students finish the semester strong. The program, which ran for the last ten days of the fall 2021 semester, employed over 40 student employees to provide walk-in tutoring during extended evening and weekend hours. All FIU students were invited to take advantage of this opportunity which included tutoring on many subjects including biology, chemistry, organic chemistry, physics, writing and math.