

**Florida Agricultural and Mechanical University  
Board of Trustees**



**Academic Affairs Committee Meeting**

**Date: September 14, 2016**

**Time: 9 am**

**Location: Grand Ballroom**

**Committee Members:** Matthew Carter, Chair  
Thomas Dortch, David Lawrence, Harold Mills, Belvin Perry, and Jaylen Smith

**AGENDA**

- |      |  |                        |
|------|--|------------------------|
| I.   | Call to Order                                | Trustee Matthew Carter |
| II.  | Roll Call                                    |                        |
| III. | Approval of Minutes for May 11, 2016 Meeting | Trustee Matthew Carter |

**ACTION ITEMS**

- |       |   |   |
|-------|---|---|
| IV.   | Tenure Upon Appointment                             | Provost Marcella David  |
| V.    | New Degree – Doctor of Nursing Practice             | Dr. Sundra Kincey,<br>Dean Ruena Norman, and<br>Dr. Jaibun Earp |
| VI.   | Textbook Affordability Report                       | Dr. Sundra Kincey   |
| VII.  | Joint College of Engineering MOU                    | Provost Marcella David<br>Attorney Shira Thomas                 |
| VIII. | Academic Affairs Principles for Strategic Budgeting | Provost Marcella David  |

**INFORMATION ITEMS**

- |     |                                     |                        |
|-----|-------------------------------------|------------------------|
| IX. | Division of Academic Affairs Update | Provost Marcella David |
| X.  | Adjournment                         |                        |



**Florida Agricultural and Mechanical University  
Board of Trustees  
ACTION ITEM**

**Academic Affairs Committee**

**Date: September 14, 2016**

**Agenda Item: III**

Item Origination and Authorization			
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** Academic Affairs – Minutes for May 11, 2016

**Rationale:** In accordance with the Florida Statutes, a governmental body shall prepare and keep minutes or make a tape recording of each open meeting of the body.

**Attachments:** Minutes for May 11, 2016

**Recommendation:** It is recommended that the Board of Trustees approve the minutes of May 11, 2016.

**Florida Agricultural and Mechanical University  
Board of Trustees**



**Academic Affairs Committee Minutes  
Trustee Matthew Carter, Chair**

**Date: May 11 2016 @ 9 am**

**Location: Conference Call**

The meeting was called to order by Trustee Matthew Carter. Ms. Valeria Singleton called the roll and the following committee members were present: Matthew Carter, Thomas Dortch, David Lawrence, Belvin Perry, and Jaylen Smith. A quorum was established.

The minutes for March 9, 2016, were approved as corrected.

**Approval of Tenure** – Provost Marcella David briefly explained the tenure upon hire and the regular tenure processes. Provost David recommended twelve faculty members for tenure. The applications were reviewed by the departments, the colleges/schools, the University of Tenure and Promotion Committee, Provost David, and President Mangum.

Faculty members recommended for tenure: Dr. Brenda Hughes, Dr. Darryl Scriven, Dr. Noble Sissle, Dr. Nan Liu, Dr. Aurelia Alexander, Dr. Tracy Thomas, Dr. Vanessa R. Pitts, Dr. Levetta Henderson, Dr. Doreen Kobelo, Dr. Herman Flores, Dr. Soheyla Mahdavian, and Dr. David Seal.

Trustee Lawrence moved to approve the recommendations for tenure and the motion was seconded by Trustee Perry. The motion carried.

**2016 – 2017 University Work Plan** - The 2016-2017 University Work Plan was reviewed and discussed. In addition, the work plan had been submitted to the Board of Governors for review. Trustee Dortch moved to approve the work plan and the motion was seconded by Trustee Perry. The motion carried.

**Regulation 4.012 – Levels of Academic Standing for Undergraduate Students** – The regulation follows the academic standards of the University and requires the maintenance of grade point averages and reasonable conformance to a program of study. Schools and colleges may choose not to consider students for admission and may deny continuation in a degree program if the students fail to maintain reasonable academic progress, as specified by the college, school or department. Trustee Lawrence moved to approve Regulation 4.012 and the motion was seconded by Trustee Perry. The motion carried.

**Board of Trustees Policy Number 2008-06** – The purpose of this policy is to codify the credential requirements that are utilized by Florida A&M University. The credential requirements ensure that the University employs competent faculty members who are qualified to carry out the goals and mission of the University in teaching, research and service. At least 25 percent of the discipline course hours in each undergraduate major shall be taught by faculty members holding a terminal degree, which is usually the earned doctorate in the discipline. Trustee Dortch moved to approve BOT Policy 2008-06 and the motion was seconded by Trustee Perry. The motion carried.

**BS Food Science** – The College of Agriculture and Food Sciences proposed to move its existing major in Food Science within the BS Agricultural Sciences to a stand-alone degree in Food Science, designated as STEM in

**Florida Agricultural and Mechanical University  
Board of Trustees**



the Board of Governors Areas of Strategic Emphasis, beginning fall 2016. The BS degree in Food Science will be 120 semester credit hours in length and will offer two options: (1) Science and Technology and (2) Business and Industry. Enrollment opportunities are great in that FAMU will be one of two institutions within the State University System to offer a stand-alone degree in Food Science.

**BS Supply Chain Management** - The School of Business and Industry (SBI) proposed to offer a Bachelor of Science degree in Supply Chain Management, designated as STEM in the Board of Governors Areas of Strategic Emphasis, beginning fall 2017. The proposed BS Supply Chain Management will involve an introductory study of the complete supply chain management process, including Production Operations Management and Strategic Purchasing.

**MS Supply Chain Management** - SBI proposed to offer a Master of Science degree in Supply Chain Management, designated as STEM in the Board of Governors Areas of Strategic Emphasis, beginning fall 2016. The School currently offers a graduate concentration in Supply Chain Management as part of its Master of Business Administration. The goal of the School is to expand the existing concentration and make it a stand-alone master's degree totaling 30 hours to include a thesis project.

Trustee Dortch moved to approve the new degree programs and the motion was seconded by Trustee Perry. The motion carried.

**New Position Classifications** – The new (out-of-unit) faculty class codes were discussed. The new class codes will enable academic units to hire faculty on research grants in the capacity of Assistant, Associate, and Full Professor without the requirement of earning tenure. The new class codes are:

Non-Tenure Earning Professor of Research	9080
Non-Tenure Earning Associate Professor of Research	9081
Non-Tenure Earning Assistant Professor of Research	9082

Trustee Dortch moved to approve the new position classifications and the motion was seconded by Trustee Perry. The motion carried.

**Request for Leave of Absence without Pay** – The request for leave without pay for Dr. Annette Jackson to serve out her term as a Fulbright Scholar for academic year 2016-2017 was presented and discussed. Trustee Lawrence moved to approve the request for leave of absence and the motion was seconded by Trustee Dortch. The motion carried.

There being no further discussion, the meeting was adjourned.

Respectfully submitted,

Matthew Carter, Committee Chair



**Florida Agricultural and Mechanical University  
Board of Trustees  
ACTION ITEM**

**Academic Affairs Committee  
Date: September 14, 2016  
Agenda Item: IV**

Item Origination and Authorization			
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** Tenure Upon Appointment

**Rationale:** In accordance with Article 15.8, Collective Bargaining Agreement (2014 – 2017), “Tenure may be granted to a faculty member by the Board at the time of initial appointment, upon recommendation of the appropriate administrator. The administrator shall consider the recommendation of the department or equivalent unit prior to making his/her final tenure recommendation.”

Tenure Upon Appointment is a condition of employment that is offered to a faculty member who has previously held a tenured position. Requests for Tenure Upon Appointment are approved by the Provost and the President. The documentation has been reviewed by the school/college tenure and promotion committee.

**Attachment:** Curriculum Vita

**Recommendation:** It is recommended that the Board of Trustees approve tenure for:

<u>Name</u>	<u>College/School</u>
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- |                       |                                 |
|-----------------------|---------------------------------|
| 1. John Murray Gibson | FAMU-FSU College of Engineering |
|-----------------------|---------------------------------|

# J. Murray Gibson

30 Revere Beach Parkway #804, Medford, MA 02155

630-849-3657 [m.gibson@neu.edu](mailto:m.gibson@neu.edu)

Married to Faye Gibson; 5 children; US Citizen

*I am currently on sabbatical at Florida State University.*

## LEADERSHIP EXPERIENCE

### **Founding Dean, College of Science, Northeastern University**

2010-2015

*With six departments, 3300 students, 203 full-time faculty and an annual budget of \$126M, the College was created from existing departments but grew substantially during this period by most benchmarks.*

As a highly tuition-dependent private school, my college's success was fueled by advancing our signature co-op model of experiential learning in the sciences. By 2015 we had increased the number of co-op opportunities 150% so that all of our undergraduates could take advantage of experiential learning, and we had improved the quality and diversity of the opportunities, including doubling those outside the US. I realized a 50% increase in the college undergraduate enrollment, improved retention to 96.9% and the mean incoming Fall SAT scores simultaneously increased by 135 points to 1440. A new Department - Marine & Environmental Science - and two dynamic new PhD programs - Ecology, Evolution & Marine Biology and Network Science - were created. The latter was the university's first interdisciplinary PhD program involving multiple colleges from Arts, Media & Design to Computer & Information Science. I hired more than 40 tenured and tenure-track faculty, and my college's annual research funding grew from less than \$20M to \$30M. The fraction of female tenured/tenure-track faculty increased from 16% to 21%. Based on a strategic plan developed with faculty, hiring was focused on key initiative areas including urban coastal sustainability, global health, materials for energy and affective science. One quarter of the hires were joint with other colleges, especially Engineering but including Social Sciences & Humanities. Significant progress was made in improving the quality of our PhD programs through strengthened recruiting, financial aid, mentoring and assessment. Enrollment in Professional Science Master's degree programs increased by 50%, and we launched two new online programs. I raised \$26M in philanthropic funds, securing three endowed chairs and a \$6M signature collection in marine biology. The college was operated under resource-centered management, giving the Dean full budget authority. As a member of the Dean's Council I worked closely with the provost and the other academic deans, particularly Engineering, to advance the university. During my five years as dean, the university US News national ranking improved by 27 points to #42.

### **Director, Advanced Photon Source and Associate Laboratory Director, Argonne National Laboratory**

2001-2010

*In 2010, the Advanced Photon Source (APS) was the brightest x-ray source in the US, with a replacement cost of almost \$2B, over 5000 annual scientific users, more than 500 staff members, and an annual operating budget from the Department of Energy of \$128M. The APS is embedded within Argonne National Laboratory, a multi-purpose research organization with over 3,000 employees.*

With 2,000 annual users and a budget of \$86M from the Department of Energy, in 2001 the 1km circumference APS accelerator and beamline complex was viewed as technically innovative but lagging in science output relative to our European competitor. I created a centralized user program that grew to become one of the largest user programs in the world. We also greatly improved the reliability and technical performance of the complex through organizational efficiency and management changes. I focused on achieving the best of both worlds retaining strong external (mostly academic) partners, while increasing access and optimizing the scientific capabilities of the facility through centralized support. I hired more than fifty scientists and engineers and was able to treble the annual output of publications. Two Nobel Prizes have been attributed to work done at the facility by its users during this period, facilitated by developing strong links and funding from the National Institutes of Health. I leveraged funding from other agencies and from industry to complete more than 20 new beamlines at ~\$10M each. In my final year I gained Department of Energy approval for a \$400M upgrade to the facility.

As Associate Director of Argonne National Laboratory, I served as a member of the lab's management council with the laboratory director. I took leadership in the areas of promotion and career development at the laboratory.

**Director, Materials Research Division  
Argonne National Laboratory**

1999-2001

*In 2001 the Materials Science Division (MSD) at Argonne National Laboratory had a budget of \$21.7M and a staff of approximately 100. It is an outstanding scientific organization carrying out externally-funded research in condensed matter physics and materials science & engineering, demonstrated by its appearance at the time I was there in the top ten list of the world's most highly cited condensed matter physics laboratories.*

As Director, I increased the DOE Office of Basic Energy Sciences annual budget for MSD by over 21% in three years, when the national average was only 3.6%. I recruited ten PhD-level scientists within MSD. This required not only new initiative funding (nanosciences, soft materials, materials theory, and neutron, electron & x-ray scattering), but also redirecting unsuccessful programs. I made organizational changes to improve effectiveness, such as integrating our materials chemistry effort, and rotating group leaders. I also worked hard to increase communication and transparency. My most significant achievement was creating a nanotechnology initiative at Argonne, which ultimately led to the establishment of the Center for Nanoscale Materials, one of 5 DOE National Nanoscience Research Centers. By establishing a joint institute involving many of the universities in Illinois, we convinced the State of Illinois to invest \$36M in a building, which ultimately leveraged a similar investment from the federal government in instrumentation, and an annual operating budget of over \$20M. Another major offshoot of my leadership during this period was the Transmission Electron Achromatic Microscope (TEAM) project - a >\$30M national project for aberration-corrected electron microscopy involving all the DOE national microscopy centers. This was the nation's largest ever electron microscopy instrumentation project.

**Associate Director, Fred Seitz Materials Research Laboratory** 1994-1999  
**College of Engineering, University of Illinois, Urbana-Champaign, IL**

*The Frederick Seitz Materials Research Laboratory was one of the first and at this time largest interdisciplinary materials research laboratories in the nation.*

At the University of Illinois, whilst focused on developing and supporting my academic research group and teaching graduate and undergraduate students, I assumed the part-time position of Associate Director at the Frederick Seitz Materials Research Laboratory, located in the College of Engineering. As such I worked to bring faculty groups together across the campus and create new initiatives. Several of these were successful in securing funding from the National Science Foundation and other agencies, for example a focused research group in strained-layer epitaxy, and major equipment acquisitions of a field-emission gun transmission electron microscope and a low-energy electron microscope. With one of my students we sponsored a very popular series of lunchtime seminars that brought together scientists, engineers and non-scientists to discuss cross-disciplinary topics. I also led the committee that achieved the first successful reinvention of the engineering physics curriculum in more than twenty years.

**Head, Electronics and Photonics Materials Research Dept.** 1987-1991  
**AT&T Bell Laboratories, Murray Hill NJ**

*My department, within the Physics Research Division of Bell Laboratories, had 25 staff members who worked in the science and engineering of semiconductor and photonic materials.*

AT&T Bell Laboratories was recognized as a highly successful model of an interdisciplinary research laboratory with major impact both in fundamental science and technology. My first management experience came at Bell Laboratories as Department Head of a diverse group including PhD theoretical and experimental physicists, chemists and electrical engineers. Each had the freedom of an academic to choose the research themes which they thought most profitable to pursue. My role was to mentor, support, and make decisions on resource allocation and hiring. During this time I maintained a very active research program of my own. This early management exposure helped me to understand that the role of a research leader is to empower talented people and good ideas, and led me to appreciate the excitement of being a leader in a creative intellectual environment. I learned that to support people and projects well you also have to say no to some others. Key to success at Bell Laboratories was giving scientists free-reign, but in a problem-rich environment. While at Bell Laboratories I worked on career development for African-American staff scientists and received the AT&T Area Wide Affirmative Action award for my successes. I was a recruiting liaison to Howard University and helped to facilitate the establishment of a multimillion dollar research center between Howard University, University of Michigan and the Department of Energy.

## EDUCATION

PhD in Physics University of Cambridge, England	1978
<i>"Investigation of Amorphous Structures", Advisor Prof. A. Howie FRS</i>	
BSc with First Class Honours in Natural Philosophy University of Aberdeen, Scotland	1975



## ACADEMIC AND RESEARCH POSITIONS

Professor of Physics, Northeastern University, MA	2010-
Adjunct Professor of Materials Science and Engineering Northwestern University, Illinois	2005-2010
Adjunct Professor University of Illinois Urbana-Champaign	1999-2010
Post Rouge, CNRS, Vitry, France	1998
Professor, Departments of Physics and of Materials Science and Eng. College of Engineering, University of Illinois, Urbana-Champaign, IL	1991-1999
Member of Technical Staff AT&T Bell Laboratories, Murray Hill, NJ	1980-1991
Postdoctoral Research Associate IBM Research, Yorktown Heights, NY	1978-1980

## AWARDS

Fellow, American Association for the Advancement of Science	2003
Distinguished Lecturer Award, American Vacuum Society	1998
Area-Wide Affirmative Action Award, AT&T	1989
Fellow, American Physical Society	1987
Distinguished Member of Technical Staff Award AT&T Bell Laboratories	1987
Fellow, Royal Microscopical Society	1986
Burton Medal, Microscopy Society of America	1986
Greig Prize, University of Aberdeen	1975

## PROFESSIONAL SOCIETY MEMBERSHIPS

*The American Association for the Advancement of Science, the American Physical Society, the Institute for Electronic and Electrical Engineers, the Materials Research Society, the Royal Microscopical Society and the Microscopy Society of America*

## EXTERNAL SERVICE

Chair, Physics Section of the American Association for the Advancement of Science	2011-2012
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Chair, Committee of Visitors for the NSF Materials Research Division	2011
Light Sources Scientific Advisory Committee Brookhaven National Laboratory	2011-2012
Director (elected), Materials Research Society	2010-2012
Jury, French National Major Equipment Competition "Equipex"	2010-2011
Diamond Light Source (UK), Scientific Advisory Committee	2008-2012
KEK Roadmap Committee, Tsukuba, Japan	2008
Chair, Review Committee for United Kingdom Light Sources	2007
Editorial Board, <i>Reviews of Progress in Physics</i>	2006-2015
International Review Committee, Spring-8, Japan	2006
Provost's Review Committee for Materials Science and Engineering Arizona State University	2003
School of Engineering Advisory Board, Brown University	2003-2008
Scientific Advisory Committee, International Congress on Electron Microscopy, Durban, South Africa	2002
Solid-State Science Committee, National Research Council	2001-2004
Director (elected), Microscopy Society of America	1996-2000
National Research Council Decadal Study of Condensed Matter and Materials Physics	1996-1999
Chair (elected), Materials Physics Division, American Physical Society	1996
Chair, Gordon Conference on "Epitaxial Thin Films"	1995
Editorial Board, <i>Applied Physics Letters</i> and <i>Journal of Applied Physics</i>	1990-1993
Member and Chair, Awards Committee, Materials Research Society	1988-1993
Chair, NATO Workshop on "Structural Characterization of Semiconductors", Bristol UK	1988
Councilor, Materials Research Society	1987, 1993
Chair, Erice School on "Electron Microscopy of Surfaces", Erice, Italy	1987
Meeting Chair, Materials Research Society Annual Meeting, Boston	1987
Chair, Workshop on "Studies of Interfaces at High Spatial Resolution" Wickenburg AZ	1984
Steering Committee, National Center for Electron Microscopy Berkeley CA	1982-1988

## UNIVERSITY AND OTHER INTERNAL SERVICE

Dean Search Committee for Northeastern College of Engineering	2012
Dean Search Committee for Northeastern Bouvé College of Health Science	2011
Principal Investigator, NSF Institutional ADVANCE Grant Northeastern's ADVANCE grant helped increase faculty diversity	2014-2015
Chair, Promotion Oversight Committee, Argonne National Laboratory	2005-2008
Chair, Argonne's Performance Evaluation Process Committee	2002-2003
Chair, Physics Curriculum Committee, University of Illinois	1996-1997
Member, Library Committee, AT&T Bell Laboratories	1983-1985

## PHD GRADUATES

J. Birrell (Carl Sandburg School, Orland Park, IL)
X. C. Chen (Prof. Biola University, CA)
J.Y. Cheng (Taiwan)
W. Henstrom (Intel, OR)
M. Kleinschmit (Chicago, IL)
P. Miller (American Federation of Teachers, Maine)
D. Olynick (Molecular Foundry, Berkeley Lab, CA)
O. Pohland (Cypress Semiconductor, CA)
L. Salamanca-Riba (Prof., U. Maryland - co-adviser M. Dresselhaus at MIT)
A. Schwartz (Fermat Capital Management, NY)
A. Singhal (Prof., Nutan Institute of Engineering, Pune, India)
R. D. Twesten (Gatan Inc., Pleasanton, CA)
S. Wolff (IBM - co-adviser S. Wagner at Princeton)
P.M. Voyles (Assoc. Prof., Univ. of Wisconsin, Madison)
K. Xiu (IBM)
C. Zimmerman (Augsburg - co-adviser R. Averback, UIUC)
T. Zheng (KLA, Inc)
MSC GRADUATE
S. Koppikar (Micropolis)

## POSTDOCS

Tao Sun (Argonne National Laboratory, Advanced Photon Source)

J.L. Batstone (IBM, NY)

X.C. Chen (Prof., Biola University, CA)

L. Fan (National Cancer Institute, Bethesda, MD)

R. Hull (Prof. and Chair, Dept. of Materials, RPI, NY)

C.P. Liu (Prof., National Cheng-Kung University, Taiwan)

D. Loretto (Patent Attorney, Plougmann & Vingtoft, Madrid)

F.M. Ross (IBM Research, Yorktown Hts, NY)

X. Tong (Intel, OR)

J.C. Yang (Prof., Univ. Pittsburgh, PA)

M. Yeadon (UK)

## TEACHING

**University of Illinois:** *Transmission Electron Microscopy*, undergraduate and graduate level; *Solid-State Physics*, undergraduate and graduate level; *Optics*, undergraduate level (including lab); *Microstructural Characterization* (including x-ray lab), undergraduate level; *Undergraduate Physics*, introductory level.

I am very interested in teaching non-scientists about the excitement of science and engineering. An example was a public lecture which I gave at Fermilab to an audience of over 700 members of the public, on the subject of "The physics of the blues." In this lecture I emphasized the intimate connections between science, engineering and art. I have since repeated this lecture to diverse audiences more than a couple dozen times, and it can be seen on YouTube(<https://www.youtube.com/watch?v=VIAFVhZhMIA>).

## RESEARCH FUNDING

**Department of Energy**, DE-AC02-06CH11357

"Operation of the Advanced Photon Source."

I was the sole PI on DOE Field Work Proposals supporting the Advanced Photon Source National Facility. For example in FY2010 we received over \$127.5M, which had increased by almost 50% from \$85.7M in FY2000.

**2001-2010** **\$1,231,469,000**

**National Science Foundation**, DMR 02-05858

(co-P.I.'s John Abelson, Paul Goldbart, David Drabold and Paul Voyles)

"Focused Research Group on Nanoscale Order in Amorphous Materials"

**06/01/02-05/31/05** **\$824,932**

**National Science Foundation**, DMR 98-71119 EQ

(co-P.I.'s Ray Twesten and Ian Robertson)

"Acquisition of Field-Emission Gun Transmission Electron Microscope"

**09/01/98-08/31/01** **\$1,000,000**

**DARPA, N66001-97-1-8906,**  
 "Advanced Silicide Devices"  
 07/01/97-06/30/98                      \$50,000

**UOP Corporation, UOP T97-341,**  
 "Analysis of Catalyst Particles"  
 07/01/97-06/30/98                      \$18,000

**Semiconductor Research Corporation, SRC SJ-361**  
 "Atomistic Studies of Silicon Oxidation"  
 1/1/94-3/1/97                              \$215,000

**Lucent Technologies, ARMY Lucent 97-113**  
 "Scalpel Proof of Concept"  
 08/01/96-03/31/98                      \$35,000

**National Science Foundation, DMR 97-03906**  
 (co-P.I. Mike Treacy at NEC Research Institute, Princeton, NJ)  
 "Atomic Correlations in Disordered Materials observed using Variable Coherence Transmission  
 Electron Microscopy"  
 7/23/97-7/22/00                      \$221,000

**National Science Foundation, DMR 97-05440**  
 (co-PI's David Cahill, Joe Greene, Jim Coleman, Andy Zangwill)  
 "Naturally Nanostructured Semiconductors"  
 7/15/97-6/30/98                      \$1,089,241

**Office of Naval Research, N00014-95-10324**  
 (co-PI's Peter Flynn and Hadis Morkoc)  
 "Growth and Characterization of GaN with Energetic Ion Beams"  
 1/1/95-12/31/99                      \$900,000

**National Science Foundation, NSF-DMR-95-03490**  
 (co-PI's Peter Flynn and Alwyn Eades)  
 "Acquisition of a Low-Energy Electron Microscope",  
 1/1/95                                      \$400,000

**National Science Foundation, NSF-DMR-89-02538**  
 "Electron Microscopy of Catalysts" and "Projection Electron Lithography"  
 1/1/94-12/31/96                      \$198,000

**AT&T, AT&T AGMT 121024 GIB**  
 "SCALPEL - Projection Electron Lithography Research"  
 1/1/92-12/31/93                      \$190,000

**Department of Energy, DEFG02-91ER45439**  
 "Transmission Electron Microscopy of Surfaces and Interfaces"  
 3/1/91-12/31/97                      \$1,300,000

**University of Illinois, RES BRD IC GIBSON 1-2-69571 and others**  
 "TEM Facility Set-Up" and startup funds  
 5/9/91-5/1/94                              \$1,029,000

## REFEREED PUBLICATIONS (H-INDEX 60, 17274 CITATIONS)

Field of research – the application of advanced microscopy and diffraction in materials physics.

1. Sun, T., M.M.J. Treacy, T. Li, N.J. Zaluzec and J.M. Gibson, *The importance of averaging to interpret correlographs of disordered materials*. Microscopy and Microanalysis, 2014. **20**(02): p. 627-634.
2. Treacy, M.M.J. and J.M. Gibson, *Examination of a polycrystalline thin-film model to explore the relation between probe size and structural correlation length in fluctuation electron microscopy*. Microscopy and Microanalysis, 2012. **18**(1): p. 241-253.
3. Gibson, J.M., *Solving amorphous structures- two pairs beat one*. Science, 2012. **335**(6071): p. 929-930.
4. Luo, J.Y., H.D. Jang, T. Sun, L. Xiao, Z. He, A.P. Katsoulidis, M.G. Kanatzidis, J.M. Gibson and J.X. Huang, *Compression and aggregation-resistant particles of crumpled soft sheets*. ACS Nano, 2011. **5**(11): p. 8943-8949.
5. Gerig, R.E., J.M. Gibson, D.M. Mills, W.G. Ruzicka, L. Young and A. Zholents, *Status of the Advanced Photon Source*. Nuclear Instruments & Methods in Physics Research Section a-Accelerators Spectrometers Detectors and Associated Equipment, 2011. **649**(1): p. 1-2.
6. Gibson, J.M., M.M.J. Treacy, T. Sun and N.J. Zaluzec, *Substantial crystalline topology in amorphous silicon*. Physical Review Letters, 2010. **105**(12).
7. Gibson, J.M., *The birth of the blues: how physics underlies music*. Reports on Progress in Physics, 2009. **72**(7).
8. Gibson, J.M., *Viewing the seeds of crystallization*. Science, 2009. **326**(5955): p. 942-943.
9. Gibson, J.M. and M.M.J. Treacy, *Beam transit effects in single molecule coherent diffraction*. Physical Review B, 2008. **78**(24).
10. Treacy, M.M.J., D. Kumar, A. Rougee, G. Zhao, P.R. Buseck, I. McNulty, L. Fan, C. Rau and J.M. Gibson, *Probing medium-range structural correlations by fluctuation microscopy*. Journal of Physics-Condensed Matter, 2007. **19**(45).
11. Gibson, J.M., *Understanding the limits of pair-distribution functions for nanoscale correlation function measurement*. Journal of Physics-Condensed Matter, 2007. **19**(45).
12. Fenner, R.B., R.E. Gerig, J.M. Gibson, E. Gluskin, G.G. Long, D.M. Mills and W.G. Ruzicka, *The Advanced Photon Source looks to the future*. Nuclear Instruments & Methods in Physics Research Section a-Accelerators Spectrometers Detectors and Associated Equipment, 2007. **582**(1): p. 5-10.

13. Fan, L., D. Paterson, I. McNulty, M.M.J. Treacy and J.M. Gibson, *Fluctuation X-ray microscopy: a novel approach for the structural study of disordered materials*. Journal of Microscopy-Oxford, 2007. **225**(1): p. 41-48.
14. Treacy, M.M.J., J.M. Gibson, L. Fan, D.J. Paterson and I. McNulty, *Fluctuation microscopy: a probe of medium range order*. Reports on Progress in Physics, 2005. **68**(12): p. 2899-2944.
15. Fan, L., I. McNulty, D. Paterson, M.M.J. Treacy and J.M. Gibson, *Fluctuation microscopy - a tool for examining medium-range order in noncrystalline systems*. Nuclear Instruments & Methods in Physics Research Section B-Beam Interactions with Materials and Atoms, 2005. **238**(1-4): p. 196-199.
16. Birrell, J., J.E. Gerbi, O. Auciello, J.M. Gibson, J. Johnson and J.A. Carlisle, *Interpretation of the Raman spectra of ultrananocrystalline diamond*. Diamond and Related Materials, 2005. **14**(1): p. 86-92.
17. Cheng, J.Y., M.M.J. Treacy, P.J. Keblinski and J.M. Gibson, *Diffraction microscopy for disordered tetrahedral networks*. Journal of Applied Physics, 2004. **95**(12): p. 7779-7784.
18. Cheng, J.Y. and J.M. Gibson, *Simple energy spike model for paracrystalline silicon in ion implantation*. Journal of Vacuum Science & Technology A, 2004. **22**(6): p. 2306-2310.
19. Chen, X.D., J.P. Sullivan, T.A. Friedmann and J.M. Gibson, *Fluctuation microscopy studies of medium-range ordering in amorphous diamond-like carbon films*. Applied Physics Letters, 2004. **84**(15): p. 2823-2825.
20. Yang, J.C., S. Bradley and J.M. Gibson, *The oblate morphology of supported PtRu<sub>5</sub> on carbon black*. Materials Characterization, 2003. **51**(2-3): p. 101-107.
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**Florida Agricultural and Mechanical University  
Board of Trustees  
ACTION ITEM**

**Date: September 14, 2016**

**Agenda Item: V**

Item Origination and Authorization				
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____	
Resolution _____	Contract _____	Grant _____	Other _____	

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** Doctor of Nursing Practice (CIP Code 51.3818)

**Rationale:** In response to the American Association of Colleges of Nursing (AACN) advocating for Nursing Practice at the Doctoral Level, the FAMU School of Nursing (SON) Graduate program proposes a Doctor of Nursing Practice (DNP) program with a specialization of nurse practitioner in Adult Gerontology Primary Care (AGPCNP), which prepares graduates to treat patients from late adolescence to older adults in a variety of primary care settings. The focus of the program will be on health promotion, disease prevention, and diagnosis and management of acute and chronic health problems.

In 2004, the AACN developed a position statement that called for “a transformational change in the education required for professional nurses at the most advanced level of nursing.” This transformational change resulted in the recommendation that all nursing practice programs move to the DNP as the entry level for advanced nursing practice. FAMU has a long history of preparing entry-level and advanced practice nurses who provide valuable healthcare services. To continue FAMU’s commitment to preparing graduates to deliver quality healthcare, particularly those from underrepresented populations, transitioning to the DNP is essential to meet the growing demands of the Nursing Practice profession.

In preparation for the transition to the DNP, FAMU SON has revised the curricula of its existing nursing practice program to offer prospective students two pathways to the DNP: a post-baccalaureate and post-master’s, which will include both full-time and part-time plans of study. The BSN to DNP is designed for students who already hold a bachelor’s degree in nursing from an accredited program and will consist of 77 credits beyond the baccalaureate degree. The Post-MSN to DNP will be available for students who already hold a master’s degree in an advanced practice nursing (APN) area along with an option for non-APN prepared prospective students. It will consist of 36-37 credits beyond the master’s degree.

The estimated projections and program costs for years one to five are as follows:

Implementation Timeframe	Projected Enrollment		Projected Program Costs				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	14	10.07	\$19,814	\$199,532			\$199,532
Year 2	17	12.22					
Year 3	32	24.07					
Year 4	40	29.95					
Year 5	51	38.28	\$12,529	\$479,625			\$499,625

**Attachment: DNP Full Proposal**

**Recommendation:** It is recommended that the Florida A&M University Board of Trustees approve the Doctor of Nursing Practice (CIP Code 51.3818) in the School of Nursing, effective Fall 2017.



## Board of Governors, State University System of Florida

### Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

**Florida Agricultural and Mechanical University**

**Fall 2017**

University Submitting Proposal

Proposed Implementation Term

**School of Nursing**

**Graduate Program**

Name of College(s) or School(s)

Name of Department(s)/ Division(s)

**Nursing**

**Doctor of Nursing Practice**

Academic Specialty or Field

Complete Name of Degree

51.3818

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

*Amira Mangum*  
President

*8/24/16*  
Date

Signature of Chair, Board of Trustees

*09/14/2016*  
Date

*[Signature]*  
Vice President for Academic Affairs

*8-24-16*  
Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	14	10.07
Year 2	17	12.22
Year 3	32	24.07
Year 4	40	29.95
Year 5	51	38.28

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$19,814	\$199,532			\$199,532
\$12,529	\$479,625			\$479,625

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A

## INTRODUCTION

### I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

In response to the American Association of Colleges of Nursing (AACN) advocating for Nursing Practice at the Doctoral Level, the FAMU School of Nursing Graduate program proposes a Doctor of Nursing Practice (DNP) program with a specialization of nurse practitioner in Adult Gerontology Primary Care (AGPCNP). In 2004, the AACN developed a position statement that called for “a transformational change in the education required for professional nurses at the most advanced level of nursing.” This transformational change resulted in the recommendation that all nursing practice programs move to the DNP as the entry level for advanced nursing practice. The recommendation was in response to a number of social, economic, educational, and “growing concerns regarding the quality of patient care delivery and outcomes.” FAMU has a long history of preparing entry-level and advanced practice nurses who provide valuable healthcare services. To continue FAMU’s commitment to preparing graduates to deliver quality healthcare, particularly those from underrepresented populations, transitioning to the DNP is essential to meet the growing demands of the nursing practice profession.

The overall mission of the FAMU DNP program will be to prepare advanced practice registered nurses (APRNs) as transformational leaders in health care who use best-evidence to improve health outcomes of populations within the larger health care system. Specifically, the FAMU DNP program will prepare graduates to become adult gerontology primary care nurse practitioners who treat patients from late adolescence to older adults in a variety of primary care settings. The focus of the program is on health promotion, disease prevention, and diagnosis and management of acute and chronic health problems. Emphasis will be on evidence based practice, clinical decision-making, interprofessional teamwork, improved population health outcomes, and ethically-driven patient-centered care.

In preparation for the transition to the DNP, FAMU has revised the curricula of its existing nursing practice programs to offer prospective students two pathways to the DNP: a post-baccalaureate (BSN-DNP) and post-master’s (PM-DNP), which will include both full-time and part-time plans of study. The BSN-DNP is designed for students who hold a bachelor’s degree in nursing from an accredited program and will consist of 77 credits beyond the baccalaureate degree. The Post-Master’s DNP will be available for students who hold a master’s degree in an advanced practice nursing (APN) area along with an option for non-APN prepared prospective students. It will consist of 36-37 credits beyond the master’s degree for APN Master’s applicants. The non-APN master’s prepared applicants will complete 43 credit hours, if they have all other required courses at the master’s level. The focus of both the BSN-DNP and PM-

DNP will be Adult Gerontology Primary Care Nurse Practitioner. The PM-DNP will also include a concentration on Advanced Practice Nurse Leader.

Employment opportunities available to DNP program graduates include a variety of settings that provide primary care to the adult-gerontology population (e.g., physician's offices, veteran's administration system clinics, urgent care centers, community health centers, school clinics, health departments, long term care, homecare, correctional facilities and retail clinics-Take-Care Clinic, Minute-Clinic) to large academic medical centers and federal leadership organizations. In addition, DNP graduates may also contribute their expertise in higher education settings as clinical instructors with clinical expertise. Job outlook for nurse practitioners nationally is very healthy with an expected growth of 31% from 2014-2024 and expected need of 53,400 new jobs beyond the existing of 170,400 as of 2014, according to the Bureau of Labor Statistics.

In addition to meeting the recommended mandate of AACN, establishment of a DNP program at FAMU will also address access to doctoral nursing education access and opportunities for minority and historically underrepresented students, a major constituency of FAMU. It will also further the goals of the State University System (SUS) to "Strengthen the Quality and Reputation of Academic Programs" by increasing the number of degrees awarded within Programs of Strategic Emphasis. The Institute of Medicine (IOM, 2004), in a report titled *In the Nation's Compelling Interest: Ensuring Diversity in the Health-Care Workforce*, discussed the benefits of diversity in healthcare providers and provided recommendations to increase opportunities for students of diverse backgrounds in healthcare education. The report stated "evidence indicates that diversity is associated with improved access to care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students, among many other benefits." (AACN Policy Brief, 2015, p.1). Further, a culturally diverse nursing workforce is essential to meeting the health care needs of the nation and reducing the health disparities that exist among minority populations according to a report by the National Advisory Council (2000) on Nurse Education and Practice (<http://bhpr.hrsa.gov/nursing/nacnep/reports/first/5.htm>).

While the number of minority students in graduate nursing programs has steadily increased nationwide, the number of minority students in Florida's nursing programs is 10% lower than the minority population statistics (AACN Policy Brief, 2015). Further, Florida's enrollment in DNP programs is 4% lower when compared with the 11.7% enrollments nationally.

- B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

The FAMU DNP pre-proposal was approved by the CAVP on April 25, 2014 and no concerns were expressed.

- C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and**

**describe ways in which the report affected the approval process at the university.**

Dr. Rose Suhayda and Dr. Marcia Murphy, both from Rush University College of Nursing in Chicago, served as our consultants to review the proposed DNP program. Dr. Suhayda is the Rush University College of Nursing’s Director of Evaluation, Associate Provost of the University and a Commission on Collegiate Nursing Education (CCNE) Board member. She is an expert in evaluation. Dr. Murphy is the Director of the DNP program. Both consultants recommended that FAMU proceed with the AACN’s recommendation to develop a DNP program as the profession begins to make the doctor of nursing practice the entry-level degree for the profession. To strengthen the program, recommendations were made regarding the curriculum, part-time options for students, development of a community of scholars cohort model, and a process for admitting non-APN prepared students.

Regarding the curriculum, the consultants recommended that the proposed focus on Public Health for the PM-DNP is changed to Leadership. From their experience, other programs across the U.S. have not had significant student demand for this track. It was also recommended that placement of Epidemiology and Biostatistics occurs prior to Research Methods and EBP. These recommendations were implemented and can be seen in the revised proposal. The proposed PM-DNP now has “Advanced Practice Nursing Leader” as its primary area of emphasis for those individuals already practicing as an AGPCNP. The Epidemiology and Biostatistics course was moved to year one and Research Methods and EBP is now recommended in year two of the BSN-DNP curriculum.

An option was also provided for students who may want to enroll part-time. This option exists for both the BSN to DNP and the post-MSN to DNP. Additionally, mechanisms for non-APN graduates to enroll was added along with the development of a “Community of Scholars” cohort model added to help reduce attrition rates in the programs.

- D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

As described in Table 1, the proposed FAMU DNP program is consistent with the BOG goals related to (1) Teaching and Learning, specifically of increasing the number of degrees awarded in health and other programs of strategic emphasis, (2) Scholarship, Research, and Innovation, and (3) Community and Business Engagement.

**Table 1: Comparison of SUS Strategic Planning Goals and FAMU DNP Goals**

	SUS Strategic Planning Goals	FAMU DNP Contribution to the SUS Goals	Comments
1	TEACHING & LEARNING: 1. Strengthen quality & reputation of academic programs and universities 2. Increase degree	1. Improve the quality and relevance of FAMU with regard to state, national, and international preeminence.	DNP (CIP 51.3818) is a program area of strategic emphasis to better align the degree production goals of the State University System with

	<p>productivity and program efficiency</p> <p>3. Increase the number of degrees awarded within programs of strategic emphasis</p>	<p>2. Increase access and efficient DNP degree completion for FAMU students, both onsite and online.</p>	<p>the economic and workforce needs of Florida.</p> <p>APNs at the doctoral level are designed to respond to existing, evolving and emerging critical needs and opportunities (AACN, 2015).</p>
2	<p>SCHOLARSHIP, RESEARCH &amp; INNOVATION:</p> <p>1. Strengthen quality &amp; reputation of scholarship, research, and innovation.</p> <p>2. Increase research activity and attract more external funding.</p> <p>3. Increase commercialization activity.</p>	<p>1. Improve the quality and impact of scholarship, research activities.</p> <p>2. Enhance additional practice research within the School of Nursing and the health profession</p> <p>3. Garner more external research funding for faculty development and program improvement.</p>	<p>DNP students will conduct practice-applicable projects to improve patient outcomes and research activities that will advance nursing science.</p>
3	<p>COMMUNITY &amp; BUSINESS ENGAGEMENT:</p> <p>1. Strengthen quality &amp; recognition of commitment to community and business engagement.</p> <p>2. Increase community and business engagement.</p> <p>3. Increase community and business workforce.</p>	<p>Due to the growing health needs in Florida, FAMU DNP graduates will have the ability to impact the quality of healthcare as they are likely to conduct nursing practice within Florida following graduation, particularly in underserved areas aimed to improve the health of minority populations.</p>	<p>Data from the Florida Education Training Placement Information Program (FETPIP) shows that 74% of the SUS DNP graduates were found working in Florida within one year of graduation in 2013-14 and 88% were working in Florida in 2012-13.</p>

**E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
  - Education
  - Health
  - Gap Analysis
2. Economic Development:
  - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

The DNP (CIP 51.3818) is considered an area of the strategic emphasis under Critical Workforce Health by the Board of Governors to better align the degree production goals of the State University System with the economic and critical workforce needs of Florida. FAMU's DNP program will mobilize resources to address the significant challenges and opportunities facing Florida's citizens and deliver knowledge to advance the health and welfare of its citizens through community engagement. According to the U.S. Department of Health and Human Services (2015), by 2030, Florida will have the highest population older than 65. Older adults have multiple and

extensive chronic conditions that require considerable health services and complex care with lifelong monitoring and management. North Florida is considered the worst of any region in health care, for it has some of the poorest counties in the State with African Americans being the majority of the population and with very poor health scorecards. Many health professions shortage areas are located in North Florida. However, none of the programs offer the focus of the FAMU's proposed DNP, which will produce qualified healthcare professionals trained in Adult Gerontology who can care for these older adults with greatest health needs. With a specific focus on Adult Gerontology, FAMU DNP graduates will address the particular needs of elderly care in the State. FAMU DNP program will also help in filling the gap of nurse practitioners by awarding educational opportunities to those with limited mobility and providing AGPCNP specialty, as these graduates are likely to remain in North Florida and the Big Bend area.

**F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The FAMU DNP program will be offered using traditional face-to-face courses and online. The onsite program will be located at the main campus in Tallahassee. The online program can be taken entirely online; however, students will be required to come to campus at least three times throughout the program. When students make application to the program, they will indicate their choice to enroll in the face-to-face program or the online program. The DNP program will be built on the School of Nursing's MSN online experience and have a national presence through the University's online education initiatives and support.

**INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

**II. Need and Demand**

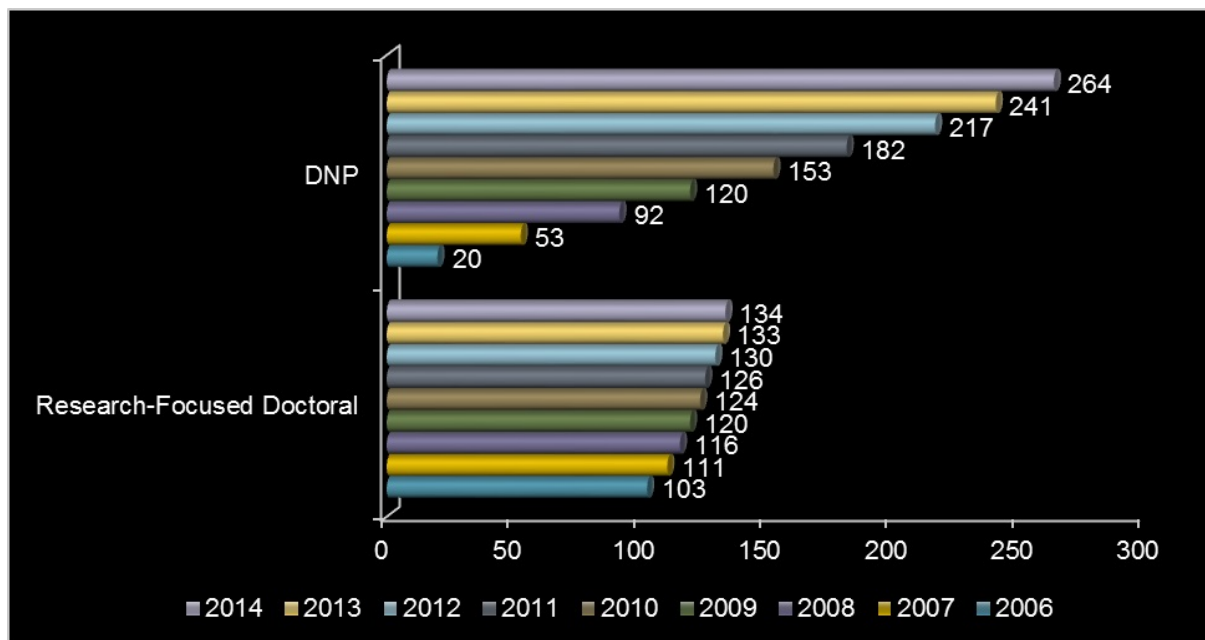
- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The DNP is the practice-focused doctoral degree developed in response to the American Association of Colleges of Nursing (AACN) position paper recognizing the DNP as the first line credential for the Advanced Practice Nurse (AACN, 2014). As a result of this recommendation, many schools nationwide are transitioning to the DNP to meet the needs of the profession as the demand for nurse practitioners is still great. FAMU can contribute to meeting the national, state, and local demands with the development of the proposed degree with a curriculum designed using *AACN Essentials of Doctoral Education for Advanced Practice Nurses* (AACN, 2006), *Nurse Practitioner Core Competencies* (NONPF, 2012), and *Adult-Gerontology Primary Care Nurse Practitioner Competencies* (AACN, 2010), population-focused competencies

As can be seen in Figure 1, 264 DNP programs are currently enrolling students at schools of nursing nationwide and an additional 60 DNP programs are in the planning stages (AACN, 2015). This is a fifteen-fold increase in contrast to the

research-focused doctoral degree program growth, which grew only 10%. DNP programs are now available in 48 states plus the District of Columbia. The number of students enrolled in DNP programs increased from 14,688 to 18,352 from 2013 to 2014 and during that same period, the number of DNP graduates increased from 2,443 to 3,065.

**Figure 1: Growth in Practice- and Research-Focused Doctoral Programs: 2006-2014**



The need to alter the conceptualization and elevate the substantive educational preparation of APNs at the doctoral level stems from several factors. The U.S. population is becoming unhealthier with more people becoming diabetic, obese, and cancer-stricken. The U.S. ranks first in health care spending with 17.9% of GDP, yet is dead last in health rankings among 17 developed nations (<http://www.theatlantic.com/health/archive/2013/01/new-health-rankings-of-17-nations-us-is-dead-last/267045/>). Caring for sicker people with multiple complex conditions requires more qualified nurses and nurse practitioners, but the shortage of qualified nursing faculty and shrinking clinical practice sites limit production of health providers. Working under short-staffed conditions within high acuity clinical environments results in more errors with preventable medical errors being the No. 3 killer in the U.S., third only to heart disease and cancer, claiming the lives of some 400,000 people each year (<http://www.healthcareitnews.com/news/deaths-by-medical-mistakes-hit-records>).

Recognizing these increasing systemic care complexities and the need to improve the quality of healthcare services, the Institute of Medicine (IOM) and other nursing leadership organizations saw the need to produce more clinically competent practitioners. Several IOM Reports (*Crossing the Quality Chasm*, 2001; *Health Professionals Education: A Bridge to Quality*, 2003) revealed that our health care system as it is currently structured does not make the best use of resources and stated that “all health

professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics” (p.3). The above national movement provided impetus to the elevation of APN education and development of DNP.

Within the State of Florida, the need for preparation of APNs at the doctoral level is even greater as indicated by the following statistics. Florida is 32<sup>nd</sup> in health ranking (lower third) (<http://www.americashealthrankings.org/reports/annual>). Additionally, the statistics are likely to worsen due to the explosively expanding elderly population. Adults aged 65 years and older are the fastest growing segment of the population. It is predicted that by 2030 the population, aged 65 and older, will grow to 72 million, representing a 100% increase over 30 years (CDC, 2015). By 2030, the State of Florida will have the highest population older than 65 (US DHHS, 2015). Older adults have multiple and expensive chronic conditions that require considerable health services and complex care with lifelong monitoring and management. Older adults are much more likely to be among the top consumer of health care spending. Because the persistence and progression of diseases and courses of treatments affect health status in multiple dimensions, the cost of health care for elderly is likely to continue to increase. Interestingly, some studies point to major differences in health care expenses by geographic area and the AHRQ 2006 Report indicated that Miami, Florida had the highest health care expenses and this was not due to the level of illness, but rather overall quantity of medical services and relatively higher proportions of internists and medical subspecialists in high-cost regions.

In Florida, the impact of this aging population growth will be even more significant, as many people are migrating toward warm weather in the State with no income tax. The effect of aging population migration is not just for US elderly. Many Canadians flock to Florida to enjoy the strength of American dollars. Additionally, rescinding of the Cuban Embargo will bring people from the Island to South Florida. Already, Cuban migrants, most of them elderly, have flown into South Florida at the highest rate in 10 years. All of these will add to the burden of caring for the elderly in Florida, which will require more healthcare providers, specifically, midlevel providers: Nurse Practitioners.

When we review the geographic differences in healthcare, North Florida is considered the worst of any region, unlike the abundance of medical services and high number of health-care providers in South Florida. North Florida has some of the poorest counties in the State with African Americans being the majority of the population and with very poor health scorecards. Florida is ranked number two in older African Americans ([http://www.aoa.acl.gov/Aging\\_Statistics/Minority\\_Aging/Facts-on-Black-Elderly-plain\\_format.aspx](http://www.aoa.acl.gov/Aging_Statistics/Minority_Aging/Facts-on-Black-Elderly-plain_format.aspx)). Many health professions shortage areas are located in North Florida. The national urban nurse practitioner (NP) to 10,000 population ratio is 3.6. Florida is 3.5, which is lower than the national ratio. When we review the rural NPs to 10,000 population, the ratio is even lower to 3.0 and only 5.1% of the NPs practice in the rural areas in Florida (Kaplan et al, 2012). The need to establish the DNP program at FAMU to meet the health needs of growing older and minority populations in North Florida is overwhelming and greater than before. Providing educational opportunities to minority students is the mission of FAMU and the University is ready to prepare



diverse students at the doctoral level to provide safe, evidence-based, culturally competent, innovative interdisciplinary and outcome-effective care. FAMU is in a unique position to specifically meet the needs of State of Florida citizens because of its Adult Gerontology Primary Care concentration (AGPCNP).

Since 1998, the FAMU SON has a history of consistently producing high quality advanced practice nurses at the master's level who have addressed the region's healthcare needs. FAMU DNP AGPCNP students will be prepared for advanced practice focused on health and illness with the expanded clinical inquiry and leadership skills necessary for clinical quality improvement for adults and older adults. The establishment of the DNP will ensure that the FAMU SON continues the tradition of producing quality minority students who can address health disparity and meet the national standard for education of advanced practice nursing. A Rand Corporation report (2014) showed that nearly half of nursing schools with any graduate-level nursing education (251 of 564, or 45%) offer a DNP program. The Report concluded that this steady growth in offering the DNP would continue as more programs will offer the degree. Most importantly, AACN Policy Brief (2015) shows a need to increase the diversity of the workforce of Nurse Practitioners with a national student enrollment of 29.7% in research-focused doctoral programs and 11.7% enrollment in the practice doctorate. AACN ([www.aacn.nche.edu/IDS](http://www.aacn.nche.edu/IDS)) asserted that though nursing schools have made strides in recruiting and graduating nurses that reflect the patient population, more must be done before equal representation is realized.

As the only public HBCU in the State of Florida, FAMU has the capacity to offer a DNP and graduate students to increase the diversity within this field. Specifically, Florida A&M University School of Nursing DNP program will be able to address the need by producing minority APNs that are prepared at the doctoral level: (1) who are likely to reside in the local community and the State of Florida; (2) are trained in health disparity and working with underserved populations; and (4) are prepared in Adult Gerontology, a concentration that no other school offers in North Florida and the Big Bend area. Due to the nature of this program and the increased need for a diverse workforce, transitioning to the DNP is essential for the production of a culturally diverse profession of nurse practitioners to address the healthcare needs of North Florida.

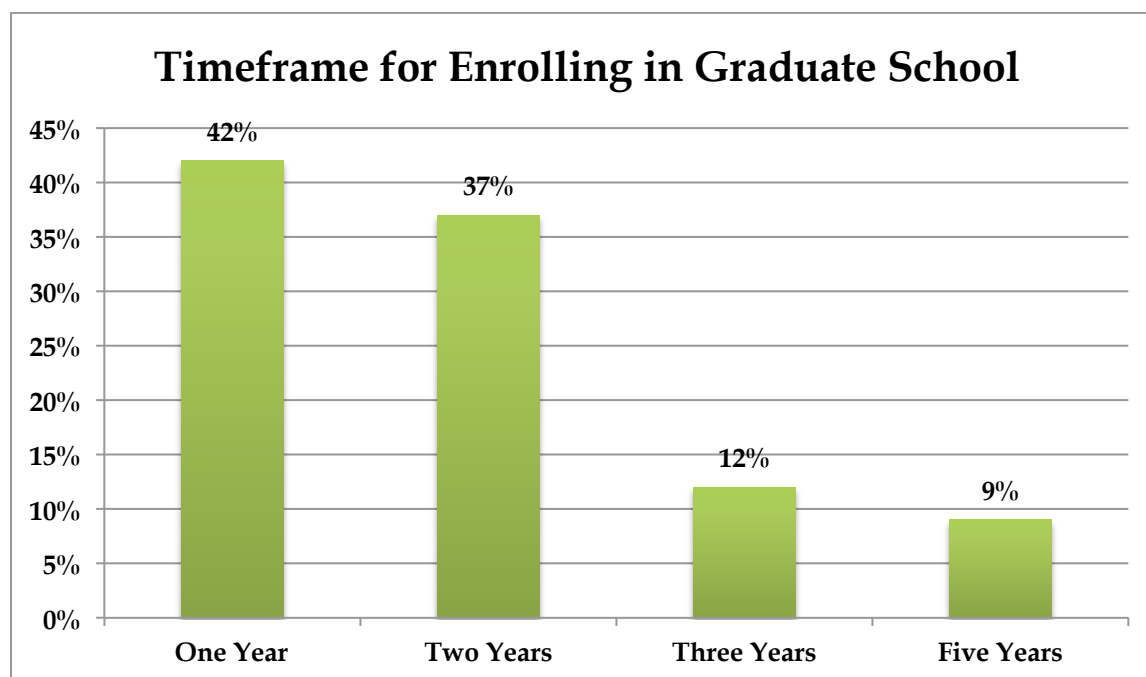
**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

As the number one producer of African-American baccalaureate degreed nurses in the State of Florida, the FAMU SON has also consistently produced high quality advanced practice nurses at the master's level who have addressed the region's primary healthcare needs since 1998. Several of them have gone on to receive Ph.Ds, but many more FAMU MSN alumni are ready to enter and prefer the DNP program because it is a practice-doctorate. The Rand Report (2014) stated that student demand for the DNP on the part of currently practicing APRNs appears robust. At FAMU, inquiries into the DNP and post-master's DNP program have been steady and strong. Therefore, the

BSN-DNP and the post-master's DNP programs being proposed at FAMU will meet this need.

Since the implementation of the online MSN program in 2011, more calls from around the State are coming in for a DNP. Unavailability of the DNP at FAMU for the last two years has caused many of our own BSN alumni to go elsewhere for DNP programs. A needs assessment done in 2013 and 2014 revealed that 93% of the FAMU graduating seniors were considering furthering their education within one to two years and that at least 50% of them would enter the DNP at FAMU if offered, particularly since AACN is recommending that become the required entry degree for nurse practitioners. Specifically, 42% of the respondents indicated they were thinking of enrolling in graduate school within one year of completing their bachelor's degree, 37% within two years, 12% within three years, and 9% within 5 years as shown in each of the figures below.

**Figure 2: Time Frame of FAMU Senior Students Considering Graduate Studies**



An informal opinion poll conducted by the FAMU SON Associate Dean of the Graduate Program at the August 20, 2015 meeting of the Tallahassee Council of Advanced Practice Nursing indicated that 60 percent of the APNs (n=60) would return to school for a post-master's DNP. Surveys have revealed strong interest in both the BSN-DNP and PM-DNP. However, there is a large pool of MSN alumni who are interested in the PM-DNP program. Because of the strong interest from FAMU alumni who have graduated from the existing MSN program, the post-masters DNP program will be implemented initially in year one and the BSN-DNP in year three.

Due to the impending national mandate that all APNs hold a practice doctoral degree in the very near future, current BSN students will be oriented and encouraged to seek admissions to the proposed BSN-DNP program. By year three of the program, it is anticipated that there will be significant interest and demand for the BSN-DNP and that

enrollment in the post-masters will be substantial enough to sustain itself. As both programs grow and the demand for the post-master's and BSN-DNP continue, admission to the existing MSN program will be suspended.

- C. **If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

The recommendation to move advanced nurse practice to the doctoral level comes from the American Association of Colleges of Nursing (AACN) in a position statement published in 2004. According to AACN's annual survey conducted in 2013, over half of the nursing schools offering graduate level education now offer the DNP and this number is expected to grow. Of that number, seven institutions within the State University System offer the DNP, of which the closest is Florida State University (FSU). While FSU does offer a similar program, its focus is different from that of FAMU and does not include a concentration in Adult Gerontology Primary Care (AGPCNP), the primary focus of FAMU's program.

Even though FSU does not prepare nurse practitioners in the area of Adult Gerontology Primary Care, the Dean of the FAMU School of Nursing has consulted with FSU regarding the offering of the DNP at FAMU. She has also had conversations with the University of Florida, who also has an established DNP program. Both programs have indicated that the additional offering of a DNP in the North Florida region will not have a negative impact on enrollment in their programs and as a result have provided support for the proposed program at FAMU Letters of support from each university is provided in Appendix C).

- D. **Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

The initial projections for FAMU are conservative, estimating 14 Post-Master's DNP students in year one increasing to 51 students by year five after implementing the BSN to DNP in year three as shown in Appendix A, Table 1. These projections are based on past experiences and demand for the existing MSN program and inquiries made to the School of Nursing for the Post-Masters DNP. Increased enrollment will occur in year three when the BSN-DNP program is implemented. These enrollment numbers represent a sustainable level of enrollment given faculty resources, the current research infrastructure and clinical site resources.

- E. **Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which**

**is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

Florida A&M University does not discriminate based on any protected class issue including race, religion, color, age, sex, disability, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by state and federal statutes

(<http://www.famu.edu/Catalog/Final%20Catalog%202014-2015%20high%20%20resolution%203-4%202015.pdf>).

Every effort will be made to recruit students from diverse backgrounds, including men, to the DNP program. Upon admission, all students will be assigned a faculty advisor, receive advisement and educational support to promote student retention and program success. The faculty will be encouraged to apply for federal funding to support initiatives that promote a diverse nursing workforce. Once the DNP program is approved, the School of Nursing will be eligible to apply for annual federal funds from the Health Resources Services Administration (HRSA) Bureau of Health Professions Division of Nursing through its workforce diversity initiative.

### **III. Budget**

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The DNP program will be supported by reallocating partial E&G resources from existing SON graduate faculty qualified to teach in the new program, hiring two new faculty by year three of the program, utilizing SON adjuncts who already teach specific courses on a consistent basis each year, expanding administrative support for the program, and securing additional graduate assistantship funds to support students. Applications will also be made for federal grants to support research associated with the program.

Additionally, support will be provided through collaboration with other units on campus to teach specific courses as shown in letters of support in Appendix E.

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

Not applicable.

- C. If other programs will be impacted by a reallocation of resources for the proposed**

program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Implementation of the DNP will not have a negative impact on existing programs. Within year one, partial resources and faculty effort from the existing School of Nursing faculty will be reallocated to the DNP. Two new faculty will also be hired by year three as the post-masters DNP grows and the BSN to DNP is implemented. The program will be complemented with the use of collaborating faculty from other colleges and schools on campus who have expressed a desire and agreed to teach in the program. Existing adjuncts who consistently teach select courses will also be utilized; thereby reducing the impact on existing programs.

- D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable.

- E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

The FAMU SON has a long history of successful obtainment of training grants for the purpose of funding graduate education. Currently, the FAMU School of Nursing receives funding from FAMU School of Graduate Studies and Research (SGSR) in the form of tuition waivers and work-study. The Dean has been able to garner several technology grants to update the SON classrooms to enhance online course delivery. She also has a track record of securing private grants such as Big Bend Area Education Center (AHEC) grant. In past years, FAMU SON has received Title VIII HRSA Graduate Nurse Traineeship funding for the initial implementation of the Masters Program and through the Associate Dean, Dr. Earp, has been able to receive support in the area of clinical preceptor sites and preceptors in addition to obtaining Advanced Education Nursing Traineeship (AENT) from HRSA.

With the implementation of the DNP, the School of Nursing will continue to seek grant funding from agencies, such as the Division of Nursing within the HRSA which provides several grant mechanisms such as Advanced Education Nursing (AEN) Program, and the Nurse Faculty Loan (NFLP) Program and Nursing Workforce Diversity (NWD) Program, which supports students at both the master's and doctoral level. The program will also seek funding from the Integrated Technology into Nursing Education and Practice (ITNEP) Program that supports the incorporation of technology, including simulations, informatics, and telehealth.

#### IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Qualitatively, benefit to the university, local community, and the state by implementing the DNP program at FAMU are many. As described earlier in the proposal, students of minority backgrounds will be better represented among DNP graduates who will be able to provide culturally-sensitive care and support that underserved populations with multiple complex health problems deserve. This should improve the health status and empower the health care recipients to enhance their self-care abilities. Literature indicates that African Americans are reactive instead of proactive in terms of caring for their health, which complicates their health problems. Research findings also enlightened us that having health providers that “look like them” increases care visit appointments and compliance to the prescribed health care regimen. Additionally, many of the North Florida counties are designated as Health Profession Shortage Areas (HPSA). Overall, Florida met only 42% in terms of primary care health professional shortage areas (<http://kff.org/other/state-indicator/primary-care-health-professional-shortage-areas-hpsas/>). In Florida, one primary care physician sees at least 2,500 HMO members and the ratio may be increased by 500 members for each FTE advanced registered nurse practitioner. With the current curriculum, FAMU graduate students are introduced to HPSA early on in their educational career, which helps them to develop deeper appreciation to serving the underserved which can impact the primary care health professional shortage in these areas following graduation.

FAMU is an HBCU with a successful history of educating minority students from underserved backgrounds. Providing educational access to students in this underserved area of North Florida, especially to minority students will increase quantity of the doctorally prepared advanced practice nurses who can practice evidence-based primary care. Availability of this highly sought-after DNP degree program at FAMU and allowing both FAMU undergraduates and graduates from other baccalaureate programs to obtain the highest nursing practice degree will help meet future projected workforce needs within Florida, particularly in the northern third of the State and Southern Georgia.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not Applicable

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable

**INSTITUTIONAL READINESS**

**VI. Related Institutional Mission and Strength**

**A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

**Table 2: Relationship Between SUS Strategic Plan, FAMU Mission and SON Philosophy.**

<b>State University System</b>	<b>Florida A&amp;M University</b>	<b>School of Nursing</b>
<b>Goals</b>	<b>Mission</b>	<b>Mission/Philosophy/Program Outcomes</b>
Increase the Number of Degrees Awarded within Programs of Strategic Emphasis	...is committed to educating students at the....., graduate, doctoral and professional levels	The mission of the SON is to educate individuals to function as generalists at the undergraduate level and as specialists at the graduate level in professional nursing.
Increase Community and Business Workforce	...is committed to... preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society	Implement clinical prevention and population health concepts that address health promotion and disease prevention efforts to improve health equity and nation's health.
Strengthen Quality & Reputation of Academic Programs and Universities	FAMU's distinction as a research institution will continue to provide mechanisms to address emerging issues through local and global partnerships.	<ol style="list-style-type: none"> <li>1. Develop and evaluate practice approaches based on science-based theories and concepts for the highest level of nursing practice.</li> <li>2. Employ organizational and systems leadership skills to foster collaboration and advocacy that influence change for safe quality care delivery.</li> <li>3. Use and evaluate health care information systems and patient care technology to improve and transform health care.</li> </ol>

As seen in Table 2 above, there is a congruency between the 2025 SUS Strategic Plan, FAMU Mission and SON Philosophy. The proposed DNP program is consistent with the SUS plan of increasing the number of degrees awarded within programs of strategic emphasis. FAMU SON is proactively trying to meet the professional mandate of elevating APN education to the doctoral level. FAMU DNP program also meets the SUS goal of increasing community and business workforce, and is well positioned to decrease the shortage of nurse practitioners in the State, especially North Florida. FAMU's mission includes, "preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society." One of the contributing factors of the national nursing shortage is the number of available faculty to teach in these programs. By implementing the DNP program, FAMU will also be able to contribute to reducing the faculty shortage by producing qualified DNP graduates eligible to teach in academia.

**B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**



FAMU SON has established itself as a prime producer of qualified BSN and MSN graduates. The BSN program consistently enrolls at least 500 students per year. Many FAMU BSN recent graduates matriculated into the DNP programs around the state, for FAMU did not have a DNP program. Therefore, the SON has strong BSN alumni base for admission. The current online MSN program at FAMU also has great strengths in producing qualified graduates with 100% graduation rates and very good certification pass rates. A successful online offering will attract students because the majority of DNP students continue employment and do not wish to relocate. The faculty currently teaching at the MSN level are experienced in teaching online.

The School of Nursing is also known for its collaborative relationships with other departments within the University, especially the Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences and School of Allied Health Sciences. Also, FAMU has two health disciplines that provide doctoral degrees: Doctor of Pharmacy (Pharm D) and Doctor of Physical Therapy (DPT). University support is strong to meet FAMU's Strategic Goals to support the SUS goals. Inter-professional education and collaboration is another emphasis area by the national organizations such as American Association of Colleges of Nursing (AACN) and Association of American Medical Colleges (AAMC). Further, FAMU has established the Center for Health Equity to encourage inter-professional collaboration within the University and the SON has been an integral part in this University initiative. The DNP program will continue the practice of collaborating with other units on campus to build their strengths and expertise. Letters of support from the collaborating units are provided in Appendix E.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Table 3 provides a detailed narrative of steps taken to date to develop and implement the DNP program at FAMU School of Nursing. Dr. Jane Kapustin, who served as our initial consultant for MSN reaccreditation and DNP curriculum development, was Assistant Dean for the MSN and DNP program at the University of Maryland.

**Table 3: DNP Planning Process**

Date	Participants	Planning Activity
03/ 15/2012	Dr. Jaibun Earp; Dr. Ruena Norman; <u>University Officials: Drs. Pitter/ Kincey</u>	Discussion of the need for DNP at FAMU and process for program development.
04/09/2012	Earp, Onubogu, Marshall, Norman <u>Consultant: Dr. Jane Kapustin</u>	Discussion of AACN DNP Essentials, Comparison of DNP Curriculum within SUS, Discussion of Development of Post-Master's DNP, BSN to DNP & RN to DNP).
06/11/2012	Earp, Graham, Marshall, Onubogu, Phillips, Norman	Graduate Program Curriculum Workshop
09/17/2012	Earp, Graham, Marshall, Onubogu, Phillips, Norman	Discussion of Progression of AACN Essentials from BSN to DNP
02/11/2013	Earp, Graham, Marshall, Onubogu, Phillips,	Review of national standards;

	Norman	Discussion of Student Learning Outcomes for DNP
06/18/2013 07/02/2013	Earp, Graham, Marshall, Onubogu, Phillips, Norman	Review of Graduate Curriculum; Post-Master's Curriculum Plan
11/04/2013- 03/31/2014	Earp, Graham, Onubogu, Phillips, Marshall	MSN and DNP Curriculum Development
03/20-21/2014	Dr. Jaibun Earp	Attended ACEN Self-Study Form
04/15/2014	Dr. Earp <u>University Official: Dr. Gita Pitter</u>	Attended CAVP meeting in Orlando; <b>DNP Pre-proposal approved without recommendation.</b>
5/14/2014	Earp, Graham, Onubogu, Phillips, Marshall <u>Consultant: Dr. Jane Kapustin</u>	MSN Curriculum Workshop; Student Learning Outcomes and Evidence of Achievement
8/ 26 /2014	Earp, Graham, Onubogu, Phillips, Marshall, <u>Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</u>	DNP Curriculum discussion
9/ 15-17 /2014	Dr. Jaibun Earp	DNP Program Site Visit
09/22/2014	Earp, Graham, Onubogu, Marshall, <u>Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</u>	DNP Curriculum discussion; Reviewed the 2 <sup>nd</sup> revision of the curriculum
9/ 29 /2014	Earp, Graham, Onubogu, Marshall, <u>Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</u>	DNP Curriculum discussion; Reviewed the 3 <sup>rd</sup> revision of the curriculum
	Earp, Graham, Onubogu, Phillips, Marshall, <u>Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</u>	DNP Curriculum discussion
9/ 29 /2014	Dr. Mary Graham	Program Site Visit
10/15/2014	Earp, Onubogu, <u>Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</u>	DNP Curriculum discussion; Reviewed the 4 <sup>th</sup> revision of the curriculum
10/29/2014	Earp, Graham, Onubogu, Phillips, Marshall, <u>Consultant: Dr. Jane Kapustin</u>	DNP Curriculum discussion
11/10/2014	Earp, Onubogu <u>Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</u>	DNP Curriculum discussion; Discussed the feedback received from the consultant.
02/05/2015	Dr. Ruena Norman; Dr. Jaibun Earp <u>University officials: Provost &amp; VP for Academic Affairs Dr. Wright; Drs. Pitter and Kinsey</u>	Approval to develop a full DNP proposal
02/11-13/2015	ACEN Evaluators	MSN Program visited
02/17/2015	Dr. Ruena Norman; Dr. Jaibun Earp <u>University Officials, Provost &amp; VP for Academic Affairs Dr. David; Drs. Pitter and Kinsey</u>	Information sharing concerning the status of DNP and reaffirmation to continue to develop a full DNP proposal from the new provost.
06/18/2015	Dr. Earp, Dr. Norman, Dr. Lawson <u>SON Advisory Board Members</u>	Informed the SON Board members of the progress toward the DNP program development.
06/22/2015	Earp, Graham, Onubogu, Phillips, Marshall	DNP Curriculum discussion; Review of course description
07/13/2015	Earp, Onubogu, Phillips, Marshall	DNP Curriculum finalized. Course descriptions refined.
07/20/2015	Earp, Onubogu, Phillips, Marshall	Plans for BOG proposal finalized.
07/21/2015	Earp	BOG application submitted to the Dean, SON & Dr. Pitter, Assoc.VP for Institutional Enhancement

08/03/2015	Earp, Graham, Onubogu, Phillips, Marshall	Reaccreditation of MSN program for 8 years.
11/09/2015	Earp, Norman <u>University Officials: Pitter, Kinsey</u>	Identified a Consultant: Dr. Ann Thomas from the University of Indianapolis.
12/4-5/ 2015	Dr. Jaibun Earp	Attended NONPF Special Topics Conference: Pushing the Envelope for NP Education. Washington, DC.

Table 4 provides a timetable of events necessary for the implementation of the proposed program.

**Table 4: Events Leading to Implementation**

Date	Implementation Activity
04/ 15 /2014	Pre-proposal to develop DNP was approved by CAVP in Orlando, FL.
02/11-13/2015	MSN program visited for reaccreditation by ACEN
07/20/2015	DNP curriculum development completed.
08/03/2015	MSN program reaccredited for eight years.
11/04/2015	DNP proposal approved by the University Curriculum Committee
11/17/2015	DNP proposal approved by Faculty Senate
03/01/2016	Secured Drs. Marsha Murphy and Rose Suhayda as additional Consultants
09/ 14 /2016	DNP proposal approved by FAMU Board of Trustees
11/ /2016	Approval from the FL. Board of Governors sought.
TBA	Advertise the program
8/ /2017	Admit first cohort

## VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

FAMU SON Baccalaureate program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) through Spring, 2018. The Master's program was reviewed for reaccreditation on February 2015 and received 8-year full reaccreditation with the next site visit in 2023.

## VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning

**Compact or include the document itself as an appendix.**

AACN Essentials of Doctoral Education guided the development of the FAMU DNP program learning outcomes. While FAMU proposes two entry points to doctoral education: BSN-DNP and MSN-DNP, the learning outcomes are the same for both programs. The following eight program learning outcomes direct curriculum, instructional activities and measurement of outcomes:

1. Develop and evaluate practice approaches based on science-based theories and concepts for the highest level of nursing practice.
2. Employ organizational and systems leadership skills to foster collaboration and advocacy that influence change for safe and quality care delivery.
3. Utilize analytical methods to develop, implement, and evaluate evidence-based practice guidelines and quality improvement initiatives to disseminate findings that enhance practice and health care delivery.
4. Use and evaluate health care information systems and patient care technology to improve and transform health care.
5. Demonstrate leadership in the analysis and utilization of health policies influencing health care delivery and health outcomes.
6. Employ effective communication and collaborative leadership skills with intraprofessional and interprofessional teams to improve patient and population health outcomes.
7. Implement clinical prevention and population health concepts that address health promotion and disease prevention efforts to improve health equity and nation's health.
8. Provide, guide and evaluate evidence-based advanced practice nursing care within a primary care setting to diverse populations across the adult lifespan.

**B. Describe the admission standards and graduation requirements for the program.**

**Admission Requirements for Post-Master's (APN) DNP Program:**

This track is for APN master's graduates to obtain the DNP.

Admission Requirements		Status	Comments
1	Master's degree in Nursing with APN preparation from nationally accredited program (ACEN or CCNE)		
2	Current valid, unrestricted, unencumbered registered nurse (RN) from the state of which the applicant is practicing. License is to be kept current during the program.		
3	Graduate GPA 3.0 or above in all work attempted in the master's degree program.		
4	Identification of qualified available clinical preceptor(s), i.e. nationally certified nurse practitioners in Adult-Gerontology (AGNP), Family (FNP) or licensed physician (MD or DO) ( <b>Distance students only</b> ).		
5	Three Professional References		
6	Interview with graduate faculty		

7	Current CPR Certification		
8	Documentation of current physical examination, labs (CBC and urinalysis), and tuberculosis test and/or chest X-ray. A state or military certificate of immunization status documenting immunity for measles-mumps-rubella (MMR), Hepatitis B (HBV), Varicella (Var), and diphtheria and tetanus toxoids and acellular pertussis (DTaP) or tetanus and diphtheria toxoids (Td) is required. If certification of immunization is not available, a titer is required.		
9	Proficiency in use of computers.		
10	Statement of Professional Goals (please indicate your specialty track of interest).		
11	Foreign Applicant (TOEFL > 550)		
<b>Items to Complete Before Enrollment (Prior to the Start of Classes)</b>			
12	Level II Background Check and a lab-controlled drug screen. (Local background check may be required by an agency)		
*	<b>Items 7, 8 &amp; 12 must be kept current annually.</b>		

### Admission Requirements for BSN-DNP Track:

This track is for BSN graduates.

Admission Requirements		Status	Comments
1	Baccalaureate degree with a major in nursing from a nationally accredited program (ACEN or CCNE).		
2	Current, valid, unrestricted and unencumbered registered nurse (RN) license in the State of Florida or current RN license from the state of which the applicant is practicing.		
3	Grade point average of 3.0 or above in all work attempted in the last 60 hours of the baccalaureate degree.		
4	Graduate Record Examination (GRE) score of 300 on combined quantitative-verbal sections.		
5	Undergraduate course credits for statistics and health assessment.		
6	Identification of qualified available clinical preceptor(s), i.e. nationally certified nurse practitioners in Adult-Gerontology (AGNP), Family (FNP) or licensed physician (MD or DO) ( <b>Distance students only</b> ).		
7	Three Professional References		
8	Interview with graduate faculty		
9	Documentation of current physical examination, labs (CBC and urinalysis), and tuberculosis test and/or chest X-ray. A state or military certificate of immunization status documenting immunity for measles-mumps-rubella (MMR), Hepatitis B (HBV), Varicella (Var), and diphtheria and tetanus toxoids and acellular pertussis (DTaP) or tetanus and diphtheria toxoids (Td) is required. If certification of immunization is not available, a titer is required.		
10	Proficiency in use of computers.		
11	Statement of Professional Goals (please indicate your specialty track of interest).		
12	Foreign Applicant (TOEFL > 550)		
<b>Items to Complete Before Enrollment (Prior to the Start of Classes)</b>			
13	Current CPR Certification		
14	Professional liability insurance.		
15	Level II Background Check and a lab-controlled drug screen. (Local background check may be required by an agency)		

*	<b>Items 9 and 13-15 must be kept current annually.</b>		
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### **Admission Requirements for Non-APN MSN Post-Master's DNP:**

This track is for students who hold non-APN master's degree who want to become DNP with AGPCNP concentration.

	Admission Requirements	Status	Comments
1	Master's degree in Nursing from nationally accredited program (ACEN or CCNE)		
2	Current valid, unrestricted, unencumbered registered nurse (RN) from the state in which the applicant is practicing. License is to be kept current during the program.		
3	Graduate GPA 3.0 or above in all work attempted in the master's degree program.		
4	Identification of qualified available clinical preceptor(s), i.e. nationally certified nurse practitioners in Adult-Gerontology (AGNP), Family (FNP) or licensed physician (MD or DO) ( <b>Distance students only</b> ).		
5	Three Professional References		
6	Interview with graduate faculty		
7	Current CPR Certification		
8	Documentation of current physical examination, labs (CBC and urinalysis), and tuberculosis test and/or chest X-ray. A state or military certificate of immunization status documenting immunity for measles-mumps-rubella (MMR), Hepatitis B (HBV), Varicella (Var), and diphtheria and tetanus toxoids and acellular pertussis (DTaP) or tetanus and diphtheria toxoids (Td) is required. If certification of immunization is not available, a titer is required.		
9	Proficiency in use of computers		
10	Statement of Professional Goals (please indicate your specialty track of interest)		
11	Foreign Applicant (TOEFL > 550)		
<b>Items to Complete Before Enrollment (Prior to the Start of Classes)</b>			
12	Level II Background Check and a lab-controlled drug screen. (Local background check may be required by an agency)		
*	<b>Items 7, 8 &amp; 12 must be kept current annually</b>		

### **Graduation Requirements:**

#### **Graduation Requirements for Post Master's DNP program:**

The graduation requirements for Post Master's DNP program are:

	Graduation Requirements	Status	Comments
1	Successful completion of 36-37 semester credit hours of post-master's graduate course work. This coursework includes successful completion of all required and elective courses in the curriculum including the DNP projects.		
2	Cumulative GPA in the program of 3.0 or higher		
3	On-campus residency requirements (3 campus visits during the matriculation period: one (1) visit on the second semester while beginning to formulating the DNP project; one (1) visit during the final semester to complete and present their DNP project.		
4	The DNP degree must be completed within eight (8) semesters from the		

	time of formal matriculation into the program.		
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The graduation requirements for BSN-DNP program are:

	Graduation Requirements	Status	Comments
1	Successful completion of 77 semester credit hours of post-baccalaureate, graduate course work. This coursework includes successful completion of all required and elective courses in the curriculum including the DNP projects.		
2	Cumulative GPA in the program of 3.0 or higher		
3	On-campus residency requirements (3 campus visits during the matriculation period: two (2) visits on the second semester; one (1) visit during 6 <sup>th</sup> semester while formulating the DNP project.		
4	The DNP degree must be completed within seven (7) calendar years from the time of formal matriculation into the program.		

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The proposed DNP program was developed by the faculty using national guidelines, AACN *Essentials for Doctoral Education, Nurse Practitioner Core Competencies* (2012) by the National Organization of Nurse Practitioner Faculties (NONPF) and *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education* (2008). For advanced practice nursing competencies, role-specific professional standards and guidelines, and certification requirements, *2010 Adult-Gerontology Primary Care Nurse Practitioner Competencies* and *2012 Nurse Practitioner Core Competencies* by the NONPF were used to develop the curriculum.

FAMU DNP program will have two entries: Post-Master's DNP (Table 5) and BSN-DNP (Table 6). Table 7 is the part-time option for BSN-DNP. Students with a master's degree with APN preparation will be admitted to the Post-Master's DNP and complete 36-38 credits. Students with a bachelor's degree in nursing will be matriculated into the BSN-DNP track and complete 77 credits. Table 8 presents the full-time curriculum plan for the Non-APN Post-Master's DNP option. The goal is to prepare students to apply scientific evidence to the clinical practice setting and to function at the highest level as Adult Gerontology Primary Care Nurse Practitioner. The student learning outcomes are the same for both DNP programs regardless of the type of entry path.

**Table 5: FAMU Post-Master's DNP Option (FT)**

	Sem	Prefix	Name of Course		Credits
1	Fall	NGR xxxx	Population Health & Interprof Prac (60)	3	9
		NGR xxxx#	Genetics and genomics in Nursing	3	
		NGR xxxx%	Advanced Professional Writing	3	
		NGR xxxx			
2	Spr	NGR xxxx\$	Epidemiology/Biostatistics	3	
		NGR xxxx*	HC Finance and Health Economics	3	
		NGR xxxx*	Nursing Informatics/Innovative Tech	3	
			DNP project I	1	

					10
3	Sum	NGR xxxx NGR xxxx	DNP project II Executive Leadership (60-120)	1 3	4
4	Fall	NGR xxxx NGR xxxx NGR xxxx	DNP Project III Residency I/ Advanced practice Nursing (225) Education in Nursing (50)	3 3 3	9
5	Spr	NGR xxxx NGR xxxx NGR xxxx	DNP Project IV DNP Seminar & Evaluation of Outcomes Elective: Residency II (75)	1 3 (1) 1	4 or 5
			<b>Total</b>		<b>36 or 37 Clinical Hours: 395-530</b>

Regular semester full-time load is 9 credits.

Up to 605 clinical hours from APN MSN program will be credited.

Regular semester full-time load is 9 credits.

\*Course collaborated with School of Allied Health Sciences

\$ Course collaborated with School of Public Health

# Course collaborated with College of Science and Technology

%Course collaborated with Department of English

**Table 6: FAMU BSN-DNP Option (FT):**

	Sem	Prefix	Name of Course	Credit	Total
1	Fall	NGR6740 NGR5110 NGR 5141 NGR xxxx%	Prof Role Development Theories and Ethics Advanced Pathophysiology Advanced Professional Writing	1 2 3 3	9
2	Spr	NGR 5172 NGR 6891 NGR 5742 NGR xxxx*	Advanced Pharmacology Health Policies and Politics Role in Health Promotion/Dz Prevention Nursing Informatics/Innovative Tech	3 3 3 3	12
3	Sum	NGR 5003 NGR 5003L NGR xxxx\$	Health Assessment Theory Health Assessment Practicum Epidemiology/ Biostatistics	3 1 3	7
4	Fall	NGR xxxx NGR xxxx NGR xxxx# NGR 5810	Population Health & Interprof Prac (60) Executive Nursing Leadership (60-120) Genetics and Genomics in Nursing Research Methods and EBP	3 3 3 3	12
5	Spr	NGR 5209 NGR xxxx* NGR 6291 NGR xxxx	Clinical Management of Older Adults (45) HC Finance and Health Economics Special Issues Across Life Span DNP project I	3 3 3 1	10



6	Sum	NGR 6201 NGR 6201L NGR 6291	Primary Care Adults Across Life Span I Primary Care Adults Practicum I (275) DNP project II	3 4 1	8
7	Fall	NGR 6202 NGR 6202L NGR xxxx NGR xxxx	Primary Care Adults Across Life Span II Primary Care Adults Practicum II (275) Education in Nursing (50) DNP project III	3 4 3 2	12
8	Spr	NGR xxxx NGR xxxx NGR xxxx	DNP Project IV Residency in Advanced Practice Nursing (225) DNP Seminar & Evaluation of Outcomes	2 3 2	7
			<b>Total</b>		<b>77</b> Clinical 1000-1050

Regular semester full-time load is 9 credits.

\* New course

\*Course collaborated with School of Allied Health Sciences

\$ Course collaborated with School of Public Health

# Course collaborated with College of Science and Technology

%Course collaborated with Department of English

**Table 7: FAMU BSN-DNP Option (PT)**

	Sem	Prefix	Name of Course	Credit	Total
1	Fall	NGR6740 NGR 5141	Prof Role Development Advanced Pathophysiology	1 3	4
2	Spring	NGR5110 NGR xxxx%	Theories and Ethics Advanced Professional Writing	2 3	5
3	Summer	NGR 5172 NGR 6891	Advanced Pharmacology Health Policies and Politics	3 3	6
4	Fall	NGR 5742 NGR xxxx*	Role in Health Promotion/Dz Prevention Nursing Informatics/Innovative Tech	3 3	6
5	Spring	NGR 5003 NGR 5003L NGR xxxx\$	Health Assessment Theory Health Assessment Practicum Epidemiology/ Biostatistics	3 1 3	7
6	Summer	NGR xxxx NGR xxxx NGR xxxx# NGR 5810	Population Health & Interprof Prac (60) Executive Nursing Leadership (60-120) Genetics and Genomics in Nursing Research Methods and EBP	3 3 3 3	12
7	Fall	NGR 5209 NGR xxxx* NGR 6291 NGR xxxx	Clinical Management of Older Adults (45) HC Finance and Health Economics Special Issues Across Life Span DNP project I	3 3 3 1	10

8	Spring	NGR 6201 NGR 6201L NGR 6291	Primary Care Adults Across Life Span I Primary Care Adults Practicum I (275) DNP project II	3 4 1	8
9	Summer	NGR 6202 NGR 6202L NGR xxxx NGR xxxx	Primary Care Adults Across Life Span II Primary Care Adults Practicum II (275) Education in Nursing (50) DNP project III	3 4 3 2	12
10	Fall	NGR xxxx NGR xxxx NGR xxxx	DNP Project IV Residency in Advanced Practice Nursing (225) DNP Seminar & Evaluation of Outcomes	2 3 2	7
<b>Total</b>					<b>77</b> Clinical 1000-1050

Regular semester full-time load is 9 credits.

\* New course

\*Course collaborated with School of Allied Health Sciences

\$ Course collaborated with School of Public Health

# Course collaborated with College of Science and Technology

%Course collaborated with Department of English

**Note:** Although this PT plan starts out as a PT, the class load gets heavier starting the 6<sup>th</sup> semester.

**Table 8: FAMU Non-APN Post-Master's DNP Option (FT)**

<b>Courses Waived If Taken Within the Last 5 Years with a Grade of B or Above at MSN Level</b>			
	<b>DNP Core:</b>		
	NGR 5110 Theories & Ethics in Nursing (2)	2	
	NGR 5810 Research Methods & Evidence-based Practice (3)	3	
	NGR 6891 Health Policy and Politics (3)	3	
	NGR 6740 Professional Role Development (1)	1	
	NGR 5742 Role of APN in Health Promotion & Disease Prevention (3)	3	
	NGR xxxx Nursing Informatics/Innovative Tech (3)	3	
	NGR xxxx HC Finance and Health Economics (3)	3	
	NGR xxxx Executive Leadership (60-120) (3)	3	
	NGR xxxx Education in Nursing (50) (3)	3	24
<b>Courses Waived If Taken Within the Last 3 Years with a Grade of B or Above at MSN Level</b>			
	<b>Advanced Practice Nursing Core:</b>		
	NGR 5141 Advanced Pathophysiology (3)	3	
	NGR 5003C Advanced Health Assessment (3)	3	
	NGR 5003L Advanced Health Assessment Practicum (1)	1	10
	NGR 5172 Advanced Pharmacology (3)	3	
<b>Courses That Must be Taken at FAMU*</b>			

	<b>DNP Core:</b>		
	NGR xxxx Population Health & Interprof Prac (60) (3)	3	12
	NGR xxxx Genetics and Genomics in Nursing (3)	3	
	NGR xxxx Advanced Professional Writing (3)	3	
	NGR xxxx Epidemiology/Biostatistics (3)	3	
	<b>Population Foci: Adult/Gerontology Primary Care Track (AGPCNP)</b>		
	NGR 5209 Clinical Management of Older Adults (3)		31
	NGR 6291 Special Issues Across the Adult Life Span (2)	3	
	NGR 6201 Primary Care for Adults Across the Life Span (3)	2	
	NGR 6201L PC for Adults Across the Life Span Practicum I (4)	3	
	NGR 6202 Primary Care for Adults Across the Life Span II (3)	4	
	NGR 6202L PC for Adults Across the Life Span Practicum II (4)	3	
	NGR xxxx DNP project I-IV	4	
	NGR xxxx Residency I/Advanced practice Nursing (225) (3)	1-6	
	NGR xxxx DNP Seminar and Evaluation of Outcomes (3)	3	
	3		
<b>Grand Total:</b>			77
<b>Total Clinical Hours:</b>			1000-1050

June 20/2016

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

As provided under section C, students will progress from semester one to semester five in sequential order for Post-Master's students and semester one to semester eight for BSN-DNP students.

**E. Provide a one- or two-sentence description of each required or elective course.**

Table 9 lists current and new courses that will be offered for the DNP students.

**Table 9: Course Descriptions**

	<b>Course Number</b>	<b>Course Name</b>	<b>Course Description</b>
<b>1</b>	NGR 6740	Professional Role Development	Examination of organizational and professional issues and challenges that influence role behaviors in advanced nursing practice.
<b>2</b>	NGR 5110	Theories and Ethics	Science-based theories and interrelationships between nursing theory, research, and practice are emphasized in depth. Conceptual framework for future APRN practice, research and development are emphasized.
<b>3</b>	NGR 5003	Advanced Health Assessment Theory	Focus on the advanced assessment process, clinical reasoning, and decision-making for advanced practice nursing in a variety of primary care settings. Prerequisite to other clinical courses.
<b>4</b>	NGR 5003L	Advanced Health Assessment Practicum	Focus on the development of advanced assessment skills necessary to develop the initial database for patient management by the APN.
<b>5</b>	NGR 5810	Research Methods and EBP	Emphasis on the process of scientific inquiry and incorporating research evidence into a wide variety of practice settings for evidence-based practice to optimize patient outcomes.

6	NGR 5141	Advanced Pathophysiology	Focus on the relationship between physiology and pathology across the lifespan to explain the scientific basis of advanced practice nursing.
7	NGR 5172	Advanced Pharmacology	Exploration of pharmacological base for advanced practice with primary care clients across the adult lifespan. Evidence based clinical management of commonly occurring health problems with selected pharmacologic agents is emphasized.
8	NGR 6891	Health Policies and Politics	Analysis of national and state health policies affecting APN and development of competencies related to health policy, role of policy makers and career integration of health policy.
9	NGR 5742	Role of APN in Health Promotion/ Disease Prevention	Examination of evidence-based health promotion and disease prevention strategies across the adult lifespan for all population groups.
10	NGR 5209	Clinical Management of Older Adults	Acquisition of knowledge/skills needed for clinical management of older adults to include differentiation of normal aspects of aging from abnormal findings associated with disease processes.
11	NGR 6201	Primary Care Adults Across Life Span I	Focus on critical thinking skills in addressing common and acute health problems across the adult lifespan in primary care. Diagnostic procedures, differential diagnosis, problem-solving skills, and appropriate selection of pharmacological and non-pharmacological therapies are included.
12	NGR 6201L	Primary Care Adults Practicum I	Application of evidence-based assessment, diagnosis, and management of common acute and chronic health problems of adults across the lifespan.
13	NGR 6291	Special Issues Across Life Span	Exploration of psychosocial and physical issues and concerns of adults across the lifespan. Developmental stages of aging and best practices for this population are discussed.
14	NGR 6202	Primary Care Adults Across Life Span II	Emphasis on advanced conceptual approach to diagnosing and managing complex and multiple health problems of adults across the lifespan in a variety of primary care settings.
15	NGR 6202L	Primary Care Adults Practicum II	Application of evidence-based assessment, diagnosis, and management of more complex and multiple acute and chronic health problems of adults across the lifespan.
16	NGR 6700	APRN Synthesis Seminar	Emphasis on the transition to and integration of the APRN role with consideration of factors such as policy, financial, technological, and social dynamics that influence both the patient and providers of health care.
17	NGR xxxx	Nursing Informatics/Innovative Tech	Focuses on implementing processes and structures that facilitate the integration nursing science, knowledge, and information and computer technologies to support direct care delivery, and manage and communicate data into nursing practice.
18	NGR xxxx	Population Health & Interprof Prac	The advanced nursing role as it relates to meeting the primary care needs of populations will be explored in this course. Population-focused concepts will be utilized to move the students from a focus on illness and cure to a focus on health promotion and disease prevention needed to meet holistic needs and address health disparities found in diverse populations in varied settings.

19	NGR xxxx	Executive Nursing Leadership	Analysis of organizational and leadership theories that promote quality care. This course will introduce analysis and integration of organizational and leadership theories that promote quality care delivery. Focus will be on evidence-based leadership practices and organizational management skills that enhance inter-professional and intra-professional collaboration to support changes and improve the delivery of health care in diverse and complex health care systems.
20	NGR xxxx	Advanced Professional Writing	Development of knowledge dissemination skills necessary for advanced professional writing. This course will guide the development of knowledge and skills related to health science writing and the publication process. Emphasis will be on the dissemination of evidence related to issues that promote quality nursing care and health outcomes
21	NGR xxxx	Genetics and Genomics in Nursing	This course focuses on the principles of genetics with application to the study of biological function at the level of molecules, cells, and multicellular organisms, including humans. The topics include: structure and function of genes, chromosomes and genomes, biological variation resulting from recombination, mutation, and selection, population genetics, use of genetic methods to analyze protein function, gene regulation and inherited disease.
22	NGR xxxx	Epidemiology/ Biostatistics	This course is designed for graduate-level nursing students to understand the basic theories, concepts, and tools of epidemiology while gaining and applying statistical conceptual skills. Focusing on the importance of disease prevention and community-centered migration, this course guides students to expand their knowledge base and understand the role of epidemiology and statistics in advanced nursing practice, study designs and outcomes, emerging infectious diseases, genetic and environmental epidemiology, the role of culture, nursing in pandemics and emergency preparedness, and legal and ethical issues.
23	NGR xxxx	HC Finance and Health Economics	In this course, students will exam the pricing and distribution of health care services that affect public and private financing in the United States. Providing leadership as an advanced practice nurse for health care policy that shapes health care financing, regulation, and delivery will be discussed.
24	NGR xxxx	Residency/ Clinical Hours	Combination of leadership and clinical experiences that are intended to demonstrate the culmination of the students' advanced practice role.
25	NGR xxxx	Education in Nursing	Emphasis on current issues facing nursing higher education, theoretical foundations, teaching and learning strategies and learning outcome evaluation.
26	NGR xxxx	Residency in Advanced Practice Nursing	Leadership and clinical experiences that prepare for APNs to practice in an area of specialization within the larger domain of nursing with consideration for biophysical, psychosocial, behavioral, sociopolitical, cultural, economic context.
27	NGR xxxx	DNP project	Development of a selected project with faculty advisor that synthesize and translate the doctoral level advance practice knowledge and skills including implementation and evaluation.

28		DNP Seminar & Evaluation of Outcomes	Exploration and critical appraisal of doctorally-prepared APRN role enactment strategies.
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- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Not applicable.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

FAMU SON DNP program will seek accreditation from the Accreditation Commission for Education in Nursing (ACEN). Both the baccalaureate and master's programs are currently accredited by ACEN. According to ACEN policy, the SON will submit a substantive program change report to ACEN four months prior to the implementation of the program. The SON will request candidacy status after admission of the first cohort of students in August 2017. The SON will undergo an accreditation review within 12-18 months of implementation of the DNP program. Timeline for seeking ACEN accreditation for the DNP is listed in Table 10.

**Table 10: Timeline for ACEN Accreditation**

Dates	Activity	Responsible Person
March, 2017	Notify SACS of new program	Dr. Kincey, Director of Program Quality, Office of Institutional Effectiveness
April, 2017	Submit substantive change report to ACEN	Dean, School of Nursing
August, 2017	Admit the first cohort of students	Assoc Dean, Graduate Program
September, 2017	Apply for new applicant status	Dean
August, 2018	Admit the second cohort of students	Assoc Dean, Graduate Program
December, 2018	Submit self-study report to ACEN	Faculty
February, 2019	Program Evaluation Site Visit	Faculty, ACEN
May, 2019	First group graduation	Faculty

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

As noted above, the FAMU SON currently has baccalaureate and master's programs accredited by ACEN, the national accreditation agency for all types of nursing programs. The SON will seek accreditation for the proposed DNP program from this same accrediting agency, which was approved by the U.S. Department of Education to accredit nursing doctoral programs in 2013. Accreditation by this agency will continue to be sought as it is a mark of excellence within the industry.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

FAMU DNP program will be offered by both onsite and online delivery system. Classes will be held on campus for local students, while synchronous online delivery via Blackboard Collaborate will allow distance students to attend classes at the same time. FAMU MSN Online Program has been in operation since 2011, therefore online delivery of DNP does not need special permission or financial support. We have chosen synchronous delivery of classes for the DNP based on our five years of experience with the MSN online program, which were very effective in achieving student learning outcomes. Support by the Office of Instructional Technology of FAMU for faculty teaching online has been exceptional and will continue for the DNP program. Within the University, the FAMU SON will collaborate with the College of Pharmacy and Pharmaceutical Sciences Institute of Public Health, School of Allied Health Sciences, College of Social Sciences, Arts and Humanities English Department, and College of Science and Technology Biology Department for the success of this DNP program.

#### IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

See Table 4, Appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

As depicted in Appendix A, Table 2, the costs and associated funding resources for existing and anticipated full-time faculty for the first year is anticipated to be \$199,532. This includes reallocated base salaries of \$155,532 and \$34,000 of Other Personnel Expenses, library and other general program expenses, all of which will come from E&G funding. As the DNP program continues to grow by year five, it is anticipated that the total funding will increase to \$479,625, which includes continuing based funds from faculty and staff salaries in prior years. This dollar amount also includes anticipated funding due to enrollment growth to support additional support of the program and related expenditures.

- C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

See Appendix F.

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

FAMU SON Graduate program faculty has a demonstrated potential for strong research strengths to support scholarly activities of the DNP students (Table 11). Dr. Earp, who serves as Associate Dean of the Graduate Program, has a track record of external funding and publications. She is currently conducting a study related to complementary and alternative medicine supported by the NIH National Institute of Minority Health and Health Disparities (NIMHD) Research Centers in Minority Institutions (RCMI). Dr. Uloma Onubogu, Associate Professor, has also been funded by the University Faculty Research Program (FRAP) award and NIH NIMHD RCMI, Faculty Research Development (FRD) Award. She already has completed a pilot project and published three articles in refereed journals. Dr. Graham also published in refereed journals and has a track record of external funding, especially training grants. Establishment of DNP at FAMU will provide impetus for making significant gains in increasing scholarly productivity including external grant funding activities.

**Table 11: Faculty Productivity**

Faculty Name	Years of Teaching	# of papers	# of Proceedings; Abstracts; Book Chapter review	# of Presentations	# of Book Chapters	# of Grants
Bronson, Sevilla	16	1	1	3	0	2
Daniels, Sheena	2	2	0	1	0	0
Earp, Jaibun	40	14	15	64	6	22
Gardner, Lisa	2	1	0	1	0	0
Graham, Mary	40	7	5	15	0	6
Onubogu, Uloma	16	7	8	14	0	3
Phillips, Carswella	12	2	3	4	0	0

**X. Non-Faculty Resources**

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

FAMU Library resources and services are comprehensive, current, and accessible. No additional funding is required for the implementation of the DNP program other than \$5,000 for the first two years to update instructional materials. By year five, additional



instructional materials may be needed anticipated at \$2500. The University Libraries provide collections of current books, periodicals, and pertinent reference materials, which have been selected with faculty input and are readily accessible to faculty and students both onsite and online. Samuel H. Coleman Memorial Library (the main library) and branch libraries provide traditional print, as well as electronic access to full text databases, e-journals, e-books, images and video. Library collections contain materials that support the current Master of Science in Nursing (MSN) curriculum directly and indirectly through interdisciplinary collections and will support the DNP students, who will require access to current research and policy literature.

Table 12 shows library holdings targeted for use by the general campus and community population, as well as holdings targeted to support the DNP program. This includes over 4,000 books, journals and other resources in support of advanced practice nursing, including resources on the subjects of gerontology, nurse practitioners, nursing research, and women's health.

**Table 12: Library Holdings**

<b>Library Resources</b>	<b>General</b>	<b>Medicine</b>	<b>Nursing</b>
Holdings	1,450,857	17,756	10,230
Books	1,258,072	14,796	7,547
Images/Video	25,068	1,744,700	21,253
Electronic Books	114,496	1,986	5,890
Journals/Serial	102,783	2,698	2,074
Electronic Journals	78,208	2,202	1,954
Electronic databases	320	43	43

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.**

As a doctoral degree granting institution, the University libraries actively contribute to student learning and faculty's scholarly productivity through its collections, services, and professional librarians, thereby elevating the reputation of the University. There are five libraries within FAMU and the libraries contain over 1.5 million books, videos, eBooks, journals and databases. All of the libraries work collaboratively to provide information and library resources to all faculty, students, and staff regardless of location or specific mission. Students, faculty and staff have access to collections, resources and services 24 hours a day, seven days a week, either through the hours that the main library is open or through the library web page. Through the University Libraries' web page, faculty and students have full access to the FAMU library catalog on or off campus, and the library catalogs of the State University System and Florida College System libraries. Online resources and services are available within the libraries, from campus computers, in faculty offices, and from residence halls. Off-campus access is also available 24 hours a day to authenticated users (students, faculty, and staff). Support services such as instruction, interlibrary loans, loan renewals, course reserves, reference assistance, and distance learning services are also accessible from the web page. In addition to the funds provided by the University, the Florida Virtual Campus

and the Florida Electronic Library at an annual cost of approximately \$300,000 fund electronic resources in support of SUS and FCS libraries. The DNP program foresees no requirement for additional resources.

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

No additional classroom, teaching laboratory, research laboratory, office, or other types of space are needed for the proposed DNP program. FAMU SON has its own building with all of the classrooms technology enhanced, capable of connecting to online students instantaneously. Additionally, SON has a simulation center with the latest simulation such as "Victoria: Gaumard's New Noelle S2200 Birthing Simulator". Resources are adequate to support the proposed DNP program.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.**

The program will not require any additional classrooms or other spaces.

- E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

The program will not require any additional capital expenditures.

- F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

All of the classrooms within the Ware/Rhaney Nursing Building are Smart classrooms capable of internet and synchronous classroom access. Videotaping equipment for documentation of student return demonstration of skills is available. Simulation manikins and simulation activity spaces are also available within the Nursing Building.

- G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

No additional equipment will be needed.

- H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No additional resources of this type will be required.

- I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

The School of Nursing currently supports graduate students through graduate tuition waivers and scholarship funding. During the 2014-2015 academic year, 11 graduate students were provided with \$15,000 of support. The funds used to support the nurse practitioner students will be allocated to students in the proposed DNP program. SON plans to apply for HRSA federal nurse traineeship funding.

- J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

The MSN-DNP program currently uses primary care clinical sites in order to offer the requisite experiences to address the core program learning outcomes for Adult Gerontology Primary Care Nurse Practitioner (AGPCNP). Currently, the School of Nursing is actively utilizing more than 20 individual clinical preceptors for the AGPCNP curriculum. Additionally, the School has established contracts with state or private agencies such as public health departments, community medical centers and senior health centers. Clinical sites for internship and practicum experiences are available and adequate to meet the needs of the DNP program. Online students are required to locate their own preceptors, which is a national norm. FAMU SON experience with the online MSN students' "finding own preceptors" has not encountered any problems. However, with a planned hire of one USPS personnel who will handle matters related to student clinical placement and preceptors, FAMU SON does not anticipate any problems in this area. In fact, with the last three years of relationships with online MSN graduates and their preceptors, we plan to strengthen our preceptor network statewide.

## **APPENDIX A**

**Headcount and FTE Projections**

**Program Budget**

**School of Nursing Budget**

**Faculty Participation**

**APPENDIX A**  
**TABLE 1-B**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	2	1.44	5	3.59	4	2.88	2	1.44	0	0
Individuals who have recently graduated from preceding degree programs at this university	6	4.31	6	4.31	12	9.69	18	14.13	26	20.31
Individuals who graduated from preceding degree programs at other Florida public universities	4	2.88	4	2.88	10	7.19	10	7.19	16	11.5
Individuals who graduated from preceding degree programs at non-public Florida institutions	2	1.44	2	1.44	6	4.31	6	4.31	4	2.88
Additional in-state residents***	0	0	0	0	0	0	4	2.88	5	3.59
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>14</b>	<b>10.07</b>	<b>17</b>	<b>12.22</b>	<b>32</b>	<b>24.07</b>	<b>40</b>	<b>29.95</b>	<b>51</b>	<b>38.28</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

TABLE 2  
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5						
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	155,532	0	0	0	0	0	155,532	382,125	0	0	0	0	382,125
A&P Salaries and Benefits	10,000	0	0	0	0	0	10,000	10,000	0	0	0	0	10,000
USPS Salaries and Benefits	0	0	0	0	0	0	0	0	50,000	0	0	0	50,000
Other Personal Services	15,000	0	0	0	0	0	15,000	0	20,000	0	0	0	20,000
Assistantships & Fellowships	4,000	0	0	0	0	0	4,000	0	10,000	0	0	0	10,000
Library	5,000	0	0	0	0	0	5,000	2,500	0	0	0	0	2,500
Expenses	10,000	0	0	0	0	0	10,000	5,000	0	0	0	0	5,000
Operating Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Categories	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Costs</b>	<b>\$199,532</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$199,532</b>	<b>\$399,625</b>	<b>\$80,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$479,625</b>

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	1,73	4
A & P (FTE)	0.1	0.1
USPS (FTE)	0	1

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$199,532	\$479,625
Annual Student FTE	10.07	38.28
E&G Cost per FTE	\$19,814	\$12,529



**APPENDIX A**

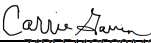
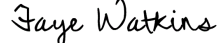
TABLE 4  
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5	PY Workload by Budget Classification	
													Year 1	Year 5
A	Harp, Jabbar Higher Ed Administration/INP	Professor	Tenured	Fall 2017	9	0.75	0.09	0.07	9	0.75	0.09	0.07		
A	Onubogu, Uloma Adult Gerontology (AGPCNP)	Associate Professor	Tenured	Fall 2017	9	0.75	0.27	0.20	9	0.75	1.00	0.75		
A	Phillips, Carswella Leadership	Assistant Professor	tenure-earning	Fall 2017	12	1.00	0.27	0.27	12	1.00	0.27	0.27		
A	Carther, Lisa DNP	Assistant Professor	tenure-earning	Fall 2017	12	1.00	0.27	0.27	12	1.00	0.54	0.54		
A	Bronson, Sevilla Adult Gerontology (AGPCNP)/Simulation	Assistant Professor	tenure-earning	Fall 2017	9	0.75	0.27	0.20	9	0.75	0.27	0.20		
A	Brown, Perry Epidemiology and Biostatistics	Professor	Tenured	Fall 2017	12	1.00	0.09	0.09	9	0.75	0.27	0.20		
A	Graham, Mary Adult Health/ Nursing Leadership	Professor	Tenured	Fall 2018	12	1.00	0.27	0.27	12	1.00	0.27	0.27		
A	Daniels, Sheena DNP	Assistant Professor	tenure-earning	Fall 2018	9	0.75	0.00	0.00	12	1.00	0.27	0.27		
A	Latinwo, Lekean Molecular Environmental Toxicology	Professor	Tenured	Fall 2017	12	1.00	0.09	0.09	9	0.75	0.00	0.00		
A	Keamp, Yakini English	Professor	Tenured	Fall 2017	12	1.00	0.09	0.09	9	0.75	0.09	0.07		
A	Perryman, Martha Health Administration	Professor	Tenured	Spring 2018	12	1.00	0.09	0.09	9	0.75	0.00	0.00		
A	Audi, George Health Services Policy, Health Finance and Health Economics	Assistant Professor	tenure-earning	Spring 2018	12	1.00	0.09	0.09	0	0.00	0.00	0.00		
C	New Hire, Degree Genetics and Genome	Assistant Professor	tenure-earning	Fall 2018	0	0.00	0.00	0.00	9	0.75	1.00	0.75		
C	New Hire, Degree Nursing Health Informatics	Assistant Professor	tenure-earning	Fall 2019	0	0.00	0.00	0.00	9	0.75	0.81	0.61		
	<b>Total Person-Years (PY)</b>							<b>1.73</b>				<b>4.00</b>		
<b>Faculty Code</b>	<b>Source of Funding</b>												<b>PY Workload by Budget Classification</b>	
A	Existing faculty on a regular line												Year 1	Year 5
B	New faculty to be hired on a vacant line												1.73	4.00
C	New faculty to be hired on a new line												0.00	0.00
D	Existing faculty hired on contracts/ grants												0.00	0.00
E	New faculty to be hired on contracts/ grants												0.00	0.00
<b>Overall Totals for</b>													<b>Year 1</b>	<b>Year 5</b>
													<b>1.73</b>	<b>4.00</b>



## APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

DocuSigned by: 	8/24/2016
<b>Signature of Equal Opportunity Officer</b>	<b>Date</b>
DocuSigned by: 	8/23/2016
<b>Signature of Library Director</b>	<b>Date</b>

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

**APPENDIX C**

**Letters of Support  
Florida State University  
University of Florida**



Dr. Ruena Norman  
Dean, School of Nursing  
Florida Agricultural and Mechanical University (FAMU)  
334 W Palmer Avenue  
103 Ware Rhaney Building

September 1, 2015

Dear Dr. Norman (Ruena),

I am pleased to write this letter of support for FAMU's proposal to transition the graduate level *Adult Gerontology Primary Care Nurse Practitioner Program* to the Doctor of Nursing Practice (DNP) level. Implementation of this new DNP program at FAMU will not affect enrollment in the Florida State University (FSU) DNP program which prepares Family Nurse Practitioners.

Preparation of nurse practitioners at the doctoral level is the national standard and recommended by the American Association of Colleges of Nursing. Please let me know if there is anything that we can do in the College of Nursing at FSU to support you in this worthwhile endeavor.

Sincerely,

Judith A. McFetridge-Durdle, Ph.D., R.N.,  
Dean and Professor



College of Nursing  
Dean's Office

PO Box 100197  
Gainesville, FL 32610-0197  
Phone: 352-273-6324

August 27, 2015

Ruena Norman, PhD RN  
Dean, School of Nursing  
Florida Agricultural and Mechanical University  
Tallahassee, FL

Dear Ruena,

I am happy to provide this letter in support of the proposal to offer the Doctor of Nursing Practice degree in adult gerontology primary care at FAMU School of Nursing. As you know, many national nursing organizations have endorsed the practice doctorate as the preferred educational preparation for advanced practice. You are to be commended for your plan to build upon your successful MSN program to increase the number of doctorally prepared advanced practice nurses serving the state of Florida. The University of Florida College of Nursing currently does not offer the Adult Gerontology Primary Care track within our DNP program, therefore your program will have no impact on our enrollment.

If I or the faculty at the UF College of Nursing can be of any assistance as you launch this program, please let me know. We look forward to strengthening our relationship with the FAMU School of Nursing in the future.

Sincerely,

A handwritten signature in cursive script that reads 'Anna M. McDaniel'.

Anna M. McDaniel, PhD RN FAAN  
Dean and Professor

## **APPENDIX D**

### **DNP Consultant Report**

## Consultant Report

Anne Thomas, PhD, ANP-BC, GNP, FAANP

[athomas@uindy.edu](mailto:athomas@uindy.edu)

317-788-3206 (w)

812-236-1079 (c)

TO: Dr. Jaibun K. Earp  
FROM: Dr. Anne Thomas  
DATE: January 31, 2016  
REF: New Degree Proposal

Thank you for the opportunity to review the *Request to Offer a New Degree Program* for the post-baccalaureate and post-master's DNP program. The following are my findings and suggestions regarding the proposal. In an effort to organize this report, I will refer to the section of the proposal that is being addressed and follow the descriptor with the narrative.

### **Section Introduction: Program Description**

There are two entry points to the DNP: post-baccalaureate (BSN-DNP) and post-master's (PM). The number of credit hours for each entry point is clear. The adult gerontology primary care nurse practitioner (AGPCNP) is the focus of the degree. However, clarification is needed as to whether the AGPCNP is the focus for both entry levels. Is the PM DNP preparing an AGPCNP or can any advanced practice nurse (APN) be admitted to the PM DNP? The definition of an APN will need to be clear as it impacts the type of programming, admission requirements, and focus of the program. Also, one must assume that non-nurses will be reading this proposal and the language will become confusing. I am unclear as to the program of study if a master's prepared family nurse practitioner or other type of advanced practice registered nurse (APRN) enrolls as a PM DNP student. Will you accept MSN prepared nurses with a specialization in nursing administration/leadership, education, public health, oncology, etc?

The second paragraph refers to the need to enhance opportunities for minority students and it would be helpful to provide a transition statement between the paragraphs. I would suggest referencing the American Association of Colleges of Nursing (AACN) data that cites the need for workforce diversity, particularly at the doctoral level. Likewise, AACN has data that indicates the need for a more diverse workforce of primary healthcare providers i.e., NPs as the demographics of the United States (U.S.) has become more diverse. Data and references would strengthen this paragraph particularly because FAMU's student population is ideally situated to address the diversity need.

The third paragraph notes the overall program goal and then states that FAMU graduates will address underserved populations with multiple chronic conditions by applying cultural and health disparity competencies. Is this the "uniqueness" of the program? This is a very narrow statement as a significant role of the NP is to provide health promotion, disease prevention, and behavioral modifications for a healthy lifestyle. I suggest that this be revisited as it will be a difficult goal to obtain, particularly as students work in younger age groups. Cultural

competency is expected of all NPs and just one of many of the NP core competencies that should be met. FAMU is well positioned to provide a “niche” for cultural learning experiences and if this ties into the institution’s strategic plan then it can be more clearly discussed. Again, it is not clear if the goals of the program are the same for the two entry levels and that should be stated.

I would suggest to note which AACN Doctoral Essentials that the student learning outcome addresses. Also, outcomes four and eight should be reworded as there are multiple verbs in each outcome; typically, only one verb is used per outcome due to the need for accurate measurement of attainment.

#### *Subsection - Program Description D*

The statement “Nursing, specifically doctorally prepared NPs, are designed to respond to existing, evolving, and emerging critical needs and opportunities” would be strengthened with a citation/reference from AACN or other national source.

#### *Subsection - Program Description F*

The paragraph notes that the DNP program will be offered online and on-site. It would be helpful to know if the entire degree is online and if so, which entry point i.e., BSN-DNP or PM? If it is offered online, will it have a national presence? This will be addressed in another section of the proposal but it would be helpful to have further explanation of what components are online and which are on-site.

### **Section Institutional and State Level Accountability**

#### *Subsection II - Need Part A*

Overall, this section needs more refinement and references that confirm the statements that have been asserted. In the first paragraph, the AACN position paper needs to be referenced. The curriculum is based on meeting the AACN Doctoral Essentials but I suspect you are also using the NP Core Competencies as well as the appropriate population focused competencies and that is not noted. I would suggest to look at the IOM outcomes report regarding the evaluation of the *Future of Nursing Report* for additional need/demand data. Likewise, the data for need and demand as related to Florida’s demographics could easily be strengthened with current census data and Aging Stats data. There is narrative and broad explanations of need and demand without references/citations and it is not compelling.

Table 1 provides a good illustration of current students and graduates but it doesn’t differentiate the various entry points for DNP students. This makes a significant difference in matriculation time to graduation and the data presented can be misleading. By refining the table, you may be able to make a stronger argument for the PM DNP, particularly if budget justifications become an issue as you take three - four years to transition/sunset the current MSN offering.

Table 2 notes that 35% of the DNP students are minorities. This should be compared to national normative data from AACN as you will find that minority enrollment is higher in Florida than the national average. AACN’s data can also help discuss Table 3 in better detail.

### *Subsection II - Demand Part B*

If possible, I would include a graph or summary from the survey that was done in 2013 and 2014. The visual representation of the other data from the survey will provide more information to demonstrate the demand. APNs are also noted in this section as desiring to return for their PM DNP. Because APN was not defined in the introduction, and the difference between the outcomes and curriculum for the PM DNP has not been well delineated in the introduction, this statement is confusing. I think the reader is going to be uncertain about the differences between BSN-DNP, PM DNP, and what an APN is unless it is better addressed in the introduction. It will also bring up questions about demand for PM DNP compared to BSN-DNP, particularly if you state the need is to produce doctorally prepared AGPCNPs. This can be done faster and with less expense by targeting MSN prepared AGPCNPs first while growing the BSN-DNP enrollments. It is an often asked question and one that you should be prepared to answer. Finally, if this is an online program, what geographic region are you targeting as that impacts how you define need and demand. That is not clear in this section.

You proposed to enroll 14 DNP but do not explicate whether these are PM or BSN-DNP. I suggest clarification as these numbers will roll into budget justification, staffing patterns, etc. Also, how will this impact your MSN enrollments? There is not an explanation of a transition/stop out plan for the MSN. Is that required in this proposal?

### **Section III: Budget**

This is the first place that using resources from the MSN program is mentioned and it raises red flags. This section needs to be made very clear about resource sharing and how you plan to implement both BSN-DNP and PM DNP pathways and the intersection of MSN resourcing. If you plan on adding 14 DNP students using the resources in the MSN program, what happens to the MSN program? A table with a timeline and reallocation of resources would be very helpful to augment your narrative. Resourcing a PM DNP program is very different from a BSN-DNP program and this is not explained well. How will site visits be done with 14 additional students and no or minimal additional faculty? The budget does not reflect this.

### *Subsection C - Reallocation of Resources*

This section needs more explanation and depth. A table with timelines would be helpful. Will you need additional resources for admission, support staff, etc? If not, then state this. Where is the critical threshold where more staff support/infrastructure needs are going to be requested? Will you have an enrollment cap? What occurs if you do not meet minimum enrollment thresholds?

### *Subsection D - Potential Impact on Related Programs*

In your admission criteria, you do not make any distinction with for the PM DNP applicant that has been out of school for a long period of time versus one that is moving directly from the MSN to the DNP. Do you want to make sure their statistics course/knowledge is current if they have



been out of school for an extended period of time? Will they need to take a master's level stats course if they have been out of formal coursework for greater than five years. What about the APRN that has not been practicing and/or is not nationally certified for an extended period of time? Will you ask them to take the pathophysiology or pharmacology to update their knowledge? I ask these questions because I did not see any outcome metrics or evaluation plan for student outcomes for either the BSN-DNP or PM DNP. It did not look like it needed to be included in the proposal. However, those evaluation data may drive the need to take coursework for the PM DNP student.

#### **Section IV: Projected Benefit**

It would be helpful to understand the primary care provider ratio per 1000 population in your disparate healthcare areas. That will help illustrate the influx of new providers as the students graduate and demonstrate the workforce pipeline that the program is creating. If you have a regional AHEC, they will be able to give you those numbers. Florida should have a statewide AHEC if you do not have a regional office. There is mention of the Big Bend AHEC in the previous section and I wonder if that office serves FAMU. Using HPSAs as training sites is a significant benefit and the data shows that students that work in underserved locations during their programs of study tend to go back to those areas. Again, the AHEC will have those numbers to support your narrative and it will make this section stronger.

#### **Section VI: Institutional Readiness**

##### *Subsection B - How Does the Program Relate to other Programs/Center*

There is explanation of how the PM DNP program is a natural progression for the alums of the MSN AGPCNP program but there is not a mention of how you will recruit your BSN graduates into the BSN-DNP program. Will you require a year of clinical experience as a BSN before they are allowed to enroll, is the curriculum built so they can take non-clinical courses while working, etc.? How are you recruiting from your own BSN program to the BSN-DNP?

#### **Section VIII: Curriculum**

##### *Subsection A - Learning Outcomes*

It would be helpful to have a statement that makes it clear that the learning outcomes are the same for the DNP degree regardless of the entry path of the student. That is not mentioned in this section.

##### *Subsection B - Admission and Graduation Requirements*

The admission requirements seem to be only for BSN-DNP applicants but not for those with a MSN. You will need to create separate admission requirements for the PM-DNP. Do they need to be certified in an APRN role; will you allow leadership, educator, or other non APRN MSN prepared students? Do they need to have an active clinical practice? How old can the statistics course be? Do they need to submit a plan for a project? Is the incoming GPA requirement higher

than the BSN applicant's GPA? If they have two master's degrees, which GPA is used or will the two be averaged i.e., MSN, MBA, MPH, etc. How will you transfer in credit hours or clinical hour toward degree completion? Are the on-campus residency requirements different for the PM DNP?

### *Subsection C - Curriculum Pathways*

Both of the curriculum pathways are full-time options. Is there a part-time option? Is it possible to begin the program in the spring or summer or does admission occur only in the fall? Are the PM-DNP students taking coursework with the BSN-DNP students or are they in their own cohort path? What happens if a course is dropped and/or they need to stop out for a year? There is not any explanation regarding these questions and it would be helpful to know the student's options. Also, what is glaringly missing is how the MSN program is "transitioned" during this implementation. If it is not required in this document, then ignore the comment. However, it is not unusual for the BOG to ask for a brief narrative because of resource issues related to infrastructure, fiscal, personnel, etc.

Have you taken the opportunity to revise your existing MSN coursework during the development of the DNP courses? Are the NP Core Competencies and AGPCNP population focused competencies included? Is there a crosswalk table for the AACN Doctoral Essentials as they relate to the courses?

### *Subsection I - Delivery System*

Because this is a clinical program for the BSN-DNP, it may be helpful to describe how the clinical component is taught, particularly as it relates to the online programming. Didactic coursework is not as difficult to teach online as clinical coursework and it would be helpful to address this area. There is a history of providing this education at FAMU. Would it be helpful and/or necessary to cite the high quality learning outcomes that have been achieved via your learning outcomes metrics?

## **Section IX: Faculty Participation**

Table 12 displays faculty resourcing well. Is there narrative that should be supplied to talk about how the faculty will be transitioned when the MSN is closed?

## **Section X: Non-Faculty Resources**

How will the faculty gain experience and/or be mentored to teach at the doctoral level? Will you have consultants available or webinars/in-services? Will you collaborate with the other practice doctorate programs at FAMU for guidance? How will the program incorporate interprofessional education activities and what resources will be needed to conduct the programming?

Since you are using HPSAs and have an AHEC, can you access the AHECs resources for funding, student placement assistance? Do you use the National Health Service Corp fellowships?

### **Summary**

In conclusion, the proposal is well developed, provides succinct responses, and provides a solid curriculum for both the BSN-DNP and PM DNP. The main areas that need further development include clearer differentiation between the BSN-DNP and PM DNP programs regarding student outcomes, eligibility of students regarding APN and/or APRN roles in MSN coursework as it relates to eligibility for the PM-DNP program, curriculum pathways, and admission processes. This proposal does not seem to address and/or request metrics to evaluate program or student learning outcomes but this will be a significant component of the ACEN accreditation process. It is always prudent to create this component while the program is under development. Likewise, it is helpful to create adequate processes and resources (budget and personnel) to be sure the work can be completed when appropriate.

As the proposal was a draft, I did not provide editorial comments regarding grammar, consistency in terminology and abbreviations, and punctuation. That can be completed when the proposal is finalized. Overall, there were many areas where inclusion of references and citations from national sources would enhance and strengthen the narrative.

Thank you for allowing me to participate in the review of this proposal. I am available for further explanation of this report and would welcome a phone conversation to explain some of my comments.

## **APPENDIX E**

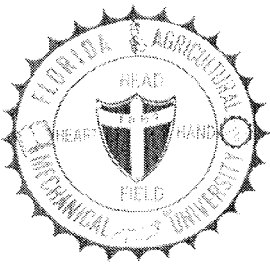
### **Letters of Support: FAMU Collaborating Units**

**Biology Department**

**College of Pharmacy and Pharmaceutical Sciences**

**English Department**

**School of Allied Health Sciences**



# Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307-3200

Excellence With Caring

TELEPHONE (850) 599-3017  
FAX (850) 599-3508

SCHOOL OF NURSING

October 7, 2015

Ruena W. Norman, Ph.D., RN  
Dean, School of Nursing  
Florida A&M University  
Ware/Rhaney Bld, Room 103  
Tallahassee, Florida 32307  
INTEROFFICE:

Dear Dr. Norman:

It is with pleasure that I provide this letter of support for the School of Nursing's (SON) proposal to establish the Doctor of Nursing Practice (DNP) degree.

It is my understanding that preparing nurse practitioners at the doctoral level is the national standard and recommended by many organizations including the American Association of Colleges of Nursing. It is also known that your School of Nursing has an excellent MSN program with role preparation as Adult Gerontology Primary Care Nurse Practitioner.

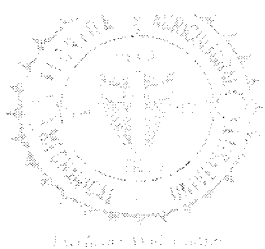
The Department of Biology within the College of Science and Technology has a history of collaborative relationship with the SON and has the expertise to provide support to the DNP curriculum, specifically the course in *Genetics and Genomics in Nursing*. The Department already offers several courses such as *PCB 6525 Molecular Genetics* and *PCB 5786 Membrane Physiology and Biophysics* and will be able to provide assistance with course development within the DNP curriculum.

I commend the SON's effort to elevate the preparation of advanced practice nurses at the doctoral level, as many other professions have already done so and am ready to assist in any way possible for successful implementation of the DNP program at FAMU.

Please contact me if you have any further questions.

Sincerely,

Lekan M. Latinwo, Ph.D.  
Professor & Chair  
Department of Biology  
College of Science & Technology  
email: lekan.latinwo@famuedu



# Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307

TELEPHONE: (850) 599-3301  
FAX: (850) 599-3347

COLLEGE OF PHARMACY AND  
PHARMACEUTICAL SCIENCES

October 13, 2015

Ruena Norman, Ph.D.  
Dean  
School of Nursing  
Florida A&M University  
Tallahassee, FL 32307

Dear Dr. Norman:

This letter is written in full support of your endeavor to implement a new Doctor of Nursing Practice (DNP) in the School of Nursing at Florida A&M University. I am in full support of your efforts and will provide courses as needed through the College of Pharmacy and Pharmaceutical Sciences to ensure the success of this newly proposed program.

The College of Pharmacy is the only pharmacy program in the nation with a fully-CEPH accredited Institute of Public Health. We have key courses in epidemiology, statistics, pharmacology, medication management, population health and other courses that will enrich the proposed DNP program. Our emphasis is on preparing a future healthcare workforce that will address the needs of underserved communities in Florida through reducing and/or eliminating health disparities. We are a community-engaged and rank 8<sup>th</sup> among colleges of pharmacy last year in total funding from the National Institutes of Health for research support. Because of our research focus and didactic offerings, we can work together using an interprofessional model. Working together in an interprofessional manner has two key advantages: 1) accreditation agencies for nursing, pharmacy, and public health now require interprofessional education as part of their standards and 2) working together is a more efficient utilization of resources as we will be able to assist you in didactic instruction and research activities since we have the infrastructure for both in place.

The School of Nursing and the College of Pharmacy has had an excellent relationship and will continue to do so. Please know that you have full support from the College and whatever resources that we have (joint courses, seminars, professors) to assist the School of Nursing, we will do.

Sincerely,

A handwritten signature in black ink that reads "Michael D. Thompson".

Michael D. Thompson, Pharm.D., AAHIVP  
Dean and Professor



*Excellence with Caring*

*Florida Agricultural and Mechanical University*  
Tallahassee, Florida 32307

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Telephone: (850) 599-3737  
Fax: (850) 561-2976

COLLEGE OF SOCIAL SCIENCES, ARTS, AND HUMANITIES  
Department of English and Modern Languages

August 22, 2016

Dr. Ruena W. Norman, PhD, RN  
Dean, School of Nursing  
Florida A&M University  
Campus

Dear Dr. Norman:

I write in response to Dr. Jaibun Earp's request a letter of support for the DNP degree to be instituted at Florida A&M University. Dr. Earp has stated that "All nurse practitioners must be prepared at the doctoral level by 2020 and FAMU School of Nursing is getting ready to meet that challenge." She also stated that the "curriculum is a collaborative endeavor with several schools within the University and the English Department is one of them." The course for which the English and Modern Languages Department would be involved is the "Advanced Professional Writing, 3 credit course every fall to be offered for the first year DNP students."

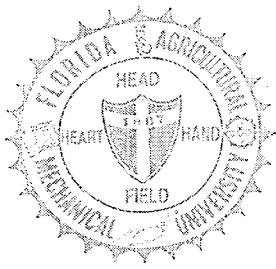
Including a Professional Writing course in the curriculum is wise. Other Allied Health programs have solicited writing instruction assistance at the University also.

I can state that the Department of English and Modern Languages faculty will gladly support this new endeavor. We have several faculty who teach our upper level writing courses. I am sure that they would be interested in collaborating with the nursing faculty in this new program.

Sincerely,

*Yakini B. Kemp*

Dr. Yakini B. Kemp, Chair  
Department of English & Modern Languages  
446 Tucker Hall  
Florida A&M University  
Tallahassee, FL 32307  
(850)599-3737 O  
(850) 561-2976 F



*Excellence With Caring*

# Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307-3100

TELEPHONE: (850) 599-3818  
FAX: (850) 561-2502

SCHOOL OF ALLIED HEALTH SCIENCES  
OFFICE OF THE DEAN

December 02, 2015

Ruena W. Norman, Ph.D., RN  
Dean, School of Nursing  
Florida A&M University  
Ware/Rhaney Bld, Room 103  
Tallahassee, Florida 32307

Dear Dr. Norman:

It is with pleasure that I provide this letter of support for the School of Nursing's (SON) proposal to establish the Doctor of Nursing Practice (DNP) degree.

It is my understanding that preparing nurse practitioners at the doctoral level is the national standard and recommended by many organizations including the American Association of Colleges of Nursing. It is also known that your School of Nursing has an excellent MSN program with role preparation as Adult Gerontology Primary Care Nurse Practitioner.

The School of Allied Health Sciences has a history of collaborative relationships with the SON and has the expertise to provide support to the DNP curriculum, specifically with the following courses:

1. HSA 6432 Economics in Health Care;
2. HSA 6507 Health Information Systems and Risk Management; and
3. HSA 6385 Quality Management in Health Care

The above listed courses are courses currently offered in the School's Master of Health Administration graduate degree program and will be able to provide assistance with course development within the DNP curriculum.

I commend the SON's effort to elevate the preparation of advanced practice nurses at the doctoral level, as many other professions have already done so and am ready to assist in any way possible for successful implementation of the DNP program at FAMU.

Please contact me if you have any further questions.

Sincerely,

Cynthia Hughes Harris, Ph.D.  
Dean



**Appendix F**  
**Curriculum Vitae**

*Curriculum Vitae*  
**George Raul Audi**

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186 Seven Farms Drive  
Charleston, SC 29491  
george.raul.audi@gmail.com  
910-616-2022 (Phone)  
Place of Birth: New York

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**EDUCATION**

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University of South Carolina-Columbia Ph.D.–Health Services, Policy, and Management Dissertation: <i>“Impact of Multi-Hospital System Organizational Structure on Financial Performance and Quality of Care in Rural America.”</i>	2014
The University of Notre Dame Certification–Corporate Negotiations and Conflict Resolution	2009
East Carolina University Master in Business Administration	2009
The University of North Carolina-Chapel Hill Bachelor of Arts–Sociology	2005

**PERSONAL BACKGROUND**

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As a first-generation Hispanic American, I know first-hand of the opportunity that higher education provides to students of minority backgrounds. It is my goal as a scholar to serve my university with high-quality research and publications and to serve my students by assisting and empowering them so they may succeed and make a positive impact on society, especially with respect to healthcare.

**RESEARCH INTERESTS**

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Organizational structure/development, health informatics, quality of care, global health management, mergers and acquisitions, business ethics, entrepreneurship, hospice/home health care management, rural/urban access to care, barriers in health promotion

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## **EMPLOYMENT**

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Florida A&M University, Tallahassee, Florida Assistant Professor: Health Services Administration	2015-Present
Ohio University, Athens Ohio Assistant Professor: Health Services Administration	2013-2015
University of South Carolina, Columbia, South Carolina Co-Instructor: Online and Distance Students	2012-2013
University of South Carolina, Columbia, South Carolina Teaching Assistant	2011-2013
Aribiton Holdings, LLC Industry Consultant–Healthcare Charleston, South Carolina	2007-Present
South Carolina Rural Health Research Center Research Assistant	2009-2012

## **TEACHING EXPERIENCE**

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*Financial Management in Healthcare Delivery; Instructor of Record  
Florida A&M University, Tallahassee, FL, Summer 2015- Present*  
Course is designed with a unique emphasis on both financial management and healthcare industry topics. Students learn both broad and specific financial topics and their relation to the healthcare industry.

*Healthcare Financial Management I; Instructor of Record  
Florida A&M University, Tallahassee, FL, Summer 2015- Present*  
Course is of graduate level and encompasses a high level of financial literacy and conceptualization. This course, encompasses both a general financial management graduate course with a heavy focus on the healthcare industry.

*Health Economics; Instructor of Record  
Florida A&M University, Tallahassee, FL, Summer 2015- Present*  
Course is designed to provide both an understanding of economics, healthcare and the integration that healthcare and the healthcare industry has on the overall economy of the United States.

*Introduction to Healthcare Finance; Instructor of Record  
Ohio University, Athens, OH, Fall 2013-Spring 2015*

Course is designed to provide a general understanding of financial theories, models and usage of financial tools in both general and healthcare specific financial topics.

*Healthcare Finance II; Instructor of Record  
Ohio University, Athens, OH, Fall 2013-Spring 2015*

Course is designed to advance student's understanding of complex financial theories, utilization of theories in decision-making and to have a high proficiency in both statistical financial models and tools.

*Human Resources in Healthcare; Instructor of Record  
Ohio University, Athens, OH, Fall 2013*

Course explores the legal, ethical and employer/employee relationship within both general and healthcare specific issues.

*Health Services Financial Management; Instructor  
University of South Carolina, Columbia, SC, Spring, 2011-2013*

Course is designed to help students understand the different aspects of financial management in terms of funds allocation and how to properly allocate funds in different grant environments.

*Approaches and Concepts for Health Administration; Co-Instructor, University of  
South Carolina, Columbia, SC, Fall, 2011-2013*

Course takes an interdisciplinary perspective on the field of health administration. Philosophy concepts, skills on implementation, management, and evaluation are presented and discussed. Principles in the practice of health administration are applied to identified problems and outcomes.

*Organization Behavior; Teaching Assistant  
University of South Carolina, Columbia, SC, Spring 2011*

Course explores organizational behavior at the micro and macro levels, with a particular focus on health environments.

*Health Politics; Teaching Assistant  
University of South Carolina, Columbia, SC, Fall 2011*

Course is an analysis of issues and forces affecting healthcare delivery through the public sector, major models of political decision-making, and current health legislation.

*Long Term Care Administration; Teaching Assistant  
University of South Carolina, Columbia, SC, Summer 2011*

Course is an overview of management and policy concepts and issues pertaining to long-term care facilities and programs.

## **RESEARCH EXPERIENCE**

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Healthcare Mergers: Effect on Employee Satisfaction. (2011-13)  
Mergers within Hospitals: Effect on Profits. (2011)  
Funding Avenues for Rural Primary Care Physicians. (2011)  
Cost-Benefit Analysis of Prenatal Care Among Hispanic Mothers. (2010-11)  
Population Health Survey on South Carolina Minorities. (2010)  
Renal Diseases: Trends, Policy Implications and the Patient. (2009-10)  
Hospice Utilization of Health Information Technology - Effect on Quality. (2009)

### **FUNDED**

**Audi, GR;** Hamadi, HY, “Mergers and Purchasing: Hospitals, Home-Health and Multi-Location Urgent Care Facilities,” \$25,359 Awarded funding. (2012-13)  
**Audi, GR,** “Renal Disease Healthcare Legislation and At-Risk Populations” Arnold Research Fellow, \$5,000 Awarded funding. (2009-2010)

## **Scholarly Activity**

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### ***Publications***

Polito, A, **Audi GR,** “The Deming Philosophy of Management: Causes of its Difficulties and Failures” Journal of American Academy of Business, Cambridge, 2013

### ***Working Papers***

**Audi GR,** Singh R, Probst JC, Glover S, Polito, T; “Rural Hospitals Organizational Structures Effect on Quality of Care.” (Fall 2014)

**Audi, GR** Singh, R, Probst JC, Glover S, Capen M; “Effect of Organizational Structure within Rural Hospitals Financial Performance.”(Fall 2014)

**Audi, GR,** Probst, JC; “Association between Contractual Referral Agreements and Utilization of Hospice Services.” (Spring 2015)

**Audi, GR,** Hamadi, HY; “Utilization of Hospitalists Effect on Quality of Care and Financial Performance in Rural Hospitals.” (Spring 2015)

**Audi, GR;** “Health Information Technology Utilization in Loss Prevention within Healthcare Organizations.” (Summer 2015)

**Audi, GR,** Hamadi HY, Capen M; “Asset Allocation Effect on Customer Satisfaction and Core Credit Rating within Risk Based Financial Companies and Reinsures. (Summer 2015)

## **PRESENTATIONS**

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APHA Annual Meeting 2013, "Hospice Referral Sources effect on Organizational marketing." Fall 2013

Goldman Sachs Healthcare Conference Annual Meeting 2013. "Leveraged Capital Costs Effect on PE Ratio. Is risk a factor?" Summer 2013

Guest Lecturer, University of South Carolina Health Services 500, Topic: "Controlling Credit Risks in Healthcare Organizations." Summer 2013

AUPHA Annual Meeting 2012, "Trends within Hospital Mergers." Spring 2012.

Guest Lecturer, University of South Carolina Health Services 500, Topic: "Managing Cash Flow within a Medical Practice." Spring 2012.

## **STUDENT ADVISING**

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Master's Thesis Second Reader, Master in Health Administration, Student Marc Smith, "A Comprehensive Evaluation Proposal of the Evidence Based Nursing Staffing Methodology at Veterans Affairs Medical Centers." Spring 2012.

Master's Thesis Second Reader, Master in Health Administration, Student Larry Middleton, Jr., "Financial Feasibility of Physician Faculty Employment." Spring 2012.

Master's Thesis Second Reader, Master in Health Administration, Student Katie Kang Kyoungm, "Physician Views in Quality of Care." Spring 2012.

Master's Thesis Second Reader, Master in Health Administration, Student Jerin Raj, "Achieving Accreditation, University of South Carolina Thomson Student Health Center." Spring 2011.

## **HONORS AND AWARDS**

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Reviewer: Health Care Management Review  
Carolina Latino, University of North Carolina-Chapel Hill  
Veteran Teacher Assistant Panelist, University of South Carolina  
Preparing Future Faculty Award, University of South Carolina

## **PROFESSIONAL DEVELOPMENT**

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APHA Annual Conference, November 2013, Boston Massachusetts

Southern Management Conference, October 2012, Fort Lauderdale, Florida  
Doing Business in the Gulf, October 2012, New York, New York  
C3 Summit: 21st Century Business, September 2012, New York, New York  
Arabia Monitor Q3 2012 MENA Outlook, July 2012, New York, New York  
APHA Mid Year Meeting, June 2012, Charlotte, North Carolina  
J.P. Morgan High Yield & Leveraged Bonds, February 2012, Miami, Florida  
AUPHA Annual Meeting, June 2011, Charleston, South Carolina  
Southern Management Annual Conference, November 2011, Savannah, Georgia

## **PROFESSIONAL MEMBERSHIPS**

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Association of University Programs in Healthcare Administration  
American Public Health Association  
Arab Bankers Association of North America  
Hispanic Business Association  
Southern Management Association

## **SPECIALIZED SKILLS**

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Microsoft Office, SAS, SPSS, EPI-DATA, Dorothy Wright Stock Statistics,  
Bloomberg Trading Platform Certified

## **REFERENCES**

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Dr. Rajendra Singh  
800 Sumter Street  
Columbia, SC 29208  
(803) 777-8133  
rsingh@mailbox.sc.edu

Dr. Margaret M. Capen  
College of Business  
3420 Bate Building  
Greenville, NC 27858  
252-328-6570  
capenm@ecu.edu

Dr. Tony Polito  
College of Business  
3408 Bate Building  
Greenville, North Carolina  
27858-4353  
252-328-6569  
politoa@ecu.edu

Dr. Michael Byrd  
Health Sciences HESC 120  
800 Sumter Street  
Columbia, SC 29208  
(803) 777-5320  
mdbyrd01@mailbox.sc.edu

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# Sevilla L. Bronson

4460 Westover Drive, Tallahassee, Florida 32303  
850-591-8555, [sbronson89@gmail.com](mailto:sbronson89@gmail.com)

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## EDUCATION

**DOCTOR OF PHILOSOPHY, 2013 – BARRY UNIVERSITY, MIAMI SHORES, FL**  
**Nursing**

**DISSERTATION:**

ACADEMIC PERFORMANCE OF BACCALAUREATE NURSING STUDENTS: THE INFLUENCE OF AUTONOMY SUPPORT AND AUTONOMOUS MOTIVATION

**MASTER'S OF SCIENCE, 2003 - Florida A&M University, Tallahassee, FL**  
**Adult/Gerontological Nursing with Thesis Defense**

**MASTER'S THESIS:**

PERCEIVED SELF-EFFICACY AND KNOWLEDGE OF QUALITY INDICATORS AMONG ADVANCED PRACTICE NURSES

**BACHELOR OF SCIENCE, 1986 - Florida A&M University, Tallahassee, FL**  
**Psychology**

**BACHELOR OF SCIENCE, 1985 - Florida A&M University, Tallahassee, FL**  
**Nursing**

## LICENSURE

2003 – present	Adult/Gerontology Nurse Practitioner	Florida: ARNP2009022
2015 – 2017	Basic Life Support Cardiopulmonary Resuscitation	

## EXPERIENCE

**Advanced Registered Nurse Practitioner (Contract)** **April 2014 – Present**  
*PPR Risk Management, Jacksonville, FL*

Conduct home health risk assessments for insurance and Medicare recipients via subcontracting agency (Your Home Advantage, Inc.); focus is on health screening and supervision, wellness, and health education and counseling of common health problems. Responsibilities include client interviews, obtain and record health histories, perform physical and developmental assessments, diagnose health problems, and maintain health records, collaborate with PCP for complex health problems.

**Director of Simulation and Skills Lab** **September 2011 – Present**  
*Florida Agricultural and Mechanical University, Tallahassee, FL*

Develop objectives, pre and post simulation activities and conduct simulation experiences for clinical courses. Collaborate with clinical coordinators regarding simulation schedule. Schedule, supervise, and train simulation and skills lab assistants. Create/revise and review skills check-off lists with RN assistants in preparation of scheduled skills check-off for clinical courses. Order lab supplies, maintain lab equipment.



**Assistant Professor****September 2003 - Present***Florida Agricultural and Mechanical University, Tallahassee, FL*

- Medical Surgical Nursing I – Theory (2016 – present)
- Nursing Pharmacology (2016 – present)
- Concepts of Health Promotion Practicum (2003-2015)
- Medical Surgical Nursing Practicum I and IV (2003-2011)

Serve as course coordinator, teach and provide learning opportunities, use innovative teaching strategies such as discussion boards, games, etc., review of literature and preparation of lectures, demonstration of psychomotor skills, supervise and evaluate competencies for matriculating students, evaluation of student psychomotor and clinical experiences, and use of electronic technology (simulation experiences).

**Advanced Registered Nurse Practitioner (Contract)****June 2003 – August 2004***Andrew Scanameo, M.D., Tallahassee, FL*

Provide initial physical examinations and clinical assessments, diagnosis, and treatments of clients. Collaborate with physician(s), psychiatrists, nurses, and therapists regarding the status of acute and chronically ill clients and end-of-life care issues.

**Registered Nurse Consultant****January 1999 – March 2004***George, Hartz, Lundeen (Law), Tallahassee, FL*

Review medical histories of personal injury and medical malpractice cases. Provide an analysis of the medical records and provide status reports for defendants in preparation of defense litigation. Coordinate medical expert review(s). Consult with medical experts in development of case strategy for trial.

**Administrator****January 1998 – December 1998***Mederi Home Health Care of Leon County, Inc., Tallahassee, FL*

Oversee all responsibilities. Ensure licensure with ACHA, City of Tallahassee, Medicare and Medicaid certifications. Initiate and develop a professional Board for business governance. Establish contracts with physicians in community. Hire professional and auxiliary staff. Provide home health visits for patient care as needed.

**Staffing Coordinator/Case Manager****November 1996 – January 1998***Tallahassee Memorial Hospital, Tallahassee, FL*

Coordinate scheduling for all field staff. Provide telephone triage and function as a liaison for professional staff and the medical community. Provide skilled nursing care to homebound Medicare/Medicaid recipients.

**Case Manager****April 1995 – October 1996; July 1993 to June 1994***Staff Builders Home Health, Miami Lakes and West Palm Beach, FL*

Coordinate total plan of care per Medicare guidelines for each patient. Provide telephone triage and function as a liaison for professional staff and the medical community. Supervised and evaluated compliance of 11 subcontracting home health agencies through chart audits, weekly meetings with agency nursing directors, and monthly status reports. Managed a case load of 120-180 patients.

**Assistant Clinical Nurse Manager/Clinical Lab Instructor****June 1994 to March 1995***NC Baptist Hospital/Mitchell College Winston-Salem, NC*

Supervise nursing and auxiliary staff of a Cardio-Thoracic unit. Manage staffing, monitor quality assurance, provide staff evaluations, and assist with unit budgeting. Supervise lab practicum through demonstration of psychomotor skills, evaluate return demonstrations, provide supervision and evaluation of students in the clinical setting.

**Staff Nurse****August 1991 – June 1994***St. Mary's Hospital W. Palm Beach, FL*

Function as a registered nurse on Telemetry Unit and 23 Hour Observation Unit.

**Assistant Head Nurse/Staff Nurse****August 1988 – July 1991***Tallahassee Memorial Hospital, Tallahassee, FL*

Supervise nursing and auxiliary staff of a Medical-Surgical unit. Function as charge nurse and staff nurse. Responsible for monitoring and preceptorship of student nurses.

**Outreach Counselor****June 1986 – August 1988***Florida A&M University, Tallahassee, FL*

Provide academic and career counseling for college bound students. Assist with proposal writing and collection of program statistics.

**HONORS**

- Delta Epsilon Iota Academic Honor Society 2011
- Nurse Excellence Award, Capital Regional Medical Center, Tallahassee, FL 2008
- Sigma Theta Tau International Nursing Honor Society 2003
- Outstanding Young Women of America Award 2002

**ORGANIZATIONS**

- Member: Tallahassee Area Council of Advanced Practice Nurses, Inc. 2001-2003, 2015
- Member: International Nursing Association for Clinical Simulation and Learning, 2014 – present
- Leadership Team: North Central Regional Leadership Team, Florida Healthcare Simulation Alliance, 2013 – 2015
- Member: Delta Epsilon Iota Academic Honor Society, 2011 – present
- Faculty Associated Member: National League of Nursing, 2003 – present
- Member: International and Local Chapters of Sigma Theta Tau International Nursing Honor Society, 2003 – present

**SERVICE**

- **2016:** Committee Member, INACSL Simulation in Graduate (SIG) Programs committee
- **2015-present:** Ambassador, National League of Nursing, Florida A&M University
- **2013-present:** Senator, Faculty Senate, Florida A&M University
- **2012-present:** Counselor, Rho Kappa Chapter, Sigma Theta Tau International Nursing Honor Society
- **2012-2014:** Developed and implemented "The A.R.T.S. Health Ministry" at Restoration Place Church, Tallahassee, FL
- **2009-2010:** Creator/Editor Rho Kappa Chapter Newsletter for Sigma Theta Tau International Nursing Honor Society
- **2008-09:** Chair – Nursing Faculty, Staff and Student Relations Committee, Florida A&M University
- **2008-2010:** Board Member – Community Development Center in Monticello, FL

## **SCHOLARLY ACTIVITIES**

- **April 2014:** Panelist: Student Symposium On Health Professions – *“Getting Prepared for Your Future Career: Student Symposium on Health Professions.”* Florida A&M University.
- **June 2013:** Poster Presentation, Self-Determination Theory 5th International Conference, Rochester, New York, “Academic performance of baccalaureate nursing students: The influence of autonomy support and autonomous motivation.”
- **April 2013:** Guest Speaker, Rho Kappa Chapter of Sigma Theta Tau International Honor Society Scholarly Program, Florida A&M University, “The role of self-determination and spirituality on nursing student autonomy.”
- **February 2013:** Poster Presentation, 1st Place Winner: Lambda Chi Chapter, Sigma Theta Tau International Scholarly Program, Barry University, “Academic performance of baccalaureate nursing students: The influence of autonomy support and autonomous motivation.”
- **2012:** Reviewer: Laboratory Tests and diagnostic Procedures with Nursing Diagnosis, 8th Edition, by Corbett, J. & Banks, A., copyright 2013.
- **2012:** Title III Grant Submission - Simulations in Nursing Education: Realistic Experiences to Enhance Critical Thinking, Florida A&M University
- **2008:** Certificate of Completion, University of Florida Area Health Educations Centers (AHEC) Program: Tobacco Use Prevention and Smoking Cessation Training and Motivational Interviewing Training
- **2007–09:** Reviewer: More Evidence-Based Nursing Practice Online Journals

## **GRANT AWARDS**

- March 2014 Florida A&M University Student Technology Fee Proposal: *“Strengthening Nursing Student Education with Simulation and Technology Aids.”* Awarded: \$87,022.
- November 2013 Florida A&M University Student Technology Fee Proposal: *“Use of Technology and High-Fidelity Patient Simulators – Preparing Student Nurses for Practice.”* Awarded: \$9,977.00.

## **PUBLICATIONS**

- **2016:** “Autonomy Support and Autonomous Motivation on Nursing Student Academic Performance: An Exploratory Analysis.” *Nurse Education Today*

**CLYDE PERRY BROWN**  
**4420 Cool Emerald Drive**  
**Tallahassee, Florida 32303-6877**  
**(850) 536-0363-H**  
**(850) 459-6810-C**

## **EDUCATION**

Doctor of Public Health (DrPH)  
Major: Epidemiology  
Minor: Environmental Health  
University of California, Los Angeles

Master of Science in Public Health (MSPH)  
Major: Epidemiology  
University of California, Los Angeles

Bachelor of Arts (BA)  
Major: Biology  
California State University, Los Angeles

## **ACADEMIC APPOINTMENTS**

**August 2003 – Present: PROFESSOR OF PUBLIC HEALTH**, Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences, Florida A&M University

**September 1997-August 2003: ASSOCIATE PROFESSOR OF PUBLIC HEALTH**, Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences, Florida A&M University

**July 1993-October 1997: ADJUNCT ASSISTANT PROFESSOR**, Department of Obstetrics and Gynecology, University of California Los Angeles, School of Medicine

**July 1988 - October 1997: ASSOCIATE PROFESSOR**, Allied Health Education, College of Allied Health, Charles R. Drew University of Medicine and Science

**June 1988 - October 1997: ASSISTANT PROFESSOR**, Department of Obstetrics and Gynecology, College of Medicine, Charles R. Drew University of Medicine and Science

**October 1986 - October 1997: LECTURER**, University of California, Los Angeles, School of Public Health

**June 1985 – August 1986: LECTURER**, University of California, Irvine, California College of Medicine

**September 1983 - December 1997: LECTURER**, Department of Health Science, California State University, Dominguez Hills

**September 1979 - 1989: LECTURER**, Department of Health Sciences, California State University, Northridge

### **HONORS/AWARDS**

April 2016	Teacher of the Year Award in Public Health
April 2016	Dean's Appreciation Award for community service
Oct 2015	American Public Health Association Abraham Lilienfield Award for Career Excellence in the Teaching of Epidemiology
April 2011	Teacher of the Year Award in Public Health
April 2002	Teacher of the Year Award in Public Health
April 2000	Teacher of the Year Award in Public Health
April 1999	Superior Accomplishment Award (Faculty), Florida A&M University
June 1991	Alumnus of the Year - UCLA School of Public Health
June 1991	Best Role Model Award - Charles R. Drew University of Medicine and Science, College of Allied Health
Jun 1981	Lenore S. Goerke Award - Outstanding Student in Public Health
Jun 1980	Delta Omega - Public Health Honor Society

### **ACADEMIC/PROFESSIONAL ACTIVITIES**

2014 – 2016	<u>Faculty Senate Representative</u> , College of Pharmacy and Pharmaceutical Sciences
2013 – Pres	<u>Member</u> NIH/NIAID Review Committee, Loan Repayment Program
2013	<u>Member</u> , CDC Special Emphasis Panel: Birth Defects Study to Evaluate Pregnancy Exposures (BD-STEPS)
2011 – 2012	<u>Co-Chairman</u> , Search Committee for Dean of the School of Science, Technology and Mathematics
2014 – 2016	<u>Member</u> , Florida A&M University Undergraduate Teacher of the Year Committee
2010 – 2013	<u>Chairman</u> , Florida A&M University Undergraduate Teacher of the Year Committee
2009 – 2016	<u>Chairman</u> , College of Pharmacy and Pharmaceutical Sciences Promotion and Tenure Committee.
2009 – 2014	<u>Member</u> , Florida A&M University Institutional Review Board.
2008 -- 2008	<u>Chairman</u> , CDC Potential Extramural Projects (PEP) Review Panel: Evaluating the Risk for Development of Childhood Cancer among Infants with Birth Defects.
2006 – 2010	<u>Member</u> , Florida A&M University Undergraduate Teacher of the Year Committee.
2004 - 2016	<u>Member</u> , National Cancer Institute Ad hoc Review Panel Special Population Network Progress Reports.
2004 - 2009	<u>Chairman</u> , Florida A&M University Institutional Review Board.
2004 -- 2004	<u>Member</u> , Special Emphasis Panel (SEP) Resource-Related EXPORT Program (R24), National Center on Minority Health and Health Disparities.
2003 – 2003	<u>Member</u> , National Cancer Institute Review Committee, Small Grants in Cancer Epidemiology and Small Grants in Cancer Prevention.
2003 – 2003	<u>Member</u> , National Cancer Institute Ad hoc Review Panel Special Population Network Progress Reports.
2002 – 2003	<u>Member</u> , National Cancer Institute Ad hoc Review Panel Special Population Network Pilot Projects.
2002 --2002	<u>Member</u> , National Cancer Institute Ad hoc Review Panel Special Population Network Pilot Projects.

C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

- 2001 -- 2001 Member, National Cancer Institute Review Committee. PAR 01-021, PAR 00-025, "Cancer Prevention Research Small Grant Program".
- 2001 - 2005 Senator, Elected College of Pharmacy and Pharmaceutical Sciences representative to Florida A&M University Faculty Senate. 2001 – 2005.
- 2001 -- 2001 Member, National Cancer Institute Review Committee. PAR 00-025 entitled "Cancer Prevention Research Small Grant Program".
- 2001 -- 2001 Member, Faculty Panel. Imhotep Student Research Conference.
- 2001 -- 2001 Member, National Cancer Institute Review Committee. PAR 98-023, PAR 00-023 entitled "Cancer Prevention Research Small Grant Program".
- 2001 – 2001 Member, National Cancer Institute Review Committee. PAR 99-006 entitled "Small Grants Program for Behavioral Research".
- 2001 -- 2009 Member, College of Pharmacy Tenure and Promotion Committee.
- 2000 – 2004 Member, Florida A&M University Institutional Review Board.
- 2000 -- 2000 Member, Agency for Health Care Administration, State Comprehensive Health Information System Advisory Council.
- 2000 -- 2004 Member, Florida Department of Health Review Council for Human Subjects.
- 1998 -- 2000 Member, Annual Florida Epidemiology Meeting Executive Committee-.
- 1998 -- 2000 Member, Florida Epidemiology Workgroup on HIV/AIDS.
- 1997 -- present Member, Tallahassee NAACP Health Committee.

## **PUBLICATIONS**

- Tawk, Rima., Abner, Adrian., Ashford, Alicestine., **Brown, C. Perry.** (2015). IJERPH, "Differences in Colorectal Cancer Outcomes by Race and Insurance" In Press
- Sadiq, B.; **Brown, P.**;Huffer, F.W.; Onubogu, U.; Dutton, M.;Becker, A.;Rahman, S. International Journal of Public Health and Epidemiology ISSN 2326-7291 Vol. 4 (10), pp. 205-215, October, 2015.
- Sadiq, B., **Brown, P.** (2015) "Meeting the Millennium Development Goal for malaria by 2015: A time series analysis of malaria cases in Ogun State, Nigeria". *African Journal of Malaria and Tropical Diseases. African Journal of Malaria and Tropical Diseases ISSN 4123-0981 Vol. 3 (9), pp. 245-259, September, 2015*
- Darensbourg, LR., Lopez, IA., Dutton, MT., **Brown, CP.** (2015). "Knowledge and Perceptions of HPV Vaccine Acceptance among African-American College Women". *Florida Public Health Review, 12, 34-40.*
- Vilme, H., Lopez, IA., Walters, L., Suther, S., **Brown, CP,** Dutton, M., Barber, J. (2015). "Perspectives of Stakeholders on Implementing a Farm-to-University Program at an HBCU", *American Journal of Health Behavior 39(4):529-539*
- Dutton, M.T., Lopez, I.A., **Brown, C.P.** (2015). "Interdisciplinary Synergy in the Teaching of Applied Community Based Research Methods". *Pedagogy in Health Promotion Accepted for Publication*

C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

- Boston, P.Q., Rahman, S.M., **Brown, C.P.**, Lopez, I.A., Musingo, M., Gadio, C.M. (2013). "The ability of women to overcome household food insecurity: social support & social networks". *Universal Journal of Public Health* 1(4): 16-171
- Lebby, K; Tan, F., **Brown, P.** (2009) "Maternal Factors and Disparities Associated With Oral Clefts", *Ethnicity and Disease*, 20:1, s1-146, Spring 2010
- Ashford A, Lopez I, **Brown P.** (2009) "Exploring the effect of sexual education on sexual health risk behaviors: analysis of the 2003 and 2007 Youth Risk Behavior Surveys in Florida and Alabama", *Florida Public Health Review Journal*
- Armstrong, S.; Ashford, A.; Lopez, I.; **Brown, C.P.** (2009). Exploring The Effects Of Sexual Education On Sexual Health Risk Behaviors: Analysis of the 2003 and 2007 Youth Risk Behavior Surveys in Florida and Alabama. *Florida Public Health Review*, 6:68-74
- Rahman S, Hu H, McNeely E, Rahman S, Krieger N, Waterman P, et al. (2008). Social and Environmental Risk Factors for Hypertension in African Americans. *Florida Public Health Review* 5:64-72.
- Brown, CP**; Ross, L; Lopez, I; Thornton, A; Kiros, G. (2008) "Disparities in the receipt of cardiac revascularization procedures between Blacks and Whites: an analysis of secular trends", *Ethnicity and Disease*, 18, s2-112
- Earp, JK, **P Brown**, F Jones, U Onubogu (2007). Evaluation of Nurse Practitioner-Led After-Hour Telephone Triage in Primary Care. *Journal of Best Practices in Health Professions Diversity: Research, Education, and Practice*, 1:2, 93-112
- Fennal, M; **Brown, P.** (2007). The Relationship between Obesity and Poverty in Children. *Journal of Chi Eta Phi Sorority*, 52:1, 10-16
- Harper, KM; **Brown, CP**, (2003). Perception of Environment among African-American Residents in Selected Neighborhoods in Hillsborough County, Florida. *Applied Environmental Education and Communication*, 2:221-226.
- Kirksey, O.; Johnson, T.; **Brown, C.**; Glenn, Z. (2003). Attitudes of Florida Pharmacists Concerning The Use of Emergency Contraception. *Florida Pharmacy Today*, December, 10-13
- Kirksey, O; Jones, J; Emanuel, A; Harper, K; **Brown, P.** (2003). Evaluation of a Diabetes Patient Care Program for Pharmacists. *Florida Pharmacy Today*, October, 14-17
- Copeland, M.; Hollis, A.L.; Close, F.T.; **Brown, C.P.** (2003). Risk for Occupational Transmission of Bloodborne Pathogens Via Needle-Sticks To Environmental Services Workers. *Florida Journal of Environmental Health*, 180, March.
- Jones, J.M.; Campbell, E.S.; **Brown, C.P.**; Kirksey, O. (2001). Willingness to Obtain Immunizations from a Pharmacist. *Florida Pharmacy Today*, December.

C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

- Linn, JG, L. Garnelo, B.A. Husaini, **C. Brown**, A.S. Banzaken, Y.N. Stringfield (2001). HIV Prevention For Indigenous People of the Amazon Basin. *Cellular and Molecular Biology* 47(6) 1009-1015.
- Burnsed, LE; **Brown, CP**; Harris, CM; Jones, CF; McDougle, W. (2001). Demographic Factors Associated with Cardiac Revascularization: A Retrospective Analysis. *Florida Health Care Journal* 2:1.
- Nobles, R; Harris, CM; **Brown, CP**. (2000). The Epidemiology of Primary Amoebic Meningoencephalitis. *Journal of Florida Environmental Health Association*, March.
- Nobles, R.E.; **Brown, P**; Rose, J; Lipp, E. (2000). The Investigation and Analysis of Swimming-associated Illness Using the Fecal Indicator Enterococcus in Southern Florida's Marine Water. *Journal of Florida Environmental Health Association*, June.
- Thadepalli, H., U. Reddy, S. Chuah, F. Thadepalli, C. Malilay, R. Polzer, A. Esfandiari, **C.P. Brown**, S. Gollapudi (1997). A In Vivo Efficacy of Trovafloxacin (CP-99, 217), "A New Quinolone, in Superimposed Intra Abdominal Abscesses Caused by *Bacteroids fragilis* and *Escherichia Coli*. *Journal of Antimicrobial Agents and Chemotherapy* March Vol41(3); 583-586.
- Dent, C., Sussman, St., Elickson, P, **Brown, P.**, Richardson, J. (1996). Drug Use Prevention and Ethnicity: Is Current Drug Abuse Prevention Programming Generalizable Across Ethnic Groups. *American Behavioral Scientist* 39:7.
- Parham, G.P., Shaver, M., **Brown, P.**, Zumwalt, T., et al. (1994). Significance of a First-Time Atypical Papanicolaou Smear in a Young, High-Risk African-American and Latino-American Population". *JNMA* 86:4, 273-277.
- Esfandiari, A; Jordan, W.C.; **Brown, C.P.** (1995). Prevalence of Enteric Parasitic Manifestations Among First Time Attendees of the HIV Clinics of the King/Drew Medical Center. *Cellular and Molecular Biology* 41: (Suppl. 1) S19-S23.
- Davis, I.J., **Brown, C.P.**, Allen, F., Davis, T., Waldron, D. (1995). African-American Myths and Health Care: The Sociocultural Theory. *Journal of The National Medical Association*, 87:11.
- Nagachinta, T., **Brown, C.P.**, Cheng, F. et al. (1994). HIV-1 Seroprevalence in an Inner City Public City Hospital". *JNMA*, 86:5, 358-362.
- Davis, D., Bustamante, A., **Brown, C.P.**, Wolde-Tsadik, G, Savage, E. (1994). The Urban Church and Cancer Control: a Source of Social Influence in Minority Communities. *Public Health Reports*, July - August, Vol. 109., No. 4, 500-506.
- Ogunyemi, D.; **Brown, P.**, Hassan R.W. (1993). Racial and Ethnic Determinants of Birth Defects and Infant Mortality in a Low Income Minority Hospital Population: A Review of 67, 349 Deliveries. *Journal of Maternal-Fetal Medicine*, 2:124 - 128.
- Haynes, M.A., Wolde-Tsadik, G., **Brown, C.P.**, et al. (1989). Cancer Rate Differentials Between Blacks and Whites of Three Metropolitan Areas. *JNMA* 81:3.



C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

Bath, P.E., Ramberger, A., **Brown, P.**, Quon, D. (1986). Quantitative Concepts in Avoiding Intraocular Lens Damage from the Nd:YAG Laser in Posterior Capsulotomy. *J. Cataract Refract. Surg.* 12:262.

Bath, P.E., Ramberger, A.B., **Brown, P.** (1986). A Comparison of Nd:YAG Laser Damage Thresholds for PMMA and Silicone Intraocular Lenses. *Invest. Ophthalmol Vis Sci* 27:795.

Valentine, J.L., Baloh, R.W., Browdy, B.L., Gonick, H.C., **Brown, C.P.**, et al., (1982). , et al., "Subclinical Effects of Chronic Increased Lead Absorption - A Prospective Study. Part IV. Evaluation of Heme Synthesis Effects," *Journal of Occupational Medicine*, 24:120, 1982.

Spivey, G.H., Baloh, R.W., **Brown, C.P.**, et al., (1980). Subclinical Effects of Chronic Increased Lead Absorption - A Prospective Study. Part III: Neurologic Findings at Follow-up Examination. *Journal of Occupational Medicine*, 22:607.

Baloh, R.W., Langhofer, L., **Brown, C.P.**, and Spivey, G.H. (1980). Quantitative Eye Tracking Tests in Neurotoxicologic Studies. *Am. J. Ind. Med.* 1:109.

**Brown, C.P.**, Spivey, G.H., Valentine, J.L., and Browdy, B.L. (1980). Cigarette Smoking and Lead Levels in Occupationally Exposed Workers. *J. Tox. Env. Health*, 6:877.

Spivey, G.H., **Brown, C.P.**, Baloh, R.W., et al. (1979). Subclinical Effects of Chronic Increased Lead Absorption - A Prospective Study. Part I: Study Design and Analysis of Symptoms. *Journal of Occupational Medicine*, 21:423.

Baloh, R.W., Spivey, G.H., **Brown, C.P.**, et al. (1979). Subclinical Effects of Chronic Increased Lead Absorption A Prospective Study. Part II: Results of Baseline Neurologic Testing. *Journal of Occupational Medicine*, 21:490.

Baloh, R.W., Campion, D.S., Spivey, G.H., **Brown, C.P.** et al. (1979). Neurological Effects of Increased Lead Absorption: A Longitudinal Study. *Arch Hig Rada Toksikol* 30 (Suppl):163.

## ACADEMIC THESIS/DISSERTATION COMMITTEES

### Doctoral Degree Committees Chaired (Listed by date of completion).

2016 Veronica Brown, MPH. "*Ascertainment of Antiviral Treatment for Chronic Hepatitis C Virus (HCV) Among High-Risk Individuals in the State of Florida*"

2016 Kelsi Williams, MPH. "*The Epidemiology of Pregestational Maternal Diabetes and its Effects on Critical Congenital Heart Defects in Florida*"

2016 Rodrigue Pierre, MD. "*Investigating the Association Between Body Mass Index and Coronary Heart Disease in the NHANES I Epidemiologic Follow-up Survey*"

2015 Babajide Sadiq, MPH. "*Forecasting Malaria Incidence in Ogun State, Nigeria using a Time-Series Analysis*". Florida A&M University, Institute of Public Health.

C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

- 2011 Yussif Mijirah Dokurugu MA, MPH, “*An Epidemiologic and Time Series Analysis of the Effects of the Ghana National Health Insurance Scheme on Health Services Utilization in Mampong Municipality*” Florida A&M University, Institute of Public Health.
- 2011 Michael J.L. Smith, MPH. “*Multilevel Analysis of Predictors of Lower Limb Amputations Among Diabeticss in North Florida*”, Florida A&M University, Institute of Public Health.
- 2010 Lauralyln Burke, MSPH. “*Interrupted Time-Series Analysis of Hospital Admissions and Utilization Related to the Anthrax Attacks in Florida*”, Florida A&M University, Institute of Public Health.
- 2008 Tammie Johnson, MPH. “*An Association Between Receiving Diabetes Self-Management Education and Health Care Practices Among U.S. Adults With Diabetes*”, Florida A&M University, Institute of Public Health.
- 2008 Nicoletta Monroe, MPH. “*Metabolic Syndrome: The Influence of Behavioral, Biological and Social Determinants on the Disparities in Cardiovascular Disease*”, TUI University, Cypress, California.

#### **Doctoral Degree Committee Membership**

- 2017 Alisa Simon, “*Depression and Risky Sexual Behaviors in HIV Positive Women in Florida*”. Florida A&M University, Institute of Public Health
- 2016 Shamarial Roberson, “*Assessing Geographic disparities in Stroke Risk and Success to Joint Commission Certified Stroke Centers in Florida, 1992-2012*”. Florida A&M University, Institute of Public Health.
- 2016 Ava Holt, “*Racial and Geographic Disparities in Late Stage Breast Cancer Treatment*”, Florida A&M University, Institute of Public Health
- 2014 Helene Vilme, DrPH “*Combating Obesity Among Young Adults: The Feasibility of a Farm-to-University Program at Florida A&M University*”, Florida A&M University, Institute of Public Health.
- 2014 Carmen Lyttle-Nguessan, “*Willingness-to-Pay for Early Diagnisos of Endometriosis to Reduce the Risk Outcomes: Developing and Administering a Contingent Valuation Survey in Florida*”, Florida A&M University, College of Pharmacy and Pharmaceutical Sciences, Division of Economic, Social and Administrative Pharmacy.
- 2012 Viniece Jennings, “*Tree Covering and Respiratory Disease Morbidity and Mortality in Central Florida*”, Florida A&M University, Environmental Sciences Institute.
- 2012 Lena Camperlengo, RN, MPH. “*Sudden Unexplained Infant Deaths and Infant Death Scene Investigation Practices*”, Florida A&M University, Institute of Public Health.
- 2012 Rhianna M. Neely, “*Bahamians and Climate Change: An Analysis of Perception of Risk and Climate Change Literacy*”, Florida A&M University, School of the Environment

C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

- 2012 Yvonne Johnson-Jones, “*An Assessment of Florida K-12 Public School Educators’ Knowledge of School Law*”, Florida A&M University, College of Education
- 2012 Sherese J. Bleechington, “*The Audience Response System: Integrating Technology and Theory to Convey Cancer Clinical Trials Information*”, Florida A&M University, Institute of Public Health.
- 2012 Rosanna H. Barrett, “*Low-Level Lead Maternal Lead Exposure and Fetal Growth Restriction*”, Florida A&M University, Institute of Public Health.
- 2012 Patricia Q. Boston, “*Ability of Women to Overcome Household Food Insecurity: Social Support, Social Networks & Culture*”, Florida A&M University, Institute of Public Health.
- 2011 BettyAnnan, “*Urban Air Quality in Ghana: Policy Implementation Options and Public Health Effects*”, Florida A&M University, Environmental Sciences Institute.
- 2009 Shereitte C. Stokes IV. “*Environmental etc*” Florida A&M University, Environmental Sciences Institute.
- 2009 Cheryl Clark, MPH. “*Individual, Household and Neighborhood Factors of Infant Mortality: A Multilevel Analysis of Duval County Florida*” Florida A&M University, Institute of Public Health.
- 2009 Linda G. Knight. “*An Analysis of Graduate Student Retention and Attrition Efforts At Selected Historically Black Colleges and Universities in the Southern Region of the United States*” Florida A&M University, College of Education.
- 2007 Yussif Soliman, “*The Neuroprotective Role of Hyperglycemia, Ethyl Pyruvate and Piroxicam in MPTP-Induced Parkinsonism in C57BL/6 Mice*” College of Pharmacy and Pharmaceutical Sciences, Division of Basic Sciences.
- 2004 James Ogle, PhD, “*The Role of Cytokines, Nitric Oxide, Glutamate and Calcium Channels in Trimethyltin Toxicity of Neuron-Glia Co-culture System*”. College of Pharmacy and Pharmaceutical Sciences, Division of Basic Sciences.

### **Masters Degree Candidates**

- 2014 Princeton Smith, B.S. “*Motivators of Substance Abuse Among African American College Students*”. Florida A&M University, College of Social Sciences, Arts, and Humanities, Department of Psychology. (Committee Member)
- 2011 Andreas Ward, BSN, RN, “*Health Beliefs of African American Males Age 18-40 Toward Prostate Cancer Screening Procedures*”, Florida A&M University School of Nursing, April 2011. Florida A&M University School of Nursing, (Committee Member)
- 2010 Brenda Owusu, BSC, BSN, RN, “*The Relationship Between Body Size, Risk Perception for Type 2 Diabetes and the Likelihood of Lifestyle Behavior Change Among African American Women*”. Florida A&M University School of Nursing, (Committee member)

C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

- 2007 Shirleen Shenell Greene, RN, BSN, “*A Relationship Between Health Beliefs and Colorectal Cancer Screening Among African American Men Age 40 and Older*”. Florida A&M University School of Nursing, April, 2006. (Committee member),
- 2006 Windy Cunningham, “*The Effect of an HIV Prevention Education on Older Adults’ Knowledge and Perceptions*”. Florida A&M University College of Arts and Sciences, Department of Psychology and Human Behavior, (Committee member)
- 2006 Steven Meeks, RN, BSN, “*The Difference In Adherence To Exercise Among African American Men And Women Between The Ages Of 35-50 With Cardiovascular Disease*” Florida A&M University School of Nursing, (Committee member)
- 2005 Brenda Wallace, BSN, RN “*Context, Self-Esteem and contraceptive Decision Making In African American Women*” Florida A&M University School of Nursing, (Committee member)
- 2005 Karin D’Amico, BSN, RN, “*Effects of Preoperative Respiratory Interventions for Patients with Pulmonary Dysfunction Undergoing Cardiovascular Bypass Surgery*”, Florida A&M University School of Nursing, (Committee member)
- 2004 Debbie Miller, MSN, “*Concerns of Elderly Patients with Chronic Diseases*”. Florida A&M University, School of Nursing, (Committee member)
- 2003 Sevilla L. Bronson, BSN, RN, MSN. “*Perceived Self-Efficacy and Knowledge of Quality Indicators Among Advanced Practice Nurses*” Florida A&M University, School of Nursing, (Committee member)
- 2003 Oretha Jones, BSN, RN, MSN. “*Health Beliefs and Mammography Screenings in Women*” Florida A&M University, School of Nursing, (Committee member)
- 2002 Christina Grange, M.S. “*HIV AIDS*” Florida A&M University, Department of Psychology, December, (Committee member)
- 2002 Adesuwa Erhunse, M.S. “*Implications of Elevated Blood Lead (Pb) Levels in Committed Juveniles for Environmental Health Risk Policies in the State of Florida*”. Florida A&M University, Environmental Sciences Institute, (Committee member)
- 2001 Patricia Kalu, BSN, RN, MSN. “*Depression and Quality of Life in Institutionalized Older Adults*”. Florida A&M University, School of Nursing, (Committee member)
- 2000 Ngozi Odoh, BSN, RN, MSN. “*The Meaning of Non-Compliance From The Perspective of Patients Diagnosed With Chronic Disease*”. Florida A&M University, School of Nursing, (Committee member)

**RESEARCH AND SPONSORED ACTIVITIES**

**Ongoing**

10/10 – 10/15	Title-III “Public Health Laboratory”	Lab Coordinator	\$335,000
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**Completed**

4/11 – 6/12	Leon County Radon Study	P.I.	\$4,400
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07/09 – 06/10	Florida Department of Juvenile Justice “Adam Clayton Powell Juvenile Justice Research Institute	Research Associate	\$100,000
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07/08 – 6/09	Kellogg Foundation “Black Infant Mortality in Florida	Investigator	\$25,000
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10/04 – 9/09	Title-III “Public Health Laboratory”	Lab Coordinator	\$345,000
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8/03 – 5/08	NIH/NCRR/RCMI “Applied Research, Technology, and Information Enhancements”	Area Leader	\$1,483,161
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10/03 – 9/07	NIH/NCMHD “Training, Education, and Technical Assistance Component”	Project Co-Leader	\$1,960,477
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07/03 – 2/04	Agency for Health Care Administration “Demographic Study of Medicaid Beneficiaries”	P.I.	\$80,318
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10/03 – 3/04	Defense Intelligence Agency “Liberia: Impact of U.S. Sanctions and Potential Government Reaction”	P.I.	\$45,879
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7/01 – 6/03	Florida Department of Health “Florida Birth Defects Registry”	P.I.	\$800,000
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7/99 – 6/01	Florida Department of Health “Florida Birth Defects Registry”	P.I.	\$800,000
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4/98 – 6/99	Florida Department of Health “Florida Birth Defects Registry”	Co-P.I.	\$800,000
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7/02 – 6/03	Florida Department of Health “Abstinence Only Education Program Evaluation”	Co-I	\$250,000
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7/01 – 6/02	Florida Department of Health “Abstinence Only Education Program Evaluation”	Co-I	\$250,000
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C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

2/98 – 11/99	Florida Department of Health “Community Partnership Assessment”	P.I.	\$24,750
12/99 – 6/00	Florida Department of Health “Community Partnership Assessment”	P.I.	\$65,411

### **COURSES TAUGHT**

HLSC8H2W1 Introduction to Biostatistical Concepts (Online)  
PHC 6000 Introduction to Epidemiology  
PHC 6002 Epidemiology of Infectious Disease  
PHC 6003 Epidemiology of Chronic Disease  
PHC 6011 Advanced Epidemiology and Statistical Methods  
PHC 6018 Environmental Epidemiology  
PHC 6050 Introduction to Biostatistics  
PHC 6050L Introduction to Biostatistics Laboratory  
PHC 6050L DL Introduction to Biostatistics Laboratory (Online)  
PHC 6100 Introduction to Public Health  
PHC 6194 Geographical Information Systems for Public Health Practice  
PHC 6709 Computational and Statistical Methods in Public Health  
PHC 7020 Design, Conduct, and Analysis of Clinical Trials  
PHC 7530 Maternal and Child Health Epidemiology  
PHC 7707 Epidemiology of Cardiovascular Disease  
PHC 7709 Epidemiology of Cancer  
PHC 7710 Clinical Epidemiology

SHEENA DANIELS 1575 Paul Russell Rd Unit 2603 Tallahassee, FL 32301  
850.727.5784 (W) 850.727.5784 (H) 386.365.2976 (C)  
sheena.daniels@famuc.edu

**OBJECTIVE:** To establish my career as an academic nurse educator and scholar in a school setting

**PROFILE:**

- **Doctor of Nurse Practice**
- **Family Nurse Practitioner, FNP-BC**
- **Chemotherapy Certification**
- **BLS Certification**

**POSITIONS & EMPLOYMENT**

**Florida Agriculture & Mechanical University, Tallahassee, FL  
08/2013-Present**

Assistant Professor, Registered Nurse Undergraduate Program  
Education/Teaching

- Serve as instructor in the Medical-Surgical Course
- Serve as coordinator in the Medical-Surgical Practicum Courses; responsible for coordinating learning activities, course content development and supporting faculty and students in the learning process. Responsible for coordinating clinical assignments for faculty and students.
- Create and present lectures and additional learning tools for undergraduate program in the Advanced Medical-Surgical course and practicum section
- Provide clinical instruction on the oncology-medical surgical unit

Research & Scholarship

- Manuscript Review "Brief Introduction to Cognitive Behavioral Therapy for Oncology Clinicians." for possible publication: *Journal of Advanced Practitioners in Oncology*
- "Cognitive Behavior Therapy for Patients with Cancer." Accepted for Publication: *Journal of Advanced Practitioners in Oncology* (February 2015)
- "Cognitive Behavioral Therapy in Patients with Sickle Cell Disease." Accepted for Publication: *Creative Nursing Journal* (February 2015).
- DNP Project Title: Psychological Interventions for patients with Sickle Cell Disease

University Service

- Serve as academic advisor to senior students
- Serve as co-advisor for the Student Nurse Association organization
- Serve on the following committees: Faculty and Research Development; Promotion, Tenure, Merit Equity and Professional Relations; Grievance

Clinical Practice, Advanced Registered Nurse Practitioner

- Complete home physical assessments and evaluations
- Complete medication reconciliations with past and current medications
- Make referrals to physical therapy, occupational therapy and case management
- Provide patient education concerning chronic conditions
- Collaborate with home office on patient recommendations and concerns

**Tallahassee Community College, Tallahassee, FL**

**01/2013 - 5/2013**

Adjunct Faculty, Clinical Instructor

- Prepare student assignments and ensure compliance to academic course program
- Provide clinical instruction in the hospital setting to 8-12 students per rotation
- Provide feedback to students regarding their clinical performance, grade nursing care plans, and provide instruction on improvement
- Provide student support as mentor and counselor
- Collaborate with academic programmers

**Tallahassee Memorial Healthcare, Tallahassee, FL**

**02/2008-08/2013**

Staff Nurse, Hematology-Oncology-Medical Surgical Unit

- Evaluate, plan, implement, and document nursing care for oncology, hematology and medical-surgical patient population
- Administer medications including chemotherapy under the supervision of doctors and keep records of symptoms and progress
- Educate patients and their families about various medical conditions. Provide advice and emotional support to patients and their families
- Supervise licensed practical nurses and certified nursing assistants
- Fulfilled the role as charge nurse, with responsibility of evaluating staffing requirements, floor assignments, and notifying physicians of clinical changes with patient status.
- Fulfilled the role as preceptor to upcoming new nurses

**HealthSouth Rehabilitation Hospital, Tallahassee, FL**

**10/2009 – 10/2010**

Staff Nurse, PRN

- Provide direct patient care to inpatients
- Administer medications under the supervision of doctors and keep records of symptoms and progress
- Communicate appropriate information with the interdisciplinary team including physicians, occupational therapists, physical therapists and social workers
- Supervise licensed practical nurses and certified nursing assistants
- Report patient concerns and changes in condition to supervisor and/or physician in a timely manner

**PROFESSIONAL CLINICAL EXPERIENCE 2011-2013**

- **Primary Care**, Capital Regional Medical Group, Tallahassee, FL
- **Infectious Disease**, Southeastern Infectious Disease Clinic, Tallahassee, FL
- **Pediatrics**, Pediatric ICU, Tallahassee Memorial, Tallahassee, FL
- **Psychiatric**, North Florida Counseling Center, Chattahoochee, FL
- **Primary Care**, Capital Regional Medical Group, Tallahassee, FL
- **Primary Care**, Bond Community Health Center, Tallahassee, FL
- **Emergency Department**, Madison County Memorial Hospital, Madison, FL
- **Internal Medicine**, Tallahassee Memorial, Tallahassee, FL



**EDUCATION:**

**Florida State University, Tallahassee, FL**

**August 2010 – May 2013**

Doctor of Nurse Practice, Family Nurse Practitioner

**Florida Agriculture & Mechanical University, Tallahassee, FL**

**August 2003 – December 2007**

Bachelors of Science in Nursing, Magna cum Laude

**Jaibun K. Earp, Ph.D., M.Ed., MA., ARNP, FNP-BC, CNE**  
**4591 Louvinia Court**  
**Tallahassee, FL 32311**  
**Phone: 850.656.7932 Fax: 850.656.7932**  
**E-mail: easternmist@aol.com**

### **EDUCATION**

<b><u>Year</u></b>	<b><u>Institution – City, State</u></b>	<b><u>Degree/Major</u></b>
2000	Florida State University, College of Nursing Tallahassee, Florida	Post-master's Certificate Family Nurse Practitioner(FNP)
1983	George Peabody College, Vanderbilt University Nashville, Tennessee	Doctorate of Philosophy in Higher Educational Adm
1978	Teacher's College, Columbia University New York, NY	Master of Education in Curriculum & Instruction
1976	Teacher's College, Columbia University New York, NY	Master of Art in Teaching Nursing
1972	Yon Sei University, College of Nursing Seoul, Korea	Bachelor of Science in Nursing

### **PROFESSIONAL EXPERIENCE**

<b><u>Dates</u></b>	<b><u>Institution</u></b>	<b><u>Position/Title</u></b>
June 2010- present	Florida A&M University School of Nursing, Tallahassee, FL.	Professor & Associate Dean, Graduate Program
Aug 1999- present	Tallahassee Memorial Health Care, Family Practice, Rural Outreach Clinics	Telephone Triage Nurse Practitioner
Nov 2008- June 2009	Florida A&M University School of Nursing, Tallahassee, FL.	Professor & Associate Dean, Undergraduate Program
May 2006- July 2007	Interim Health Care: Department of Juvenile Justice, Tallahassee, FL.	Nurse Practitioner
2005-2008	Florida A&M University School of Nursing, Tallahassee, FL.	Professor
2000-2005	Gretna Wellness Center, Florida A&M University School of Nursing, Tallahassee, FL.	Professor & Director, Wellness Clinic
1997 - 1999	Florida A&M University School of Nursing, Tallahassee, FL.	Professor & Senior Coordinator
1992 - 1996	Florida A&M University School of Nursing, Tallahassee, FL.	Associate Professor & Senior Coordinator

1987 - 1992	Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA.	Assistant Professor, Adult Health Division
1984 - 1986	Howard University, College of Nursing Washington, D.C.	Chairman & Assistant Professor, Dept of Medical-Surgical Nursing
1983 - 1984	Department of Nursing, Columbus College, Columbus, GA.	Assistant Professor, BSN Program
1981 - 1983	School of Nursing, Principal Investigator: K. Wallston. "Choice and Predictability in Health Care Setting". #R01 HS04096, Vanderbilt University, Nashville, TN.	Research Assistant
1978 - 1980	B.S.N. Program, School of Nursing, University of TN at Nashville, Nashville, TN.	Instructor
1975 - 1978	Open Heart Recovery Unit, St. Luke's Hospital Center, New York, NY.	Assistant Nursing Care Coordinator
1973 - 1975	Neonatal ICU and Surgical Unit, Vanderbilt University Hospital, Nashville, TN.	Staff Nurse
1972-1973	OB and GYN Unit, U. S. Army Hospital, Seoul, Korea	Staff Nurse

### **HONORS and AWARDS**

- Florida A&M University Teaching Innovation Nominee – 2014
- Capital Regional Medical Center Nurse of Excellence Award – 2012
- Teacher of the Year Award, Florida A&M University – 2003
- Advanced Teacher of the Year Award, Florida A&M University – 1998
- Teaching Incentive Program (TIP) Award, Florida A&M University – 1996
- FAMU Nurse of Excellence Award, Sponsored by Capital Regional Medical Center, 1994
- Distinguished Service Award, Emory University School of Nursing – 1992
- Best Research Award for 1990. American Association of Critical Care Nursing (AACN)  
Atlanta-area Chapter – 1990

### **STATE, NATIONAL AND INTERNATIONAL BOARD MEMBER**

- Florida Nurses Foundation: Member, Board of Trustees: 2008-2011  
**Vice-President:** 2012- present
- International Association of Asian Studies (IAAS) ([www.naaas.org](http://www.naaas.org)): An Affiliate of National  
Association of African-American Studies (NAAAS): **Executive Board Member:** 2006-2011.
- Big Bend Area Chapter, American Association of Critical-Care Nurses: **Past President**
- Member: Sigma Theta Tau International Nursing (STTI) Honor Society: Rho Kappa Chapter of  
STTI, Florida A&M University: **Past President**

## **LICENSE AND CERTIFICATIONS**

FL. ARNP 2608642 through July 31, 2018  
FNP: 2009012862: ANCC through July 11, 2020  
CNE: NLN: through December 2020  
ACLS: AHA: through August 2018

## **SCHOLARLY ACTIVITIES**

### **Grants and Contracts**

#### **Funded Grants (as Principal or Co-Principal Investigator)**

- 2015 Predicting Complementary and Alternative Medicine Use: The Interactions of Health Locus of Control Beliefs. NIH NIMHD FAMU Research Centers in Minority Institutions (RCMI). \$20,000. Principal Investigator.
- 2015 Faculty Travel Grant: \$1412.00. FAMU Office of Academic Affairs.
- 2013 Faculty Travel Grant: \$2000.00. FAMU Office of Academic Affairs.
- 2011 AENT Grant (Florida A&M University). Health Resources and Services Administration (HRSA). \$15,000. Role: Project Director.
- 2009-2012 Gerontological Nursing Curriculum Development. Geriatric Education Center, Health Resources and Services Administration (HRSA). Collaborative Grant with FSU College of Medicine. \$100,000. Role: FAMU SON Project Director.
- 2006 Prostate Cancer Screening Assessment Tool Development. FAMU Faculty Scholar in Prostate Cancer Research Award. \$1,400. Role: Principal Investigator.
- 2005 Community-based Obesity Self-management education Intervention Program for Use in the African-American Community. Collaborative Research Project with V. Johnson-Mallard. The National HBCU Research Network, Rural Implementation Site. \$25,000. Role: Research Collaborator.
- 2005 Fiscal Assistance for the FAMU Wellness Center from the City of Gretna. \$5000. Role: Project Director.
- 2004 Fiscal Assistance for the FAMU Wellness Center from the City of Gretna. \$5000. Role: Project Director.
- 2003-2007 Project CHOICE (Center for Healthy Options and Innovative Community Empowerment). Collaborative FAMU-Harvard University P20 Grant, \$6,000,000. Role: Community Outreach and Information Dissemination Core (COID) Co-Director for FAMU.
- 2003 Fiscal Assistance for the FAMU Wellness Center from Gadsden County Health Department. \$5091. Role: Project Director.
- 2003 Fiscal Assistance for the FAMU Wellness Center from the City of Gretna. \$5000. Role: Project Director.
- 2003 REACH to Gretna and Beyond: Attack on Cardiovascular Health. Florida Department of Health, Minority Health Closing the Gap Grant. In collaboration with D. Danforth. \$20,000. Role: Project Director.

- 2002 Raising Gretna: Health Promotion for Underserved Minorities. In collaboration with D. Danforth. Legislative Appropriation: Project Tracking #226-FY01-02. \$50,000. Role: Project Director.
- 2002 Raising Gretna: Health Promotion for Underserved Minorities. Big Bend Area Health Education Center (AHEC) Grant. In collaboration with D. Danforth & D. Crabill. \$5,000. Role: Project Director.
- 1998 Forearm to Fingertip Thermal Gradients and Shivering in Cardiac Surgical Patients. Florida A&M University Faculty Research Grant. \$ 4,515. Role: Principal Investigator.
- 1994 Florida League for Nursing 1994 Research Grant Award. "Forearm to Fingertip Temperature Gradients and shivering in Cardiac Surgical Patients". \$ 1,000.
- 1993 University Research Grant. Florida A&M University. "Comparison of Rewarming Between Warm and Cold Cardioplegia" \$ 2,094.
- 1990-1992 Research Presentation Travel Grant, President's Commission on the Status of Minorities. \$300. Each Year for 3 years.
- 1990 Research Award for 1990. AACN Atlanta-area Chapter. \$ 500.
- 1990 Research Grant. "Intraoperative Temperatures as Predictors of Postoperative Shivering in Cardiac Surgical Patients". Alpha Epsilon Chapter of Sigma Theta Tau, International Nursing Society. \$400.
- 1998 Research Grant-in-Aid. "Thermal Gradients and Shivering in Open Heart Patients" American Heart Association Georgia Affiliate, Atlanta, Georgia. \$16,000.
- 1985 Research Grant. "Computer Utilization in Nursing". Sigma Xi Research Society, Connecticut. \$300.
- 1984 Faculty Development Grant "Computer Utilization Among Faculty Members". Columbus College, Columbus, Georgia. \$1,600.
- 1979 Nurse Educators Grant. "Cancer Education" American Cancer Society, New York, New York. \$500.

**Grants Submitted (not funded)**

- 2005 "Gretna Wellness Center Construction Grant". In collaboration with D. Danforth. Submitted to Florida State Legislature (Representative Curtis Richardson). \$366,000. Approved, but not funded.
- 2005 "Gretna Wellness Center Construction Grant". In collaboration with D. Danforth. Submitted to Florida State Legislature (Representative Richardson), \$1,004,000. Not funded.
- 2004 Grant Proposal, "Gretna's Beacon of Hope for the Underserved: The FAMU Wellness Center". Submitted to The Blue Foundation, Jacksonville, FL. Selected as a finalist. Not funded. \$100,000.
- 1999 "Nursing Assessment of Shivering after Cardiac Surgery." Co-Investigator: Dr. Nancy Loeffler. Submitted to NIH NIGMS through MBRS Program. Not funded.

- 1998 "Application of Ice Pre and Post-injection of Subcutaneous Heparin Decreases Bruising." Submitted to American Nurses Foundation. Not funded.
- 1996 "Skin Surface Temperature Gradients and Shivering in Coronary Artery Bypass Patients." Submitted to NIH National Institute of General Medical Sciences. \$384,000. Not funded.
- 1991 "Nursing Assessment of Shivering after Cardiac Surgery." Co-Investigators: Drs. Ramsay, Finlayson, and Hall. RO1-NR 002941 to NIH NCNR. Approved, but not funded.
- 1990 "Clinical Predictors of Shivering During Rewarming in Open Heart Patients." Co-investigator: Dr. D. Finlayson. Research Grant-in-Aid. Submitted to American Heart Association, National Center, Dallas, Texas. Approved, but not funded.
- 1988 "Exercise Training for Handicapped Coronary Patients." In collaboration with Barbara Fletcher and Carol Bush. NIH-NCNR. Center for Education funded Barbara Fletcher.
- 1988 "Risk Factor Intervention Techniques in Coronary Artery Bypass Patients" Bypass Patients." In collaboration with Barbara Fletcher and Carol Bush. NIH, NCNR. Not funded.
- 1986 "Computer Utilization and Job Satisfaction in Nursing." American Nurses Foundation. Approved, not funded.
- 1985 "Computer Utilization and Job Satisfaction in Nursing." Howard University Research Grant. Approved, but not funded.

### **Grant Reviewer**

- 2005-2007 NIH-National Institute of Child and Human Development Special Emphasis Panel Community Health Grant Reviewer.
- 2007 DHHS-Agency for Health Care Research and Quality (AHRQ) Special Emphasis Panel-Ambulatory Safety and Quality: Enabling Patient-Centered Care through Health IT (HS-07-007).
- 2009 DHHS-Agency for Health Care Research and Quality (AHRQ) Special Emphasis Panel-National Science Research Award T32 Grant Reviewer.
- 2010 Health Equity Research Institute (HERI) of Florida: External Reviewer
- 2010-2011 FL. Center for Universal Research to Eradicate Disease (FL-CURED) Research Advisory Board Member.

### **Faculty Practice**

- 2011-12 Family Nurse Practitioner, Tallahassee Memorial Hospital Family Practice, Quincy Clinic, Quincy, FL. (10% effort)
- 2013-2015 Family Nurse Practitioner. Family Medicine Clinic of Dr. Charles Kent. Tallahassee, FL. (10% effort)

### **Publications**

#### **National/International Refereed Journals**

**Earp, J.** (2016). Should nurse practitioners prescribe alternative medicine? Counterpoint. Point-Counterpoint. *The Journal for Nurse Practitioners*, 12(3), 152-153.

**Earp, J.** (2015). Traditional Chinese Medicine to Treat Cancer-related Fatigue. *Asian Journal of Ethnopharmacology and Medicinal Foods*, 01 (01), 02.  
<http://ethnopharmacology-asia.com/index.php/home/article/view/10/2>

**Earp, J.** (2015). Letter to the Editor: Response to "Lessons Learned From Examining After-Hours Call Patterns. The Journal for Nurse Practitioners, Volume 11, Issue 2, February 2015, Pages 233-239." *The Journal for Nurse Practitioners*, 11(6), A28.

**Earp, J.** (2014). Patient-centered care incomplete without inclusion of complementary and alternative medicine. *The Journal for Nurse Practitioners*, 10 (6), 441-442.

Onubogu, U., & **Earp, J.** (2013). Telephone nursing practice: How do telenurses perceive their role? *Journal of Best Practices in Health Professions Diversity: Research, Education, and Policy*, 6(1), 891-902.

Burnette, A., Campbell, R., & **Earp, J.** (2010). Physical and Emotional Health: Cultural Practices for Treatment. *2010 Monograph Series*. National Association of African-American Studies (NAAAS). 922-28.

**Earp, J.**, Brown, P., Jones, F., & Onubogu, U. (2007). Evaluation of nurse practitioner-led telephone triage in primary care. *Journal of Best Practices in Health Professions Diversity: Research, Education, and Policy*, 1(2), 93-112.

**Earp, J.**, & Danforth, D. (2005). Serving the underserved: Gretna experience. *Journal of Rural Mental Health*, 30 (3), 3-8.

**Earp, J.**, Smith, T., & Whiddon, G. (2000). NP students gain experience on a medical mission to Haiti. NP News. *The Nurse Practitioner*, 25 (5), 83-86.

**Earp, J.**, Mallia, G. (1997). Myocardial protection for cardiac surgery: The nursing perspective. *AACN Clinical Issues: Advanced Practice in Acute and Critical Care*, 8 (1), 20-32. PMID#: 9086914

**Earp, J.** (1997). Cardiac surgery. Preface. *AACN Clinical Issues: Advanced Practice in Acute and Critical Care*, 8 (1), 7. PMID#: 9086914

**Earp, J.** (1994). The gastroepiploic arteries as alternative coronary artery bypass conduits. *Critical Care Nurse*, 14 (1), 24-33. PMID#: 8194323

**Earp, J.**, Capka, M., Davis, A., McLain, R., Moorhead, J., and Ney, C. (1992). Enhancing quality critical care education: Establishing a consortium. *Journal of Continuing Ed in Nursing*, 23 (1), 15-20. PMID#: 1730820

**Earp, J.**, & Finlayson, D. (1992). Urinary bladder and pulmonary artery temperature ratio of less than one and shivering in cardiac surgical patients. *American Journal of Critical Care*, 1 (2), 43-52. PMID#: 1307890.

**Earp, J.**, & Finlayson, D. (1991). The relationship between urinary bladder and pulmonary temperatures: A preliminary study. *Heart & Lung*, 20 (2), 265-270. PMID#: 2032863.

**Earp, J. K.** (1989). Thermal gradient and shivering following open heart surgery. Research Analysis. *Dimensions of Critical Care Nursing*, 1 (5), 4-11. PMID#: 2673704.

### **Book Chapters**

- Earp, J.** (2016). Korean-Americans. In *Transcultural Nursing: Assessment and Intervention*. Ed: J. Giger. 7th Ed. Ch 22. Mosby, Inc., To be published.
- Earp, J.** (2012). Korean-Americans. In *Transcultural Nursing: Assessment and Intervention*. Ed: J. Giger. 6th Ed. Ch 22. Mosby, Inc., pp. 531-550.
- Earp, J.** (2008). Korean-Americans. In *Transcultural Nursing: Assessment and Intervention*. Ed: Giger & Davidhizar. 5th Ed. Ch 22. Mosby, Inc., pp. 619-641.
- Earp, J.** (2004). Korean-Americans. In *Transcultural Nursing: Assessment and Intervention*. Ed: Giger & Davidhizar. 4<sup>nd</sup> Ed. Ch 22. Mosby, Inc., pp. 571-589.
- Earp, J.** (1999). Korean-Americans. In *Transcultural Nursing*. Ed: Davidhizar & Giger. 3<sup>rd</sup> Ed. Ch 22. Mosby Book Company, pp. 555-572.
- Earp, J.** (1995). Korean-Americans. In *Transcultural Nursing*. Ed: Giger & Davidhizar. 2<sup>nd</sup> Ed. Ch 22. Mosby Book Company, pp. 555-572.

### **Published Proceedings and Abstracts**

- Earp, J.,** Campbell, M., & Campbell, E. (2013). The relationship between holistic health beliefs/attitudes and complementary and alternative medicine use in women age 18 and older. *National Association for Nurse Practitioners in Women's Health (NPWH) 2013 Conference Proceedings*.
- Earp, J.,** & Danforth, D. (2003). Serving the underserved: The way to MAPIT. *37<sup>th</sup> Biannual Sigma Theta Tau International Honor Society Nursing Conference Clinical Proceedings*, Toronto, Canada.
- Earp, J.,** & Onubogu, U. (2003). Are we testing what we teach? *37<sup>th</sup> Biannual Sigma Theta Tau International Honor Society Nursing Conference Research Proceedings*, Toronto, Canada.
- Earp, J.,** & Danforth, D. (2003). Serving the underserved: Gretna experience. *National Association of Rural Mental Health Conference Proceedings*, Orlando, FL.
- Earp, J.** (2002). Telenursing: Implications for nurse practitioners. *NPACE Winter Conference proceedings*, Boston, MA.
- Biggerstaff, K. D., Moffatt, R. J., **Earp, J.**, Scott, B. S., Woodard, M. R., & Nakamura, A. (2000). Influence of energy expenditure on lipoprotein metabolism. Abstract. *Proceedings American College of Sports Medicine. Medicine & Science in Sports & Exercise*, 5. 5.
- Earp, J.** (1996). Afterdrop and shivering in coronary artery bypass patients. *Florida Nursing & Health Care*, 12 (3). 1-3.
- Earp, J.,** Lewis, M., James, S., Richardson, B., & Speake, D. (1996). Nursing school, federal, and state agency collaboration: Cost-effective imperative for state-wide training of public health nurses. *Florida League for Nursing 1996 Convention Proceedings*, 15.
- Earp, J.** (1993). Afterdrop Phenomenon and Shivering in Coronary Bypass Patients. Research Abstract. *1993 Florida League for Nursing Convention Proceedings*. 5.
- Earp, J.** (1992). Alteration in thermoregulation: Shivering. *AACN National Teaching Institute 1992 Proceedings*, 153-155.



**Earp, J.** (1991). The Relationship between thermal gradients and shivering in coronary bypass patients. Abstract. *Heart & Lung*, 20 (4), 23A

**Earp, J., & Finlayson, D.** (1991). Urinary bladder and pulmonary artery temperature ratio of less than one predicts shivering. Research Abstract. *Heart & Lung*, 20 (3), 299.

**Earp, J., Capka, M., Davis, A., McLain, R., Ney, C., Moorhead, J.** (1990). Enhancing quality critical care education: Establishing a consortium. Abstract. *1990 National Teaching Institute Proceedings*. American Association of Critical-Care Nurses, 543.

**Earp, J. K.** (1990). Core to core gradient as a predictor of shivering. Abstract. *Second Annual Col (R) Helen T. Milian Lectureship and Nursing- Research Conference Proceedings*, 18-20.

**Earp, J. K.** (1989). Urinary bladder temperature and body core temperature: A significant relationship? Abstract, *Fourth Annual Symposium on Cardiovascular Research Proceedings*. American Heart Association, Georgia-Affiliate.

### **Editorials, Books and Software Reviews**

**Earp, J.** (2015). Distance Learning is Here to Stay. My View. Editorial Section. *Tallahassee Democrat*. August 18, P4A.

**Earp, J.** (2014). Physicians should consider alternatives. *Tallahassee Democrat*. Special to the Democrat, Health Section, April 1, 2014.

**Earp, J.** (2000). The Right Attitude Will Make You Strong. My View. Editorial Section. *Tallahassee Democrat*. January 4, P.

**Earp, J. K.** (1990). "Introduction to Cardiovascular Examination." Software Review. *Dimensions of Critical Care Nursing*. 9 (3), 142.

**Earp, J. K.** (1990). "The Recruitment Manager." Software Review. *Dimensions of Critical Care Nursing*, 9 (1), 63.

**Earp, J. K.** (1988). Software Guide to Physical Assessment. Software Review. *Computers in Nursing*. 10, 2.

**Earp, J. K.** (1988). Computer Software Evaluation Center. Critical Care NETWORK. *Dimensions of Critical Care Nursing*, 7 (2), 67.

**Earp, J. K.** (1986). Essentials of Computers for Nurses. Book Review. *Computers in Nursing*. 8, 5.

**Earp, J. K.** (1985). Nursing Education - The Computer Obligation. Guest Viewpoint. *Computers in Nursing*, 5.

**Earp, J. K.** (1985). The Neuman Systems Model in Practice: Planning Phase. Article Review. *Nursing World Journal*. 11, 10.

**Earp, J. K.** (1985). Physicians as Nursing Service Customers. Article review. *Nursing World Journal*. 11, 10.

**Earp, J. K.** (1985). Perioperative Care. Article Review. *Nursing World Journal*, 11, 11.

**Kim, J.** (1983). The Relationship Between Leadership Behavior of Educational Administrators and Job

Satisfaction of Faculty Members in Nursing. *Ph.D. Dissertation, Vanderbilt University.*

Kim, J. (1980). IV Color Coding. Creative Care Unit. *American Journal of Nursing*. 3, 477.

### **Scholarly Review**

#### **Manuscript Reviewer**

2014: Skill's in Clinical Nursing by A. Berman and S. Snyder. 7<sup>th</sup> Ed. : Test Reviewer

2009: Medical Surgical Nursing by Osborn, Wraa & Watson. 2<sup>nd</sup> Ed.: Academic Reviewer

1994-1997: Critical Care Nurse. Reviewer

1988-1992: Heart & Lung, Reviewer

1992-1994: American Journal of Critical Care. Reviewer

**Presentations** (peer-reviewed and presented)

#### **International**

**Earp, J.** (2012). Complementary and Alternative Approaches to Cardiovascular Women's Health: 2012 and Beyond. Poster presentation at the 13<sup>th</sup> RCMI International Symposium on Health Disparities, San Juan, Puerto Rico.

**Earp, J.** (2012). Chinese Herbal Medicine: Past is Prologue. Poster presentation at the 13<sup>th</sup> RCMI International Symposium on Health Disparities, San Juan, Puerto Rico.

**Earp, J., & Onubogu, U.** (2003). Are We Testing What We Teach? Podium presentation at the 37<sup>th</sup> Biannual Sigma Theta Tau International Conference, Research Session. Toronto, Canada.

**Earp, J., & Danforth, D.** (2003). Serving the Underserved: The Way to MAP-IT. Oral presentation at the 37<sup>th</sup> Biannual Sigma Theta Tau International Conference, Clinical Session. Toronto, Canada.

**Earp, J.** (2001). Shivering Influence on Pulmonary Artery and Bladder Temperature Ratio after Cardiac Surgery. Poster Presentation at the 12<sup>th</sup> International Nursing Research Congress. Copenhagen, Denmark.

**Earp, J.** (1989). Thermal Gradients and Shivering in Open Heart Patients: A Preliminary Study. Podium presentation at the 19<sup>th</sup> Quadrennial Congress, International Council of Nurses, Seoul, Korea.

#### **National**

**Earp, J.** (2016). Complementary and alternative medicine demands: Where is the NP Evidence-Based Practice? Keynote Speaker. University of Hawaii at Hilo Complementary and Alternative Medicine Workshop. Hilo, Hawaii, May 10, 2016.

**Earp, J.** (2015). Integrating complementary and alternative medicine concepts in NP curriculum: Inevitable or optional? National Organization for Nurse Practitioner Faculties (NONPF) 41<sup>st</sup> Annual Meeting, Baltimore, MD. April 24, 2015.

**Earp, J.,** Campbell, M., & Campbell, E. (2013). The Relationship between holistic health beliefs/ attitudes and complementary and alternative medicine use in women age 18 and older. Poster presentation at the National Association for Nurse Practitioners in Women's Health (NPWH) 2013 Conference, San Diego, CA.

**Earp, J.** (2013). Inclusion of complementary and alternative medicine concepts in NP curriculum: Inevitable for evidence-based practice. Poster presentation at the 2013 Summer Institutes on Quality Improvement, San Antonio, TX.

**Earp, J.** (2009). The Relationship between gastro- esophageal reflux disease (GERD) and atrial fibrillation among hospitalized cardiac patients. Podium presentation at the International Association of Asian Studies (IAAS) Annual Conference, Baton Rouge, LA.

**Earp, J.,** Onubogu, U., & Graham, M. (2009). Enhancing gerontological nursing curriculum: Integration of GNEC & Live Oak GEC. Poster presentation at the National League for Nursing 2009 Annual Leadership Conference. New Orleans, LA.

**Earp, J.** (2008). Telenursing: An NP essential. Podium presentation at the International Association of Asian Studies (IAAS) Annual Conference, Baton Rouge, LA.

**Earp, J.,** Barahona, J., Burgess, A., Harris, C., Hughes-Harris, C., Gibbs, B., Johnson, G., & Smart, R. (2007). Comparative analysis of community outreach and information dissemination strategies between rural and urban minority communities. Podium presentation at the National Association of African-American Studies Annual Conference, Baton Rouge, LA.

Rahman, S., Harris, C., Gragg, R., Hu, H., Hughes-Harris, C., & **Earp, J.** (2006). Community readiness assessment for social transformation through training, research and outreach. Podium presentation at the American Public Health Association (APHA) Scientific Session, Boston, MA.

**Earp, J.,** Brown, P., Jones, F., & Onubogu, U. (2006). Evaluation of nurse practitioner-led after-hour telephone triage in underserved primary care setting. Podium presentation at the National Association of African-American Studies Annual Conference, Baton Rouge, LA.

**Earp, J.** (2004). Rural America: Health promotion for underserved populations. Podium Presentation at the National Association of African-American Studies Annual Conference. Houston, TX.

**Earp, J.** (2003). Raising Gretna: Health promotion for underserved populations. Podium presentation at the National Association of Rural Mental Health Conference. Orlando, FL.

**Earp, J.** (2002). Telenursing: Implications for nurse practitioners. Poster presentation at the NPACE Winter Conference proceedings, Boston, MA.

**Earp, J.** (1999). Nursing students' perceptions about aging and their attitudes toward caring for the aged. Poster Presentation at the Nursing Education 99 Conference, sponsored by MCP Hahnemann University, PA., Orlando, FL.

**Earp, J.** (1997) Core temperature measurement in post cardiac surgical patients. Podium Presentation at the AACN National Teaching Institute, Orlando, FL.

**Earp, J.** (1993).  $T_{ub}$  revealed: Implications of bladder temperature monitoring. Podium presentation at the AACN National Teaching Institute, Atlanta, GA.

**Earp, J.** (1993). Renal function and bladder temperature monitoring. Podium presentation at the AACN National Teaching Institute, Anaheim, CA.

**Earp, J.** (1992). Alteration in thermoregulation: Shivering. Podium presentation at the AACN 21<sup>st</sup> National Teaching Institute. New Orleans, LA.

**Earp, J.** (1991). Urinary bladder and pulmonary artery temperature ratio of less than one predicts shivering in cardiac surgical patients. Poster presentation at the AACN National Teaching Institute, Boston, MA.

**Earp, J.** (1991). Meeting tomorrow's critical care challenge: Collaborative consortium. Poster presentation at the Annual Conference for Nursing Faculty: Faculty Development, Orlando, FL.

**Earp, J.** (1991). The Relationship between thermal gradients and shivering in open heart patients. Podium presentation at the First National Critical Care Nursing Research Conference, Boston, MA.

**Earp, J., Capka, M., Davis, A., McLain, R., Ney, C., Moorhead, J.** (1990). Enhancing quality critical care education: Establishing a consortium. Poster presentation at the *1990 National Teaching Institute*, American Association of Critical-Care Nurses, San Francisco, CA.

### **Regional/Local**

**Earp, J.** (2013). Complementary and alternative approaches to cardiovascular health: 2013 and beyond. Podium presentation at the Chi Eta Phi Sorority Society Annual Meeting, Tallahassee, FL.

**Earp, J.** (2011). Complementary and alternative approaches to women's health: 2011 and beyond. Podium presentation at the Florida Nurses Association Annual Assembly, Orlando, FL.

**Earp, J.** (2010). Complementary and alternative approaches to cardiovascular health: 2011 and beyond. Podium presentation at the Health Professional Conference, Florida A&M University, Tallahassee, FL.

**Earp, J.** (1997). Afterdrop and shivering in coronary artery bypass patients. Podium Presentation at the Florida League for Nursing 1997 Convention. Orlando, FL.

**Earp, J.** (1996). Nursing school, federal, and state agency collaboration: Cost-effective imperative for state-wide training of public health nurses. 1996 Convention, Florida League for Nursing, Port Canaveral, FL.

**Earp, J.** (1994). Comparison of shivering between warm and cold cardioplegia. Poster Presentation at the 4th Annual Update in Cardiovascular Nursing Conference, Charleston, SC.

**Earp, J.** (1994). Comparison of incidence of shivering between warm and cold cardioplegia. Podium Presentation at the Florida League for Nursing Convention, Tallahassee, FL.

**Earp, J.** (1993). Incidence of shivering after warm cardioplegia. Podium Presentation at the AACN Atlanta Area Chapter Annual Fall Symposium. Atlanta, GA.

**Earp, J.** (1990). Alteration in thermoregulation: Shivering. Podium Presentation at the AACN Atlanta-area Chapter Annual Fall Symposium, Atlanta, GA.

**Earp, J.** (1990). Core to core gradient as a predictor of shivering in cardiac surgical patients. Podium Presentation and Panelist at the Nursing Research: Implications for Nursing Practice, Eta Psi Chapter Research Day, Western Carolina University, Asheville, NC.

**Earp, J.** (1990). Core to core gradient as a predictor of shivering in cardiac surgical patients. Podium Presentation at the Second Annual Col (R) Helen T. Milian Lectureship and Nursing Research Conference in Columbus, GA.

### **Invited Presentations**

2014: Complementary and alternative approaches to women's health: 2014 and beyond. Tallahassee Business and Professional Women organization, Tallahassee, FL.

2012: Cultural variations of health: A case for Asian Americans. Florida State Department of Health, Division of Family Health Services, Bureau of Chronic Disease Prevention & health Promotion. Statewide Webinar. Tallahassee, FL.

2004: Oriental herbal medicine: Implications for primary care providers. Tallahassee Memorial Hospital Family Medicine, Rural Outreach Practice, Tallahassee, FL.

2004: Oriental herbal medicine: Implications for college health professionals. Southern College Health Association Annual Conference. Tallahassee, FL.

2004: Alternative medicine and drug interaction. Council of Advanced Practice Nurses 8<sup>th</sup> Annual Conference. Tallahassee, FL.

2003: Health promotion for underserved population: Gretna experience. Diabetic Community Forum, Sponsored by Emory University Regional Diabetic Training Center, Quincy, FL.

2003: Oriental herbal medicine. Council of Advanced Practice Nurses 7<sup>th</sup> Annual Conference. Session Sponsor, F.A. Davis Book Co., Tallahassee, FL.

2003: Oriental herbal medicine. AACN Big Bend Chapter Monthly Educational Meeting. Sponsored by Pfizer Pharmaceutical Co., Tallahassee, FL.

2001: Shivering influence on pulmonary artery and bladder temperature ratio after cardiac surgery. Florida A&M University School of Nursing Honor Society Research Day. Tallahassee, FL.

2000: Herbalogy: Implications for health recipients. Big Bend Brain Injury Support Group Meeting. Tallahassee, FL.

1999: Alternative medicine: Implications for health recipients. Brain Injury Support Group Meeting. Tallahassee, FL.

1999: Bladder temperature monitoring: Implications for patient outcome. Inservice education to CVSICU Staff at TMH CVS ICU, Tallahassee, FL.

1997: Perception, reality, and attitude: It's all the way one chooses to see it." In a Cultural Diversity Workshop. Sponsored by the School of Allied Health. Florida A&M University. Tallahassee, FL.

1996: Surgical and non-surgical myocardial revascularization. Big Bend Area Post Anesthesia Nursing Association Monthly Meeting. Tallahassee, FL.

1995: Gastroepiploic arteries as alternative coronary artery bypass conduits. Podium Presentation at the American Association of Operating Room Nurses Annual Conference on Cardiovascular Surgery Nursing. Atlantic City, NJ.

1995: Nursing considerations in critically ill patients. 19th Annual Clinical Pharmacy Symposium. Tallahassee, FL.

1993: Physiological research. Sigma Theta Tau Beta Pi Chapter Research Conference on "Nursing Research: The Why, the How and So What Factor." Tallahassee, FL.

1993: Afterdrop phenomenon and shivering in coronary artery bypass patients. Florida League for Nursing Annual Meeting, Tampa, FL.

1992: Collaboration: Pathway to excellence. AACN Region 6 Symposium, Atlanta, GA.

1991: Thermoregulation: Old practices and new challenges. AACN Atlanta-area Chapter April Educational Meeting, Atlanta, GA.

1991: Meeting tomorrow's critical care challenge: Collaborative consortium". AACN Atlanta-area Chapter Annual March "Innovations in Cardiopulmonary Nursing" Symposium. Atlanta, GA.

1991: Interventional cardiology: Updates on stents and atherectomy. AACN Atlanta- Area Chapter Annual Fall Symposium, Atlanta, GA.

1991: Cultural perspective in health care: Korean culture. Panel Presenter. Transcultural Health Care Conference. Atlanta, GA.

1991: Alteration in thermoregulation: Shivering. 11th Annual Cardiac Critical Care Nursing Symposium, Cleveland Clinic Foundation, Cleveland, OH.

1990: Meeting tomorrow's challenge through a collaborative Consortium. Faculty Development Conference, Orlando, FL.

1989: International perspective on critical care nursing. Podium presentation at the AACN Atlanta-area Chapter Fall Symposium in Atlanta, GA.

1989: Challenges and pitfalls of clinical research. Dong San Professional College, Department of Nursing, Tae Gu, Korea.

## **Media**

### **Interviews**

2005: WCTV Channel 27, Thomasville-Tallahassee. Gretna Clinic Services.

1995: Appeared on the TV program, HEALTHLINE from KLHJ, Irvine, California, as a Co-Content Expert on "Fluid Monitoring and Core Temperature Measurement."

## **EXTERNAL CONSULTATION**

Bard Urological: Bladder temperature monitoring.  
Cincinnati Sub Zero: Hyperthermia Blanket and Patient Monitoring  
Bair Hugger: Hypothermia Blanket: Patient Monitoring

## **SERVICE**

### **Professional**

2010-present Accreditation Commission for Education in Nursing (ACEN) Program Evaluator for Baccalaureate and Higher Degree Programs.

2009-present Vice-President and Board of Trustees: Florida Nurses Foundation

2014 Tallahassee Council of Advance Practice Nursing (CAPN): Historian

- 2013-14 Abstract Reviewer: National Organization of Nurse Practitioner Faculties (NONPF).
- 2010-present Member: National Organization of Nurse Practitioners in Women's Health (NPWH)
- 2013-present Member: Council for Advancing Nursing Science (CANS)
- 1998-Present Member: National Organization of Nurse Practitioner Faculties (NONPF)
- 2013 Member: American Association of Nurse Practitioners (AANP)
- 2010-present Member: American Nurses Association (ANA)  
Member: Florida Nurses Association (FNA)
- 1985-Present Sigma Theta Tau, International. Member.
- 2010-present Asian American Pacific Islander Nurses Association (AAPINA)

### **Community**

- 2012 Best Care Clinic Grand Opening Ceremony: Health Screening. Gretna, FL.
- 2003-2007 Judge for the 7th Annual Marzuq Chili Cook-off & Silent Auction. Tallahassee, FL.
- 2005 Invited program participant, Annual Martin Luther King Day Celebration, Gretna, FL.
- 2004 Health Screening, ST. John's Church, St. John's Community, FL.
- 2003 Judge at ST. George Island Regional Chili Cook-off
- 2002 Gadsden Health Summit Planning Board Member. Quincy, FL.
- 2002 Organizer: FAMU SON Health Fair.
- 2002 Gadsden County Health: Technical Support Workshop Contributor. Quincy, FL.
- 2002 FAMU SON Volunteer Representative for Health Fair, Bethel AME Ministry, Sponsored by Tallahassee Links.
- 2000 Florida A&M University, 2000 Student Research Forum, Faculty Mentor & Representative from SON, Tallahassee, FL.
- 2000 Coordinator for nursing student participants for the 31<sup>st</sup> Annual National Youth Sports Program, Florida A&M University, Department of Athletics.
- 2000 Financial contributor and participant. Relay for life. Leon High School, Tallahassee, FL.
- 1999 FAMU representative. Fund raiser for Caribbean Medical Mission. Greek church, Tallahassee, FL.

### **International Service**

- 2000 Medical Mission Team to Saintard, Marrot, and Dumay Village, Haiti.  
1999 Medical Mission Team to Dumay Village, Haiti.

**Mentoring**

- 2009 Complementary and Alternative Medicine. Podium presentation at the 8th Grade Classes Career Choice Classes, Florida State University School, Tallahassee, FL.  
2007 National Coalition of Ethnic Minority Nurses Association (NCEMNA) National Mentor  
2005 Korean Holiday Traditions. Podium presentation at the 5th Grade Classes, Florida State University School, Tallahassee, FL.  
1997 Korean Culture. Podium presentation at the Florida State University School 6th Grade Classes. Tallahassee, FL.

**University**

- 2012-Present University Tenure & Promotion Committee  
2010-Present University School of Graduate Studies (SGSR) Graduate Council.  
2009-Present University Continuing Education Advisory Council.  
2004-2005 University Teacher of the Year Selection Committee  
2003-2004 University Sabbatical Leave Committee  
2000-2008 University Curriculum Committee  
University Culture & Climate Committee  
2001-2004 Co-Chair, Faculty Development Planning Committee  
2001-2003 Search Committee, Provost and Vice-president for Academic Affairs  
1998-1999 University PEP Selection/Review Criteria Committee  
University Superior Accomplishment Award Committee  
Advanced Teacher of the Year Selection Committee  
1997-2003 University Tenure & Promotion Committee  
1997-1999 University Faculty Development Committee  
1998-2000 Faculty Senate Tenure Minimum Criteria Committee  
1996-1998 SACS Committee  
1993-2003 Sustained Performance Evaluation Committee  
1996-1998 Distance Learning Committee  
1994-1999 Faculty Senate Steering Committee Member  
1994-1998 University Research Committee



- 1996 Library Director Search Committee  
1993-1996 Minority Institutional Research Development Committee

### **ACADEMIC COURSES TAUGHT**

#### **GRADUATE LEVEL:** Florida A&M University School of Nursing

NGR 6700 – APRN Synthesis Seminar

NGR 6740 - Professional Role Development

NGR 5003/NGR 5003L- Advanced Health Assessment & Advanced Health Assessment Practicum

NGR 5172- Advanced Pharmacology

NGR 6891- Health Policy and Nursing

NGR 5810- Research and Evidence-based Practice.

NGR 5341- Women's Health Issues

NGR 5345L /NGR 6346L Advanced Women's Health Practicum I & II

#### **UNDERGRADUATE LEVEL:** Florida A&M University School of Nursing

NUR 4216/NUR 4216L – Advanced Medical Surgical Nursing

NUR 3215/ NUR 3215L – Nursing Process I (Medical Surgical Nursing) & Practicum I

NUR 3415 Nursing Pharmacology

NUR 4164 Nursing Research

NUR 4945 Nursing Leadership and Management

### **Thesis / Scholarly Project Committees**

#### **Florida A&M University**

- 2014 S. McDermott "Detecting Depression Early in Systemic Lupus Erythematosus Patients for Better Prognosis." Scholarly Project Chair.
- 2014 D. Crumie "The Relationship Between Health Locus of Control and Medication Adherence in African American Men with Hypertension: An Integrative Review." Scholarly Project Chair.
- 2014 S. English "Factors Associated with Complementary and Alternative Medicine Use Among African American Men: A Literature Review." Scholarly Project Chair
- 2014 K. Stinson "Evaluation of Educational Programs and Learning Tools for African Americans with Type II Diabetes: A Literature Review." Scholarly Project Chair.

- 2013 D. Harden "Association Between Holistic Health Beliefs and Complementary / Alternative Medicine Use Among Adults Age 24 and Older." Scholarly Project Chair.
- 2013 R. McCray "Assessment of Hypertension Evaluation of Lifestyle and Management Knowledge (HELMK) Among African-Americans in a Community Setting." Scholarly Project Chair.
- 2013 S. Richardson "Influence of Complementary and Alternative Medicine (CAM) Health Beliefs on the Actual Use of CAM Among Adults Age 18 and Older." Scholarly Project Chair.
- 2012 M. Campbell "The relationship Between Holistic Health Belief, Attitude Towards, and the Use of Complementary and Alternative Medicine (CAM)." Scholarly Project Chair.
- 2012 J. Miller "Endometriosis, Laparoscopy, and Hysterectomy: A Review of Protocol Recommendations." Scholarly Project Chair.
- 2010 B. Owusu "The Relationship Between Body Size, Risk Perception for Development of Type II Diabetes and the Likelihood of Lifestyle Behavior Change Among African American Women." Thesis Chair.
- 2010 A. Johnson "The Relationship Between the Health Beliefs and Self-determination on Prostate Cancer Screening Among African American Men Ages 40 and Older." Thesis Member.
- 2005 S. Wilder "Adolescent Sexual and Intimate Behavior among Teens 13-18 Years." Thesis Member.
- 2004 M. Morgan "Effects of Prostate Cancer Education on Prostate Cancer Screening Knowledge among Elderly Men." Thesis Chair.
- 2004 D. Miller "Health Concerns among Older Adults." Thesis Member.
- 2002 U. Onubogu "Evaluation of Telephone Triage: Implications for Nursing." Thesis Chair.
- 2002 C. Aguilar "Health Conceptions of Men Across the Life-span." Thesis Chair.
- 2001 P. Kalu. "Depression and Quality of Life in Older Adults Living in Retirement Homes." Thesis Chair.
- 2001 F. Bamgbose. "The Impact of Chronic Pain on Quality of Life in Clients with Arthritis." Thesis Member.
- 2001 W. Dassie. "Knowledge and Practice of Testicular Cancer in College Age Adults." Thesis Member.
2000. B. Ham. "HIV and AIDS Knowledge among Elderly." Thesis Member.
2000. M. Sapp. "Types of Previous Diabetic Education Teaching and Retention of Knowledge." Thesis Member.
2000. S. Huggins. "Health Beliefs among African-American Men toward Prostate Cancer Screening." Thesis Chair.
- Emory University**  
1988 S. Dawkins "Effects of Position on Pulmonary Artery Pressures." Thesis member.

- S. Kelly  
1990 A. Stanley. "Postoperative Pain in the Coronary Artery Bypass Graft Patient with Pleural Chest Tubes." Thesis Member.
- 1990 I. Reynolds. "Comparison of Percutaneous Venous Lines and Teflon Catheters for Intravenous Therapy in Neonates." Thesis Member.
- 1991 R. Maddox. "Sleep Patterns of Patients at Risk of Sudden Cardiac Death with an Automatic Implantable Cardioverter / Defibrillator." Thesis Member.
- 1991 S. Thornton. "Impaired Wound Healing in the Donor Graft Leg of Coronary Artery Bypass Patients." Thesis member.

**Howard University**

- 1985 G. Lims "Relationship Between Scholastic Achievement and Self-Esteem." Thesis Chair.

Rev: 05-16

## Curriculum Vitae

**Lisa H. Gardner**

August 17, 2016

### General Information

University address: School of Nursing  
Florida A&M University  
334 Palmer Avenue  
Ware-Rhaney Building Room # 208  
Tallahassee, Florida 32307  
Phone: 850-561-2874 (work) ; 850-556-8284 (cell)

E-mail address: [lisa.gardner@famu.edu](mailto:lisa.gardner@famu.edu)

### Professional Preparation

2013                    **DNP.**, University of Alabama at Birmingham, Birmingham, AL.  
Major: Nursing. Supervisor: Dr. Ashley Hodges.

Gardner, L. (2013). *Sexual Behavior of Young Adults with Sexually Transmitted Infections*. (Unpublished doctoral capstone). University of Alabama at Birmingham, Birmingham, AL.

1997                    **M.S.N, FNP-C**, Florida State University. Major: Nursing. Family Nurse Practitioner. Supervisor: Dr. Deborah Frank.

Gardner, L. (1998). *A Comparison of Sexual Behavior and Self-Esteem in Young Adult Females with Positive and Negative Tests for Sexually Transmitted Diseases*. (Published master's thesis).

1990                    **B.S.N.**, Florida A&M University, Tallahassee, Fl. Major: Nursing.

### Professional Credentials

2007-present            Family Nurse Practitioner Certified, ARNP Florida # 2214092

1997-present            Advanced Registered Nurse Practitioner– FNP –Florida ARNP # 2214092

Bond Community Health Center, Tallahassee, Fl. Provide care to a variety of acute and chronically ill patients from pediatric to geriatric patients. Established treatment plans, perform diagnostic test, and administer medications and treatments. Supervise licensed practical nurse and certified nurse assistants.

### **Supervision of Clinical Practice**

Preceptor for nurse practitioner and nursing education students at FAMU Student Health Center (2013-2015).

### **Publication**

#### **Journal Article(s)**

Gardner, L., Frank, D., & Amankwaa, L. (1998). A Comparison of Sexual Behavior and Self-Esteem in Young Adult Females with Positive and Negative Tests for Sexually Transmitted Diseases. *The ABNF Journal*, 9(4), 89-94.

### **The Community**

Volunteer Nurse Practitioner: Performed free clinical breast examinations for college age females during breast cancer awareness week annually; Florida A&M University Student Health Center, Tallahassee, FL. (2012- 2015).

Volunteer Nurse Practitioner: Performed Flu shots annually during Community Outreach Influenza Vaccine Campaign; Florida A&M University various on campus locations, Tallahassee, FL. (2012-2015).

Volunteer Nurse Practitioner: "Press the Chest", Community CPR Training Event, Florida A&M University AL Lawson Center, Tallahassee, FL (2014).

Volunteer Nurse Practitioner: Blood pressure and diabetes screening, FAMU Community Health Fair and Safety Day, (2012-2013).

Volunteer Nurse Practitioner: Blood pressure screening, North Florida Homeless Veterans Stand Down, Tallahassee, FL. (2013).

Volunteer (Alpha Kappa Alpha, Inc. Chi Upsilon Omega Chapter): Breast Cancer and Sickle Cell 5K Run/Walk events (2011-present)

## CURRICULUM VITAE

**NAME:** Dr. Mary Ella Graham

**TITLE:** Full Professor  
Florida A & M University School of Nursing

**OFFICE INFORMATION:** Florida A & M University  
103 Ware-Rhaney Building  
Tallahassee, Fl 32307-3100  
(850) 561-2921  
mary.graham@famuedu

**HOME INFORMATION:** 1619 Harbor Club Dr.  
Tallahassee, Fl 32308  
(850) 878-0440 (H)  
(850) 264-7993 (C)

### I. EDUCATION

<b>Institution</b>	<b>Major Field</b>	<b>Degree Awarded</b>	<b>Date Awarded</b>
Teachers College Columbia University New York, New York	Curriculum and Instruction in Nursing Education	Ed.D.	1982
Teachers College Columbia University New York, New York	Nursing with a concentration in Adult Health and Illness	M.Ed.	1975
Long Island University Brooklyn, New York	Nursing	B.S.	1974

## II. PROFESSIONAL EXPERIENCE

<u>YEAR</u>	<u>TITLE</u>	<u>INSTITUTION</u>
January 2008- Present	Professor	Florida A & M University School of Nursing, Tallahassee, Florida
July 24, 2006 - December 2007	Dean and Professor (Tenure awarded 05/07)	Florida A & M University School of Nursing, Tallahassee, Fl
2002 (March 1, 2002- July 14, 2006)	Dean and Professor (Tenured)	Tennessee State University School of Nursing, Nashville, Tennessee
August 1996- February 2002	Dean and Professor (Tenured)	State University of New York – SUNY Downstate Medical Center, College of Nursing, Brooklyn, New York
1995-1996 1990-1996 1992-1996 1988-1991	Assistant Dean and Chair Assistant Dean Associate Professor Assistant Professor	City College of the City University New York, School of Nursing New York, New York
1988-1989	Curriculum Consultant	North Carolina Agricultural and Technical State University, School of Nursing Greensboro, North Carolina
1987-1988	Assistant Dean	North Carolina Agricultural and Technical State University, School of Nursing Greensboro, North Carolina
1980-1987	Assistant Professor	City College of the City University of New York, School of Nursing, New York, New York
1975-1980	Instructor	City College of The City University of New York, School of Nursing New York, New York

1983-1984	Staff Nurse (Part-time)	University of Medicine and Dentistry of New Jersey Newark, New Jersey
1979-1985	Preceptor for Graduate Students	Teachers College, Columbia University Department of Nursing New York, New York
1971-1975	Private Nurse (Practitioner)	New York Hospital New York, New York
1969-1970	Staff Nurse	New York Hospital New York, New York

### III. FLORIDA A & M UNIVERSITY

#### A. Administrative Responsibilities

##### **Dean – School of Nursing (July 24, 2006- December 18, 2007)**

Prepare and administer budget for the School.

Coordinate, support and provide leadership for curriculum development, implementation and evaluation for the associate, baccalaureate, and master degree nursing programs.

Work directly with Associate Deans to promote excellence in teaching.

Provide guidance and direction for strategic planning within the School.

Monitor and maintain academic standards.

Recommend qualified faculty for appointment, reappointment, promotion and tenure.

Provide faculty development.

Assist faculty with scholarly projects.

Conduct annual evaluations of faculty and selected staff.



Write grant proposals in support of the program and monitor grant awards.

Prepare reports for American Association of Colleges of Nursing, National League for Nursing Accrediting Commission, Florida Board of Nursing, and Florida A & M University.

Serve as a liaison with other departments at the University for academic-related issues.

Represent the School at all levels – University, Local, State, and National.

Engage in advocacy for the School within the University and larger community.

**B. Teaching Responsibilities**

Classroom teaching in:

NUR 4945- Leadership and Management, NUR- Health Policy

Clinical teaching in:

NUR 4945L- Nursing Precptorship Practicum

**C. University and School Service**

2010- 2011 Florida A&M University College of Dental Medicine Internal Advisory Committee- Member

2009-2011 Florida A&M University Institutional Level Assessment Committee- Member

2010-present Florida A & M University Sabbatical and Professional Leave Committee - Member

2009-2011 School of Nursing Assessment Committee- Chair ,2012-present (member)

2008 -2011 School of Nursing Promotion & Tenure Committee- Member ,2012 –present (Chair)

2008 - 2009 School of Nursing Research Committee- Chair

**D. Accomplishments**

1. Provided the leadership for NLNAC Continuing Accreditation for the Master of Science degree program in nursing (July 2007)- received 8 years of Continuing Accreditation.
2. Implemented Academic Enhancement Program for graduating seniors.
3. Awarded \$207, 710 for Scholarships for Disadvantaged Students in Nursing from the U.S. Department of Health and Human Service Administration.
4. Collaborated with Capital Health Plan and the FAMU Office of

5. Development in receiving \$100, 000 for the School of Nursing.  
Awarded Tenure in May, 2007.

#### **IV. TENNESSEE STATE UNIVERSITY ACTIVITIES**

##### **A. Administrative Responsibilities**

###### **Dean – School of Nursing (March 1, 2002 – July 14, 2006)**

Prepare and administer budget for the School.

Coordinate, support and provide leadership for curriculum development, implementation and evaluation for the associate, baccalaureate, and master degree nursing programs.

Work directly with Program Directors to promote excellence in teaching.

Provide guidance and direction for strategic planning within the School.

Monitor and maintain academic standards.

Plan course staffing and scheduling in collaboration with Program Directors.

Recommend qualified faculty for appointment, reappointment, promotion and tenure.

Provide faculty development.

Assist faculty with scholarly projects.

Conduct annual evaluations of Program Directors and selected staff.

Write grant proposals in support of the program and monitor grant awards.

Prepare reports for American Association of Colleges of Nursing, National League for Nursing Accrediting Commission, Tennessee Board of Nursing, and Tennessee State University.

Serve as a liaison with other departments at the University for academic-related issues.

Represent the School at all levels – University, Local, State, and National.

Engage in advocacy for the School within the University and larger community.

**B. Accomplishments**

1. Obtained \$733,000 from Hospital Corporation of America (HCA) for student scholarships and the implementation of a mentorship program. (Fund Raising)
2. Serving as Project Director of a Title III grant entitled “Strengthening Curriculum and Leadership in Nursing”. Project was awarded \$1,116,225 by the U. S. Department of Education over a five year period – 2004-2009.
3. Developed a Consortium with the five Tennessee Board of Regents Schools of Nursing to develop and implement a MSN Regents Online Degree Program. Program implemented in August 2004. The following concentrations are offered: Nursing Education, Nursing Administration, Nursing Informatics, Family Nurse Practitioner.
4. Provided the leadership for the NLNAC Continuing Accreditation visit for the Associate Degree Program (February 2003) – received 8 years of Continuing Accreditation.

**IV. SUNY DOWNSTATE MEDICAL CENTER ACTIVITIES**

**A. Administrative Responsibilities**

**Dean – College of Nursing (1996-February 2002)**

Prepare and administer budget for the College.

Coordinate, support and provide leadership for curriculum development, implement and evaluation for the undergraduate and graduate nursing programs (Baccalaureate Completion Program for Registered Nurses; Master of Science Clinical Nurse Specialist Program; Master of Science Nurse Anesthesia Program; Master of Science Nurse Practitioner Program; Master of Science Nurse Midwifery Program).

Work directly with Associate Deans and Program Directors to promote excellence in teaching.

Provide guidance and direction for strategic planning within the College.

Collaborate with the College of Health Related Professions on interdisciplinary curriculum development and implementation.

Monitor and maintain academic standards.

Plan course staffing and scheduling.

Recommend qualified faculty for appointment, reappointment, promotion and tenure.

Provide faculty development.

Assist faculty with research projects.

Conduct annual evaluations of faculty and staff.

Write grant proposals in support of the program and monitor grant awards.

Prepare reports for American Association of Colleges of Nursing, National League for Nursing Accrediting Commission, New York State Department of Education, SUNY Downstate Medical Center.

Serve as a liaison with other departments at the University for academic-related issues.

Represent the College at all levels – University, Local, State, and National.

Engage in advocacy for the College within the University and larger community.

**B. Teaching Responsibilities**

**Classroom teaching in the following graduate courses:**

2001	NRMS 586	<u>Nursing Research II</u>
1998-2000	NRMS 570	<u>Guided Study</u>
1997-2000	NRMS 550	<u>Thesis Advertisement</u>
1997	NRMS 509	<u>Health Care Administration</u>

**C. Accomplishments**

Obtained \$1,775,279 in federal, state and city grants.

Implemented distance learning courses in College of Nursing Undergraduate and Graduate Programs.

Developed and implemented a Master of Science Nurse Anesthesia Program in collaboration with Harlem Hospital Center.

Implemented Master of Science Nurse Midwifery Program in collaboration with College of Health Related Professions.

Developed proposal for BS Second degree program.

Increased enrollment in College of Nursing RN/BS Program and Graduate Programs.

Implemented interdisciplinary education in the College of Nursing, and College of Health Related Professions.

Increased collaboration between College of Nursing and College of Health Related Professions.

Obtained 8 years of reaccreditation from the National League for Nursing Accrediting Commission for the baccalaureate and masters nursing programs.

Obtained initial accreditation (6 years, which is the maximum) from the Council On Accreditation of Nurse Anesthesia Educational Programs for the Master of Science Nurse Anesthesia Program.

## **V. CITY COLLEGE ACTIVITIES**

### **A. Administrative Responsibilities**

#### **3. Chair, School of Nursing (1995-1996)**

Develop school budget.

Manage all aspects of nursing program (hiring, curriculum, budget, Standing Committees, Learning Resource Center, etc.)

Recommend qualified faculty for promotion and tenure.

Conduct annual evaluations of faculty and staff.

Engage in advocacy for the School within the College and the larger community.

**2. Assistant Dean – School of Nursing (1990-1996)**

Provide leadership for curriculum development, implementation and evaluation (Generic Baccalaureate Program and RN/BS Completion Program).

Monitor and maintain academic standards.

Coordinate clinical agency affiliation agreements.

Service as liaison with clinical agencies.

Plan course staffing and scheduling.

Design, implement and evaluate faculty orientation program.

Assist in budget planning and management.

Participate in securing external funding for the School.

Participate in fund raising activities for the School.

Serve as a liaison with other departments at the College for Academic-related issues.

Participated in part-time classroom teaching.

Assume leadership responsibilities for the National League for Nursing Self-Study Report, and New York State Re-registration visit.

Assume administrative responsibility for the school in the absence of the Dean.

**B. Teaching Responsibilities**

1. Clinical and classroom teaching in the following courses (clinical teaching includes: medical-surgical, post-partum, and community settings).

1988-1989    NURS 327    Health Care of Adults I.

1986-1987    NURS 222    Introduction to Professional Nursing.

1981-1985    NURS 441    Nursing Management of Family Care.

1975-1980 NURS 333 Nursing Priorities with Individual Clients.

2. **Class room teaching only in the following courses:**

1993-1996 NURS 447 Leadership and Management

1990-1992 NURS 100 Nursing as a Profession

**C. Accomplishments**

Implemented strategies that increased graduates pass rate on the National Council Licensure Examination for Registered Nurses.

Implemented retention strategies in the generic baccalaureate nursing program that consisted largely of an international student body.

Provided leadership for curriculum development, implementation and evaluation which received commendation from the National League for Nursing.

Served as Co-Investigator for a grant submitted to the Department of Health and Human Service-Health Resources and Service Administration to implement a Family Nurse Practitioner Program. The grant was approved for \$286,540.

Served as Principal Investigator for a grant designed to expand holdings in the Helen Kelly Learning Resource Center. The grant was funded for \$10,000.

**VI. NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY ACTIVITIES (1987-1989)**

**A. Consultation Activities (1988-1989)**

Assisted faculty with curriculum revision in preparation for the National League for Nursing Accreditation visit.

**B. Administrative Responsibilities (Assistant Dean, 1987-1988)**

Assist Dean in daily operation of the School of Nursing.

Assist Dean with faculty development.

Developed Program Descriptive Report in preparation for the 1988 North

Carolina Board of Nursing Site Visit.

Leadership responsibility for curriculum revision, implementation, and evaluation.

Provide leadership and guidance to Project Managers for federally funded grants.

Assume administrative responsibility for the School of Nursing in the absence of the Dean.

**C. Teaching Responsibilities**

**Classroom teaching in the following courses:**

1988 NURS 200 Nursing as a Profession

1988 NURS 210 The Nursing Process

**D. Accomplishments**

Revised course content in the generic baccalaureate nursing program.

Redesigned student evaluation methods and procedures.

Worked collaboratively with faculty in designing strategies to increase success on the National Council Licensure Examination For Registered Nurses.

**VII. SCHOLARSHIP ACTIVITIES**

**1. Funded Grant Projects**

2007-2008 Project: Scholarships for Disadvantaged Students  
Funded for \$207, 710.  
Funding source: Department of Health and Human Services  
(Principal Investigator/Project Director)

2004-2009 Project: Strengthening Curriculum and Leadership in Nursing  
Funded for \$1,116,225  
Funding source: Department of Health and Human Services  
(Principal Investigator/Project Director)

2004-2005 Project: Professional Nurse Traineeships for MSN Students  
Funded for \$17,840  
Funding source: Department of Health and Human Services



(Principal Investigator/Project Director)

- 2001-2003 Project: To Train RN=s as Family Nurse Practitioners and Others as Nurse Midwives and Physician Assistants  
Funded for \$382,177 for 2 years (Principal Investigator/Project Director)
- 2000-2003 Project: School Based Nurses and Public Health Advisors: Nursing Skills Update.  
Funded for \$109,880 for three years (Principal Investigator)  
Funding source: New York City Department of Health
- 1999-2002 Project: Implement M.S. Nurse Anesthesia Program.  
Funded for \$610,662 for three years (Principal Investigator/Project Director.  
Funding source: Department of Health and Human Services - Health Resources and Service Administration, Bureau of Health Professions
- 1997-1999 Project: To Train RN=s as Family Health Nurse Practitioners and to train RN=s and others as Nurse Midwives and Physician Assistants.  
Funded for \$540,000 for 2 years (Principal Investigator/Co-Project Director).  
Funding source: New York State Department of Health
- 1995 Project: Scholarships for Disadvantaged Students for the Academic Year, 1995-1996  
Funded for \$66,280 (Principal Investigator/Project Director).  
Funding source: Department of Health and Human Services Health Resources and Services Administration, Bureau of Health Professions.

2. **Publications**

Onubogu, U., Graham, M. E., & Robinson, T. (2013). An Action Plan Intervention for Self Management in Overweight/Obese Adults in a Medically Underserved Minority Population: Phase One. The Association of Black Nursing Faculty in Higher Education Journal. 25 (3 )pp 67-71. . Refereed Journal.

Graham, M.E., (2007). My Continuing Journey of Leadership: Application of Lessons Learned. . The Association of Black Nursing Faculty in Higher Education Journal. 18 (4) pp 107-108.

Creasia, J., Duncan, A., Elliott, R., Graham, M.E., Kraft, P., Moody, N., Sanderson, C., Wollaber, D. Securing Tennessee's Future: Increasing Educational Capacity in Nursing. (2003) Tennessee Independent Colleges and Universities Association.

Linn, J. G. and Graham, M.E. (2003). A Review of Infections and Inequalities: The Modern Plagues by Paul Farmer. The Social Science Journal, 40(1): 168-169.

Graham, M.E.; Linnons, Y., Hypolite, M. (2002). Health Beliefs and Breast Self Examination Performance in Black Women. Journal of Cultural Diversity. 9(2), 49-54 (Refereed Journal)

Graham, M. E. (1995, Fall). The Closing of Harlem's Only Baccalaureate Nursing Program. The Association of Black Nursing Faculty in Higher Education Newsletter, 9(2), 1-3.

Graham, M.E. (1995). Relationship Between Structured Clinical time and Critical Thinking Skills Among Baccalaureate Nursing Students. The Association of Black Nursing Faculty in Higher Education Journal, 6(6), 149-157. (Refereed Journal)

Graham, M.E. (1994). New York State Baccalaureate Performance on NCLEX: Implications for Faculty. Journal of New York State Nurses Association, 25(1), 12-15. (Refereed Journal)

3. **Current Research**

Action plan interventions for self-management in overweight/obese adults in a medically underserved minority population, and patient outcomes.

4. **Presentations**

2014 Onubogu, U., Robinson, T.,Graham, M.E. “Pilot Study of an Action Plan Intervention for Obesity Self-Management in Adults in a Medically Underserved Minority Population.” Presented at US- SINO International Conference at Duke University, Durham N.C.

2006 Graham, M.E. “Improving Teacher Made Tests As a Way to Enhance Student Performance on Standardize Exams.” Presented at Fayetteville State University, Fayetteville, N.C.

2006 Graham, M.E. “MSN-RODP, and Project LEAD” Presented at the Project LEAD Workshop, Arlington V.A.

2005 Holder, P., Bargagliotti, L. Burgess, J., Graham, M., Musacchio, M. Parson, L., and Smith, P. “MSN-RODP: A Tennessee Consortium – Collaboration to Address a Critical Nursing Shortage”. Presented at the 16<sup>th</sup> International Nursing Research Congress, Sigma Theta Tau International. Hawaii.

2005 Parsons, L., Bargagliotti, L., Burgess, J., Graham, M., Holder, P. Musacchio, M. and Smith, . “MSN-RODP: A Tennessee Consortium – Collaboration to Address a Critical Nursing Shortage”. A Poster Presentation at Syllabus2005, Los Angeles, CA.

2003 Graham M.E.“Achieving Educational Outcome (Poster Presentation) Association of Black Nursing Faculty in Higher Education”. Association of Black Nursing Faculty in Higher Education: Eleventh Annual Scientific Conference, Jamaica, West Indies.

## VIII. PROFESSIONAL ACTIVITIES

2007	Florida Alliance Initiative- Member
2006-2007	Florida Council of Deans- Member
2004-2006	Department of Health and Human Service Administration – Nursing Workforce Diversity Panel – Chair (2005 – Member (2004)
2004-Present	Accreditation Commission for Education in Nursing formerly known as National League for Nursing Accrediting Commission Evaluation Review Panel – Member
2004	American Association of Colleges of Nursing – Membership Committee – Member
2003-2006	Nursing Education Partnership for Community Health Improvement – Founding Member
2003-2006	Tennessee Center for Nursing – Board Member
2003-2004	Tennessee Independent Colleges and Universities Association Nursing Taskforce Committee – Member
2002-2006	Tennessee State Wide Articulation Planning Committee For Nursing Education
2002-2006	Tennessee Deans and Directors – Member
2001-2002	American Association of College of Nursing (AACN) - Mentor for new deans.
2002-2004	Department of Health and Human Service Administration, Bureau of Health Profession - Grant Reviewer for Basic Nursing Practice and Education Grants, and Nursing Workforce Diversity.
2000-2003	Journal of Cultural Diversity - Editorial Board Member

1997-1998	Greater New York Dean and Directors-Treasurer
1996-2002	New York State Council of Deans-Member
1992-2001	Theta Eta Chapter of Sigma Theta Tau - Vice President
1990-Present	Program Evaluator for Accreditation Commission for Education in Nursing (Team Chair 1997-Present) (Team Member 1990-1996) <u>Responsible for evaluation of undergraduate and graduate Nursing Programs.</u>

#### **IX. PROFESSIONAL HONORS/ AWARDS**

Certificate of Recognition for Ten Years of Exceptional Service to National League for Nursing Accrediting Commission- November 2007

Certificate of Recognition in Appreciation of Dedicated Service Rendered- March 2004, Presented by Ladies of Distinction, African-American Women in Health Care, Nashville TN

Outstanding Leadership Award – May 1995, City College

Outstanding Teaching Award – May 1993 Graduating Class, City College, School of Nursing

Faculty Award for Student Support – May 1992 Graduating Class, City College, School of Nursing

Faculty Award for Student Support – Student Nurse Association, City College, School of Nursing, 1986

Sigma Theta Tau – Charter Member, 1985

#### **X. PROFESSIONAL MEMBERSHIP**

American Nurses Association

Association of Black Nursing Faculty in Higher Education

National League for Nursing

Sigma Theta Tau Charter Member

Teachers College, Columbia University, Nursing Alumni Association

**XL LICENSURE**

New York Registered Nurse License Number (214465)

North Carolina Registered Nurse License Number (097287)

Tennessee License Number (135583)

Florida License Number (RN 9248836)

## Curriculum Vitae

**Uloma D. Onubogu**  
1322 Turkey Roost Court  
Tallahassee Florida, 32317  
Phone: (850)894-5597 (Home); (850)412-7887 (Work)  
Email: [uloma.onubogu@fam.u.edu](mailto:uloma.onubogu@fam.u.edu); [uonubogu@msn.com](mailto:uonubogu@msn.com)

### EDUCATION/TRAINING

<b>Institution and Location</b>	<b>Degree</b>	<b>Year</b>	<b>Field of Study</b>
University of Florida, Gainesville	Ph.D.	2008	Nursing (Gerontology)
Florida A & M University, Tallahassee	M.S.N.	2002	Nursing (Advanced Adult & Gerontology Practice)
Florida A & M University, Tallahassee	M.S.Ed.	1997	Educational Leadership
University of Ibadan, Nigeria	B.Sc.	1987	Nursing
School of Midwifery, Mbaise, Nigeria	Post Graduate Diploma/Certificate	1984	Midwifery
School of Nursing General Hospital Aba, Nigeria	Diploma/Associate	1982	Nursing

**Position/Rank:** Associate Professor

### PROFESSIONAL PROFILE

Gerontological Nurse Practitioner - BC (FL); Adult Nurse Practitioner - BC (FL);  
Registered Midwife (Nigeria).

## PROFESSIONAL EXPERIENCE

- 2003 – Present      **Nursing Faculty - Associate Professor**  
Florida A&M University, Tallahassee, Florida  
**Undergraduate Teaching:** Women's Health class and clinical; Medical-Surgical Adult Health clinical; Adult Health NCLEX senior reviews, Community Health Clinical, Adult Health Assessment practicum instruction; Adult Mental Health clinical.  
**Coordinator:** Maternal & Child Nursing Practicum; Concepts of Health Promotion Practicum.  
**Graduate Teaching:** Professional Role Development, Adult and Gerontological Management Practicum; Nursing Research; Psychosocial Aspects of Aging; Graduate thesis committee.
- 2002-2003      **Adjunct Instructor (Nursing)**  
Medical-Surgical Adult Health clinical
- 1994 – 2003      **Clinical Nurse,**  
Tallahassee Memorial Hosp., Tallahassee, FL  
Nursing care of patients in outpatient diagnostic unit
- 2000 – 2002      **Graduate Teaching Assistant (Nursing)**  
Florida A&M University, Tallahassee, Florida  
Concepts of Health Promotion Practicum Instruction
- 1992 – 1994      **Staff Nurse**  
St. Barnabas Hospital, Bronx, New York  
Nursing care of patients in Neuro/Medical Unit, Alcohol/Drug detox unit, and Emergency department
- 1988 – 1991      **Nursing Officer**  
General Hospital, Aba, Nigeria  
Nursing care and supervision of patient care in medical/surgical and maternity units (labor & delivery, postpartum, nursery).
- 1988 – 1991      **Nursing Director**  
Dikes Clinics and Surgicenter, Aba, Nigeria  
Directing and planning care for pediatric and surgical patients.
- 1987 – 1988      **Corps Healthcare Coordinator/Administrator**  
National Youth Service Corps, Ilorin, Nigeria.  
Healthcare/Clinics coordinator and administrator for serving corps members.
- 1982 – 1984      **Supervisor**  
Dikes Clinics and Surgicenter, Aba, Nigeria  
Supervising and planning care for pediatric and surgical patients



1982 – 1984

**Staff Nurse/Midwife**

General Hospital, Aba, Nigeria

Nursing care of patient care in medical/surgical and maternity units (labor & delivery, postpartum, nursery).

**SCHOLARSHIP ACTIVITIES**

**Funded Research**

**Title:** Physical Activity Self-management Support (PASS) Through Action Planning and Telemonitoring in Older Minority Female Breast Cancer Survivors

**Date:** Spring, 2014

**Purpose:** To assess the impact of physical activity self-management support (PASS) of older female breast cancer survivors through action planning and telemonitoring on health outcomes following cancer diagnosis.

**Grantor:** Research Centers in Minority Institutions (RCMI)

**Contract Amount:** \$20,000

**Title:** Pilot Study of an Action Plan Intervention for Obesity Self-management in Adults in a Medically Underserved Minority Population

**Date:** Fall, 2009

**Purpose:** To evaluate whether action plan intervention produces significant improvement in selected measures of self-management among overweight/obese African Americans.

**Grantor:** Research Centers in Minority Institutions (RCMI)

**Contract Amount:** \$10,000

**Title:** Pilot Study of an Action Plan Intervention for Obesity Self-management in Adults in a Medically Underserved Minority Population

**Date:** Fall, 2010

**Purpose:** To extend the pilot study of an action plan intervention for obesity self-management in a minority population

**Grantor:** Faculty Research Award Program (FRAP)

**Contract Amount:** \$4,250

**Non-Funded Research**

**Title:** “Pain and Depression in Older Adults”

**Title:** “Pain, Pain Medication, and Pain Outcomes in older Adults with Arthritis”

**Date:** Fall, 2008.

**Purpose:** To examine the extent to which the adequacy of prescribed pain medication influences the relationship between pain and pain outcomes among older adults with arthritis.

**Title:** “Evaluation of nurse practitioner-led telephone triage in primary care”

**Date:** 2006

**Purpose:** To evaluate nurse practitioner-led after-hours telephone triage service in primary care to illuminate the patterns and content of triage calls.

**Title:** “Symptom Clusters in Elderly with Chronic Non-Malignant Pain”

**Date:** Fall, 2005/Spring, 2006

**Purpose:** To determine whether symptom clusters are identifiable in older adults with chronic non-malignant pain

**Title:** "Pain, Somatization, and Emotional Distress in Older Adults"

**Date:** Fall, 2004/Spring, 2005

**Purpose:** To examine the role of somatization in the relationships among pain, anxiety, and depression in elders.

**Title:** "Item analysis: Are we testing what we teach?"

**Date:** Summer - Fall, 2003

**Purpose:** To evaluate student effectiveness of performance testing in a nursing course using item analysis.

**Title:** "Evaluation of telephone triage: Implications for nursing," master's thesis.

**Date:** 2002, April

**Title:** "Site-based management as perceived through teacher morale and participatory decision making: Strategies, roles, implications, and recommendations," master's thesis.

**Date:** 1997, Apr.

## **Publications**

### Article:

**Onubogu, U.** (2014). Pain and Depression in Older Adults. *Orthopaedic Nursing*.

**Onubogu, U & Earp, J.** (2013). Telephone Nursing Practice: How do Telenurses Perceive their Role? Accepted for publication in the *Journal of Best Practices in Health Professions Diversity: Research, Education, and Practice*.

**Onubogu, U., Graham, M., & Robinson, T.** (In press). Pilot Study of Action Plan Intervention for Self-management in Adult Obese Minority Population. *Association of Black Faculty Journal*.

**Onubogu, U., Sawyer, P., & Onubogu, B.** (In press). Understanding Diabetic Neuropathy in Older Adults. *Newsletter of Interprofessional Education (NICE) for the Deep South CME Network, University of Alabama School of Medicine*.

**Onubogu, B., Bulloch, M., & Onubogu, U.** (In press). Safety Considerations for Over-the-Counter Medication Use in Older Adults. *Newsletter of Interprofessional Education (NICE) for the Deep South CME Network, University of Alabama School of Medicine*.

**Earp, J., Brown, P., Jones, F., & Onubogu, U.** (2007). Evaluation of nurse practitioner-led telephone triage in primary care. *Journal of Best Practices in Health Professions Diversity: Research, Education, and Practice*, 1(2), 93 -112.

### Book Review:

**Onubogu, U. & Horgas, A.** (2005). Cognitive therapy in chronic pain: A step-by-step guide by

Beverly Thorn. A book review article published in *Contemporary Gerontology, Volume 11*, number 4, page 175-176.

**Interview Article:**

- “Kissing disease” FAMUAN online – published interview (2007)

**Abstract Publication from Research Presentation**

- **Onubogu, U. & Horgas, A.** (Fall, 2005/Spring 2006). “Symptom Clusters in Elderly with Chronic Non-Malignant Pain”. Abstract publication, *Gerontologist, Volume 46*, number, page 401.
- **Onubogu, U. & Horgas, A.** (Fall, 2004/Spring 2005). “Pain, Somatization, and Emotional Distress in Older Adults” Abstract publication, *Gerontologist, Volume 45, number 2*, page 290.
- **Earp, J. & Onubogu, U.** (Fall, 2003). “Item analysis: Are we testing what we teach?” 37<sup>th</sup> *Sigma Theta Tau International Convention paper*

**Manuscript/s under Review:**

**Onubogu, U., Mansfield, W., & Ozbeck, I.** Implementing Preventive Oral Healthcare Measures to Improve Overall Health in Older Adults. *Newsletter of Interprofessional Education (NICE) for the Deep South CME Network*, University of Alabama School of Medicine..

***Funded Research Presentations***

The research on “Pilot Study of an Action Plan Intervention for Obesity Self-management in Adults in a Medically Underserved Minority Population” has been presented as follows:

- FAMU Minority Health Conference, Tallahassee Florida (Fall, 2010)
- Association for Preventive Teaching and Research (APTR), Arlington, VA (Summer, 2010)
- National Conference of Nurse Practitioners (NCNP), Chicago, IL (Summer, 2010)
- RCMJ Local Advisory Committee Conference at FAMU (Spring, 2010).

***Other Presentations:***

- **Miller, J., Earp, J., & Onubogu, U:** Endometriosis, Laparoscopy, and Hysterectomy: A Review of Protocol Recommendations. Scholarly project presented at Orlando Florida (Spring 2012).
- **Onubogu, U., Earp, J., & Graham, M.** – FAMU SON program enhancement in gerontology, project presented at Health Professionals Faculty Development Conference, Florida State University/Live Oak Geriatric Education Consortium Interdisciplinary Conference, Tallahassee Florida (Summer, 2010).
- **Owusu, B., Earp, J., & Onubogu, U.** - “The relationship between body size, risk perception for Type 2 Diabetes and the likelihood of lifestyle behavior change among African-American women.” Research presented at the National Association of African American Studies (NAAAS) Annual Conference, Baton Rouge, LA (Spring, 2010).
- **Onubogu, U., Horgas, A., & Marsiske, M.** – Pain, Pain Management, and Pain Outcomes in Older adults with Arthritis. Research presented at Gerontological Society of America Conference, Atlanta, GA (Fall, 2009).

- Earp, J., Graham, M., & **Onubogu, U.** – FAMU SON program enhancement in gerontology, exemplar presented at Health Professionals Faculty Development Conference, Florida State University/Live Oak Geriatric Education Consortium, Tallahassee Florida (Summer, 2009).
- **Onubogu, U.** & Horgas, A. (Spring, 2007). Symptom Clusters in Elderly with Chronic Non-Malignant Pain. Research presented at University of Florida College of Nursing Research Day (Spring, 2007)
- **Onubogu, U.** & Horgas, A. – Symptom Clusters in Elderly with Chronic Non-Malignant Pain. Research presented at The Gerontological Society of America (GSA) annual international conferences in Dallas, Texas (Fall, 2006).
- **Onubogu, U.** & Horgas, A. – Pain, Somatization, and Emotional Distress in Older Adults. Research presented at the Gerontological Society of America (GSA) annual international conferences in Orland, Florida (Fall, 2005).
- Earp, J. & **Onubogu, U.** – Item analysis: Are we testing what we teach?” Research presented at the 37<sup>th</sup> Biennial Sigma Theta Tau International Conference, Scientific Session, Toronto, Canada (Fall, 2003).
- **Onubogu, U.** - “Evaluation of telephone triage and implications for nursing.” Research presentation, Rho Kappa Chapter Honor Society of Nursing scholarly program, Tallahassee, Florida. (Dec, 2002)
- **Onubogu, U.** - “Evaluation of telephone triage and implications for nursing.” Abstract presentation, Florida Nurses Association Annual Convention, Orlando, Florida. (Sep. 2002)
- **Onubogu, U.** - Paper presentation, “Evaluation of Telephone Triage and Implications For Nursing.” IMHOTEP graduate research presentation, Florida A & M University, Tallahassee. (Apr. 2002)
- **Onubogu, U.** - Paper Presentation, “Site Based Management.” National Association of Laboratory Schools Conference, Tallahassee, Florida. (1997).

### Awards & Honors

2014, Spring.	Alumnus, UAB Faculty Scholar Program in Gerontology
2014, Spring.	Teaching Innovation Award nominee
2014, Spring.	Research grant awarded by Research Centers in Minority Institutions program (RCMI).
2010, Fall.	Research grant awarded by Faculty Research Award Program (FRAP)
2009, Fall.	Research grant awarded by Research Centers in Minority Institutions program (RCMI).
2009, Spring.	Lios Knowles Award for excellence in gerontological nursing.
2006, Spring.	Nurse of Excellence award, Tallahassee, Florida

- 2002, April. IMHOTEK graduate research award.
- 2001, Fall. Florida Nurses Foundation research grant and scholarship awards.
- 1988, July. National Youth Service Corps State Achievement Award, Ilorin, Nigeria.

## **PROFESSIONAL DEVELOPMENT**

- Scholar University of Alabama College of Medicine Faculty Scholar Program for Geriatric Education (2013-2014 Cohort)
- National Organization of Nurse Practitioner Faculty Conference, Denver CO (April 2014)
- Grant Reviewer (HRSA Grant), March-April 2014
- National Organization of Nurse Practitioner Faculty Conference, Pittsburg PA (April 2013)
- National League for Nursing writing retreat, Chapel Hill, North Carolina (March 2013).
- Adult/Gerontological Nurse Practitioner Certification Review, Minnetonka, Minnesota (February, 2013).
- International Nursing Association for Clinical Simulation and Learning Conference, San Antonio, Texas (June 2012).
- Participant, University of South Florida (USF) HRSA funded initiative for education and faculty support in the use of information and other technologies for nursing education and practice (2011).
- Robert Wood Johnson Nurse Scholar Webinar (Jan, 2011)
- Masters Essentials, Doctor of Nursing Practice and Graduate Instruction Webinar (Dec, 2010)
- FAMU Minority Health Conference, Tallahassee Florida (Fall, 2010)
- FAMU SON program enhancement in gerontology presenter at Florida State University/Live Oak Geriatric Education Consortium Interdisciplinary Conference, Tallahassee Florida (CME credit - Summer, 2010)
- Association for Preventive Teaching and Research (APTR) Conference, Arlington, VA (Summer, 2010)
- National Conference of Nurse Practitioners (NCNP), Chicago, IL (CE credit, Summer, 2010)
- RCMI Local Advisory Committee Conference at FAMU (Spring, 2010).
- Gerontological Society of America Annual Conference, Atlanta, GA. (November 2009, 2006, 2005, 2004).
- RCMI Grants writing workshop, FAMU, (2009)
- American Academy of Nurse Practitioners Conference, Nashville, TN. (June 2009).
- Gerontology Curriculum Development workshop, FAMU SON, Tallahassee, FL April (2008).
- Evidence-Based Practice: Gerontological Applications New Content, New Competencies. FAMU SON, Tallahassee, FL. (2008)
- University of Florida College of Nursing Research Day conference (2007)
- Medical Error Prevention & Root Cause Analysis. CME Resource on-line (2007)

- Domestic Violence. CME Resource on-line. (2007)
- HIV/AIDS. CME Resource on-line. (2007)
- Pain Management. CME Resources on-line. (2007)

### **PROFESSIONAL MEMBERSHIPS**

- NONPF
- NLN
- Florida Nurse Practitioner Network
- Gerontological Society of America since 2004
- American Association of Nurse Practitioners, since 2009
- Council of Advanced Practice Nurses, Tallahassee, Florida, since 2009
- Sigma Theta Tau International Honor Society of Nursing (Rho Kappa Chapter, Tallahassee Florida) since 2001.
- Florida Council on Aging since 2011

### **SCHOOL OF NURSING COMMITTEES**

- Member – Graduate Curriculum Committee, 2010 to present
- Chair – Faculty Research and Development, 2010, 2014
- Member – Promotion, Tenure, Merit Equity, and Professional Relations Committee, 2008 - current
- Member – Constitution committee, 2007, Chair 2008, 2009, 2013
- Chair – Community service/Volunteers, 2006, 2007, 2008, member 2009
- Member – Faculty research and development, 2004, 2005, 2006, 2007
- Chair – Faculty relations committee 2004
- Member – Faculty relations committee, 2003, 2005, 2006, 2012-current
- Member – Test security committee (Ad-hoc).
- Member – Nurses week Committee (Ad-Hoc)
- Member – Graduate Program Review (Ad-Hoc)

### **UNIVERSITY COMMITTEES**

- FAMU IRB
- Research Advisory Committee
- Faculty Senate member
- Research Advisory Council
- FAMU/Villages
- University library Committee
- Healthcare Reform Committee

## **COMMUNITY SERVICE**

- Health ministries, education, and community services, Fellowship SDA Church Tallahassee Florida
- March of Dimes volunteer, 2008.
- Trousdell Gymnastic Center volunteer, City of Tallahassee, from 2006-present.
- FAMU Student Nurses blood drive coordinator, Tallahassee Florida, Spring 2008.
- Cardiovascular screening and education, FAMU Harvest Festival, Tallahassee Florida, Fall 2007.
- ARNP volunteer, Neighborhood Health Services, Tallahassee, Florida – 2002-2003.
- Nursing volunteer, FAMU Wellness Clinic, Gretna, Florida – 2002.





Direct oversight of Title III Grant activities; oversight of allocation of departmental travel funding; producing all course schedules for both graduate and undergraduate programs; hiring Division personnel; recruiting graduate and undergraduate students; conducting annual performance evaluations for all fulltime and adjunct HCM faculty members; provide review for all tenure and promotion candidates; evaluation of fulltime and adjunct faculty; PI for Title III Grant activities; advisement of program students, chairing the Graduate Admissions Committee.

Graduate Program Coordinator	2009 – Present
Undergraduate Program Coordinator	2007 – Present

Duties: direct oversight and leadership of HCM graduate and undergraduate programs; preparation, presentation, and execution of lectures and class activities on the subject matter of health services administration, health services research, statistics, applied quantitative methods, organizational theory and behavior, quality management and strategic management for graduate and undergraduate level students; develop and schedule course offerings for traditional and online courses offered each semester; Chair HCM faculty search committee; recruitment and advisement of program students; monitoring student academic progress; approval of student schedules; Development and maintenance of HCM advisee database; Development of Assessment measures for student learning outcomes and program level assessment, data analysis and update of the HCM Assessment Plan.

### **Courses Taught:**

#### ***Graduate:***

HSA 5103 Introduction to Health & Medical Care Organizations  
 HSA 5752 Statistics in Health Care Management  
 HSA 6118 Organizational Theory and Behavior in Health Care Organizations  
 HSA 6149 Health Care Planning & Marketing  
 HSA 6178 Health Care Financial Management II: Case Studies  
 HSA 6385 Quality Management in Health Care  
 HSA 6414 Social Dimensions and Issues in Health Care  
 HSA 6342 Leadership and Human Resource Management in Health Care  
 HSA 6507 Health Information Systems  
 HSA 6717 Advanced Topics in Health Care Management Research  
 HSA 6735 Applied Quantitative Research Methods  
 HSA 6875 Health Management Fieldwork/Residency  
 HSA 6938 Health Management Capstone

#### ***Undergraduate:***

HSA4922 Capstone - Health Care Management  
 HSA 4700 Health Care Research Methods  
 HIM 3626 Health Care Statistics/Research  
 HSA 3140 Approaches to Healthcare Strategic Planning  
 HSA 3180 Health Care Management Theory and Practice  
 HSA 4383 Quality Improvement in Health Care  
 HSA 3110 Organization and Administration of Health Care Facilities  
 OTH 4761 Research Seminar OTH

### **Academic Honors**

University of Alabama at Birmingham Doctoral Fellowship, 2000  
ACHE/Southern Regional Education Board Doctoral Fellowship, 1996  
Dean's List – University of Alabama at Birmingham

### **Publications**

#### ***Papers Submitted:***

Beck-Jones, J., **Perryman, M.** “Professional Socialization of Management Professionals: A Review of the Literature” Submitted for publication in the Fall, 2015 issue of the *Journal of Best Practices in Health Professions Diversity*.

Beck-Jones, J., **Perryman, M.** “Examining Knowledge and Awareness of Professional Identity for Students in Specialized Programs” Submitted for publication in the Fall, 2015 issue of the *Journal of Best Practices in Health Professions Diversity*.

#### ***Accepted for Publication:***

Alexander, A., **Perryman, M.**, Rivers, P. “Development and Effectiveness of a National Board Certification for Occupational Therapists (NBCOT) Examination Preparatory Course” Submitted and accepted in the *Journal of Health Care Finance* 2015

#### ***Publications:***

Cooper, L. S., **Perryman, M.**, Rivers, P. (2015) “Professional Allied Health Student Characteristics that Influence Health Literacy Awareness” *Journal of Health Care Finance*, 41(3):2-10.

Cooper, L. S., **Perryman, M.**, Rivers, P. (2015) “The Effects of Online Health Literacy Focused Training on Professional Allied Health Students’ Knowledge of Health Literacy” *Journal of Health Care Finance*, 41(3):11-21.

Cooper, L. S., **Perryman, M.**, Rivers, P. (2015) “Does Frequency of Interaction with a Healthcare Provider for Personal Needs Affect Professional Level Allied Health Students’ Awareness of Health Literacy?” *Journal of Health Care Finance*, 41(3):22-28.

**Perryman, M.**, Rivers, P. (2011) “Strategic Groups in Health Care: A Literature Review” *Health Services Management Research*, 24(3):151–159.

**Perryman, M.**, Lewis, M., Rivers, P. (2009) “Treatment Disparities in Medication Prescribing for Alzheimer’s Disease Among Ethnic Groups” *Journal of Health Care Finance*, 35(4):65-74.

Roberts, V., **Perryman, M.** (2009) “A Discussion Paper on the Assessment of Student Learning Outcomes for Healthcare Management: Transferring Learning to Practice,” *Health Education Journal*, 68(2):140-148.

**Perryman, M.**, Rivers, P. A. (2007) “The Effects of Location and Race on the Performance of Cardiac Procedures,” *Journal of Health Care Finance*, 33(4):79-85.

Roberts, V., **Perryman, M.** (2007) "Creating a Culture for Health Care Quality and Safety," *The Health Care Manager*, 26(2):1-4.

**Perryman-Starkey, M.**, Rivers, P. A. and Munchus, G. (1999) "The Effects of Organizational Structure on Hospital Performance," *Health Services Management Research*, 12(4):232-245.

**Perryman-Starkey, M.**, Rivers, P. A. and Munchus, G. (1998) "Retiree Health Benefits Revisited," *Health Care Management Review*, 23(1):29-36.

### **University of Nebraska at Omaha – Omaha, Nebraska**

Position: Consultant – Research Methods September, 2002 – July, 2003

Responsibilities: Currently providing research assistance in the identification of disparities in access to and the quality of care provided by managed care and fee-for-service entities.

Projects include the analysis of hospital discharge data using SAS and SPSS to measure differences in quality of cardiac care based on provider source and the investigation of the volume-outcome relationship for various cardiac procedures.

### **University of Alabama at Birmingham – Birmingham, Alabama**

Position: Graduate Assistant September, 2000 – December, 2002

Responsibilities: Data analysis and research for dissertation. Performed data gathering and original data entry, and created the research database. Determined the efficiency scores for nursing facilities in the state of Alabama by using the Data Envelopment Analysis (DEA) technique. Application of cluster analysis technique to state of Alabama nursing home data utilizing the SAS statistical technique

### **Virginia College at Birmingham – Birmingham, Alabama**

Position: Instructor November, 1998 – April, 1999

Mathematics and Accounting Instructor

Responsibilities: Preparation and presentation of lectures on the subject matter of mathematics and entry level accounting courses. Prepared syllabi and examinations, graded exams and homework of the students. Conducted study sessions after class hours, and was available for academic counsel of students.

### **Professional Experience**

#### **2002 –2003 Delmarva Foundation for Medical Care, Inc – Hanover, Maryland**

Position: Senior Health Analyst (Health Analyst II) July, 2002 – December, 2003

Responsibilities included analysis of data in Medicare, Medicaid and other health related databases on a PC network using SAS programming, development of targeting protocols based on health care data, identification of potential opportunities for quality improvement or focused investigation, report preparation and presentation of analysis findings, and mentoring and coaching of Health Analysts and others. Preparation and maintenance of ISO documentation for analyst training such as external continuing education. Developed data screens, formats and outline for data documentation of MDS data.

**1995 - 1998 Southeastern Pathology Associates – Birmingham, Alabama**

Position: Laboratory Manager - Clinical Division September, 1995 – April, 1998

Responsibilities: Provided management of day to day laboratory operations, served as the Technical Consultant for CLIA laboratory certification, supervised Medical Laboratory Technicians in the performance of laboratory testing, monitoring of Quality Control, and development of laboratory policies and procedures.

**1995 - 1996 Laboratory Corporation of America – Birmingham, Alabama**

Position: Medical Technologist - RIA Department June, 1995 - January, 1996

Responsibilities: Performance of clinical testing, instrument maintenance as needed, and monitoring quality controls.

**1994 - 1995 Jefferson County Department of Health – Birmingham, Alabama**

Position: Laboratory Director, Technical Consultant June, 1994 – February, 1995

Responsibilities: Provided technical supervision of the Medical Laboratory Technicians and phlebotomists in the performance of laboratory testing, monitored Quality Control procedures, developed laboratory policies and procedures, trained medical personnel in the performance of laboratory tests and procedures, conducted in-service training in the performance of various procedures including venipuncture and microbiology.

**1990 - 1994 Bessemer Caraway Medical Center**

Position: Medical Technologist December, 1990 - June, 1994

Responsibilities included performance of clinical laboratory testing in Blood Bank, Hematology, and Chemistry, monitoring Quality Controls, and performing instrument maintenance as needed. Trained new employees and acted as the practical rotation supervisor for Medical Laboratory Technician students.

**1981 - 1990 Saint Vincent's Hospital**

Position: Medical Technologist June, 1981 - December, 1990

Responsibilities included performance of clinical laboratory testing in Hematology and Chemistry departments, monitoring Quality Control, instrument troubleshooting and maintenance, and employee training, served as the practical rotation coordinator for Medical Technologist students.

**Professional Memberships**

Southern Management Association

Academy of Management

American College of Healthcare Executives

Management Faculty of Color Association, Inc.

**Doctoral Dissertation Direction**

2014 Cooper, Lan'Tejuana S., Doctoral Degree Candidate in Educational Leadership and Human Services

Title: On-Line Tutorials and Their Impact on Professional Level Allied Health Sciences Students' Knowledge of Health Literacy  
 Dr. Warren Hope – Chair, **Dr. Martha Perryman – Research Methodology, Statistician and Committee Member**

### **Masters Theses Direction**

- 2009 Yu, Lanfang, Masters's Degree Candidate Landscape Design and Management Program  
 Title: Healing Gardens: A Participatory Study On The Therapeutic Benefits And Users' Satisfaction  
 Prof. Alfredo Lorenzo – Chair, **Dr. Martha Perryman – Research Methodology, Statistician and Committee Member**
- 2007 Somer Spencer, M.Arch. Candidate  
 Title: Enhancing Well Being Through the Design of An AIDS Hospice in Jamaica  
 Prof. LaVerne Wells-Bowie – Chair, **Dr. Martha Perryman – Research Methodology, Statistician and Committee Member**
- 2007 Rhonda Smith, MSN Candidate  
 Title: The Relationship Between Self-Esteem And Physical Activity Participation Among Obese Females 18-69 Years Of Age  
 Dr. Doris Ballard-Ferguson-Chair, **Dr. Martha Perryman – Research Methodology, Statistician and Committee Member**
- 2005 Bernard B. Smothers, MSHA Candidate  
**Title: An Analysis of the Impact of the Balanced Budget Act of 1997 on Florida Hospital Discharge Frequencies**  
 Dr. James Goodpasture and **Dr. Martha Perryman – Co-chair**

### **Other Research Direction**

- 2011 FAMU Student Research Forum (SRF) Third Annual Joint FAMU SRF & Graduate Feeder Conference, Florida A&M University, Tallahassee, FL  
 Poster Title: 'Evidence-Based Intervention for Childhood Obesity: Let's Move Leon County' - First Place Winner  
 Presenters: D. Atkins-Bostic, S. Mixon, L. Perry, R. Bissainthe  
 Faculty Advisor: A. Alexander  
 Research Advisor: M.M. Perryman
- Poster Title: 'Pilot Study of an Intervention to Assess the Knowledge and Awareness of HIV/AIDS Among Underserved Minorities: "Code Red: It's an Emergency!"  
 Student Presenters: B. Burns, S. Mixon, L. Perry, R. Bissainthe  
 Faculty and Research Advisor: M.M. Perryman
- 2006 Jada Dixon, McNair Scholar  
 Title: The Impact of Location and Race on the Performance of Cardiac Procedures  
 Research director and Advisor

Ronald E. McNair Postbaccalaureate Achievement Program, Florida A&M University, Tallahassee, FL, July, 2006.

- 2006 'Assessing the Effectiveness of the Computerized Physician Order Entry (CPOE) in the Reduction of Medical Errors (a work in progress)'  
Presenters: C. Hill, S. McDaniel, and K. Williams  
Bernard D. Hendricks Undergraduate Honors Conference, Florida A&M University Honors Program Annual Meeting, Tallahassee, FL, March 21 – 22, 2006

### **Presentations**

#### **Conferences**

'Examining Knowledge and Awareness of Professional Identity for Students in Specialized Programs',

J. Beck-Jones, M. M. Perryman.

Presented by J. Beck-Jones and M. M. Perryman at the National Society of Allied Health Annual Conference, Winston-Salem, NC, March 25 – 29, 2015.

'Faculty Forum: Innovative Classroom Teaching: Using Media in the Classroom',

J. Beck-Jones, M. M. Perryman.

Presented by J. Beck-Jones and M. M. Perryman at the Association of University Programs in Health Administration (AUPHA) Annual Meeting, San Antonio, TX, June, 2014.

'Health Information Technology & Health Information Exchange',

M. M. Perryman, B. W. Mosley, L. Kavanaugh-Burke

Presented by M. M. Perryman and B. W. Mosley at the National Society of Allied Health Annual Conference, Charleston, SC/Bahamas, March 23-28, 2012.

'Faculty Forum: Innovative Classroom Teaching: Improving teaching through the development of student learning outcome measures',

M. M. Perryman, M. A. Lewis.

Presented by M. M. Perryman and M. A. Lewis at the Association of University Programs in Health Administration (AUPHA) Annual Meeting, Washington, D.C., June, 2008.

'Treatment Disparities in Medication Prescribing for Alzheimer's Disease Among Ethnic Groups – (Final Report)', M. M. Perryman, M. A. Lewis.

Presented by M. M. Perryman at National Society of Allied Health Annual Conference, Charlotte, NC, March 25, 2006.

'Interdisciplinary and Intra-professional Teaching', V. Roberts, M. M. Perryman. Presented by V. Roberts and M. M. Perryman at Management Faculty of Color Association, Inc. Annual Conference, Tallahassee, FL June 2, 2006.

'Treatment Disparities in Medication Prescribing for Alzheimer's Disease Among Ethnic Groups – (Final Report)', M. M. Perryman, M. A. Lewis.

Presented by M. M. Perryman at National Society of Allied Health Annual Conference, Charlotte, NC, March 25, 2006.

'Treatment Disparities in Medication Prescribing for Alzheimer's Disease Among Ethnic Groups – (Work in progress)', M. M. Perryman, M. A. Lewis.  
Presented by M. M. Perryman and M. A. Lewis at Project CHOICE 4<sup>th</sup> Bi-annual Partner's Meeting, Boston, MA, June 7, 2005.

'Analysis of Strategic Groups and Quality Performance in the Alabama Nursing Home Industry', M. M. Perryman. Presented by M. M. Perryman at Management Faculty of Color Association, Inc. 2<sup>nd</sup> Annual Conference, Houston, TX, June 3, 2005.

'An Investigation of Differences in Beneficiary Knowledge Among Ethnic Groups (A Work in Progress)', M. M. Perryman, B. W. Mosley.  
Presented by M. M. Perryman at National Society of Allied Health Annual Conference, Atlanta, GA, April 2, 2005.

### **Meeting Presentations**

'Tenure/Promotion/Performance Evaluation',  
M. Lewis, M. M. Perryman, and B. W. Mosley  
Presented by M. M. Perryman at the SOAHS 2013-2014 Faculty/Staff Orientation Meeting, Florida A&M University, Tallahassee, FL, August 13, 2013.

'Tenure and Promotion',  
M. Lewis and M. M. Perryman  
Presented by M. M. Perryman at the SOAHS 2012-2013 Faculty/Staff Orientation Meeting, Florida A&M University, Tallahassee, FL, August 10, 2012.

'Academic Advisement: Permission Codes & Course Sequencing',  
M. M. Perryman, M. A. Lewis  
Presented by M. M. Perryman and M. A. Lewis at the SOAHS Faculty Meeting, Florida A&M University, Tallahassee, FL, May 11, 2007.

'Update on FAMU PeopleSoft in Academics and Advisement', M. M. Perryman  
Presented at the SOAHS 2005-2006 Faculty/Staff Orientation, Florida A&M University, Tallahassee, FL, August 22, 2005.

'CMS Public Use Data: Medicare Current Beneficiary Survey', M. M. Perryman. Presented by M. M. Perryman at Public-Use Health Data Workshop, College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health, Florida A&M University, Tallahassee, FL, February 19, 2005

'Update on FAMU PeopleSoft in Academics and Advisement', M. M. Perryman  
Presented at the SOAHS 2005-2006 Faculty/Staff Orientation, Florida A&M University, Tallahassee, FL, August 22, 2005.

### **Posters**

'A Model for Interprofessional Education in Health Services' Poster presented at the Association of University Programs in Health Administration (AUPHA) Annual Meeting, Seattle, WA, June, 2006

'Assessing the Effectiveness of the Computerized Physician Order Entry (CPOE) in the Reduction of Medical Errors (a work in progress),' C. Hill, S. McDaniel, K. Williams, M. M. Perryman, and M. McNeill.

Presented by C. Hill, S. McDaniel, K. Williams, and M. M. Perryman at the National Society of Allied Health Annual Conference, March 23-26, 2006.

'Treatment Disparities in Medication Prescribing for Alzheimer's Disease Among Ethnic Groups – (Work in progress)', M. M. Perryman, M. A. Lewis.

Presented by M. M. Perryman and M. A. Lewis at Project CHOICE 4<sup>th</sup> Bi-annual Partner's Meeting, Boston, MA, June 7, 2005.

'Analysis of Strategic Groups and Quality Performance in the Alabama Nursing Home Industry', M. M. Perryman. Presented by M. M. Perryman at Association of Schools of Allied Health Professionals Annual Meeting, Tampa, FL, October 20, 2004.

### **Workshops**

#### **2015**

'Occupational Therapy Graduate Student Workshop – IRBNet and the IRB Application Process'

M. M. Perryman

Facilitated by Martha M. Perryman, Chair-Research/Productivity Committee and Member of the FAMU IRB Committee

Florida A&M University, Tallahassee, FL

#### **2011**

'Faculty Research Workshop – Blackboard 9.1 Tutorials'

M. M. Perryman

Facilitated by Martha M. Perryman, Chair-Research/Productivity Committee at the SOAHS 2011-2012 Faculty/Staff Orientation Meeting, Florida A&M University, Tallahassee, FL.

#### **2007-2009**

'Endnote101 for Graduate Students: Using Endnotes for Literature and Bibliography Formatting', M. M. Perryman.

Facilitated by Martha M. Perryman at Professional Development Workshop for Graduate Students, Post-doctoral Students & Faculty, College of Pharmacy and Pharmaceutical Sciences, Computer lab, New Pharmacy Bldg., Florida A&M University, Tallahassee, FL, September, 2007; February, 2008.

#### **2009**

Coaching Session for Developing an Undergraduate Assessment Plan

Critique of Graduate Program Assessment Plan

Assessment Training and Research Institute (ATaRI) conducted by the Office of University Assessment, Florida A&M University, Tallahassee, FL, May 21-23, 2009.



'Health Research/Scholarly Productivity Committee: Faculty Research Skills Workshop', M. M. Perryman

Facilitated by Martha M. Perryman, School of Allied Health Sciences, Conference Room 103, Lewis-Beck Bldg, Florida A&M University, Tallahassee, FL, July 13, 2009.

### **Research**

#### **Funded**

5/16/14 - Present      Center for Safe and Accessible Transportation for an Aging Population,  
Mini-Grant Contract R01714 (FAMU #: 004485),  
Title: 'Assessment of the Psychosocial Behavior Associated to Elderly Drivers to Reduce Their Involvement in Crashes.'  
Co-PIs: D. Kobelo, M. M. Perryman, D. Oliveira, D. Brown-Cross  
Award amount: \$45,443

11/2013- Present      Center for Safe and Accessible Transportation for an Aging Population, Research and Innovative Technology Administration, U.S. Department of Transportation, FY 2013 Grant Solicitation, Tier I University Transportation Center, US DOT Strategic Goal: Safety -- Improve public health and safety by reducing transportation-related fatalities and injuries  
  
Award amount: \$1.4Million

#### **Consortium Members:**

Florida State University (FSU) (Lead)  
Florida A&M University (FAMU) (Partner and HBCU)  
University of North Florida (UNF) (Partner)

9/2010 – 9/2011      Faculty Research Award Program (FRAP)    Co-P.I. \$9,500  
Title: 'Examining knowledge and awareness of professional identity for students in specialized programs'

9/2010 – 9/2011      Faculty Research Award Program (FRAP)    P.I.    \$4,250  
Title: 'Analysis of Medication Prescribing for Alzheimer's Disease'

9/2004 – 6/2006      Project CHOICE/Mini-Grant/Pilot Project    P.I.    \$7,500  
Title: 'Treatment Disparities in Medication Prescribing for Alzheimer's Disease Among Ethnic Groups'  
Research completed June of 2006  
Article submitted 2009, published 2009

#### **Unfunded**

5/2009 – 8/2009      Collaborative research conducted with Dr. Lorenzo in College of Engineering Sciences Technology and Agricultural (CESTA)  
Title: 'The effect of interiorscaping on wellness program outcomes'.

## **Clinical Research**

2013 – Present: Consultant with Clinical Researchers to develop evidence-based practice protocols.

### **Studies in Progress**

- (630611-1) Clinician's ability to identify shoulder interventions: an inter-rater chance corrected agreement pilot study. Perryman, M. (PI); Yarznbowicz, R. (Co-PI)
- (588667-1) Mechanical diagnosis & therapy vs usual care for musculoskeletal disorders: a cost comparison. Perryman, M. (PI); Donelson, R. (Co-PI)
- (555497-2) The association between pain pattern classification and functional status in patients with musculoskeletal impairments. Perryman, M. (PI); Yarznbowicz, R. (Co-PI)

## **Scholarly Contributions**

### **Research/Statistical Analysis**

2014 Cardiopulmonary Sciences, Dr. Mary Simmons, Director  
Survey Analysis for CoARC 2014

2011 – 2014 HBCU Student Wellness Plan – Smoking Survey

2011 African American Tobacco Network (AATN)

This project was developed through funding support from the Florida Department of Health, Bureau of Tobacco Prevention Program. The following deliverables were supported:

- AATN Survey
- FAMU AATN Webinars:
  - 'Tobacco Products Used in the African American Community'
  - 'Nicotine Addiction in the African American Community'
  - 'Cultural Perceptions, Practices and African American Tobacco Use'
  - 'Methods and Techniques to Help African American Tobacco Users Quit'
  - 'Tobacco Products Used in the African American Community'
- AATN Fact Sheets

### **Data Analysis**

2007 – 2009 Velma Roberts, Ph.D., P.I.  
Project CHOICE Mini-Grant, 2006  
Title: 'An Assessment of Rural Hospital Closure and Disparities in Service Availability and Access to Care'.

### **Dissertation Data Analysis**

2011 Debora S. Oliveira, Ph.D., Ed.S., M.S., OTR/L  
Faculty Satisfaction/Dissatisfaction Survey Analysis  
Fall, 2011. Florida State University.

2004 Marjorie McNeill, Ph.D., RHIA, CCS  
Title: Academic Program Variables That Predict Success on the RHIA  
Certification Examination, Spring, 2005. Florida A&M University.

**Service**

**University Committee Activities:**

Search Committee for Vice President, Research, 2014  
Search Committee for Dean, College of Education, 2013-2014  
SACS 5th Year Report Subcommittee for CS3.3.1.1, Chair, 2013  
Institutional Review Board, Member, 2013 to Present  
Institutional Effectiveness Committee (SACS Committee), 2008 to Present  
FAMU Distinguished Lecturer Series Committee, 2009 to Present  
Research Award Committee: 2010 – 2011, Member; 2011 – Present, Co-Chair  
University Research Advisory Committee, 2010 to Present  
Institutional Effectiveness Committee, 2009 to Present  
Institutional Research Council, 2007 – 2008  
Biotechnology Task Force, 2010  
Search Committee for Dean, School of Allied Health Sciences, 2008  
University Library Committee, 2005-2008  
Faculty Marshall for Commencement Exercises – Spring 2009, Spring 2014  
Faculty Volunteer for Commencement Exercises – Spring 2004, Summer 2004, Fall 2004,  
Spring 2005

**School of Allied Health Sciences (SOAHS)**

2004 – Present University Faculty Coordinator for Enterprise Resource Planning/EIT  
for SOAHS

**Participation in SOAHS committee activities:**

Research Productivity Committee  
2008 to Present – Chair  
2007 – Co-Chair  
2006 – Member  
SOAHS Assessment Committee – Health Care Management  
2006 – 2008 Representative  
2009 – Present Member  
SOAHS Faculty Orientation Committee, 2007 – Present  
SOAHS Faculty Development Committee, 2011 – Present  
HS Curriculum Committee  
HCM Director Search Committee

**HCM Division Activities:**

2014 – AUPHA Accreditation Self-Study Committee -Team Leader  
2014 – CAHME Accreditation Self-Study Committee -Team Leader  
2014 – HCM Faculty Search Committee - Chair  
2012 – Present Graduate Program Coordinator  
2012 – Present Advisor - Graduate Student Association  
2004 – Present HCM Admissions Committee

Undergraduate - Chair (2007 – 2009), Member (2010 – Present)

Graduate - Member (2004 to Present)

2007 – Present HCM Curriculum Committee

Member – Graduate and Undergraduate Programs

2005– Present HCM Assessment Committee

Coordinator – Graduate and Undergraduate Programs

**Community Service Activities:**

2008: Acted as independent agency in the counting and verification of ballots for election of national and regional officers for The National Pharmaceutical Association, Inc. (NPhA).

2008: Judge during the 16<sup>th</sup> Annual Imhotep Student Research Conference, Florida A&M University, Tallahassee, FL, March 27-29, 2009.

2007: Acted as independent agency in the counting and verification of ballots for the 2007 Bishop's Choice Awards at Abundant Life & Restoration Ministries International, Inc. in Tallahassee, FL.

**Professional Service**

**Conferences Attended**

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, Miami, FL, June 3 - June 6, 2015.

The Southern Management Association Annual Meeting, Savannah, GA, November 13-15, 2014.

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, San Antonio, TX, June 18 - June 21, 2014.

The Southern Management Association Annual Meeting, New Orleans, LA, November 5-9, 2013. (Registered)

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, Monterey, CA, June 18 - June 22, 2013.

The CAHME Competency Boot Camp, the Commission on Accreditation of Healthcare Management Education (CAHME), Union League Club of Chicago, Chicago, IL, March 9-10, 2013.

The Southern Management Association Annual Meeting, Ft. Lauderdale, FL, October 31-November 2, 2012.

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, Minneapolis, MN, May 31-June 3, 2012.

The National Association of Health Services Executives (NAHSE) Annual Meeting,  
Houston, TX, October 9-13, 2012.

The Association of University Programs in Health Administration (AUPHA) Annual  
Meeting, Charleston, SC, June 23-26, 2011.

**State Level Committee Membership**

2010 to Present Health Disparities Research Advisory Committee

**International Management Conference – Session Facilitator**

The Southern Management Association Annual Meeting, Savannah, GA, November 13-15, 2014.

- *OB*: Investigations on Authentic Leadership

**International Management Conference - Discussant**

The Southern Management Association Annual Meeting, Savannah, GA, November 13-15, 2014.

Southern Management Association Annual Meeting, Ft. Lauderdale, FL, October 30 – November 3, 2012.

- *Strategy/OT/IM*: Group Membership and Competition

Southern Management Association Annual Meeting, Nashville, Tennessee, November 7-10, 2007.

- Strategy/OT: Intra- and Inter-Firm Relationships

**International Management Conference – Associate Editor**

Academy of Management Annual Meeting OCIS Division of the 2009 Academy of Management Meeting, August 7-11, 2009, in Chicago, Illinois

**International Management Conference - Session Chair**

Academy of Management Annual Meeting, Philadelphia, Pennsylvania, August 3-8, 2007.

- BPS Division paper session, “Vertical Coordination: Variations on a Transaction Costs Economics Theme”
- OM Division paper session, “Research & Practice in Operations Management”

**Reviewer**

**2007 - 2015**

**Southern Management Association**

2013-2015

- Strategic Management/Organizational Theory

2012

- Strategic Management/Organizational Theory
- Health Care/Hospitality Mgmt/Public Administration

**2007 - 2009**

Academy of Management (AOM)

- Business Policy & Strategy (BPS) Division
- Health Care Management (HCM) Division
- Research Methods (RM) Division
- Operations Management (OM) Division
- Organizational Communication and Information Systems (OCIS) Division

**2006 - 2008**

Journal of the National Society of Allied Health (JNSAH)

**Committee Member**

2006 AUPHA Diversity Forum Subcommittee on Research

**Awards And Recognition**

2009 FAMU Division of Research First Annual Calendar of Principal Investigators  
Featured researcher for month of June

2007 Outstanding Reviewer Award  
Strategic Management and Organizational Theory Track  
2007 Southern Management Association Conference

2004-2005 MSHA Program Professor of the Year





## Curriculum Vitae

**Name:** CARSWELLA O. PHILLIPS, DNP, MSN, ARNP, AGPCNP-BC

**Address:** Work  
Florida A&M University, School of Nursing  
206 Ware-Rhoney  
Tallahassee, FL 32307  
Telephone: 850. 599.3273, 850.933.0128  
Fax: 850.599.3508  
E-mail: carswella.phillips@famuc.edu

**Current Position/Title:** Assistant Professor of Nursing

<b>Education</b>	
Associate of Arts Degree, Daytona State College, Daytona Beach, Florida	1996-1998
BSN, Florida Agricultural and Mechanical University, Tallahassee, Florida	1999-2001
MSN, Florida Agricultural and Mechanical University, Tallahassee, Florida	2003-2005
DNP (Health Systems Leadership), Florida State University	2009- 2012
<b>Appointments</b>	
Graduate Faculty Status School of Graduate Studies and Research FAMU, Tallahassee, FL.	2013-current
Assistant Professor School of Nursing FAMU, Tallahassee, FL	2013-current
Instructor, Lecturer & Clinical School of Nursing FAMU, Tallahassee, FL	2006-2013
Clinical Nursing Instructor -Adjunct School of Nursing FAMU, Tallahassee, FL	2002-2005
Graduate Assistant, Nursing Skills Lab School of Nursing FAMU, Tallahassee, FL	2003-2004

<b>Teaching Activities</b>	
Florida A&M University, School of Nursing:  Course Development and Lecturer for NGR 6891 and NGR6891 DL, Health Policy in Nursing (F2F and online instruction). Activities include assist with course development and design, develop appropriate instruction and evaluation methods, facilitate student learning through traditional and online pedagogies, and participate in a health policy meeting/conference as a facilitator. [Clinical Supervision: Networking and lobbying activities at Capitol Building, Tallahassee, FL]	2014-present
Course Development Consultant and Mentor for NGR 6740 and NGR 5207, Professional Role Development and Adult/Gerontology Management Theory. Activities include assist with course(s) development, mentor MSN students, presentations and evaluation for online graduate nursing courses.	2012-2013
Course Coordinator and Lecturer for NUR 3215 and 4216, Medical-Surgical Nursing I, II Theory. Didactic undergraduate courses for BSN students. Activities involved curriculum development, course schedules, presentations and evaluation. Also, orientation and mentor for new hires.	2006-present
Course Coordinator and Lecturer for NUR 3215L and 4216L, Medical-Surgical Nursing I, II. Clinical undergraduate courses for BSN students. Activities involved: development and coordination of clinical schedules, academic-clinical liaison, adjunct and full-time faculty orientation, clinical supervision, class presentations and evaluation. [Clinical Agencies: Capital Regional Medical Center, Tallahassee Memorial Healthcare, HealthSouth Rehab Tallahassee Senior Center]	2006-present
Lecturer, course faculty for NUR 3118L, Concepts of Health Promotion Clinical Course. Clinical undergraduate course for BSN students. Activities involved class presentations and evaluation.	2007-present
Lecturer, course faculty for NUR 3118L, Concepts of Health Promotion Clinical Course. Clinical undergraduate course for BSN students. Activities involved class presentations and evaluation.	2008-2011
Clinical faculty for NUR 3118L, Concepts of Health Promotion Clinical Course. Clinical undergraduate course for BSN students. Activities involved clinical supervision, class presentations and evaluation, Skills Lab. [Clinical Agencies: Miracle Hill LTC facility, Capital Health Plan]	2006-2007
Clinical faculty for NUR 3065L, Health Assessment Clinical Course. Clinical undergraduate course for BSN students. Activities involved clinical supervision, class presentations and evaluation.	
<b>Other Positions and Employment</b>	
Advanced Registered Nurse Practitioner- FAMU Student Health Services	2005-2006
Registered Nurse (Charge)-Medical-Surgical / Orthopedic Unit-Capital Regional Medical Center	2001-2005
Registered Nurse (Staff)- Sub- acute/ Rehabilitation- HealthSouth Rehabilitation Hospital	2003-2004
Patient Care Assistant- Sub-acute/Long-term Care- Heritage Healthcare	1998-2001
Patient Care Assistant-Sub-acute/Long-term Care- Ormond Beach Rehabilitation and Nursing Center	1995-1998

<b>Certification and Licensure</b>		
National Certification (ANCC) Specialty: Adult-Gerontology Primary Care Nurse Practitioner		2014-present
Adult-Gerontology Nurse Practitioner (active)		2005-present
Registered Nurse		2001-present
<b>Professional Memberships and Activities</b>		
Member	Florida Nurse Practitioner Network	2015-present
Advisor	Rho Kappa Chapter, Sigma Theta Tau	2012-present
Member	Chi Phi Chapter, Chi Eta Phi Sorority, Inc.	2010-present
Vice President	Chi Phi Chapter, Chi Eta Phi Sorority, Inc.	2008-2010
Vice President	Rho Kappa Chapter, Sigma Theta Tau	2007- 2008
Member	American Academy of Nurse Practitioners	2007-present
Member	Council of Advanced Practice Nurses	2005- present
Member	Rho Kappa Chapter, Sigma Theta Tau	2003-present
<b>Honors and Awards</b>		
Selected to Participate in the Inaugural FAMU Leadership Academy		2015-present
Nurse of Excellence Award (FAMU, Capital Regional Medical Center)		2010
Inducted into Chi Phi Chapter, Chi Eta Phi Sorority, Inc.		2008
MSN Degree (Cum Laude)		2005
BSN Degree (Magna Cum Laude)		2005
Star team member (Capital Regional Medical Center)		2004
Inducted into Rho Kappa Chapter, Sigma Theta Tau		2003
Florida A&M School of Nursing Honors Award		2001

Member	Assessment and Evaluation Committee	2016-present
Member	FAMU Online Education Advisory Council	2015-present
Member	FAMU School of Nursing Dean Search Committee	2015-present
Chair	Faculty Orientation, Mentoring & Monitoring Handbook Committee	2015-2016

Member	Tenure and Promotion Committee	2013-present
Member	Leadership Diversity Council, Florida Center for Nursing	2013-2015
Member	Community Health Coordination Committee, Leon County	2012-present
Chair	Academic Review Grievance Committee	2012-2016
Member	Academic Review Grievance Committee	2016-present
Member	Faculty Research and Development	2012-present
Member	Graduate Curriculum Committee	2012-2016
Co-Chair	Graduate Curriculum Committee	2016-present
Advisor	Rho Kappa Chapter, Sigma Theta Tau	2012-present
Vice President	Chi Phi Chapter, Chi Eta Phi Sorority, Inc.	2008-2010
Vice President	Rho Kappa Chapter, Sigma Theta Tau	2007-2008
Treasurer	School of Nursing Faculty/Staff Relations	2007-present
Member	School of Nursing Pinning Committee	2007-present
Member	Constitution and Promotion Committee	2006-2007
<b>Conferences/Workshops/Professional Development</b>		
<ul style="list-style-type: none"> <li>-Clinical Evaluation-Revising Approach</li> <li>-FAMU Leadership Academy</li> <li>-Florida Nurses Association (FNA) Advocacy Days Conference</li> <li>-Integrating QSEN into Nursing Curriculum Workshop</li> <li>-Evidence-Based Practice Workshop</li> <li>-FAMU Risk Management Training</li> <li>-FAMU Teaching and Learning Conference</li> </ul>		2016
<ul style="list-style-type: none"> <li>-FAMU Leadership Academy</li> <li>-Florida Nurses Association (FNA) Advocacy Days Conference</li> <li>-NCLEX-RN Style Test Writing Workshop (Part II)</li> <li>-BSN Curriculum Workshop</li> <li>-Integrating Critical Thinking into Undergraduate Curriculum</li> <li>- Intervention Project for Nurses: Promoting Nurse Advocacy Trends Beyond the Sunshine State</li> <li>Setting the Record Straight on Legislative Lobbying</li> </ul>		2015
<ul style="list-style-type: none"> <li>-FAMUSON Curriculum Workshop</li> <li>-Concept Mapping Workshop</li> <li>-MSN Curriculum Workshop</li> <li>-Florida Nurses Association (FNA) Lobby Days Conference</li> <li>-Student Learning Outcomes and NCLEX-RN Style Test Writing Workshop (Part I)</li> <li>-Faculty Research Presentation: Pilot Study of an Action Plan Intervention for Self-Management in Overweight/Obese Adults</li> </ul>		2014

<ul style="list-style-type: none"> <li>-Laws and Rules for Florida Nurses. NET CE</li> <li>-Domestic Violence: The Florida Requirement, NET CE</li> <li>-Medical Error Prevention &amp; Root Cause Analysis. NET CE</li> <li>-Osteoarthritis, NET CE</li> <li>-Ischemic Stroke, NET CE</li> </ul>	
<ul style="list-style-type: none"> <li>-Florida Blue Foundation in Partnership with the Florida Action Coalition 2013 Statewide Nursing Summit</li> <li>-Fitzgerald Adult-Gerontology Nurse Practitioner Certification Exam Review and Advanced Practice Update-Live Conference/Workshop</li> <li>-Interviewing Techniques Workshop, Florida A&amp;M School of Nursing</li> </ul>	2013
<ul style="list-style-type: none"> <li>-HIE and Induced Hypothermia Workshop, Tallahassee Memorial Healthcare</li> <li>-TEAM STEPPS, Tallahassee Memorial Healthcare</li> <li>-Emerging Issues in Infant and Fetal Mortality, Tallahassee Memorial Healthcare</li> <li>-Sigma Theta Tau Nursing Research Conference, Florida State University</li> <li>-Simulation 3G and Express Workshop</li> <li>-Domestic Violence: The Florida Requirement, NET CE</li> <li>-Pneumonia, NET CE</li> <li>-Depression and Suicide, NET CE</li> <li>-Medical Error Prevention &amp; Root Cause Analysis. NET CE</li> <li>-HIV/AIDS.Epidemic. Update for Florida, NET CE</li> </ul>	2012
<ul style="list-style-type: none"> <li>-Doctor of Nursing Practice student, Florida State University</li> <li>-Gerontology Curriculum Development, Florida A&amp; M School of Nursing,</li> <li>-“ Bridging Generations: Caring Across the Life Span”</li> <li>-Chi Eta Phi Sorority Inc. National Nursing Conference. Dallas, TX.</li> <li>-Evidence- Based Practice: Gerontologic Applications New Content , New Competencies, Florida A&amp; M School of Nursing</li> <li>-Building a Strong Foundation for Our Future Leaders.</li> <li>-Chi Phi Chapter, Chi Eta Phi Sorority Inc. Tallahassee, Fl.</li> </ul>	2007-2012

<b>Scholarship/Professional Activities</b>	
Training and Development Grant: Florida A&M University Leadership Academy Initiative: Project Title: FAMU Achieving Student Success through Online Learning and Distance Education; Grant Sponsor: Division of Academic Affairs; Proposal Co-Developer [25% contribution]. (\$10,430)	2015-2016
Submitted a grant proposal entitled "Enhancing Technological Capabilities in the SON Computer Lab". Funding Agency: Florida A&M University Technology Grant program. Approved but not funded.	2015
Invited peer reviewer: <i>International Journal of Evidence Based Healthcare</i> .	2015
Book Reviewer: NCLEX-RN Questions & Answers Made Incredibly Easy. 6 <sup>th</sup> edition. Care of the Adult	2015
Phillips, C. (2015). "The Relationships between Duration of Practice, Educational Level and Perception of Barriers to Implement EBP among Critical Care Nurses". <i>International Journal of Evidence Based Healthcare</i> , 13, 224-232. doi:10.1097/XEB.0000000000000044	2015
Attended a Faculty Research Presentation: Pilot Study of an Action Plan Intervention for Self-Management in Overweight/Obese Adults, Florida A&M University	2014
Oral Presentation of "The Relationships between Duration of Practice, Educational Level and Perception of Barriers to Implement EBP among Critical Care Nurses" at Sigma Theta Tau, Rho Kappa Chapter / Florida A&M University	2013
C.R.A.ZE: Media Messages for Black Females who attend Historically Black Colleges/Universities. (Collaborative research: FAMU PI: (Dr. Phillips-25% contribution) USF PI: (Dr. Rasheeta Chandler)	2013
Submitted a manuscript entitled "The Relationships between Duration of Practice, Educational Level and Perception of Barriers to Implement EBP among Critical Care Nurses" to a refereed journal for publication.	2013
Book Reviewer: 9th ed. of Fischbach & Dunning, Manual of Lab and Diagnostic Tests	2013
Book Reviewer: 13th ed. Clinical Handbook for Brunner & Suddarth's Textbook of Medical-Surgical Nursing	2012
Oral Presentation of DNP Capstone Project at Sigma Theta Tau Research Conference/ Florida State University	2012
Collaborative research proposal entitled "A Comprehensive Assessment of Health Awareness, Attitudes and Behaviors of Students Attending Florida A&M University" (FAMU Student Health Services).	2011
Developed a Quality Improvement Protocol entitled "Clinical Records Peer Review and Documentation" at Florida A&M University Student Health Services.	2011
Developed an Evidence-Based Workplace Wellness Policy entitled "Keep It Moving" and delivered an oral presentation at the Leon County Public Health Department	2011
Oral Presentation of Master's Thesis entitled "The Relationships Between Workload Perception, Burnout, and Intent to Leave among Medical-Surgical Nurses"	2005

<b>Community Activities</b>	
School Advisory Board Committee, Swift Creek Middle School, Tallahassee, FL	2014-present
Parent Volunteer at Swift Creek Middle School	2014-present
Tallahassee Police Athletic Basketball League	2013-present
Sigma Theta Tau, Rho Kappa Chapter	2012-present
Boardmember - Community Health Coordination Committee, Leon County	2012-present
Donations and Mentor at Radical Restoration Ministries Organization	2012-present
Parent Volunteer at Chaires Elementary School	2012-2014
Tallahassee City League Football: Parent Volunteer	2011
POP Warner Football League: Parent Volunteer	2010
Screening and health promotion for community health fairs (Local & Regional)	2008-present
Donations at Tallahassee Shelter and Goodwill Organization	2003-present
March of Dimes 3K Walk, Sickle Cell Walk, and Relay for Life	2008-present
H.E.R.S (Health, Education, Religion, and Service) Flipper Chapel A.M.E.	2006-present
Health Promotion & Disease Prevention Seminars at local churches	2005-present

### BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.  
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<b>NAME</b> Latinwo, Lekan M.	<b>POSITION TITLE</b>
eRA COMMONS USER NAME (credential, e.g., agency login)	Professor and Chair Biology

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

INSTITUTION AND LOCATION	DEGREE (if applicable)	MM/YY	FIELD OF STUDY
Alabama A&M University, Huntsville, Al	BS	1977	Food Science
Alabama A&M University, Huntsville, Al	MS	1979	Microbiology
Atlanta University, Atlanta GA	PhD	1986	Molecular Biology

#### A. Personal Statement

The goal as a scientist at FAMU is to provide academic and scientific enrichment experiences that will promote curiosity and capability in underrepresented minority students who have promising interests in pursuing careers in the biomedical sciences. As a Professor and the Chair of the Department of Biological Sciences at Florida A&M University, I serve as a mentor to students in the program majors who meet the eligibility requirements. In addition, my laboratory which is staffed with junior faculty, fulltime research assistant and graduate students is always available to mentor junior faculty and students in research pursues. My research interests are in understanding the molecular basis for heavy metal toxicity and identifying a plausible approach for ameliorating the toxicity I recently joined a group studying therapeutic effect(s) of novel synthetic anti-cancer drugs. My part of the study is to direct the biological aspect of the investigation. I have a demonstrated record of productive research projects in an area of high relevance, and my expertise and experience in teaching, mentoring and providing laboratory research training to underrepresented minority faculty and students are outstanding.

#### B. Positions and Honors

##### Positions and Employment

2005-Present	Chair
2003-2005	Interim Chair
1998-Present	Professor
1994-1998.	Associate Professor
1990-94.	Assistant Professor
1987-90.	Postdoc. Molecular Biology. Mich. State Univ., E. Lansing, MI
1986-87.	Postdoc. Molecular Biology. Purdue University, W. Lafayette, IN

##### Other Experience and Professional Memberships

1994-1995 Reviewer, National Science Foundation  
 1994 Reviewer, American Health Association

##### **Honors**

1999	Teaching Incentive Program Award
1999	Teacher of the Year Award
2000	Advanced Teacher of the Year
2011-Present	Chair University-Wide Research Award



### C. Contribution to Science:

As a faculty and an administrator, I have been involved in training junior faculty, and graduate students in my research lab. I came to Biology Department at FAMU when there was little or no research activity and I was able to jump start research activities that led to graduation of several graduate students with thesis. My main research focus is in the molecular environmental toxicology, I am investigating the toxicity of cadmium in mammalian systems. Through this study, I was able to demonstrate the molecular basis for cadmium toxicity. Stemming from these findings, I searched for plausible approach to ameliorate the toxicity of cadmium, and found selenium, Monoisoamyl 2, 3-Dimercaptosuccinate (MiADMS), N-Acetylcysteine, Fenugreek, and Bitter gourd to be excellent agents for treatments of ailments resulting from cadmium toxicity. My recent collaboration with colleagues studying the therapeutic effect(s) of novel synthetic anti-cancer drugs is leading to the discovery on new anti-cancer.

#### Peer-reviewed Publications (54)

1. Musa, MA., Joseph, MY., **Latinwo, LM.**, Badisa, V., Cooperwood, JS. **2015**. In vitro evaluation of 3-aryl coumarin derivatives in A549 cell line. *Anticancer Res.* 35(2):653-9.
2. Musa MA, **Latinwo LM**, Virgile C, Badisa VL, Gbadebo AJ. **2015**. Synthesis and in vitro evaluation of 3-(4-nitrophenyl) coumarin derivatives in tumor cell lines. *Bioorg Chem.* 58:96-103. doi: 10.1016/j.bioorg.2014.11.009.
3. Odewumi, CO., Fils-Aime, S., Badisa, VL., **Latinwo, LM.**, Ruden, ML., Ikediobi, C., Badisa, RB. **2014**. Chemoprotective Effect of Monoisoamyl 2, 3-Dimercaptosuccinate (MiADMS) on Cytokines Expression in Cadmium Chloride Treated Human Lung Cells. *Environ. Toxicol.* 2014 Jan 13. doi:10.1002/tox.21948.
4. Badisa RB, Mina DA, **Latinwo LM**, Soliman KF. **2014**. Selective anticancer activity of neurotoxin 1-methyl-4-phenylpyridinium on non-small cell lung adenocarcinoma A549 cells. *Anticancer Res.* 34(10):5447-52.
5. Badisa RB, Fitch-Pye CA, Agharahimi M, Palm DE, **Latinwo LM**, Goodman CB. **2014**. Milk thistle seed extract protects rat C6 astroglial cells from acute cocaine toxicity. *Mol. Med Rep.* 10(5):2287-92. doi: 10.3892/mmr.2014.2524.

#### D. Peer-reviewed Publications Last 3 Yrs:

6. Musa, MA., Joseph, MY., **Latinwo, LM.**, Badisa, V., Cooperwood, JS. **2015**. In vitro evaluation of 3-aryl coumarin derivatives in A549 cell line. *Anticancer Res.* 35(2):653-9.
7. Musa MA, **Latinwo LM**, Virgile C, Badisa VL, Gbadebo AJ. **2015**. Synthesis and in vitro evaluation of 3-(4-nitrophenyl) coumarin derivatives in tumor cell lines. *Bioorg Chem.* 58:96-103. doi: 10.1016/j.bioorg.2014.11.009.
8. Odewumi, CO., Fils-Aime, S., Badisa, VL., **Latinwo, LM.**, Ruden, ML., Ikediobi, C., Badisa, RB. **2015**. Chemoprotective Effect of Monoisoamyl 2, 3-Dimercaptosuccinate (MiADMS) on Cytokines Expression in Cadmium Chloride Treated Human Lung Cells. *Environ. Toxicol.* 2015 Jan 13. doi:10.1002/tox.21948.
9. Odewumi CO., **Latinwo LM.**, Sinclair A., Badisa VL., Abdullah A., Badisa RB. **2015**. Effect of cadmium on the expression levels of interleukin-1 $\alpha$  and interleukin-10 cytokines in human lung cells. *Journal of Molecular Medicine.* 2015 Sep 10. doi: 10.3892/mmr.2015.4316.
10. Katam, R., Chibanguza, K., **Latinwo, LM.**, Smith, D. **2015**. Proteome Biomarkers in Xylem Reveal Pierce's Disease Tolerance in Grape. *Journal of Proteomics & Bioinformatics.*
11. Badisa RB, Mina DA, **Latinwo LM**, Soliman KF. **2014**. Selective anticancer activity of neurotoxin 1-methyl-4-phenylpyridinium on non-small cell lung adenocarcinoma A549 cells. *Anticancer Res.* 34(10):5447-52.
12. Badisa RB, Fitch-Pye CA, Agharahimi M, Palm DE, **Latinwo LM**, Goodman CB. **2014**. Milk thistle seed extract protects rat C6 astroglial cells from acute cocaine toxicity. *Mol. Med Rep.* 10(5):2287-92. doi: 10.3892/mmr.2014.2524.
13. Musa, MA., Badisa. VL and **Latinwo, LM.** **2014**. Cytotoxic Activity of N,N'-Bis, (2-hydroxybenzyl) ethylenediamine Derivatives in Human Cancer Cell Lines. *Anticancer Res.* 34 (4) 1601-1607.

Program Director/Principal Investigator (Last, First, Middle): Latinwo, Lekan M.

14. Ramesh Katam, Kundai Chibanguza, Sheikh M Basha, Virginia Gottschalk, **Lekan M Latinwo. 2014.** Analysis of Xylem Proteins Differentially Expressed in *Vitis* Species and Their Possible Association with Pierce's Disease Tolerance: *Frontiers in Plant Proteomics*.
15. Ramesh Katam, Virginia Gottschalk, Prashanth Survajahala, George Brewster, Payton Paxton, Katsumi Sakata, **Lekan M Latinwo. 2014.** Advances in Proteomics Research for Peanut Genetics and Breeding in Peanut. In: "Peanut" by R. Varshney and N. Mallikarjun (eds). Science Publishers, Inc., NH and CRC Press, Boca Raton.
- 15 Cilek, JE., Ikediobi, CO., Hallmon, CF., Johnson, R., Okungbowa, O., Onyeozili, EN., Khalil, M., Ayuk-Takem, L., **Latinwo, LM.**, and Berbier, U. **2012.** Evaluation of several novel alknols, alkenols, and selected host odor blends as attractants to female *Aedes albopictus* and *Culex quinquefasciantus*. **J. Am Mosq Control Assoc. 28(3): 199-205.**
16. Katam, R., Sheikh, MB. Parks, C. Katsumi Sakata, K. and **Latinwo, LM. 2012.** Identification and Characterization of Differentially Expressed Leaf Proteins Among *Vitis* Species. *Annals of Applied Biology.* 160: 273-290.

**List of Published Work in Google Scholar:**

**Research Gate:** [https://www.researchgate.net/profile/Lekan\\_Latinwo](https://www.researchgate.net/profile/Lekan_Latinwo)

**E. Research Support**

**Training and/or Research Supports**

Faculty Resources Grant, Florida A&M University 2013-Present

**Completed Research Support**

1. **DOE (Title III) 10/2011-9/2012:** Enhancement of the Graduate and Undergraduate Programs in Biological Sciences. **Direct Cost: \$505,000. L.M. Latinwo**
2. **DOE (Title III) 10/2010-9/2011:** Enhancement of the Graduate and Undergraduate Programs in Biological Sciences. **Direct Cost: \$505,552. L.M. Latinwo**
- 3 **DOE (Title III) 10/2009-9/2010:** Enhancement of the Graduate and Undergraduate Programs in Biological Sciences. **Direct Cost: \$507,322. L.M. Latinwo**
4. **USDA 10/2005-6/2010:** Marker Development for Marker Assisted-Selection in Grapes for Resistance to Disease and Insect, and towards Cloning Gene through Grape Sequence/ESTs. **Direct Cost: 269,700.00. L.M. Latinwo, Sheilk.**
5. **USDA 25-1003-604 05/01/02-06/30/2010:** Synthesis and Biological Evaluation of 1-Octen-3-ol Analogs. The study is tailored towards synthesis of Octenol analogs for mosquito control. **Direct Cost: \$600,019.00. C. Ikediobi and L. M. Latinwo**



**Florida Agricultural and Mechanical University  
Board of Trustees**

**ACTION ITEM**

**Date: September 14, 2016**

**Agenda Item: VI**

<b>Item Origination and Authorization</b>				
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____	
Resolution _____	Contract _____	Grant _____	Other _____	

<b>Action of Board</b>				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** Textbook Affordability Annual Report

**Rationale:** Subsection 1004.085(8), Florida Statutes, on Textbook Affordability requires that each state university board of trustees submit a report by September 30th (beginning in 2016) to the Chancellor of the State University System (SUS), the textbook and instructional materials selection process for general education courses with a wide cost variance and high-enrollment courses; specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials; policies implemented related to the process; and the number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year.

**Attachment:** 2016 FAMU Textbook Affordability Report

**Recommendation:** It is recommended that the Florida A&M University Board of Trustees approve the 2016 FAMU Textbook Affordability Report.



## Textbook and Instructional Material Affordability Report

Florida Agricultural and Mechanical University  
University Submitting Report

Fall 2016  
Semester(s) Reported

<u>Date Approved by the University Board of Trustees</u>		<u>President</u>	<u>Date</u>
<u>Signature of Chair, Board of Trustees</u>	<u>09/15/2016</u> Date	<u>Vice President for Academic Affairs</u>	<u>Date</u>

### 1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Explain the methodology used for identification of general education courses with wide cost variance, defining wide cost variance. At minimum, report wide cost variance by dollar amount and percentage.

#### 1a: Methodology Used to Identify General Education Courses with Wide Cost Variance

Currently, Florida Agricultural and Mechanical University (FAMU) does not have a definition or specific methodology for determining wide-cost variance among general education courses offered at the institution. As the University moves forward to reduce the cost of textbooks and instructional materials for its students, revisions to the FAMU Textbook Adoption and Affordability Procedures will be revised. However, for the purpose of this report, the methodology used for identification of general education courses with wide cost variances at FAMU is as follows:

- FAMU’s Bookstore provider Barnes & Nobles provided raw data to the University that included the cost of textbooks and instructional materials for each course and course section offered at FAMU during Fall 2016. This information included the costs of textbooks and instructional materials for new, used, digital, and rental.
- General education courses were identified from the approved list of courses used to satisfy the General Education requirements for FAMU as shown in Appendix

A in accordance with subsection 1007.25(3), Florida Statutes, Board of Governors Regulation 8.005 General Education Core Course Options, and FAMU Regulation 4.105 Textbook Affordability.

- Wide-cost variance within FAMU's general education courses was determined by using absolute cost of the difference between the highest costs of new textbooks and instructional materials (New Price Sum) required for a course by section. The calculation was based on the number of required new textbooks and instructional materials as determined by the associated ISBN number (ISBN Count) and the sum of the new price for textbooks and instructional materials.
- The sum of the new price of textbooks and instructional materials was used to determine the total cost by each section and the maximum and minimum (New Price Min) costs for each section of a course.
- The variance (New Price Variance) was calculated by taking the maximum cost of new textbooks and instructional materials per course section minus the minimum costs per course section.
- The percentage of cost variance (New Price Variance Percent) was determined by the difference in cost between the maximum costs of new textbooks and instructional materials per course section and the minimum costs of new textbooks and instructional materials and the percentage resulting from that difference.
- Courses that did not require textbooks and instructional materials were excluded.
- This logic was applied to all general education courses offered at FAMU using data generated by Barnes & Nobles for Fall 2016.

For this report, FAMU adopted the definition of wide-cost variance developed by Florida International University (FIU) and shared by Board of Governors (BOG) staff. Accordingly, cost variance among different sections of the same course is defined as follows:

- Wide-cost variance: courses with a cost variance of greater than or equal to ten percent (10%);
- Low-cost variance: courses with a cost variance less than ten percent (10%) and greater than zero percent (0%); and
- Zero-cost variance: courses with a cost variance equal to zero percent (0%) variance.

Cost variance for FAMU's general education courses ranged from zero percent (0%) to 1390%.

b) Identify general education courses with wide cost variance among different sections of the same course. Is the cost variance justified with no actionable steps

required or is follow-up required because the cost variance is not a justified variance? Describe the justification(s), if any.

- Required
- Recommended

### **1b-1: General Education Courses with Wide Cost Variance**

For Fall 2016, the general education courses identified with wide cost variance among different sections of the same course are shown in Appendix B. Courses and course sections with a wide cost variance accounted for only 10% of the Fall 2016 general education courses; low cost variance, 0.1%; and zero cost variance, 90%.

### **1b-2: Action Steps for General Education Courses with a Wide Cost Variance**

FAMU is in the process of revising its university guidelines and procedures for Textbook Adoption and Affordability. Currently, the Division of Academic Affairs reviews the data of general education courses with wide cost variance to determine if action and follow-up is needed. The Division of Academic Affairs is also in the process of establishing a university committee that will include faculty, staff, and students to access current policies and guidelines related to textbook affordability; and to develop recommended strategies to further increase cost-savings to students. Recommendations for the committee to consider will include:

- A process to provide incentives to departments that standardize textbooks for multiple sections of the same course;
- A requirement that deans of each college and school review FAMU's Textbook Adoption and Affordability Procedures with faculty annually;
- The viability of offering rebates or subsidies to students who receive need-based financial aid;
- The viability and use of open source materials; and
- Where possible, options to increase the number of textbooks placed on reserved each semester for general education courses.

c) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

At FAMU, individual faculty members select most textbooks, a practice consistent with the University's policy on academic freedom providing faculty individualized choices regarding pedagogy. This practice applies to all textbooks and instructional materials, including general education courses with wide cost variance. Some departments have voluntarily adopted a practice of standardizing textbooks across sections.

d) What measures, if any, will be taken by the university to reduce wide cost variance among different sections of the same general education course?

As stated earlier in 1b-2, FAMU will begin the process of revising its university guidelines and procedures for Textbook Adoption and Affordability. However, in accordance with current policies and procedures, the following guidelines are in place to reduce wide cost variance among different sections of the same general education course.

**Under the current guidelines:**

- Faculty should strive to minimize the costs of textbooks and other course materials for students while maintaining the quality of education and academic freedom. To the extent feasible, a majority of the content of required textbook(s) should be used in the course.
- Faculty members are expected to be aware of any variation in pricing when ordering a different book by a different publisher or a new edition of a previously used book.
- Faculty members are encouraged to limit their use of new editions unless a new edition differs significantly in a substantive way.
- Faculty is encouraged to notify the bookstore when prior editions of a textbook remain suitable for use. Reason being, older editions are more available in used form and may have a lower base price than their newer counterparts.
- Faculty should be aware of the existence of course materials that are available in both “bundled and unbundled” form as prices between the two packages can vary.
- Faculty is encouraged to consider using a standard book for all sections of introductory level courses so that used books will have more resale value and to explore ways that departmental coordination can reduce costs for students.
- Textbook adoptions, where feasible, should be used for multiple rather than single semester or terms, which could effectively create a demand for used textbooks and instructional materials resulting in lower costs to students.
- Faculty is encouraged to provide access to required textbooks and other educational materials, if applicable, through library checkout or similar arrangements; and allow for resale and reuse of textbook and manuals.

e) Explain the methodology used for identification of general education courses with high enrollment. What is the university threshold for a course to be identified as high enrollment?

FAMU is in the process of revising its university guidelines and procedures for Textbook Adoption and Affordability. Part of this process will include a specific methodology used to identify general education courses with high enrollment and a

process for establishing a threshold for a course to be identified as high enrollment. Currently, FAMU has established enrollment caps for general education courses during a particular term. The academic areas in which the course(s) resides determine the maximum cap size for a particular course based on historical enrollment data and student demand. Generally, maximum cap size for all courses ranges from a low of 15 to a high of 122.

- f) Describe the textbook and instructional materials selection process for general education high enrollment courses.

At FAMU, individual faculty members select most textbooks, a practice consistent with the University's policy on academic freedom providing faculty individualized choices regarding pedagogy. This practice applies to all textbooks and instructional materials, including general education high enrollment courses.

## 2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials

- a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

The following initiatives have been implemented as part of FAMU's efforts to reduce the cost of textbooks and instructional materials for its students.

1. The University established textbook adoption timelines for each term and requirements for posting textbook listings to the University bookstore portal prior to the first day of class.
2. Each department within FAMU colleges and schools is required to submit a Course Book Information Request each term that must be approved by the Dean or Department Chair. Part of the process includes confirmation that all required items ordered both individually and bundled are essential for the courses, and that each faculty member has provided a strong justification for ordering the newest edition of any textbooks. No textbook adoptions are accepted unless they are submitted on the Course Book Information Request form.
3. The Division of Academic Affairs initiated a monitoring process to ensure that departments are in compliance with FAMU regulations and guidelines on textbook adoption and that textbooks are ordered in a timely manner and justification is provided when a textbook is not ordered.
4. FAMU Bookstore staff review sales history of each textbook to determine the quantity of textbooks to order and the number of books they can reserve to buy back from students. This allows the bookstore team to maximize used book sourcing to save students dollars on textbooks.



5. The FAMU Bookstore portal is updated nightly with course and book information to ensure that accuracy of faculty requested textbook and instructional materials and to provide immediate student access.
6. During the 2010 fall semester, FAMU implemented "registration integration", a process used to provide students with textbook information upon registration. This process eliminated the need to search for books one course at a time and provided students with the assurance that they were purchasing the right book for the right course. Through the link, students can decide which books they want to purchase and in what format based on costs.
7. In 2011, the University implemented the textbook rental program. Prior to 2011, FAMU students were provided with three options to purchase textbooks: new, used, and digital textbooks (e-books).
8. The University established a process where students are issued book vouchers to obtain required textbooks and instructional materials while they are waiting on their financial aid to be issued.

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

Specific cost savings from the purchase of textbooks and instructional materials for this reporting year (Fall 2016 - Fall 2017) is not yet available. However, many textbooks are now available in cost saving options. Generally, used textbooks save students up to 25% off the new book price, print rentals save students over 50% off the textbook price, and e-textbooks save students up to 60% off the new print price.

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

Comparative data for Fall 2016 and Fall 2017 is not yet available to determine a reduction in cost variance among different sections of the same general education course.

### 3) University Policies for the Posting of Textbooks and Instructional Materials

a) Explain University policies implemented in accordance with posting prominently in the course registration system and on the university website at least 45 days prior to the first day of class for each term, a hyperlink to lists of

required and recommended textbooks and instructional materials information for at least 95 percent of all courses and course sections.

In accordance with FAMU Board of Trustees Regulation 4.105 Textbook Affordability, textbook adoption deadlines for each term are set no later than 35 days prior to the first day of class for each term. The current regulation will be revised to meet new posting requirements resulting from HB 7019, Postsecondary Access and Affordability, that now requires that costs of textbooks and instructional materials be posted at least 45 days prior to the first day of class.

Under current policy guidelines, the instructor or academic department must attach a declaration to the textbook order form acknowledging the extent to which a new edition differs significantly and substantively from earlier versions and the value of changing to a new edition; and the intent to use all items ordered, including each individual item sold as part of a bundled package before a textbook is adopted. Textbooks placed by the adoption deadline are posted on the bookstore website 30 days prior to the first day of class. For Fall 2016, the posting deadline was changed to at least 45 days prior to the first day of class. The posted textbook list includes all authors listed, publishers, edition number, ISBN, copyright date, published date, and other relevant information for each required textbook. Course materials are ordered exclusively via the *Igniting the Faculty Connection* on the FAMU Bookstore's website at [famubookstore.com](http://famubookstore.com).

b) Report the number of courses and course sections and the total percentage of courses and course sections that were able to meet the textbook and instructional materials posting deadline for the academic year.

Approximately 98% (n=3034), of all courses and course sections including general education courses, for Fall 2016 met the University's deadline of July 7<sup>th</sup> for posting textbooks and instructional materials.

c) Report the number of courses and course sections and the total percentage of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year.

Approximately, 2% (n=73) of all courses and course sections including general education courses, for Fall 2016 did not meet the University's deadline of July 7<sup>th</sup> for posting textbooks and instructional materials.

d) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception.

Departments granted exceptions to the reporting deadline for the following reasons:

- New faculty hired after the University deadline for posting textbooks and instructional materials.
- Course schedules changed for some faculty after the posting deadline.
- Course was no longer being offered.
- No textbooks were required for the course.

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

FAMU policies are effective in meeting the reporting requirement for Textbook Adoption and Affordability. For Fall 2016, ninety-eight percent (98%) of all courses and course sections met the July 7<sup>th</sup> deadline for textbook posting for Fall 2016. Additionally, only 10% of the general education courses and course sections offered Fall 2016 were identified as having a cost variance of greater than or equal to ten percent (10%).

**FAMU will continue to pursue opportunities to diminish textbook costs and cost variances as part of its student success strategy.**

## Appendix A

### General Education Competencies and Core Courses (effective fall 2015)

The implementation of the general education core course options is for students initially entering Florida A&M University in **2015-2016**. Students must complete at least one course from the core list for each subject area – Communication, Humanities, Mathematics, Natural Science, Social Science, and other general education requirements. "Completion of both the general education core and remaining university-specified general education courses are required for completion of an undergraduate degree" (8.005 BOG; 1007.25(3) F. S.).

Students are required to complete a total of 36 credit hours of general education as indicated below with a “C” grade or above, unless otherwise noted by the academic program in relation to natural science courses.

#### COMMUNICATION [6]

Students will demonstrate the ability to communicate effectively. Students will demonstrate the ability to analyze communication critically.

*Students must complete a total of 6 credit hours in the area of communication, of which one course must be chosen from the statewide core course list below.*

Course Number			Course Title	Credits
ENC	1	101	FRESHMAN COMMUNICATION SKILLS I	3.0
ENC	1	121	HONORS FRESHMAN COMPOSITION I*	3.0

*The additional course may be selected from the approved list below.*

ENC	1	102	FRESHMAN COMMUNICATION SKILLS II	3.0
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ENC	1	122		HONORS FRESHMAN COMPOSITION II*	3.0
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*\*Only honors students may select the honors courses.*

### **HUMANITIES [6]**

Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy. Students will acquire competence in reflecting critically upon the human condition.

*Students must complete a total of 6 credit hours in the area of humanities, of which one course must be chosen from the statewide core course list below.*

ARH	2	000		ART APPRECIATION	3.0
HUM	2	210		HISTORICAL SURVEY I	3.0
LIT	2	110		INTRODUCTION TO LITERATURE I	3.0
MUL	2	010		INTRODUCTION TO MUSIC I	3.0
PHI	2	010		INTRODUCTION TO PHILOSOPHY	3.0
THE	2	000		INTRODUCTION TO THEATRE	3.0

*And*

*The additional course may be selected from the statewide core course list above or the approved list below.*

AML	2	010		AMERICAN LITERATURE I	3.0
AML	3	041		AMERICAN LITERATURE II	3.0
ARC	2	701		ARCHITECTURAL HISTORY I	3.0
ARH	2	050		ART HISTORY I: PREHIST. THROUGH RENAISS.	3.0
ARH	2	051		ART HISTORY II: BAROQUE TO MODERN	3.0
ARH	3	610		AMERICAN ART	3.0
ENL	3	013		ENGLISH LITERATURE TO THE 18TH CENTURY	3.0
ENL	3	034		ENGLISH LITERATURE II	3.0
EUH	3	100		ANCIENT HISTORY	3.0
EUH	3	120		MEDIEVAL HISTORY	3.0
EUH	3	501		HISTORY OF ENGLAND, 1485 - 1714	3.0
HUM	2	230		HISTORICAL SURVEY II	3.0
HUM	3	255		MOD AND POST MOD CULTURE	3.0
HUM	3	214		EARLY CIV & CLASSICAL WORLD	3.0
HUM	3	217		JUDEO CHRISTIAN U& MEDIEVAL CULTURES	3.0
HUM	3	237		COUNTER REFORMATION BAROQUE Y ENLIGHT	3.0

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HUM	3	238		EUROPEAN REN & REF	3.0
HUM	3	244		19TH CENT REVOLUTION	3.0
HUM	3	401		ASIAN HUMANITIES	3.0
HUM	3	421		AFRICAN AMERICANS IN FILM	3.0
HUM	3	425		AFRICAN HUMANITIES	3.0
HUM	3	353	-	AFRICAN LITERATURE	<del>3.0</del>
HUM	3	546		CARIB LIT & POP CULTURE	3.0
HUM	3	930		SPECIAL TOPICS	3.0
LIT	2	120		INTRODUCTION TO LITERATURE II	3.0
LIT	3	196		AFRICAN CARIB LIT	3.0
LIT	3	824		LATINO LITERATURE	3.0
MMC	2	000		INTRO MASS MEDIA	3.0
MUH	3	116		JAZZ HISTORY	3.0
MUH	3	211		HISTORY AND LITERATURE OF MUSIC I	3.0
MUH	3	212		HISTORY AND LITERATURE OF MUSIC II	3.0
MUH	3	561		AFRO AMER MUSIC	3.0
MUL	2	112		INTRODUCTION TO MUSIC II	3.0
PHH	2	102		ANCIENT AND MEDIEVAL PHILOSOPHY	3.0
PHH	3	400		MODERN PHILOSOPHY	3.0
PHH	3	600		CONTEMPORARY PHILOSOPHY	3.0
PHI	2	101		INTRODUCTION TO LOGIC	3.0
PHI	2	801		INTRODUCTION TO AESTHETICS	3.0
PHI	3	601		ETHICS	3.0
PHM	3	120		CONTEMPORARY BLACK SOCIAL PHILOSOPHY	3.0
REL	2	000		INTRODUCTION TO RELIGION	3.0
REL	2	135		BLACK RELIGION IN AMERICA	3.0
REL	2	210		INTRODUCTION TO THE OLD TESTAMENT	3.0
REL	2	240		INTRODUCTION TO THE NEW TESTAMENT	3.0
REL	2	302		WESTERN WORLD RELIGIONS	3.0
REL	3	130		RELIGION IN AMERICAN CULTURE	3.0
REL	3	145		WOMEN IN RELIGION	3.0
REL	3	310		EASTERN WORLD RELIGION	3.0
REL	3	383		CARIBBEAN RELIGION & CULTURE	3.0
THE	2	300		CRITICAL ANALYSIS OF DRAMA	3.0
THE	3	112		THEATRE HISTORY I	3.0
THE	3	113		THEATRE HISTORY II	3.0
THE	3	232		BLACK THEATRE/FILM AND RELIGIOUS STUDIES	3.0
THE	3	235		CONTEMPORARY BLACK THEATRE	3.0
WOH	1	012		HISTORY OF CIVILIZATION	3.0

WOH	1	022		HISTORY OF CIVILIZATION SINCE 1500	3.0
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**MATHEMATICS [6-8]**

Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts. Students will apply appropriate mathematical and computational models and methods in problem solving.

*Students must complete a total of 6-8 credit hours in the area of mathematics, of which one course must be chosen from the statewide core course list below.*

MAC	1	105		COLLEGE ALGEBRA	3.0
MAC	2	311		CALCULUS I	4.0
MGF	1	106		LIBERAL ARTS MATH I	3.0
MGF	1	107		LIBERAL ARTS MATH II	3.0
STA	2	023		INTROD. TO PROBABILITY AND STATISTICS I	3.0

*And*

*The additional course may be selected from the statewide core course list above or the approved list below.*

MAC	1	114		ALGEBRAIC AND TRIGONOMETRIC FUNCTIONS	3.0
MAC	1	147		PRE-CALCULUS	4.0
MAC	2	233		CALCULUS FOR BUSINESS & SOCIAL SCIENCE I	3.0
MAC	2	312		CALCULUS II	4.0
MAD	2	120		FINITE MATHEMATICS	3.0
MAS	3	105		LINEAR ALGEBRA	3.0
MTG	2	206		COLLEGE GEOMETRY	3.0
QMB	2	102		QUANTITATIVE BUS STATS	3.0

*Note: Any student who successfully completes a mathematics course for which one of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the mathematics core. Example; a student who completes Calculus II successfully has satisfied mathematics core because Calculus I is an immediate prerequisite to Calculus II. The student will still need to complete a total of 6 hours of general education mathematics.*

**NATURAL SCIENCES [6-8]**

Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and to use the scientific method to explain the natural world. Students will successfully recognize and comprehend fundamental concepts and principles.

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*Students must complete a total of 6 to 8 credit hours in the area of natural sciences, of which one course must be chosen from the statewide core course list below.*

AST	1	002		ASTRONOMY	4.0
BSC	1	005		BIOLOGICAL SCIENCE	3.0
BSC	1	005	L	BIOLOGICAL SCIENCE LAB	1.0
BSC	1	010		GENERAL BIOLOGY I	3.0
BSC	1	010	L	GENERAL BIOLOGY I LAB	1.0
BSC	2	093		ANATOMY AND PHYSIOLOGY I	3.0
BSC	2	093	L	ANATOMY AND PHYSIOLOGY I LAB	1.0
CHM	1	025		FUNDAMENTALS OF CHEMISTRY	4.0
CHM	1	045		GENERAL CHEMISTRY I	3.0
CHM	1	045	L	GENERAL CHEMISTRY I LABORATORY	1.0
EVR	1	001		INTRODUCTION TO ENVIRONMENTAL SCIENCE	3.0
PHY	2	048		GENERAL PHYSICS I	4.0
PHY	2	048	L	GENERAL PHYSICS I--LABORATORY	1.0
PHY	2	053		COLLEGE PHYSICS I	3.0
PHY	2	053	L	COLLEGE PHYSICS I	1.0

*And*

*The additional course may be selected from the statewide core course list above or the approved list below.*

BOT	1	010		BOTANY	3.0
BOT	1	010	L	BOTANY	1.0
BSC	1	011		GENERAL BIOLOGY II	2.0
BSC	1	011	L	GENERAL BIOLOGY LAB	2.0
BSC	2	094		ANATOMY AND PHYSIOLOGY II	3.0
BSC	2	094	L	ANATOMY AND PHYSIOLOGY II LAB	1.0
CHM	1	030		INTRO CHEMISTRY FOR NON-SCIENCE MAJORS	3.0
CHM	1	030	L	INTRO CHEMISTRY FOR NON-SCIENCE MAJ LAB	1.0
CHM	1	046		GENERAL CHEMISTRY II	3.0
CHM	1	046	L	GENERAL CHEMISTRY II LABORATORY	1.0
GLY	2	001		INTRO EARTH SPACE SCI	3.0
GLY	2	010		PRIN OF GEOLOGY	3.0
ISC	1	006	C	WIDE WORLD OF SCIENCE I	4.0
ISC	1	007	C	WIDE WORLD OF SCIENCE II	4.0
PHY	2	049		GENERAL PHYSICS II	4.0
PHY	2	049	L	GENERAL PHYSICS II--LABORATORY	1.0
PHY	2	054		COLLEGE PHYSICS II	3.0
PHY	2	054		COLLEGE PHYSICS II-LABORATORY	1.0



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PSC	1	121	C	INTRODUCTION TO PHYSICAL SCIENCE	4.0
HUN	2	401		HUMAN NUTRITION	3.0

*Note: Science majors are required to complete two courses with corresponding laboratory for each science course for a total of 8 semester credit hours. Please see your academic advisor for appropriate science courses for your major.*

*Any student who successfully completes a natural science course for which one of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the natural science core. The student will still need to complete a total of 6 to 8 credit hours of general education science.*

### **SOCIAL SCIENCES [6]**

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

*Students must complete a total of 6 credit hours in the area of social sciences, of which one course must be chosen from the statewide core course list below.*

AMH	2	020		U.S. HISTORY 1865 TO PRESENT	3.0
ANT	2	000		INTRODUCTION TO ANTHROPOLOGY	3.0
ECO	2	013		PRINCIPLES OF ECONOMICS I	3.0
POS	2	041		AMERICAN NATIONAL GOVERNMENT	3.0
PSY	2	012		INTRO TO PSYCHOLOGY	3.0
SYG	2	000		INTRODUCTION TO SOCIOLOGY	3.0

*The additional course may be selected from the Social Science General Education list below.*

AMH	2	010		U.S. HISTORY: 1492-1865	3.0
AMH	3	571		AFRO-AMERICAN HISTORY TO 1865	3.0
AMH	3	572		AFRO-AMERICAN HISTORY SINCE 1865	3.0
ECO	2	023		PRINCIPLES OF ECONOMICS II	3.0
GEA	2	000		WORLD REGIONAL GEOGRAPHY	3.0
POS	2	001		INTRODUCTION TO POLITICAL SCIENCE	3.0
POS	2	112		AMERICAN STATE AND LOCAL GOVERNMENTS	3.0

### **University-Specified General Education Courses [3 - 6]**

*Students must complete 3-6 credit hours of university-specified general education of which one course must be chosen from the list of African American courses below.*

AFA	2	000		INTRODUCTION TO AFRICAN AMERICAN STUDIES	3.0
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AFA	3	104		THE AFRICAN AMERICAN EXPERIENCE	3.0
AMH	2	091		INTRODUCTION TO AFRICAN AMERICAN HISTORY	3.0

*The additional credits may be selected from the list below or any of the approved Mathematics, Natural Sciences, Social Sciences and Humanities courses outlined in the General Education requirements.*

CGS	X	XXX		COMPUTER LITERACY COURSE	3.0
HSC	1	100		HEALTH MODERN LIVING	3.0
SPC	2	600		PUBLIC SPEAKING	3.0

NOTE:

1. *Each School/College requires students to be computer literate by requiring them to take an appropriate course or by certifying that the student has mastered certain computer competencies specified by the school/college.*
2. *Students are required to complete a total of 36 credit hours of general education.*

## Appendix B

### General Education Courses Wide Cost Variance Among Different Sections of the Same Course with Sum of New Textbooks

Dept. Code	Course	Section	ISBN Count	New Price Sum	New Price Min	New Price Variance	New Price Variance Percent
AMH	2091	15	8	\$454.45	\$84.65	\$369.80	436.86%
AMH	2091	4	8	\$454.45	\$84.65	\$369.80	436.86%
AMH	2091	8	8	\$454.45	\$84.65	\$369.80	436.86%
AMH	2091	14	6	\$435.20	\$84.65	\$350.55	414.12%
AMH	2091	2	2	\$244.35	\$84.65	\$159.70	188.66%
AMH	2091	17	3	\$212.55	\$84.65	\$127.90	151.09%
AMH	2091	1	4	\$196.95	\$84.65	\$112.30	132.66%
AMH	2091	10	4	\$196.95	\$84.65	\$112.30	132.66%
AMH	2091	21	4	\$196.95	\$84.65	\$112.30	132.66%
AMH	2091	5	4	\$196.95	\$84.65	\$112.30	132.66%
AMH	2091	6	3	\$139.65	\$84.65	\$55.00	64.97%
AMH	2091	20	3	\$124.65	\$84.65	\$40.00	47.25%
AML	2010	2	1	\$112.00	\$85.35	\$26.65	31.22%
ANT	2000	1	1	\$283.20	\$19.00	\$264.20	1390.53%
CGS	2060C	4	2	\$325.40	\$176.95	\$148.45	83.89%
ENC	1102	31	5	\$308.25	\$89.05	\$219.20	246.15%
ENC	1101	85	2	\$216.00	\$108.00	\$108.00	100.00%
ENC	1102	11	3	\$118.95	\$89.05	\$29.90	33.58%
ENC	1102	21	3	\$118.95	\$89.05	\$29.90	33.58%
ENC	1102	33	3	\$118.95	\$89.05	\$29.90	33.58%
ENC	1101	69	1	\$133.35	\$108.00	\$25.35	23.47%

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ENC	1102	1	2	\$105.05	\$89.05	\$16.00	17.97%
ENC	1102	17	2	\$104.05	\$89.05	\$15.00	16.84%
ENC	1102	27	2	\$103.00	\$89.05	\$13.95	15.67%
ENC	1102	3	2	\$99.05	\$89.05	\$10.00	11.23%
GEA	2000	2	2	\$266.80	\$138.00	\$128.80	93.33%
HUM	2210	1	3	\$491.80	\$42.85	\$448.95	1047.72%
HUM	2210	2	3	\$491.80	\$42.85	\$448.95	1047.72%
HUM	2210	4	3	\$491.80	\$42.85	\$448.95	1047.72%
HUM	3425	2	2	\$69.75	\$55.70	\$14.05	25.22%
LIT	2110	4	2	\$81.65	\$59.85	\$21.80	36.42%
LIT	2110	5	2	\$81.65	\$59.85	\$21.80	36.42%
LIT	2110	2	1	\$73.35	\$59.85	\$13.50	22.56%
LIT	2110	8	1	\$66.65	\$59.85	\$6.80	11.36%
MMC	2000	2	3	\$544.35	\$193.34	\$351.01	181.55%
MMC	2000	3	3	\$544.35	\$193.34	\$351.01	181.55%
PHI	2010	4	1	\$79.00	\$60.05	\$18.95	31.56%
POS	2041	4	6	\$781.35	\$91.95	\$689.40	749.76%
THE	2000	3	7	\$501.80	\$387.50	\$114.30	29.50%
WOH	1012	6	2	\$66.95	\$49.95	\$17.00	34.03%



**Florida Agricultural and Mechanical University**  
**Board of Trustees**  
**ACTION ITEM**

**Academic Affairs Committee**

**Date: September 14, 2016**

**Agenda Item: VII**

Item Origination and Authorization			
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** Approval of the Memorandum of Agreement between Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU) and the Chancellor of the Florida State University System regarding the Joint College of Engineering

**Rationale:** February 6, 2015 the FAMU Board of Trustees unanimously voted to keep the FAMU-FSU Joint College of Engineering intact. Subsequently, the Joint College of Engineering Management Council, discussed the assignment of operational responsibilities moving forward. The FAMU and FSU presidents and Chancellor agreed to exchange the primary responsibilities, and the deanship was changed from FSU to FAMU while the role of fiscal agent was changed from FAMU to FSU. The prior-existing Memorandum of Agreement on the Management Plan of the College of Engineering was executed May 19, 2005. A new Memorandum of Agreement on the Management Plan of the College of Engineering was developed in July and August 2016 to reflect the new assignment of responsibilities.

**Attachments:**

- Memorandum of Agreement on the Management Plan of the College of Engineering, executed May 19, 2005.
- Proposed Memorandum of Agreement on the Management Plan of the College of Engineering, September 2016.

**Recommendation:** It is recommended that the Proposed Memorandum of Agreement on the Management Plan of the College of Engineering, September 2016 be endorsed by the Board of Trustees.

**Memorandum of Agreement on the  
Management Plan of the College of Engineering**

**between**

**Florida A & M University and The Florida State University**

**Articles of Agreement**

**Article 1. Governance of the College**

Florida A & M University and Florida State University acknowledge the establishment of the Joint College of Engineering with engineering curricula subdivided into programs and degrees as approved by the Florida Board of Governors.

The Joint College shall be known as the College of Engineering of Florida Agricultural and Mechanical University and Florida State University. The acronym FAMU-FSU may be used as an abbreviated designation of the College.

**Article 2. Joint Management Council**

The College Joint Management Council consists of the presidents, provosts/vice presidents for academic affairs and vice-presidents for administration of the two universities.

The dean of the College shall be an ex-officio non-voting member of the Joint Management Council.

The Joint Management Council shall function as a policy-making body for the College in all matters except those that are governed by individual University rules, policies and procedures.

The presiding officer of the council shall rotate annually between the two presidents of the partner universities. Meetings shall be held at least once annually and may be called at the request of either president or the dean of engineering.

The Joint Management Council may invite participants to discuss topics and appoint subcommittees to study specific issues.

### **Article 3. Administration of the College**

There is a single dean reporting through the two academic vice presidents to the College Joint Management Council.

The dean is responsible for the planning, administration and operation of engineering programs and supporting units in the College. The dean formulates the budget for the College and secures the funding according to the procedures of each university and the advice of the Joint Management Council. The budget that is designated as the joint engineering budget shall not be reduced without written approval from the Joint Management Council. It shall be maintained in a separate and independent account administered by FAMU. Each university, based on need, may establish a separate budget for the joint college of engineering.

The dean is responsible for appointing College of Engineering faculty, staff and administration within established procedures.

The presidents shall appoint the dean based on the advice of the Joint Management Council who will consider the recommendations of a faculty search committee composed of an equal number of faculty members from the two universities.

### **Article 4. Faculty Appointment, Promotion and Tenure**

Faculty members are appointed by and hold tenure, when earned, in a department of the College of Engineering through one of the two participating universities. Faculty appointed at either university must meet uniform College of Engineering promotion and tenure standards. Upon the recommendations of the elected College of Engineering Promotion and Tenure Committee, the dean shall make promotion and tenure recommendations to the respective universities in accord with their applicable rules and procedures. These rules and procedures shall be consistent, insofar as possible, with existing university rules and procedures, and with collective bargaining agreements.

Faculty members employed by one university are automatically designated "joint college" faculty thereby being considered a faculty member of both universities for purposes of carrying on the teaching, research and service responsibilities of the College and have, except tenure, faculty privileges at both Universities.

## **Article 5. Students and Degrees**

Students are admitted to and graduated from either of the two participating universities. Students choosing to enter an engineering program are first admitted to the Pre-engineering Program consisting of a basic set of science, mathematics, introductory engineering and liberal studies subjects. Admission to an engineering program as an engineering major at the College is made after the student completes satisfactorily a prescribed set of prerequisite courses in mathematics and science at either of the two universities. Performance requirements for these prerequisites shall be set by the College and approved by both universities. These requirements shall be uniform for students at both universities, and will supersede any conflicting university policies.

Registration for courses at the College of Engineering shall be made through the procedures of the University at which the student matriculates. The University registrars shall be the repositories of official records of student performance. All official academic records of students shall be made available to the College of Engineering as permitted by law.

Within the College of Engineering, upon the recommendation of the engineering faculty, the dean may recommend to the Joint Management Council policies and procedures affecting student life with the College of Engineering. Responsibilities for and procedures related to student life outside the College shall be handled through the normal channels of the university in which the student is enrolled.

Upon successful completion of an engineering degree program a student shall receive a diploma from Florida Agricultural and Mechanical University or The Florida State University, which indicates that the degree is awarded by the FAMU-FSU Joint College of Engineering.

The establishment of new degree programs or termination of existing degree programs shall be approved by the Boards of Trustees of both universities, and in the case of doctoral programs, by the Board of Governors as well.

## **Article 6. Curriculum**

There is a single engineering curriculum at the FAMU-FSU College of Engineering specific to each engineering program. All undergraduate degree programs at the College of Engineering shall be established to meet the requirements for accreditation of the Accreditation Board for Engineering and Technology (ABET).

Faculty of the College of Engineering is responsible for developing and implementing the engineering curriculum leading to academic degrees in conjunction with the curriculum committees at the respective universities.

Faculty of each university may teach courses which they are qualified to instruct. Both universities shall honor all courses taught by the College of Engineering for degree credit. Degree curricula, requirements and course descriptions shall be published identically in the bulletins/catalogs of both universities.

**Article 7. Responsibilities of FAMU and FSU**

The College of Engineering is an integral part of each university. Each university has responsibilities for and obligations to support and maintain the operation of the College of Engineering. The College uses the business and other support services of both universities and is prohibited from developing an autonomous administrative structure that is not responsible to the two universities.

The two universities shall separately agree on the allocation of supporting responsibilities between the two universities. These agreements shall be considered an integral part of this agreement.

The College of Engineering should be regarded as a single entity and the dean is responsible for initiating and ensuring other supports from the universities as the need arises. The Joint Management Council may also establish the additional responsibilities and supports from the universities as needed.

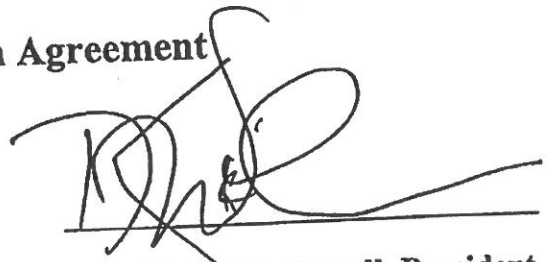
**Article 8. Provisions**

Either University or the dean may propose, when circumstances warrant, amendments or modifications to this agreement. Such proposals should be submitted for consideration and necessary action by the Joint Management Council at least three months preceding the beginning of the fiscal or academic year, as the nature of the proposal demands.

**Signature on Agreement**



**Dr. Castell V. Bryant, Interim President**



**Dr. T. K. Wetherell, President**

**Florida A & M University**

**Florida State University**

**Tallahassee, Florida**

Date: May 19, 2005



Memorandum of Agreement

On the

Management Plan of the College of Engineering between

Florida A &M University, Florida State University, and the Chancellor, State University System  
of Florida

Tallahassee Florida

Effective , 2016

## Contents

### Articles of Agreement

Article 1.	Governance of the College
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Article 3.	Administration of the College
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Article 5.	Students and Degrees
Article 6.	Curriculum
Article 7.	Responsibilities of FAMU and FSU
Article 8.	Semi-Annual Reports
Article 9.	Provisions

Memorandum of Agreement on the  
Management Plan of the College of Engineering between  
Florida Agricultural and Mechanical University and  
The Florida State University

Articles of Agreement

**Article 1. Governance of the College**

Florida Agricultural and Mechanical University (FAMU) and the Florida State University (FSU) acknowledge the establishment of the Joint College of Engineering with engineering curricula subdivided into programs and degrees as approved by the Board of Governors.

The Joint College shall be known as the College of Engineering of Florida Agricultural and Mechanical University and Florida State University. The acronym FAMU-FSU COE may be used as an abbreviated designation of the College.

**Article 2. Joint College Management Council**

The Joint College Management Council consists of the Chancellor, and the Presidents (or their designees), Provosts, Vice Presidents for Research, and Chief Financial Officers of the two universities.

The Dean of the Joint College and two student representatives, appointed by the respective Student Government Association presidents, shall be *ex-officio* non-voting members of the Management Council.

The Management Council shall function as a policy-making body for the Joint College in all matters except those that are governed by individual University rules, policies and procedures.

The presiding officer of the council shall be elected by majority vote of the Council. Meetings shall be held at least quarterly, and may be called at the request of either President, the Chancellor or the Dean.

The Management Council may invite participants to discuss topics and appoint subcommittees to study specific issues.

### **Article 3. Administration of the College**

There is a single Dean who reports to the two Provosts.

The Dean is responsible for the planning, administration and operation of engineering programs and supporting units in the Joint College. The Dean formulates the budget for the Joint College and secures the funding according to the procedures of each university and the advice of the Management Council. The budget that is designated as the joint engineering budget shall be approved by the Management Council. It shall be maintained in a separate and independent account maintained by FSU.

The Dean is responsible for appointing College of Engineering faculty, staff and administration within established procedures.

The Presidents shall appoint the Dean who will consider the recommendations of a search committee. The composition of the search committee will be determined by the Presidents.

### **Article 4. Faculty Appointment, Promotion and Tenure**

Faculty members are appointed by and hold tenure, when earned, in a department of the Joint College through one of the two participating universities. Faculty appointed at either university must meet uniform Joint College promotion and tenure standards. Upon the recommendation of the elected Joint College Promotion and Tenure Committee, the Dean shall make promotion and tenure recommendations to the respective universities in accord with their applicable regulations and procedures. These regulations and procedures shall be consistent, insofar as possible, with existing university regulations and procedures, and with collective bargaining agreements.

Faculty members employed by one university are automatically designated "Joint College" faculty thereby being considered a faculty member of both universities for purposes of carrying on the teaching, research and service responsibilities of the Joint College and have, except tenure, faculty privileges at both universities.

## **Article 5. Students and Degrees**

Students are admitted to and graduated from either of the two participating universities. Students choosing to enter an engineering program are first admitted to the Pre-engineering Program consisting of a basic set of science, mathematics, introductory engineering and liberal studies subjects. Admission to an engineering program as an engineering major at the Joint College is made after the student completes satisfactorily a prescribed set of prerequisite courses in mathematics and science at either of the two universities. Performance requirements for these prerequisites shall be set by the Joint College and approved by both universities. These requirements shall be uniform for students at both universities, and will supersede any conflicting university policies.

Registration for courses at the Joint College shall be made through the procedures of the university at which the student matriculates. The university registrars shall be the repositories of official records of student performance. All official academic records of students shall be made available to the Joint College as permitted by law.

Within the Joint College, upon the recommendation of the engineering faculty, the Dean may recommend to the Management Council policies and procedures affecting student life with the Joint College. Responsibilities for and procedures related to student life outside the Joint College shall be handled through the normal channels of the university in which the student is enrolled.

Upon successful completion of an engineering degree program, a student shall receive a diploma from Florida Agricultural and Mechanical University or The Florida State University, which indicates that the degree is awarded by the FAMU-FSU Joint College of Engineering.

## **Article 6. Curriculum**

There is a single engineering curriculum at the Joint College specific to each engineering program. All undergraduate degree programs at the Joint College shall be established to meet the requirements for accreditation of the Accreditation Board for Engineering and Technology (ABET).

The establishment of new degree programs or termination of existing degree programs shall be approved by the Boards of Trustees of both universities.

Faculty of the Joint College is responsible for developing and implementing the engineering curriculum leading to academic degrees in conjunction with the curriculum committees at the respective universities.

Faculty of each university may teach courses which they are qualified to instruct. Both universities shall honor all courses taught at the Joint College for degree credit. Degree curricula, requirements and course descriptions shall be published identically in the bulletins/catalogs of both universities.

**Article 7. Responsibilities of FAMU and FSU**

The Joint College is an integral part of each university. Each university has responsibilities for and obligations to support and maintain the operation of the Joint College. The Joint College uses the business and other support services of both universities and is prohibited from developing an autonomous administrative structure that is not responsible to the two universities, unless otherwise specified in this agreement.

The Joint College should be regarded as a single entity and the Dean is responsible for initiating and ensuring other supports from the universities as the need arises. The responsibilities of each university are specified in Appendix 1.

FAMU and FSU shall work jointly to ensure that the most efficient and effective services are provided to the Joint College students, faculty and staff.

**Article 8. Semi-Annual Reports**

The Management Council shall receive reports on the following topics, and may require additional reports at its discretion:

- a. Recruiting, enrollment and graduation by gender and ethnicity;
- b. Adequacy and consistency in academic preparation and achievement;
- c. Budget and expenditures;
- d. Research funding and activities;
- e. Faculty hiring, promotion, tenure, and integration; and
- f. Technology transfer and commercialization activities.

**Article 9. Provisions**

Any voting member of the Management Council may propose amendments or modifications to this agreement. Any amendment or modification to this agreement shall be approved by a two-thirds vote of the Management Council. Any matters not specifically referenced in this agreement may be resolved by consensus of the Dean and the two presidents; or may be referred to the Management Council for resolution.

\_\_\_\_\_  
President, FAMU

\_\_\_\_\_  
President, FSU

\_\_\_\_\_  
Chancellor, Board of Governors

## Appendix 1

### **A. Construction**

The Management Council shall designate one university to have oversight responsibility for all construction projects at the Joint College that are initiated after June 30, 2016.

### **B. Furniture and Equipment**

Purchases of furniture and other movable equipment must be approved by the Dean or designee. The Joint College will follow FSU Purchasing procedures and property controls. The acquisition of scientific equipment will be handled through FSU.

### **C. Maintenance**

FSU is responsible for Joint College building maintenance, janitorial services, and landscaping/grounds-keeping.

Support for special services (dedications and receptions) will be provided by FSU, but the Dean may request such services of either university when conditions warrant.

### **D. Security and Safety**

FSU will provide security for Joint College facilities. FSU Environmental Health and Safety will provide services to the Joint College.

### **E. Budget and Finance**

The Joint College budget has been appropriated as a single entity in the General Appropriations Act. The Management Council has designated FSU as fiscal agent, with fiduciary responsibility to maintain a separate and identifiable account for the Joint College.

The Dean will recommend and request an annual operating budget for approval by the Management Council.

Budget reports will be provided to the Management Council on at least a quarterly basis.

### **F. Risk Management and Insurance**

As noted in Section D, FSU will be responsible for environmental health and safety matters.

Student/employee injury or unemployment compensation is the responsibility of the university at which the individual is enrolled or employed.

Dealing with building and equipment damage or destruction is the responsibility of FSU.

### **G. Minor Renovation Projects**

The Joint College will receive its pro-rata share of any minor maintenance appropriations made to the State University System, which will be titled in the name of the Joint College.

FSU, as fiscal agent, will manage renovation project funds unless otherwise agreed to between the two institutions.

**H. Purchasing**

Purchasing will be handled by FSU.

**I. Space Inventory**

Space will be separately identified as belonging to the Joint College and will be addressed in the FSU space inventory system.

FSU will be responsible for the reporting of Joint College space to external entities as may be required, including, but not limited to, the Board of Governors, the Department of Financial Services, and the Department of Environmental Protection.

In addition, both universities may separately identify some space on its main campus as being assigned to the Joint College while remaining on the space inventory of the respective university.

**J. Property Inventory**

Furniture and equipment will be separately identified as belonging to the Joint College and will be addressed in the FSU property inventory system.

**K. Postal Services**

The Joint College will receive its mail at the Woodward Street Post Office. The FAMU Courier will pick up such mail and deliver it to the Office of the Dean and will deliver outgoing mail to the Main Post Office. The FAMU Courier will provide service between the Joint College and the Board of Governors' office. Each university will provide courier service between the Joint College and its campus.

**L. Food Services and Vending**

FSU shall be responsible for food services and will ensure that FAMU students can utilize their meal plans at the Joint College. The earned proceeds from such vending machines will be a part of the FSU Concessions Fund and FSU will provide support for those Joint College activities which are normally funded from the Concessions Account.

**M. Other Contractual Agreements**

Revenues generated from other contractual agreements will be credited to the Joint College for its use.

**N. Messenger Services including Telephones**

FSU will be responsible for the operation and maintenance of all telecommunications including telephones.

**O. Utilities**

This responsibility rests with FSU as fiscal agent.



## **P. Transportation**

### Students and Faculty Bus Service

The universities recommend expansion of the current FAMU-FSU "EEO" funded shuttle to include the Joint College.

## **Q. Parking and Traffic**

Special parking decals will be issued to students, faculty and staff of the Joint College by the university at which the vehicle owner is enrolled/employed.

FSU will be responsible for administering the parking program including the issuance of citations for violating parking regulations.

Citations issued to non-university persons will be paid at FSU. Citations issued to students, faculty and staff will be paid at the university at which employed or enrolled.

The amount of fines and appeals procedures will be those in effect at the respective campus.

An administrative cost reimbursement procedure will be developed.

Vehicles properly identified as belonging to Board of Governors' members, or their staff, may park at Joint College without charge when on official business. **Technology Acquisitions.**

## **R. Information Technology**

1. The Joint College will initiate recommendations for information and computer acquisitions through the FSU planning process and will be included in the FSU computer plans.

FSU will provide such central maintenance for the Joint College as it provides for other colleges.

2. **Planning and Managing Information and Computer Systems**

FSU will be responsible for planning and managing the information and computer systems in full consultation with the Dean and in coordination with FAMU. The Joint College shall have access to both FAMU and FSU information systems.

## **S. Personnel**

Insofar as possible, the Joint College operates with its own uniform policy, but where legitimate institutional differences exist beyond the level of the Joint College, each employee is responsible to his or her own university. This is a necessary result of the agreement to have a Joint College operated by two separate universities.

The same principle holds for each category of employee, USPS, A&E and Faculty. Faculty

meet uniform Joint College criteria for promotion and tenure and upon recommendation by the Joint College, proceed through the separate university procedures.

## **T. Miscellaneous Functions**

### **1. Career Placement**

The universities have agreed that there will not be a separate engineering placement function, but there will be a placement officer for the Joint College who will work with the placement offices of each university which will assist engineering students of the other campus on a space available basis.

### **2. Coordination with Other Facilities**

The Dean will work with facilities offices of both universities and with Innovation Park to ensure adequate coordination.

### **3. Scheduling Space Usage**

The Dean will be responsible for securing space on each campus for engineering purposes and officials of each campus will work through the Dean in scheduling space in the Joint College. In general, FAMU, through the Office of the Dean, will be responsible for scheduling space usage.

**MEMORANDUM of AGREEMENT**

**MANAGEMENT PLAN OF THE JOINT COLLEGE OF ENGINEERING**

between

**Florida A & M University, Florida State University, and the Chancellor, State University System of  
Florida**

September 2016

## **ARTICLE 1: GOVERNANCE OF THE COLLEGE**

Florida Agricultural and Mechanical University (FAMU) and the Florida State University (FSU) acknowledge the establishment in 1982 of the Joint College of Engineering with engineering curricula subdivided into programs and degrees as approved by the Board of Governors.

The Joint College is known as the College of Engineering of Florida Agricultural and Mechanical University and Florida State University. The acronyms "FAMU-FSU COE" or "JCOE" may be used as an abbreviated designation of the College.

## **ARTICLE 2: THE JOINT MANAGEMENT COUNCIL**

The Joint College Management Council consists of the Chancellor, and the Presidents (or their designees), Provosts, Vice Presidents for Research, and Chief Financial Officers of the two universities.

The Dean of the Joint College and two student representatives, appointed by the respective Student Government Association presidents, shall be ex-officio non-voting members of the Management Council.

The Management Council shall function, as needed, as a policy-making body for the Joint College in matters except those that are governed by individual University rules, policies and procedures.

The presiding officer of the council shall be the Chancellor. Meetings shall be held at least quarterly, and may be called at the request of either President, the Chancellor or the Dean.

The Management Council may invite participants to discuss topics and appoint subcommittees to study specific issues.

## **ARTICLE 3: ADMINISTRATION OF THE COLLEGE**

There is a single Dean who reports functionally to the two Provosts and administratively and operationally to the Provost of FAMU. The academic home of the Dean is Florida Agricultural and Mechanical University.

The Dean is responsible for the planning, administration and operation of engineering programs and supporting units in the Joint College. The Dean formulates the budget for the Joint College under the direction of the Provosts. The budget that is designated as the joint engineering budget shall be approved by the Provosts in collaboration. FSU serves as fiscal agent with fiduciary responsibility for the state-allocated budget.

The appointment of College of Engineering faculty, staff and administration will occur upon the recommendation of the Dean pursuant to the established procedures of the responsible university.

The President of FAMU shall appoint the Dean of the JCOE in consultation with the President of FSU. The Joint Management Council shall be provided the opportunity to give input on the choice of the Dean.

## **ARTICLE 4: FACULTY APPOINTMENT, PROMOTION AND TENURE**

Faculty members are appointed by, and hold tenure when earned, in a department of the Joint College through one of the two participating universities.

Faculty appointed at either university must meet uniform Joint College promotion and tenure standards. Upon the recommendation of the elected Joint College Promotion and Tenure Committee, the Dean shall make promotion and tenure recommendations to the respective universities in accordance with their applicable regulations and procedures. These regulations and procedures shall be consistent, insofar as possible, with existing university regulations and procedures, and with collective bargaining agreements.

Faculty members employed by one university are automatically designated "Joint College" faculty. Requests for access to the resources and privileges of faculty at the respective partner university will be considered through expedited processes that take into account the common goals and responsibilities of the JCOE.

## **ARTICLE 5: STUDENTS AND DEGREES**

Students are admitted to and graduated from either of the two participating universities.

Registration for courses at the Joint College shall be made through the procedures of the university at which the student matriculates. The university registrars shall be the repositories of official records of student performance. All official academic records of students shall be made available to the Joint College as permitted by law.

Responsibilities for and procedures related to student life outside the Joint College shall be handled through the normal channels of the university in which the student is enrolled. Every effort shall be made to facilitate robust access to student services to students at the JCOE.

Upon successful completion of an engineering degree program at the JCOE, a student shall receive a diploma from Florida Agricultural and Mechanical University or The Florida State University, which indicates that the degree is awarded by the FAMU-FSU Joint College of Engineering.

## **ARTICLE 6: CURRICULUM**

There is a single engineering curriculum at the Joint College specific to each engineering program. All undergraduate degree programs at the Joint College shall be established to meet the requirements for accreditation of the Accreditation Board for Engineering and Technology (ABET).

The establishment of new degree programs or termination of existing degree programs shall be approved by the Boards of Trustees of both universities.

The faculty of the Joint College is responsible for developing and implementing the engineering curriculum leading to academic degrees in conjunction with the curriculum committees at the respective universities.

Faculty of each university may teach courses which they are qualified to instruct. Both universities shall honor all courses taught at the Joint College for degree credit. Degree curricula, requirements and course descriptions shall be published identically in the bulletins/catalogs of both universities.

## **ARTICLE 7: RESPONSIBILITIES OF FAMU AND FSU**

The Joint College is an integral part of each university. Each university has responsibilities for and obligations to support and maintain the operation of the Joint College with budgeted fiscal, administrative, and other resources.

The Joint College uses the business and other support services of both universities and is prohibited from developing an autonomous administrative structure that is not responsible to the two universities, unless otherwise specified in this agreement.

The Joint College should be regarded as a single entity and the Dean is responsible for initiating and ensuring other supports from the universities as the need arises.

FAMU and FSU shall work jointly to ensure that the most efficient and effective services are provided to the Joint College students, faculty and staff.

## **ARTICLE 8: REPORTS**

The Management Council shall establish a schedule to receive reports on the following topics, and may require additional reports at its discretion:

- a. Recruiting, enrollment and graduation by gender and ethnicity;
- b. Adequacy and consistency in academic preparation and achievement;
- c. Budget and expenditures;
- d. Research funding and activities;
- e. Faculty hiring, promotion, tenure, and integration; and
- f. Technology transfer and commercialization activities.

## ARTICLE 9: MISCELLANEOUS PROVISIONS

Any matters not specifically referenced in this agreement may be resolved by consensus of the Dean and the two presidents; or may be referred to the Management Council for resolution.

BY:

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Dr. Elmira Mangum, President FAMU

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John Thrasher, President FSU

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Marshall Criser, Chancellor, Florida SUS

## APPENDIX OF RESPONSIBILITIES

This listing of responsibilities is intended to be illustrative and not exclusive. Additional assignments of responsibilities may be made by the Presidents, Provosts, or Joint Management Council.

- A. The Joint College budget has been appropriated as a single entity in the General Appropriations Act. The fiscal agent has the fiduciary responsibility to maintain a separate and identifiable account for the Joint College.

Budget reports will be provided to the Management Council on at least a quarterly basis.

- B. General Purchasing: Purchases, including purchases of furniture and other movable equipment, must be approved by the Dean or his or her designee pursuant to the fiscal agent's policies and procedures with regard to purchases using education and general funds, and pursuant to the policies and procedures of the responsible university with regard to purchases made with all other funding sources.
- C. Food Services: The fiscal agent shall be responsible for food services and will ensure that students at both universities can utilize their meal plans at the Joint College.
- D. Construction: The Presidents shall designate one university to have oversight responsibility for construction projects at the Joint College that are initiated after June 30, 2016.

The fiscal agent will manage renovation project funds unless otherwise agreed to between the two institutions.

- E. Space Inventory: Space will be separately identified as belonging to the Joint College and will be included in the fiscal agent's space inventory system. The fiscal agent will be responsible for the reporting of Joint College space to external entities as may be required, including, but not limited to, the Board of Governors, the Department of Financial Services, and the Department of Environmental Protection.

In addition, each university may separately identify space on its main campus as being assigned to the Joint College while remaining on the space inventory of the respective university.

- F. Property Inventory: Furniture and equipment purchased with education and general funds will be separately identified as belonging to the Joint College and will be logged in the fiscal agent's property inventory system. Property related to research will be managed according to the procedures of the institution which has been awarded funds and in accordance with federal acquisition requirements.
- G. Maintenance: FSU is responsible for Joint College building maintenance, janitorial services, and landscaping/grounds-keeping.



Support for special services (dedications and receptions) will be provided by FSU, but the Dean may request such services of either university when conditions warrant.

- H. Security and Safety: FSU will provide security for Joint College facilities. FSU Environmental Health and Safety will provide services to the Joint College.
- I. Risk Management and Insurance: Student/employee injury or unemployment compensation is the responsibility of the university at which the individual is enrolled or employed. Risk management with respect to Joint College building and equipment damage or destruction is the responsibility of FSU.
- J. Information Technology: FSU will be responsible for the operation and maintenance of all telecommunications including telephones.

The Joint College will initiate recommendations for information and computer acquisitions through the FSU planning process and will be included in the FSU computer plans. FSU will provide such central maintenance for the Joint College as it provides for other colleges. In providing maintenance, FSU will collaborate with FAMU with regard to access and security.

- K. Postal Services: The Joint College will receive its mail at the Woodward Street Post Office. The FAMU Courier will pick up such mail and deliver it to the Office of the Dean and will deliver outgoing mail to the Main Post Office. The FAMU Courier will provide service between the Joint College and the Board of Governors' office. Each university will provide courier service between the Joint College and its campus.



**Florida Agricultural and Mechanical University**  
**Board of Trustees**  
**ACTION ITEM**

**Academic Affairs Committee**  
**Date: September 14, 2016**  
**Agenda Item: VIII**

Item Origination and Authorization			
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** Approval of the Academic Affairs Principles for Strategic Budgeting

**Rationale:** In its meeting August 24, 2016, the Board of Trustees requested information about the process to be used by the Division of Academic Affairs to implement strategic budgeting in light of persistent reduction in enrollment and the Board of Governors' emphasis on student outcomes and university performance.

The Provost has initiated a process that has asked each Dean to, working with faculty, update his or her college's or school's strategic plan or vision in light of the university strategic planning process, and the college's or school's enrollment, degree production, trends in the relevant disciplines, placement trends, student success needs, and college or school staffing. This planning process will inform the deployment of university resources, both new and continuing, and allow Academic Affairs in consultation with the President and CFO to adjust and adapt as financial conditions warrant.

Deans may be asked to reduce existing expenditures and enhance efficiency and productivity using a variety of mechanisms, including:

1. Vacant faculty and staff lines will be returned to the center and not retained automatically by the college or school, to allow the use of resources in support of the university's critical mission and teaching responsibilities, overall performance and strategic goals.
2. Strategies to promote efficiency, such as the draft bonus structure in support of faculty who have been awarded grants that produce salary savings.
3. Strategies to reduce the size of the instructional staff, using
  - a. The proposed Voluntary Separation Program;
  - b. The return of vacant faculty lines to the center; and
  - c. The reduction of faculty positions due to reorganization, programmatic or operational changes or other reductions permitted by university policy. No academic program will be terminated without complying with the process laid out in Regulation 4.005, Termination of Academic Programs, which includes review by the affected faculty, Faculty Senate, Provost, and a recommendation by the Provost for termination to the Board of Trustees, which includes teach-out provisions for existing students as necessary.

**Attachment:** None

**Recommendation:** It is recommended that the above Academic Affairs Principles for Strategic Budgeting be endorsed by the Board of Trustees.



**Florida Agricultural and Mechanical University  
Board of Trustees  
INFORMATION ITEM**

**Academic Affairs Committee  
Date: September 14, 2016  
Agenda Item: VIII**

**Subject:** Division of Academic Affairs Update

**Summary:** Provost's remarks.