

FLORIDA **A&M** UNIVERSITY
Board of Trustees

Academic and Student Affairs Committee Meeting

Wednesday, December 4, 2024

8:30 am

The Grand Ballroom

Committee Members: Nicole Washington, Chair
Jamal Brown, Otis Cliatt, Deveron Gibbons, Kristin Harper,
Kelvin Lawson, and Loryn May

AGENDA

- | | | |
|------|--|---------------------------|
| I. | Call to Order | Trustee Nicole Washington |
| II. | Roll Call | Ms. Valeria Singleton |
| III. | Minutes for September 12, 2024 Meeting | Trustee Washington |
| IV. | Follow-up Items | Trustee Washington |

ACTION ITEMS

- | | | |
|-------|--|--------------------|
| V. | Tenure Upon Hire <ul style="list-style-type: none">• Dr. Shannon B. Smith• Dr. G. Dale Wesson | Dr. Allyson Watson |
| VI. | Amended Regulation 4.001 -
Curriculum Requirements | Dr. Watson |
| VII. | Self-Supporting Programs Annual Report | Dr. Sundra Kincey |
| VIII. | Institutes and Centers Annual Report | Dr. Kincey |

INFORMATION ITEMS

- | | | |
|-----|--|-------------------------|
| XI. | Student Affairs Update <ul style="list-style-type: none">• Career Center• Hazing Prevention | Dr. William Hudson, Jr. |
| X. | Adjournment | |

FLORIDA **A&M** UNIVERSITY
Board of Trustees
ACTION ITEM

Academic and Student Affairs Committee
Wednesday, December 4, 2024
Agenda Item: III

Subject: Minutes for September 12, 2024 Meeting

Proposed Board Action: 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.

Attachment(s): Yes

1. Minutes for September 12, 2024

Academic and Student Affairs Committee Minutes
Trustee Otis Cliatt, Vice Chair
September 12, 2024

Trustee Otis Cliatt called the meeting to order. Ms. Valeria Singleton called the roll, and the following committee members were present: Ezzeldin Aly, Otis Cliatt, Deveron Gibbons, Kristin Harper, Kelvin Lawson, and Loryn May. A quorum was established.

Trustee Gibbons moved to approve the minutes for the meeting on May 20, 2024. Trustee Lawson seconded the motion, and the motion carried.

Follow-up Items from May meeting – Interim Dean Howard and his team met with the respective Trustees to address their concerns regarding implementing the new bar prep program and commitments for the boot camps.

The Committee recommended approval of the following items:

Textbook Affordability Report - FAMU's Annual Textbook and Affordability Report is a required submission for every state university system institution and is due to the Board of Governors by September 30 each year. The report covered several key elements:

- Institutional policies for selecting general education courses.
- The number of courses that do not require textbooks or include textbooks is priced at a maximum of \$60.
- Institutional initiatives aimed at increasing cost-savings for students.
- The adoption rate for fall and spring terms which must meet the Board of Governors' requirement of at least 95% on-time adoptions.
- The number of courses with exemptions to the adoption policy.

For the academic year 2023-24, FAMU met the Board of Governors' adoption rate. Specifically, for Fall 2023, we achieved a 96.75% adoption rate, and for Spring 2024, we reached a 97.62% adoption rate.

Trustee Lawson moved to approve the Annual Textbook and Affordability Report. Trustee Harper seconded the motion, and the motion was carried.

General Education Course Description Update - Earlier this year, the Board approved our list of general education courses for the academic year during the spring meeting. Since then, our program faculty have updated some of the course descriptions. It is important to note that these updates primarily focus on revising course descriptions and do not alter the course content. The notification to the Board was provided before submitting the updates to the Board of Governors.

Trustee Lawson moved to approve the General Education Course Description updates. Trustee Harper seconded the motion, and the motion was carried.

Request for Leave of Absence - Per BOT Policy Number 2005-21, the University will consider requests for unpaid leave of absence from regular employees with at least one year of continuous service. The University grants leave of absence for the following reasons: parental, medical, educational, military service, and personal. Leave of absence was approved for the following faculty members:

- Dr. Raquista Claitt – August 5, 2024, through May 28, 2025.
- Professor Nandi Riley - September 27, 2024, through September 26, 2025.
- Dr. Ameenah Shakir - September 1, 2024, through September 1, 2025.

Trustee Lawson moved to approve leave of absence for Raquista Claitt, Nandi Riley, and Ameenah Shakir. Trustee Harper seconded the motion, and the motion was carried.

Student Affairs Updates – informational updates were provided:

- Dr. William Hudson, Jr. provided updates on enrollment management, financial aid, student housing, and the Career Center.
- The Office of Undergraduate Admissions and Recruitment continues to experience increases in first-time-in-college (FTIC) applications with a 2.8% increase.
 - Approximately 1,401 new FTIC students have enrolled for Fall 2024 compared to 1,3077 FTIC students enrolling for Fall 2023. The average GPA for the enrolled cohort is 3.89.
 - A total of 9,274 students enrolled in Fall 2024 compared to 8,899 students enrolled in Fall 2023.
- Financial Aid - To date, the University has disbursed approximately \$35,055,453.42. This consists of federal, state, and institutional grants, federal and private loans, and scholarships. Funds have been disbursed to 4,948 students, including 291 law school students.
- Housing - Currently, 97.47% of the housing beds are reserved, and 94.76% are occupied. The completion of the construction of the new 700-bed residence hall will assist with providing more opportunities for upper-class students to reside on campus since freshmen students and students with specific designations have priority.
- Career and Professional Development Center – A presentation will be presented during the December Board of Trustees meeting.
- New hires and departures:
 - Ms. Tamara Taylor was introduced as the new Career and Professional Development Center Director. She has worked in higher education for more than 21 years. She served as the Director of Career Education and Senior Assistant Director for Career Coaching and Student Belonging at the University of North Carolina at Chapel Hill.
 - Dr. Juan Alexander was introduced as Associate Vice President for Student Affairs and Enrollment Management. He served as the Senior Associate Vice President for Enrollment Management at Norfolk State University, where he played a pivotal role in shaping the University's student recruitment and retention strategies.

FLORIDA **A&M** UNIVERSITY
Board of Trustees

- Dr. Nigel Edwards, who served as Associate Vice President for the Division of Student Affairs, accepted a position with the University of the Virgin Islands as the Associate Vice Provost.

There being no further discussion, the meeting was adjourned at 11:10 a.m.

Respectfully submitted,

Nicole Washington, Committee Chair

FLORIDA **A&M** UNIVERSITY
Board of Trustees

Academic and Student Affairs Committee

Wednesday, December 4, 2024

Agenda Item: IV

Subject: Follow-Up Item(s)

Background Information and Summary: An update on follow-up items from September meeting.

FLORIDA **A&M** UNIVERSITY
Board of Trustees
ACTION ITEM

Academic and Student Affairs Committee

Wednesday, December 4, 2024

Agenda Item: V

Subject: Tenure Upon Appointment – Dr. Shannon B. Smith and Dr. G. Dale Wesson

Proposed Board Action: In accordance with BOT Regulation 10.204 and Article 15.8 of the Collective Bargaining Agreement (2019 – 2022), tenure may be granted to a faculty member by the Board at the time of initial appointment, upon recommendation of the appropriate administrator (President or President’s designee). 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 President. The documentation has been reviewed by the school/college tenure and promotion committee.

Attachments: Yes

1. Curriculum Vita for Dr. Shannon B. Smith
2. Curriculum Vita for Dr. G. Dale Wesson

September 15, 2024

Dear Tenure Committee Members,

I am writing to request tenure at Florida A&M University (FAMU). My tenure application reflects a career dedicated to advancing nursing education and practice, with a strong track record of achievements that I believe align with FAMU's mission and goals.

My academic career began in 2003 as a medical surgical instructor at the Medical University of South Carolina (MUSC). Leaving bedside nursing, I accepted a fulltime position at MUSC College of Nursing as an Assistant Professor, in 2011. I joined Claflin University in 2016 as an Associate Professor and inaugural Nursing Program Director.

I made substantial contributions to the field of nursing education. I led the development of both the BSN and MSN programs, guiding them through successful national accreditation processes. Notably, our MSN program achieved a 100% national advanced practice boards certification rate in its initial cohort, graduating in August 2023. My role involved creating and revising curricula, recruiting and mentoring faculty, and establishing strong partnerships with community and healthcare organizations.

Key accomplishments include:

- **Program Development and Accreditation:**
 - Implemented new BSN program and refined curriculum after year one.
 - Developed MSN program, authored prospectus to SACSCOC, and implemented program during the COVID-19 pandemic.
 - Authored the self-study reports and led the accreditation process for both the BSN and MSN programs, resulting in successful accreditations and reaccreditation by the Commission on Collegiate Nursing Education (CCNE) in 2018 and 2023, respectively.
- **Program Growth and Community Engagement:**
 - Expanded the nursing program, graduating over 200 students and forming a Nursing Advisory Council to strengthen community partnerships.
 - Collaborated with a federally qualified health center to receive a \$4,000,000 grant to provide clinical placement and scholarships for students.
- **Recognition and Awards:**
 - South Carolina Independent Colleges and Universities Excellence in Teaching Award in 2023 Recipient.
 - The United Methodist Exemplary Teacher of the Year Award in 2024 Recipient.

As Dean and Professor of the School of Nursing at FAMU, my strategic objectives for the 2024-2025 academic year are designed to advance the school's long-term vision. These include:

- **Comprehensive Assessment:** Conducting a thorough review of our programs to identify areas for improvement and ensure alignment with accreditation standards and university goals.

- Faculty Recruitment and Development: Attracting and retaining high-quality faculty while supporting their professional growth.
- Enhancing Student Success: Implementing initiatives to improve retention and graduation rates and preparing students effectively for their professional careers.
- Advancing Research and Innovation: Promoting cutting-edge research and fostering innovation in nursing practice.
- Ensuring Compliance and Accreditation: Maintaining rigorous standards to meet accreditation requirements and university policies.
- Promoting the Land-Grant Mission: Emphasizing the university's commitment to community engagement and service.
- Enhancing Clinical Practice Excellence: Strengthening clinical training opportunities and partnerships to provide students with practical, hands-on experience.

These objectives are aligned with the university's strategic plan and aim to address both immediate needs and long-term goals, ensuring the continued excellence and impact of the School of Nursing.

Thank you for considering my application. I am confident that my background and accomplishments, as detailed in my dossier, support my candidacy for tenure. I look forward to the opportunity to contribute further to FAMU's mission and success.

Sincerely,



Shannon Bright Smith, Ph.D., DNP, APRN, ACNS-BC, CNE
 Dean and Professor of Nursing
 She/Her/Hers
 Florida A&M University | School of Nursing
 334 W. Palmer Avenue
 103 Ware-Rhoney Building
 Tallahassee, Florida 32307
 Pronouns: she/her/hers



Shannon Bright Smith, PhD, DNP, APRN, ACNS-BC, CNE

Curriculum Vitae

UNIVERSITY ADDRESS



EDUCATION

Year	Institution	Degree	Major
2023	University of South Carolina	PhD	Nursing Science
2010	University of South Carolina	DNP	Organizational Leadership
2001	Medical University of South Carolina	MSN	Adult Health – Clinical Nurse Specialist
1995	Medical University of South Carolina	BSN	Nursing
1991	Trident Technical College	Associate	Business (Accounting)

LICENSURE AND CERTIFICATION

Year	Description	Licensing/Certification Body
2024-present	Advanced Practice Registered Nurse (APRN) – Clinical Nurse Specialist – Florida (11033604) (Exp. 04/2026)	Florida Board of Nursing
2007-present	Advanced Practice Registered Nurse (APRN) – Clinical Nurse Specialist – South Carolina (18774) (Exp. 04/2026)	S.C. Board of Nursing
2007-present	Certified Adult Clinical Nurse Specialist (2006011321) (Exp. 05/2027)	American Nurses Credentialing Center
2014-present	Certified Nurse Educator (NLN516315) (exp. 12/2024)	National League for Nursing
2015	Joanna Briggs Institute Reviewer Certification	Texas Christine University
2014	Advanced Online Teaching Certificate	Online Learning Consortium

FACULTY APPOINTMENTS

Year	Role	Institution
2024 – Present	Professor	Florida A&M University
2023-2024	Professor	Clafin University
2016-2023	Associate Professor of Nursing (Tenured in 2018)	Clafin University
2012 – 2016 & 2003-2007	Assistant Professor, Instructor, & Adjunct Instructor, respectively	Medical University of South Carolina, College of Nursing
2010 -2012 & 2001-2002	Instructor and Adjunct Professor	Trident Technical College
2010 – 2016	Associate Faculty, Nursing	University of Phoenix
2010 - 2012	Instructor	Trident Technical College, Nursing Division
2001 - 2002		Trident Technical College Clinical Faculty

ADMINISTRATIVE POSITIONS

Year	Title	Institution
2024	Dean of Nursing	Florida A&M University
2022-2024	Associate Dean of Nursing & Director of The Institute for Teaching and Nursing	Clafin University
2017-2022	Nursing Department Chair	Clafin University
2016-2017	Director of Nursing	Clafin University
2014-2022	President (elected)	International Women's Council

CLINICAL NURSING EXPERIENCE

Year	Position	Organization/Unit
2006-Pres.	Health Educator	Ellis Temple Church, Yemassee, SC
2014-2016	Clinical Nurse Specialist – Care	East Cooper Community Outreach Clinic
2012-2014	Clinical Supervisor–Medical/Surgical	Part of role at MUSC College of Nursing
2003-2010	Nurse Case Manager	Medical University of South Carolina
1998-2001	RN - Progressive Care Unit part time	St. Francis – Bon Secours Hospital
1998-2003	Clinical Nurse Leader	MUSC Digestive Disease Unit
1997-1998	Clinical Nurse Coordinator	MUSC Endoscopy
1995-1997	Clinical Nurse Coordinator	MUSC Surgical Trauma Stepdown
1993-1995	Patient Care Technician	MUSC Surgical Oncology

PROFESSIONAL INVOLVEMENT/COMMUNITY SERVICE

Year	Role	Organization
2022-Present	Constituent Advisory Board Member & Health Initiatives Co-Chairperson	Regional Medical Center
2022 – Present	Chair, Like-Schools Discussion	American Association of Colleges of Nursing
2020-Present	Member, Government Affairs Committee	American Association of Colleges of Nursing
2019-Present	Reviewer	Journal of Professional Nursing
2015-Present	Reviewer	Journal of Nursing Education
2014-2022	President	International Women's Council

PROFESSIONAL ORGANIZATIONS

Year	Organization	Role
2020-2024	South Carolina Organization of Nurse Leaders	Member
2020-Present	Preventive Cardiovascular Nurses Association #95150	Member
2019-Present	American Heart Association #228202305	Member
2016-Present	South Carolina Council of Deans and Directors, Standards Review Committee	Member
2013-2016	Sigma Theta Tau International, Gamma Omicron Chapter	Membership
2013-Present	National League for Nursing #516316 (personal), #610023	Member
2012-Present	SC Nurses Association, Education Committee	Member
2007-Present	National Association of Clinical Nurse Specialists #11256820	Member
2001-Present	Sigma Theta Tau, International Nursing Honor Society #372456	Member
1995-Present	American Nurses Association # 30280163	Member

UNIVERSITY COMMITTEES

Year	Committee	Role	Institution
2024-Present	Council of Academic Deans	Member	Florida A&M University
2023-2024	General Education Assessment & Assessment Committee	Member	Claflin University
2022-2024	Comprehensive Globalization Committee	Member	Claflin University
2016-2024	Institutional Review Board (Co-Chair)	Member	Claflin University
2017-2024	Chairs Council	Member	Claflin University
2017-2024	Professional and Continuing Studies	Member	Claflin University
2016-2017	Recruitment and Enrollment Management	Member	Claflin University
2015-2016	MUSC Advancement, Recruitment, and Retention of Women in Science	Member	MUSC
2015-2016	Strategic Planning Committee (College of Nursing)	Member	MUSC
2014-2016	Online Advisory Council (Excellence In College of Nursing Search Committee)	Member	MUSC
2014-2015	Appointment, Promotion, and Tenure	Member	MUSC, CON
2014-2016	Faculty Resources Advisory Council	Member	MUSC
2013-2016	Women's Scholars Initiative Steering	Member	MUSC
2012-2016	Faculty Senate (College of Nursing Rep)	Member	MUSC
2012-2014	Admission, Progression, and Retention Committee	Member	MUSC, CON

GRANTS/RESEARCH

Year	Grant Title	Role	Funding Agency	Years Funded	Amount
2024	Claflin University UNITY: Uniting Nursing, Innovation, and Transformation for Youth	PI	Gilead Foundation	Pending	\$600,000
2024	Claflin University Rallying the underrepresented to Restore healthy Approaches to Living (CU RURAL) Nursing – Phase 2	PI	SC Center for Rural and Primary Healthcare	Pending	\$590,000
2022	Claflin University Rallying the underrepresented to Restore healthy Approaches to Living (CU RURAL) Nursing	PI	SC Center for Rural and Primary Healthcare	2	\$290,000
2022	Nurse Education, Practice, Quality and Retention-Mobile Health Training Program (NEPQR-MHTP) in Collaboration with Clemson University – Doctoral scholarships for up to 5 Claflin MSN graduates per year	Collaborator	Health Resources and Services Administration (HRSA)	4	\$125,000
2022	Nurse Education, Practice, Quality and Retention-Mobile Health Training Program (NEPQR-MHTP) in Collaboration with Family Health Center, Inc. – provides	Co-PI	Health Resources and Services Administration (HRSA)	4	\$900,000

	scholarships for 15 students per year				
2022	Research Education Grant	PI	National League for Nursing	1	\$8,000
2022	UPSTREAM CVD (Unlocking Population Specific Treatments to Render Equitable Approaches and Management in Cardiovascular Disease). Dissertation research in African American emerging adults. PhD Dissertation	PI	Clafin University Title III	1	\$50,000
2013-2016	Promise of Nursing for South Carolina, Nursing School Grant Program; designed to assist nursing students in transition to Accelerated BSN program with online learning environment orientation modules	Co-PI	Foundation of the National Student Nurses' Association	4	\$22,271

HONORS AND AWARDS

Year	Honor/Award
2024	Exemplary Teacher Award, General Board of Higher Education and Ministry of the United Methodist Church
2023	South Carolina Independent Colleges and Universities Excellence in Teaching Award
2022	American Association of Colleges of Nursing Diversity, Inclusion, and Sustainability in Nursing Education Lectureship Award
2022	Wharton Executive Fellow, American Association of Colleges of Nursing
2022	2020 Mary E. Mahoney Nursing Award, Chi Eta Phi Nursing Honor Society, Orangeburg, SC (selected in 2020 but ceremonies postponed due to COVID19).
2016	W. L. Bonner College Hall of Fame Inductee
2015	U.S. President's Volunteer Service Lifetime Achievement Award for Healthcare Community Service.
2014-2017	Scholar, Society of Gastroenterology Nurses and Associate, Training - June 2015 at Texas Christian University, A Collaborating Center of the Joanna Briggs Institute, For Worth, TX
2013	South Carolina Palmetto Gold Award Recipient (Nurse Recognition & Scholarship Program)
2013	Faithful Service Award, Convocation Health Initiative, Church of Our Lord Jesus Christ of the Apostolic Faith, Inc.

PODIUM PRESENTATIONS

Year	Title	Organization/Event
2024	AACN Thought Leaders Assembly: VIIP: Visibility, Image, Influence, Impact, Power; Panelist	American Association of Colleges of Nursing Chicago, Illinois
2023	Nursing Leadership: Navigating Challenges and Embracing Growth on the Journey to Excellence	Sigma Theta Tau, Gamma Omicron Chapter Induction Ceremony

2023	Unlocking Population-Specific Treatments to Render Equitable Approaches and Management in Cardiovascular Disease	National Association of HBCU Title III Administration, Inc. 2023 Technical Assistance Workshop
2022	Relevance of Nursing Education to Community Health Outcomes and Engagement.	Orangeburg Rotary Club, Orangeburg, SC
2022	Perspective is Everything! Achieving and Maintaining Balance through Nursing Education.	Orangeburg/Calhoun Technical College, Associate Degree Nursing Pinning Ceremony.
2022	Experiences of frontline nurses during the COVID-19 pandemic.	Council for the Advancement of Nursing Science Research: Social + Structural Determinants of Health, Washington, DC.
2021	Racial differences in risk perception and actual risk between African American and White adults in college.	University of S.C. Research Day
2020	AACN Thought Leaders Assembly - Academic Nursing Lessons Learned: Exemplary Partnerships in Response to COVID-19 - Panelist	American Association of Colleges of Nursing Virtual
2016, 2015	Effective Teaching Methods, Foundations in Teaching and Learning Series,	MUSC Apple Tree Society
2014	Lessons Learned: Online Nursing Program Development	MUSC, Interprofessional Technology Coordinators Meeting
2004-2009, 2011, 2012, 2014	Medical Calculations for Healthcare Professionals	SC Area Health Education Consortium Annual Future Health Professionals Academy
2013	Moderate Sedation in Endoscopy: Promoting Safety and Quality Outcomes	Society of Gastroenterology and Associates National Meeting, Austin, TX

BOOKS OR MONOGRAPHS

Smith, S.B. (2003). A second chance. In Smeltzer, C.H. and Vlasses, F.R. (Eds.), *Ordinary People, Extraordinary Lives: The Stories of Nurses*. Sigma Theta Tau International. ISBN-13: 9781930538108

PEER-REVIEWED PUBLICATIONS

Smith, S.B., Magwood, G.S., Abshire, D., Tavakoli, McCutcheon, G., A., Jenerette, C. (In Review).

Discrepancies in Cardiovascular Disease Risk Perception among African American Emerging Adults: Implications for Personalized Prevention Strategies, submitted to *Nursing Research*

Smith, S.B., Tavakoli, A., Abshire, D., Magwood, G.S., Jenerette, C. (In Review). More Than Just the Heart: An Assessment of Cardiovascular Disease Upstream and Population Factors in African American Emerging Adults, submitted to *Journal of Racial and Ethnic Health Disparities*

Smith, S.B., Abshire, D., Herbert, L.L., Tavakoli, A., Magwood, G.S., Jenerette, C. (2023). Unlocking population specific treatments to render equitable approaches and management in

cardiovascular disease (UPSTREAM CVD): Development of a situation-specific theory for African Americans. *Journal of Cardiovascular Nursing*. PMID: **37052582**, DOI:

[10.1097/JCN.0000000000000986](https://doi.org/10.1097/JCN.0000000000000986)

Smith, S. B. and Kennedy, S. (2019). Authentic Teaching to Promote Active Learning: Redesign of an Online RN to BSN Evidence-Based Practice Nursing Course. *Journal of Professional Nursing*. doi.org/10.1016/j.profnurs.2019.07.005

Smith, S.B., Kelechi, T., Edlund, B., Hollerbach, A., Atz, T., & Donato, A. (2016). Streamlining Appointment, Promotion, and Tenure Procedures to promote early career faculty success. *Journal of Professional Nursing*, 32(3), doi:10.1016/j.profnurs.2016.01.011

Smith, S. B. and Williams, T.H. (2014). Ministering to struggling students, *Journal of Christian Nursing*, 31(1), 60.

Duffy, N. and **Smith, S.B.** (2013). Leading at the bedside and beyond. *American Nurse Today*, 8 (12). Available online at <http://www.americannursetoday.com/leading-at-the-bedside-and-beyond/>

Smith, S.B. (2013). Integrating simulation in a BSN leadership and nursing management course. *Journal of Nursing Education and Practice*, 3(11), 121-132.

Smith, S. B. (2013). Discharge planning for the patient with chronic pancreatitis (continuing education offering - 2.3 CH nursing education). *Gastroenterology Nursing*, 36(6), 415-419. DOI: 10.1097/SGA.0000000000000014

Smith, S. B. and Alexander, J. T. (2012). Nursing perception of patient transitions from hospitals to home with home health, *Professional Case Management*, 17(4), 175-185. DOI: 10.1097/NCM.0b013e31825297e8

NON-PEER-REVIEWED PUBLICATIONS

Smith, S.B. (2023). Unlocking Population-Specific Treatments to Render Equitable Approaches and Management in Cardiovascular Disease (UPSTREAM CVD): African American Emerging Adults. *Theses and Dissertations*. Paper 7399. Available online at <https://scholarcommons.sc.edu/etd/7399/>

Smith, S.B. (2010). Exploration of the evidence to support clinical practice to decrease hospital readmission rates for patients with chronic pancreatitis. *Theses and Dissertations*. Paper 407. Available online at <http://scholarcommons.sc.edu/etd/407>

G. DALE WESSON, Ph.D., PE



September 10, 2024

Dear Tenure Committee,

This letter is written in support of my appointment with tenure application as the Dean of the College of Agriculture and Food Sciences (CAFS) position. With over 30 years of successful academic leadership, research, and administration background within higher education institutions, ten years of industrial experience at Dow Chemical Company, and a track record of accomplishments, I can contribute effectively to the esteemed institution's mission and goals.

My academic journey is characterized by a commitment to excellence and a passion for fostering growth and innovation. With a Doctor of Philosophy in Chemical Engineering from Michigan State University and progressive experience in various administrative and academic roles, I have honed a diverse skill set necessary for successful leadership in academia. I demonstrated leadership acumen in my current dual role as Interim Dean at Florida A&M University's College of Agriculture and Food Sciences and Associate Vice President for Research, where I quickly initiated strategies to improve operations within CAFS, i.e., the kickstarting the Rattler Solar project in the Brookville Agriculture Environmental Research Station (BAERS) and the gaining of approximately 20,000 square feet of additional teaching and research space through the acquisition of the Collins Building in Innovation Research Park.

I began my academic career as a tenure-track Assistant Professor of Chemical Engineering at Florida A&M University (FAMU) and Florida State University (FSU) College of Engineering. After the Chairman of the Biological and Agricultural Systems Engineering (BASE) stepped down, I accepted the position, applied for and was awarded tenure. As the Chairman of the Agriculture Engineering Department at Florida A&M University (FAMU), I recruited and hired faculty members and led the effort to gain full accreditation by the Accreditation Board of Engineering and Technology (ABET). After achieving this milestone, the department became only the nation's second ABET-accredited agricultural engineering program at an HBCU.

It is noteworthy to mention that, during that time, I recruited and graduated the first three chemical engineering Ph.D. graduates from Florida A&M University during the college's 30-year history. I have conducted research and published more than 50 combined publications and presentations. As my career progressed, I served the University as Chairman, Associate-, Interim- and Vice President for Research. Consequently, I understand the importance of developing innovative academic programs to attract, support, and retain excellent faculty and academically talented students.

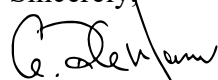
In addition to my academic experience, I bring valuable insights from my industrial background. As a Senior Production Supervisor at Dow Chemical Company's Michigan Division, I managed raw materials distribution plant operations, achieved ISO 9000 standards, and received recognition for leading the Global Product Management Team of the Year. This experience instilled in me a deep understanding of operational efficiency, quality management, and team leadership, which I have leveraged throughout my academic career to drive strategic initiatives and foster a culture of excellence.

I have demonstrated effective organization and administration skills throughout my career, working collaboratively with diverse stakeholders to achieve strategic objectives. My tenure as Provost and Senior Vice President for Academic Affairs at Clark Atlanta University showcased my ability to provide academic leadership, advance instructional quality, and oversee accreditation processes successfully. Moreover, my roles as Vice President for Research and Economic Development at multiple 1890 Land-Grant Universities, including Virginia State University, University of Maryland Eastern Shore, and South Carolina State University, underscore my strong commitment, record of leadership and management experience of the tripartite mission of these higher education institutions.

I am particularly proud of my achievements in fundraising and grantsmanship, securing substantial funding for various research and economic development initiatives. At each university where I held C-suite leadership positions, I increased annual research expenditures, initiated infrastructure developments, and established strategic partnerships to enhance research capabilities and foster economic growth. My ability to generate external funding aligns with the institution's goals and vision for sustained growth and innovation and will be a positive asset as Dean of FAMU CAFS.

Furthermore, my commitment to promoting diversity, equity, and inclusion resonates with the university's ethos of "Excellence with Caring." I have actively championed holistic student success, facilitated faculty development, and promoted shared governance to foster a supportive and inclusive academic environment. My innovative mindset and experience working across disciplines position me well to navigate the evolving landscape of higher education and drive the college's competitiveness.

In addition to my academic and administrative accomplishments, I possess exceptional communication and interpersonal skills essential for effective leadership and stakeholder engagement. My previous tenure appointment at FAMU and my undying commitment to promoting a culture that values diversity and prioritizes student learning further underscore my qualifications for a tenure appointment.

Sincerely,


G. Dale Wesson, Ph.D., PE

G. Dale Wesson, Ph.D., PE

Education

Doctor of Philosophy, Chemical Engineering, Michigan State University (MSU)

Master of Science, Chemical Engineering, Georgia Institute of Technology (GA Tech)

Bachelor of Science, Chemical Engineering, Illinois Institute of Technology (IIT)

Executive Leadership Training

Hampton University Leadership Institute, Class of 2018

AASCU Millennium Leadership, Class of 2009

Summary

Administrative

- Dean and Director of Land Grant Programs, College of Agriculture and Food Sciences, Florida A&M University, Tallahassee, FL, 2023 – Pres.
- Associate Vice President for Research, Florida A&M University, Tallahassee, FL, 2022 – 2024.
- Provost and Senior Vice President for Academic Affairs, Clark Atlanta University, Atlanta, GA, 2020 - 2022.
- Vice President for Research and Economic Development and Public Service, Virginia State University, Petersburg, VA, 2016 - 2020.
- Vice President for Research and Economic Development, University of Maryland Eastern Shore, Princess Anne, MD, 2013 - 2016.
- Vice President for Research Economic Development and Public Service/Executive Director of 1890 Programs, South Carolina State University, Orangeburg, SC, 2009 – 2013.
- Interim Vice President for Research, Florida A&M University, Tallahassee, FL, 2008 - 2009.
- Associate Vice President for Research, Florida A&M University, Tallahassee, FL, 2006 – 2008.
- Chairman, Biological and Agricultural Systems Engineering (BASE), Florida A&M University, Tallahassee, FL, 2004 – 2006.

Academic

- Professor of Biological Systems Engineering (tenured), Florida A&M University, Tallahassee, FL, 2023 – Pres.
- Professor (tenured) of Chemistry, Clark Atlanta University, 2020 – 2022.
- Professor (tenured) of Manufacturing and Computer Engineering, Virginia State University, Petersburg, VA, 2016 – 2020.
- Professor of Engineering (tenured), University of Maryland Eastern Shore, Princess Anne, MD, 2013 – 2016.
- Professor of Nuclear Engineering (tenured), South Carolina State University, Orangeburg, SC, 2009 – 2013.
- Professor of Biological and Agricultural Systems Engineering (tenured), Florida A&M University, Tallahassee, FL, 2004 – 2009.
- Associate Professor (tenured) of Chemical Engineering, Florida A&M/Florida State University College of Engineering, Tallahassee, FL, 2003 – 2004.
- Assistant Professor of Chemical Engineering, Florida A&M/Florida State University College of Engineering, Tallahassee, FL, 1997 – 2003.

Fundraising and Grants

- Wallace Foundation Education Grant, \$4.1 million.
- Cameron Foundation Urban Agriculture Grant, \$60,000.
- \$13.5 Million, guaranteed loan to build MD Hawk Graduate Student Housing.
- Sampson family VSU undergraduate student scholarship \$100,000 (4 x \$25,000).

Economic Development

- Established Urban Agricultural Center in “Food Desert” area of Petersburg, VA.
- Increased VSU Richmond MSA Economic Impact to over \$350 million.
- Developed and implemented \$800,000 HUD investment grant in Orangeburg, SC.

Academic Leadership

Florida A&M University
Dean, Director of Land Grant Programs
College of Agriculture and Food Sciences
(July 2024 – Pres.)
Interim Dean, College of Agriculture and Food Sciences
(July 2023 – July 2024)

Responsibilities:

- Provides vision and leadership for the School of Agriculture and Food Sciences (CAFS) Academic programs while serving as Director of Land Grant Programs as the Principal Investigator for Federally funded Evans-Allen, Cooperative Extension, and Facilities Programs.
- Administers and provides leadership within Florida A&M University on all SACS research, extension, outreach, and academic programs. Works closely with the senior university administration, including deans of the other university colleges.
- Responsible for the college's programmatic leadership, faculty hiring and placement, and budget management.
- Works with appropriate university officials, Florida legislators, congressional delegation, and other members of Congress to support the science and education budget of USDA and other science departments.
- Secures extramural funding.

Florida A&M University
Associate Vice President for Research
(November 2022 – July 2024)

Responsibilities:

- Assist the Vice President for Research on all issues regarding the research enterprise of the University (Approximately \$60 million per year in research expenditures).
- Direct the staff of the Office of Sponsored Programs, the Office of Animal Welfare and Research Integrity, and the Office of Technology Transfer and Intellectual Property.
- Assist the Vice President for Research in seeking external funding and providing leadership in major research areas.
- Principle Investigator of over \$850,000 per year of outside-funded research projects. This includes directing additional research faculty, postgraduate, graduate, and undergraduate students, budget control, and timely reporting of results and status.

**Clark Atlanta University
Provost and Senior Vice President for Academic Affairs
(October 2020 – October 2022)**

Responsibilities:

- University Chief Academic Officer
 - Provides academic leadership for the institution.
 - Advances instructional quality, research and creativity, and service
 - A senior member of the University's Executive Cabinet representing the University President during their absence from the University.
- Chair of the Atlanta University Consortium (AUC) Chief Academic Officers
 - Provide guidance and leadership to maintain leadership for the provosts of the AUC (Morehouse College, Morehouse School of Medicine, Spelman College, and the Woodruff Library).

Accomplishments

- *Regional and Subject Matter accreditations submissions*
 - *SACS-COC Fifth-Year Report, including Quality Enhancement Program (QEP) documentation.*
 - *The Georgia Professional Standards Commission (PSC) and the Council for the Accreditation of Educator Preparation (CAEP) recognize the Counselor Education program.*
 - *Our master's programs in school and clinical mental health counseling were nationally recognized and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).*
 - *School of Social Work bachelor's and master's programs successfully re-accredited by the Council of Social Work Education (CSWE).*
- *Successfully retooled faculty for 100% online instruction during the Covid pandemic.*
- *Developed and began implementation of research strategy to move CAU from Carnegie R-2 to R-1*

**Virginia State University
Vice President for Research and Economic Development and Public Service
(June 2016 – September 2020)**

Responsibilities (Research):

- Advise the President on all Virginia State University research enterprise issues and economic development infrastructure.

- Manage budget for the Division of Research: Office of Sponsored Programs, Office of Economic Development, Agriculture Center for Research and Outreach, and Center for STEM Teaching and Research.
- Responsible for charting the research mission of the University and for enhancing the environment to enable the faculty, staff, and students to achieve that mission through externally funded research, and training and service programs.
- Provide leadership in the development of major existing and emerging research areas and in the identification and cultivation of external funding opportunities.
- Provide leadership and guidance as an ex-officio member of the executive board of the Virginia State Research Foundation on all issues directly associated with the development of VSURF Intellectual Property.
- Advise the President on issues regarding economic development and community outreach.

Accomplishments (Research):

- *Increased annual research from \$22.2 to \$25.1 million annually during the first year at Virginia State University.*
- *Energized faculty within first two months to organize and submit a \$100 million, multi-university proposal to MacArthur Foundation with Virginia State University as lead institution.*
- *Developed infrastructure to support two new University Research Centers.*
- *Monthly monitoring of year-to-date proposal submissions, research expenditures, and indirect cost recovery was implemented.*
- *Returned 10% of the indirect cost (F&A) generated to the principal investigator.*
- *Initiated the development of the Virginia State University Research Strategic Plan.*
- *Reorganized Virginia State University Research Foundation to focus on the university contract and intellectual property management mission.*

Responsibilities (Economic Development and Public Service):

- Provide leadership in developing existing and emerging areas of local and statewide economic development and identifying and cultivating funding sources.
- VSU representative on Petersburg and Chesterfield Chamber of Commerce.
- Rotary Club of Petersburg VSU representative.
- Collaborate with Institutional Advancement to establish and attain fundraising goals.

Accomplishments (Economic Development and Public Service):

- *Established Urban Agricultural Center in Petersburg to address Petersburg's urban food desert.*
- *Reinstituted "VSU Cares" to assist Petersburg area health disparities (See: <https://www.youtube.com/watch?v=8Kd8zk3QC4g>).*
- *Established STEAM-VSU to increase local high school interest in STEM careers.*
- *Secured private funding:*

- *Wallace Foundation Education Grant, \$4.1 million.*
- *Cameron Foundation Urban Agriculture Grant, \$60,000.*
- *Increased VSU Richmond MSA Economic Impact to over \$350 million.*

University of Maryland Eastern Shore
Vice President for Research and Economic Development
(January 2013 – June 2016)

Responsibilities (Research):

- The principal research officer of the University reports directly to the President.
- Advise the President on research enterprise and infrastructure issues across all of the University's campuses.
- Responsible for charting the University's research mission and enhancing the environment to enable the faculty, staff, and students to achieve that mission through externally funded research and training and service programs.
- Provide leadership in the development of major existing and emerging research areas and in the identification and cultivation of funding sources.
- Provide leadership and guidance as ex officio member of the executive board of the Maryland Hawk, Corporation (UMES Research Foundation) on all issues directly associated with the development of UMES Intellectual Property.
- Advise the President on issues regarding the economic development of the regional economy of the Eastern Shore of Maryland.

Accomplishments (Research):

- *Increased faculty proposal submission by 20% during the first full year at UMES.*
- *Increased Indirect Cost Recovery by over 100%, from \$800K to over \$1.5 million between FY2014 and FY2016.*
- *Developed UMES Research Strategic Plan.*
- *Submitted Reorganization of the Division of Research to include Grants and Contracts Accounting office, Assistant Vice President, and Research Compliance Officer.*
- *Secured guaranteed funding of \$13.6 million UMES Research Foundation-Maryland Hawk, Corp to construct apartments to support UMES off-campus graduate student housing.*
- *Returned research generated indirect costs (F&A) to faculty, departments, and colleges.*
- *Established accurate tracking and monitoring of research spending and indirect cost generation.*
- *Organized faculty groups with paired resources to submit proposals for large (< \$1 million/yr.) proposals.*

**South Carolina State University
Vice President for Research, Economic Development, and Public
Service/Executive Director of 1890 Programs
(October 2009 – August 2012)**

Responsibilities (1890 Programs Executive Director):

- Provide leadership, vision, and direction of all 1890 Research and Extension programs at South Carolina State University (Approximately \$10 million per year in expenditures).
- Provide Leadership in developing the United States Department of Agriculture (USDA) SC State and Clemson University Joint Plan of Work.
- Provide leadership in marking statewide Land Grant Research (Evans-Allen) and Extension programs.

Accomplishments (1890 Programs Executive Director):

- *Organized faculty to streamline internal research application processes.*
- *Established two 1890-funded University Research Centers – the Center for Study of Health and Obesity and the Center for Food Safety.*
- *Increased Capacity Building Research Fund for faculty development from \$200,000 annually to over \$600,000 annually.*
- *Increased 1890 Capacity Building Program proposal submission from two to eleven.*
- *Established research quality control parameters that include monitoring of faculty publications, conference attendance, and submission of outside-funded proposals.*

Responsibilities (Economic Development and Public Service):

- Provide leadership in the development of existing and emerging areas of local and statewide economic development and in the identification and cultivation of funding sources.
- Provide leadership in the James E. Clyburn University Transportation Center (JECUTC).
- Serve as SC State University representative on Orangeburg Chamber of Commerce and Orangeburg Rotary Chapter.
- Collaborate with Institutional Advancement to establish and attain fundraising goals.

Accomplishments (Economic Development and Public Service):

- *Finalized design, completed Phase I of James E. Clyburn University Transportation Center construction within 18 months. Phase II is currently on schedule for construction. Total project (facilities and Research) over \$50 million. The project was over five years behind schedule when hired.*
- *Received approval by the Board of Trustees of Intellectual Property Agreement (IPA) establishing terms of profit sharing of intellectual property royalties.*

- *Established a “Virtual” Technology Transfer Office” with Florida A&M University to save costs in SC State University Intellectual Property development.*
- *Nominated to be a member of the Executive Board for enginuitySCTM – a non-profit organization to bring economic development to South Carolina.*
- *Joined NuHub as a spinoff of enginuitySCTM to develop partners to bring Small Modular (nuclear) Reactors (SMRs) to South Carolina. NuHub has partnered with two SMR manufacturers to submit a \$250 million proposal to the US Department of Energy.*
- *Provided leadership as an Executive Board Member of the South Carolina Universities Research & Education Foundation (SCUREF).*
- *Secured \$800,000 United States Department of Housing and Urban Development (HUD) grant to renovate low-income housing in Orangeburg, SC.*
- *Assisted in securing the establishment of the Clyburn Family Foundation Endowed Scholarship.*

Responsibilities (Research):

- *The principal research officer of the University reporting directly to the President - \$28+ million per year in research expenditures.*
- *Advise the President on research enterprise and infrastructure issues across all of the University's campuses.*
- *Responsible for charting the University's research mission and enhancing the environment to enable the faculty, staff, and students to achieve that mission through externally funded research and training and service programs.*
- *Provide leadership in the development of major existing and emerging research areas and in the identification and cultivation of funding sources.*

Accomplishments (Research):

- *Increased annual research from \$17.5 to \$25.5 million per annum during my first year at SC State University.*
- *Developed Research Strategic Plan from SWOT analysis and Continuous Improvement Plan resulting goal set of \$50 million annual research by FY 2015.*
- *Reorganized Division of Research to include Grants and Contracts Accounting office, allowing “Cradle to Grave” research proposal oversight.*
- *Developed a plan for the establishment of the SC State Research Foundation.*
- *Established Research Bonus Plan and issued bonuses to researchers.*
- *Established a “Virtual” Technology Transfer Office” with Florida A&M University to save costs in SC State University Intellectual Property development.*
- *Forbes Magazine names SC State as South Carolina’s Top HBCU for Research.*
- *Named “Dr. Samuel P. Massie Chair of Excellence, Professor of Nuclear Engineering” by the National Nuclear Safety Administration (NNSA), United States Department of Energy (DoE).*

Florida A&M University
Associate Vice President for Research
(January 2008 – June 2008, May 2009 – September 2009)

Responsibilities:

- Assist the Vice President for Research on all issues regarding the research enterprise of the University (Approximately \$60 million per year in research expenditures).
- Direct the staff of the Office of Sponsored Programs, the Office of Animal Welfare and Research Integrity, and the Office of Technology Transfer and Intellectual Property.
- Assist the Vice President for Research in seeking external funding and providing leadership in major research areas.
- Principle Investigator of over \$850,000 per year of outside-funded research projects. This includes directing additional research faculty, postgraduate, graduate, and undergraduate students, budget control, and timely reporting of results and status.

Accomplishments:

- *Established consistent and proper allocation of faculty release time dollars.*
- *Returned 10% of Indirect Costs (IDC) funds to Principal Investigators as a research incentive project.*
- *Establishment of “Researcher of the Year” awards.*
- *Establishment of “Seed Funds” for early career researchers.*
- *Full AAALAC accreditation of Animal Welfare facilities.*
- *Awarded “2009 Chemical Engineering Award” by the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE).*

Florida A&M University
Interim Vice President for Research
(June 2008 – May 2009)

Responsibilities:

- The principal research officer of the University reports directly to the President.
- Advise the President and Provost on issues regarding the research enterprise and infrastructure across the University's campuses.
- Responsible for charting the University's research mission and enhancing the environment to enable the faculty, staff, and students to achieve that mission through externally funded research and training and service programs.

- Provide leadership in the development of major existing and emerging research areas and in the identification and cultivation of funding sources.

Accomplishments:

- *Established consistent and proper allocation of faculty release time dollars.*
- *Returned 10% of Indirect Costs (IDC) funds to Principal Investigators as a research incentive project.*
- *Developed Division of Research response to Southeastern Alliance of Colleges and Schools (SACS) reaffirmation documentation.*
- *Establishment of “Researcher of the Year” awards.*
- *Establishment of “Seed Funds” for early career researchers.*
- *Achieved full AAALAC accreditation of Animal Welfare facilities.*
- *Awarded 2008 American Institute of Chemical Engineers Top 100 Black Chemical Engineers.*

**Florida A&M University
Chairman, Biological and Agricultural Systems Engineering (BASE)
(January 2004 – January 2008)**

Responsibilities:

- Supervision of all functions within the Biological and Agricultural Systems Engineering program, including faculty assignment and review, budget, curriculum development, maintaining accreditation documentation, and continuous improvement assessment. I also direct a full-time Research Associate and Laboratory Specialist, an Office Manager, and her assistant.
- Principle Investigator of over \$700,000 per year of outside-funded research projects. This includes directing additional research faculty, postgraduate, graduate, and undergraduate students, budget control, and timely reporting of results and status.

Accomplishments:

- *Successfully led Biological and Agricultural Engineering (BASE) Program to receive full accreditation by the Accreditation Board of Engineering and Technology (ABET)-Only one of two Ag. Engineering programs at a Historically Black College or University (HBCU).*
- *Each year as chairman, graduated most African American Agricultural Engineers per annum in the country.*
- *While at FAMU-FSU College of Engineering, graduated with three PhDs and four Masters students in Chemical Engineering. The Chemical Engineering PhDs were the first to graduate from Florida A&M University.*

Industrial Leadership

Dow Chemical Company-Michigan Division Sr. Production Supervisor, (August 1985 – August 1991)

Responsibilities:

- Responsible for producing Dow Chemical Heat Transfer Fluids at its largest Midland, MI facility. Total production of over 300 million pounds per year with an operating budget of over \$80 million.
- Duties include production planning and forecasting, supervision of the Product Management Team, development of research, and product improvement.
- Direct supervision of seven (7) senior technical staff (engineers), three (3) production foremen, a shipping clerk, a budget analyst, an office manager, and an assistant. The production foreman, in turn, managed the hourly plant operations workforce and building maintenance – approximately 50 personnel in total.

Accomplishments:

- *Received the “Global Product Management Team of the Year” award in 1990.*
- *Managed Dow Chemical’s Raw Materials Distribution Plant ’85-’88 - safety incident free.*
- *The first plant in Michigan Division to achieve ISO 9000 standards.*

Awards and Honors

- Awarded “2009 Chemical Engineering Award” by the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE) 2009 Annual Meeting, St. Louis, MO, April 12-17, 2009.
- Awarded 2008 American Institute of Chemical Engineers Top 100 Black Chemical Engineers – AIChE Centennial Meeting, Philadelphia, PA, November 17, 2008.
- Awarded “Dr. Henry C. McBay Outstanding Teacher Award” by the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE) – Academic Year 2002-2003.
- Nominated Florida A & M University “Teacher of the Year” – Academic year ‘01-’02 and ‘02/’03.

Funded Research

- Principal Investigator, “Investigation of Heat Transfer in Small Modular Nuclear Reactors”, National Nuclear Safety Association of the United States Department of Energy, \$350,000 2010-2013
- Principal Investigator, “Development of High Efficient Heat Exchangers Using Graphite Foam”, United States Army \$815,000, 2008-2009.
- Principal Investigator, “Investigation of Vapor Assisted Resin Transfer Molding (VARTM)”, United States Army \$450,000, 2007-2008.
- Principal Investigator, “Investigation of Heat-transfer in Graphite Foam”, The Boeing Corporation \$35,000, 2007-2008
- Co-Principal Investigator, “Development of Carbon-Carbon Composites”, United States Air-Force Research Laboratory, \$200,000, 2007-2008
- Principal Investigator, “Biological and Agricultural Systems Engineering (BASE) Facilities Enhancement – Bridge”, United States Federal Government-Title III programs \$75,000, 2007-2008.
- Principal Investigator, “Investigation of Vapor Assisted Resin Transfer Molding (VARTM)”, United States Army \$650,000, 2006-2007
- Principal Investigator, “Investigation of Heat Transfer in Graphite Foam Using Computational Fluid Dynamics (VARTM)”, The Boeing Corporation \$35,000, 2005-2006.
- Principal Investigator, “Biological and Agricultural Systems Engineering (BASE) Facilities Enhancement - III”, United States Federal Government-Title III programs \$245,000, 2006-2007.
- Principal Investigator, “Biological and Agricultural Systems Engineering (BASE) Facilities Enhancement - II”, United States Federal Government-Title III programs \$108,000, 2005-2006.
- Principal Investigator, “Multi-disciplinary, Multi-campus, Videoconferencing Course Development: Bioprocess Engineering”, United States Department of Agriculture (USDA) \$299,997, 2005-2008. (A joint effort with North Carolina A&T State University and Fort Valley State University).
- Principal Investigator, “Biological and Agricultural Systems Engineering (BASE) Facilities Enhancement”, United States Federal Government-Title III programs \$152,941, 2004-2005.
- Principal Investigator, “Computational Fluid Dynamics of Steady Flow through Bileaflet Mechanical Heart Valve”, National Institutes of Health (NIH) \$301,000, 2003-2005.
- Principal Investigator, “Donation of Complete 2-D Laser Doppler Anemometer with computerized traverse location tracking”, Pacific Northwest National Laboratories (PNNL) \$150,000, 2003.
- Principal Investigator, “NASA Faculty Fellowship Program: Kennedy Space Center, University of Central Florida and Florida A & M University Partnership”, National Aeronautics and Space Administration (NASA), \$64,284, 2003-2005.

- Principal Investigator, “FAMU-FSU Department of Chemical Engineering Graduate Seminar Series”, The Dow Chemical Company, \$6,000, 2002-2003.
- Principal Investigator, “FAMU-FSU Department of Chemical Engineering Process Design Software Support”, The Dow Chemical Company, \$2,000, 2002-2003.
- Principal Investigator, “FAMU-FSU Department of Chemical Engineering Process Design Software Support”, Rohm and Haas Chemical Company, \$2,000, 2002-2003.
- Principal Investigator, “Computational Fluid Dynamic Modeling and Particle Analyses of InnovaTech Boundary Layer Momentum Transfer (BLMT) Liquid Pre-filter”, Water Environmental Research Foundation (WERF), \$11,250, 2001-2002.
- Principal Investigator, “Development of Distance Learning Tools for ECH 4606-Chemical Engineering Senior Design I, Using Blackboard Web Based Class Instruction Software”, FAMU-Undergraduate Program, \$10,000, Summer 2001.
- Principal Investigator, “Evaluation of Phase Change Materials for Shuttle Hydraulic Cooling Loop”, The Boeing Corporation, \$58,000, 2000-2001.

Journal Articles (Selected)

- Smith, S, S. and G. D. Wesson, "Two-Dimensional Computational Fluid Dynamic Analysis of Blood flow in the Left Coronary Artery", *Engineering Applications of Computational Fluid Mechanics*. Under Review.
- Smith, S, S. Austin, C. A. Moore and G. D. Wesson, “Three-Dimensional Computational Fluid Dynamics Investigation of Wall Shear Stress in Left Coronary Artery for Pulsatile Flow”, *Medical Engineering and Physics*. Under Review.
- James, L., S. Austin, C.A. Moore, D. Stephens, K. K. Walsh and G. D. Wesson, “Modeling the Principle Physical Parameters of Graphite Carbon Foam”, *Carbon*, 48, 9, 2418-2424 (2010).
- Smith, S, S. Austin, C. A. Moore and G. D. Wesson, “Calculations of Wall Shear Stress in Left Coronary Artery for Pulsatile Flow Using Two-Dimensional Computational Fluid Dynamics”, *Medical Engineering and Physics*. Under Review.
- Smith, S, S. Austin, C. A. Moore and G. D. Wesson, “Two-Dimensional Computational Fluid Dynamic Analysis of Wall Shear Stress Distribution in Left Coronary Artery”, 28th IEEE EMBS Annual International Conference, Aug 30-Sept. 3, 2006, New York City, New York, USA.
- Abdullah, M., K., Walsh, S. Grady, G. D. Wesson, “Modeling Flow around Bluff Bodies”, *J. Comp. in Civ. Engrg.* 19, 1, 104-107 (2005).
- Grady, S., G. D. Wesson, M. M. Abdullah, and E. E. Kalu, “Prediction of 10-mm Hydrocyclone Separation Efficiency in Using Computational Dynamics”, *Filtration and Separations Journal*, 40, 9, 41-46 (2003).
- Wright, S. R., S. H. Crouch, G. D. Wesson, and S. Grady, “Prefiltration/Clarification via Dynamic Particle Separation”, *Water*

Environmental Research Foundation (WERF), 01CTS-31-ET, IWA Publishing, Colchester, United Kingdom (2003).

- Grady, S., G. D. Wesson, M. M. Abdullah, and E. E. Kalu, “Prediction of Flow Field in 10-mm Hydrocyclone Using Computational Dynamics”, *Fluid / Particle Separations Journal*, 14, 1 (2002).
- Kalu, E. E., R. N. Itoe, and G. D. Wesson, “Evaluation of Oxygen Transport Parameters in H₂SO₄/CH₃OH Mixtures Using Electrochemical Methods”, *Journal of Electrochemical Society*, 148, 2449 (2001).
- Kalu, E. E., R. N. Itoe, and G. D. Wesson, “Evaluation of Oxygen Transport Parameters in H₂SO₄/CH₃OH Mixtures Using Electrochemical Methods”, *Journal of Electrochemical Society*, 147, 2445-2450 (2000).
- Wesson, G. D. and C. A. Petty, “Process Engineering of Produced Water Treatment Facility Based on Hydrocyclone Technology”, *Proceedings of the International Petroleum Environmental Conference*, Houston, TX, March 2-3 (1994).

FLORIDA **A&M** UNIVERSITY
Board of Trustees
ACTION ITEM

Academic and Student Affairs Committee

Wednesday, December 4, 2024

Agenda Item: VI

Subject: Amendment to BOT Regulation 4.001 – Curriculum Requirements

Proposed Board Action: This regulation is amended to include catalog year conditions and to further define continuous enrollment requirements for students as it relates to curriculum specifications. In addition, technical (grammatical, punctuation) changes are made.

Attachment: Yes

1. Regulation 4.001 – Curriculum Requirements

Florida A&M University Regulation



4.001 Curriculum Requirements

(1) Curriculum Requirements

Each college, school, and/or academic unit within the University establishes curriculum standards and requirements for students, as approved by the appropriate committees and officers of the college, school, or unit and of the University ~~that are and~~ published in the current General University Catalog. ~~Students are required~~The University will make every reasonable effort to honor meet the curriculum standards and requirements appropriate to each student's catalog year, set forth for their course However, as a result of curricular review or actions by accrediting associations and other agencies, the University may add or delete courses, terminate programs or revise curriculum requirements.~~study in the University Catalog at the time of enrollment for a continuous period of study. Should the students interrupt their course of study in any manner and for any reason, different standards and requirements may be in effect at the time of re-enrollment. Such an interruption may include absence for a length of time requiring re-admission. Students not enrolled during two consecutive terms (exclusive of the summer term), must apply for re-admission to the university.~~

(2) Catalog Year

Students are required to meet the curriculum standards and requirements set forth in their course of study according to their catalog year. Catalog year determines the set of academic requirements (general education and the major) that must be fulfilled for graduation. In general, students graduate under the catalog in effect at the time of their initial enrollment as a degree-seeking student at FAMU, a Florida public college, or other Florida state institution, provided they maintain continuous enrollment.

(3) Continuous Enrollment

- (a) Continuous enrollment is defined as being enrolled in classes without a period of non-enrollment of two or more consecutive regular semesters/terms (i.e., Fall and Spring, or Spring, Summer, and Fall).
- (b) Credits earned at other institutions during any semester, while not registered at the University, will not constitute continuous enrollment at the University. If a student has not been continuously enrolled, the student will be subject to the requirements

in effect at the time of their re-enrollment at the University. Any student who has not been enrolled for two consecutive semesters must apply for re-admission to the University.

(c) **Graduate Students.** Continuous enrollment requires that students are enrolled in at least one credit hour in their academic program until they complete all degree requirements. This requirement applies also to the student's last semester prior to graduation.

Specific Authority:→ Board of Governors Regulation 1.001 and 6.004 Development Procedure dated July 21, 2005; Law Implemented—Article IX, Florida Constitution, Board of Governors Resolution Adopted January 7, 2003; History-New 10-1-75, Repromulgated 3-8-76, Formerly 6C3-4.01 and 6C3- 4.001. Cf.120.52(15)(c)4. FS., on Rule Exclusion-Curricula; Amended- 4-10 -08, Amended XX-XX-2024.

FLORIDA **A&M** UNIVERSITY
Board of Trustees
ACTION ITEM

Academic and Student Affairs Committee

Wednesday, December 4, 2024

Agenda Item: VII

Subject: Self-supporting Programs Annual Report

Proposed Board Action: Pursuant to Board of Governors Regulation 8.002, the Board office is collecting information about self-supporting and market tuition rate college-credit programs at State University System institutions. In response to the request, Florida A&M University is submitting its annual Self-supporting College-Credit Program Report with data reported for fiscal year 2023-2024. Approval of the report is recommended. Upon approval, the report will be submitted to the Chancellor of the State University System.

Attachment: Yes

1. Self-supporting Programs Annual Report

Column Definitions	
Instructions: Institutions are required to provide the information below for all non-E&G college-credit programs, including sponsored credit, certificate, and degree programs at all levels and any majors or tracks that exist under an approved degree program. Do not combine cells or alter the template in any way when reporting the data.	
CIP Code	CIP code for the approved degree program as listed in the State University System approved degree inventory. Please report the complete 6-digit CIP code in the following format: XX.XXXX.
Program Name (in inventory)	All non-E&G college-credit programs must be reported, including sponsored credit, certificate, and degree programs at all levels. Use the program name as listed in the approved State University System degree inventory for degree programs.
Program Level	Indicate whether the program is offered at the undergraduate or graduate-level.
Program Type	Select the program type for the program - select certificate, bachelor's, master's, specialist, or doctoral.
Local Program Name (if different from inventory name)	If the local program name differs from what is listed in the approved degree inventory, please provide the name used within the university.
Major or Track Name (if different)	Please list each major/track in the degree program as defined in Regulation 8.002 in a separate row.
Program Length	Total minimum number of credit hours required to complete the program.
Tuition Type	Select market rate, self-supporting, or sponsored credit (explain or provide more detail if needed in comments).
Mode of Delivery	Delivery method for program - select face-to-face, hybrid, or online
UBOT Tuition Approval Date	Date program's tuition rate was approved by the University Board of Trustees.
BOG Tuition Approval Date	Date program's tuition rate was approved by the Board of Governors, if applicable
Program Start Date	List the term and year the program began enrolling students - select fall, spring, or summer and input the year using four digits
Tuition Rate Per Credit Hour - Resident	Tuition per credit hour including fees for resident/in-state students.
Tuition Rate Per Credit Hour - Non-Resident	Tuition per credit hour including fees for non-resident/out-of-state students.
Additional Program Fees - Resident	Any required fees specific to the program not included in the tuition per credit hour rate for resident/in-state students, if applicable.
Additional Program Fees - Non-Resident	Any required fees specific to the program not included in the tuition per credit hour rate for non-resident/out-of-state students, if applicable.
Resident Enrollment	Unique headcount of resident students for the academic year most closely aligned with the fiscal year being reported.
Non-Resident Enrollment	Unique headcount of non-resident students for the academic year most closely aligned with the fiscal year being reported.
Degree/Program Completions	Degree or program completions for the academic year most closely aligned with the fiscal year to the one being reported.
Revenues	Total revenues from tuition and fees collected by each program for the fiscal year being reported. If there is any additional revenue source, such as a corporate sponsorship, please identify each source in the comments.
Expenditures	Total expenditures associated with each program for the fiscal year being reported.
Comparable E&G Program	Does the program have a comparable E&G approved program with the same CIP code (yes/no)?
Comparable E&G Program - Name	Identify the program name of the comparable E&G program, if one exists.
Comparable E&G Program - Level	Identify the Degree Level for the comparable E&G program, if one exists
Comparable E&G Program - CIP	Identify the CIP Code for the comparable E&G program, if one exists
Additional Comments	Any additional information or clarification the institution wishes to provide on a specific program.

Due date: 10/1/24

Include the university contact name and email for the staff that completed and approved this file.

Data provided by:

Name: Dr. Sundra Kincey, Associate Provost E-Mail: sundra.kincey@famu.edu

Data approved by:

Name: Dr. Allyson Watson, Provost E-Mail: allyson.watson@famu.edu

Date Approved by the Board of Trustees*: 24-Oct-24

*Submit documentation of Board of Trustees approval in the DRS along with this completed file.

Fiscal Year 2023-2024 Self-Supporting and Market Tuition Rate Report

CIP Code (XX.XXXX)	Program Name (in inventory)	Program Level	Program Type	Local Program Name (if different from inventory name)	Major or Track Name (if different)	Program Length (in credit hours)	Tuition Type	Mode of Delivery	UBOT Tuition Approval Date	BOG Tuition Approval Date	Program Start Date		Tuition Rate Per Credit Hour - Resident	Tuition Rate Per Credit Hour - Non-Resident	Program Fees - Resident	Program Fees - Non-Resident	Resident Enrollment	Non-Resident Enrollment	Degree/Program Completions	Revenues	Expenditures	Comparable E&G Program			Additional Comments (if any)		
											Term	Year										Comparable E&G Program?	Program Name	Degree/Program Level		CIP Code (XX.XXXX)	
51.2201 (MPH)	Master's of Public Health	Graduate	Master's			50 CH	Self-supporting	Online	2011	2011	Fall	2011	650	650			14	14	11	\$ 417,300.00	\$ 268,514.60	Yes	Public Health	Masters		51.2201	
51.3801 (MSN)	Master of Science in Nursing	Graduate	Master's			42 CH	Self-supporting	Online	2011	2011	Fall	2011	723	723			52	18	6	\$ 1,317,600.00	\$ 352,792.16	Yes	Nursing	Masters		51.3801	
52.0201 (MBA)	Master of Business Administration	Graduate	Master's			43 CH	Self-supporting	Online	2011	2011	Fall	2011	792	792			7	5	7	\$ 193,248.00	\$ 187,509.05	Yes	Business Admin	Masters		52.0201	

FLORIDA **A&M** UNIVERSITY
Board of Trustees
ACTION ITEM

Academic and Student Affairs Committee
Wednesday, December 4, 2024
Agenda Item: VIII

Subject: Institutes and Centers

Rationale: The Florida Board of Governors requires yearly reports for State of Florida and University Institutes and Centers per BOG Regulation 10.015. Copies of FAMU's 2024 Annual Report for Institutes and Centers are available for review.

Proposed Board Action: Approve 2024 Annual Institutes and Centers Reports and Evaluations

Attachments: FAMU Institutes and Centers Annual Reports and Evaluations

Florida A&M University Annual Institutes and Centers Report (Fiscal Year 2023-2024)

I&C Information				Funding Received							Expenditure Information (Fiscal Year 2023-2024)				Staff/Faculty (FY 2023-2024)	Evaluation Information		
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	4A. I&C Type	4B. Statutory Citation or Appropriation	5A. Center Status (Board Records)	5B. Center Status (Institution)	6. Total Funding Received (FY 2023-24)	7. Total FY 2023-24 Expenditures	8. Expenditures: State & E&G	9. Expenditures: Contracts & Grants	10. Expenditures: Fees for Service	11. Expenditures: Private and Trust Funds	12. Staff / Faculty FTE	13. Use of Funds	14. Accountability Metrics	15. Year of Most Recent Evaluation	16. Year of Prior Evaluation
Florida A&M University	University	30.0010	Center for International Agricultural Trade Development Research and Training	University	N/A	Active	Active	\$ 3.1M	\$ 438,901.00	\$ 280,027.00	\$ 158,874.00	\$ -	\$ -	3.5	Travel grants to students participating in international study programs, supporting faculty participation in international collaborations and research projects, awarding stipends to students who complete training programs, and service learning projects that engage students in international issues	Student success, research publications, research projects, grants secured, and number of partnerships with international organizations and local communities	2024	2023
Florida A&M University	Legislative	30.0040	Meek - Eaton Southeastern Regional Black Archives Research Center and Museum	Legislative	Enacted July 1, 1970 under CHAPTER 70-397 Senate Bill No. 627	Active	Active	\$ 631,525.05	\$ 428,453.00	\$ 430,293.00	\$ 201,231.85	\$ -	\$ -	7	Support for the creation and maintenance of a repository for preserving and collecting source materials on African Americans. Personnel to manage archival collections Conducting research, including the digitization of historical materials, and public access to the archives The preservation of historical documents, photographs and artifacts	Programming & Community Engagement: introduced a lecture series focused on FAMU's history and other African American heritage topics to increase public awareness and community involvement; Partnerships & Research Expansion: secured collaborations with institutions to increase the use of digital tools, create more exhibits, and support fellowships and internships for students and faculty; Facility Improvements & Accessibility: meet the growing needs of researchers and the public; and Digital Repository Use: develop a digital humanities platform to make collections more accessible and expand user access to source materials remotely.	2024	2023
Florida A&M University	University	30.0060	Center for Viticulture Science and Small Fruit Research	Legislative	Initially established in 1978 through the General Appropriations Act	Active	Active	\$ 1,631,000.00	\$ 1,631,000.00	\$ 475,623.00	\$ 1,134,915.00	\$ -	\$ 20,000.00	9.8	Academic Research	Academic Excellence, Leverage the Brand, Student Success	2024	2023
Florida A&M University	University	30.0070	Institute for Building Sciences	University	N/A	Active	Inactive	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		N/A	N/A		
Florida A&M University	University	30.0080	Center for Disability Access and Resources	University	Florida Education Equity Act Florida Statutes Title XLVIII, K 20 Education Code 1000.05	Active	Active	\$ 326,592.00	\$ 306,170.87	\$ 306,170.87	\$ -	\$ -	\$ -	3	Helping to create classrooms that are more accessible to all students by diminishing barriers to learning. Promoting academic excellence for all our students including our College Study Skills Institute, which is a summer program for students with disabilities who did not meet the regular admissions criteria. Providing scholarships to students that demonstrate academic excellence.	Provide enriching support programs, services and reasonable accommodations to FAMU students with disabilities. Foster a sense of empowerment in students with disabilities by educating them about their legal rights and responsibilities so that they can make informed choices, be critical thinkers, and self-advocates. Provide services for students throughout their academic career and at all campuses, including the College of Law.	2024	2023
Florida A&M University	University	30.0110	Center for Water Resources	University	N/A	Active	Active	\$ 1,205,935.00	\$ 1,205,935.00	\$ 293,663.00	\$ 912,272.00	\$ -	\$ -	7	Provides research experiential training to undergraduate students through its various laboratories and research farms; Provides financial support for undergraduate students working with different professors (stipends); Provides scholarships for graduate students who develop research thesis and dissertation under different funded grants; and Provides services to local communities and farmers with issues related to water resources, food production and environmental protection.	Develop technologies that will manage, protect and conserve water resources through research, training and extension/outreach, mitigate water resource issues and serve a leader in providing solutions current and emerging water problems in Florida, the nation (USA) and globally; serves communities in the State of Florida; and offers global outreach in Africa, Asia, Europe and the Caribbeans.	2024	2023
Florida A&M University	Legislative	30.0150	Center for Environmental Equity and Justice	Legislative	Originally established May 20, 1994 under HB 1360, Laws of Florida Ch. 94-219 Section 760.854, Florida Statutes	Active	Active	\$ 998,989.00	\$ 927,372.49	\$ 927,372.49	\$ -	\$ -	\$ -	11	Conduct and facilitate research; and engage in education, training, and community outreach activities with respect to environmental equity and justice issues for the state of Florida.	Examine issues relating to enforcement, evaluation, health effects and risks, and site placement; Provide and facilitate education and training on environmental equity and justice issues to students, citizens, and local and state government employees through traditional media networks; Develop research programs to elucidate and validate contaminant biomarkers of exposure, effect and susceptibility, in human populations; Assess environmental impacts on populations using geographical information systems and other technologies for developing strategies; Focus on the sampling and analysis of environmental contaminants in impacted communities; and Serve as a statewide environmental justice technical and public information resource.	2024	2023
Florida A&M University	Legislative	30.0160	Institute of Public Health	Legislative	Established in 1995 by Appropriation 199, Ch. 95-429, Laws of Florida	Active	Active	\$ 1,851,584.00	\$ -	\$ 1,765,417.00	\$ -	\$ 268,515.00	\$ -	15	Develop and produce public health practitioners and leaders through graduate training, research, and service	Annual number of program graduates; Faculty research productivity; and External partnerships and collaborations with community, local, state, and national agencies and organizations.	2024	2023
Florida A&M University	University	30.0190	Center for Plasma Science and Technology (CePAST)	University	N/A	Active	Active	\$ 2,200,000.00	\$ 2,200,000.00	\$ 50,000.00	\$ 2,150,000.00	\$ -	\$ -	0.5	Staff and faculty salaries, subcontracts, student stipends, equipment, travel	Amount of grants and contracts, number of student degrees granted, number of publications.	2024	2023
Florida A&M University	University	30.0220	Julian "Cannonball" and Nat Adlerley Music Institute (formerly Institute for Research in Music and Entertainment Industry Studies)	University	N/A	Active	Active	\$ 16,487.40	\$ 16,487.40	\$ -	\$ -	\$ -	\$ 16,487.40	1	Technological infrastructure, student support and engagement (experiential experiences and professional development) number of partnerships and collaborations, internship and placement rates of students	Number of partnerships and collaborations, internship and placement rates of students, budget utilization	2024	2023

Florida A&M University Annual Institutes and Centers Report (Fiscal Year 2023-2024)

I&C Information								Funding Received					Expenditure Information (Fiscal Year 2023-2024)					Staff/Faculty (FY 2023-2024)	Evaluation Information	
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	4A. I&C Type	4B. Statutory Citation or Appropriation	5A. Center Status (Board Records)	5B. Center Status (Institution)	6. Total Funding Received (FY 2023-24)	7. Total FY 2023-24 Expenditures	8. Expenditures: State & E&G	9. Expenditures: Contracts & Grants	10. Expenditures: Fees for Service	11. Expenditures: Private and Trust Funds	12. Staff / Faculty FTE	13. Use of Funds	14. Accountability Metrics	15. Year of Most Recent Evaluation	16. Year of Prior Evaluation		
Florida A&M University	University	30.0240	The Center for Ethnic Psychological Research and Application	University	N/A	Active	Active	\$ 25,528.10	\$ 8,239.40	\$ -	\$ -	\$ -	\$ -	0	Research and training in major areas such as strategies to address the impact of stress on psychological and physical functioning, risk for psychosis and early intervention to improve functioning, and mental health literacy. Facilitate greater productivity in scholarly works, service to the community, training of student researchers, and generation of funded projects.	Addressing issues that affect ethnic groups and the impact of stress on psychological and physical functioning; Collaborating with a local non-profit, We Are All Needed, Inc., to provide mental health screenings for local youth; provide life skills and academic support for Leon County School students during their school suspensions; serve the community by connecting youth with critically-needed mental health services and by providing behavioral health and mental health literacy education.	2024	2023		
Florida A&M University	University	30.0250	Sustainability Institute	University	N/A	Active	Active	\$ 220,679.00	\$ 111,607.94	\$ 111,607.94	\$ -	\$ -	\$ -	2	Providing financial assistance, internship availability, and career opportunities for our students; strengthening quality and reputation of scholarship, research and innovation; increase commercialization activity by starting an "Innovation Center"; and increasing community business engagement and workforce by securing new partnerships with businesses that are new to FAMU.	Provide experiential learning components to the classroom experience; increase overall enrollment in the School by engaging student centered experiential learning opportunities through partnerships with campus and community organizations; Continuing collaboration with internal and external parts to converge, cultivate, and inspire action and leadership for healthier, more prosperous communities; Serve as a center in concert with the School for education, practice, and sustainable strategies concerning energy, water, and food.	2024	2023		
Florida A&M University	University	30.0270	Center for Deliberative Democracy, Civic Engagement, and Census Information	University	N/A	Active	Active	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11.3	Provide interested stakeholders with scholarly, reliable, and relevant research on issues impacting citizens; Actively involve, encourage and educate citizens and other interested stakeholders about civic literacy, deliberative democracy, and civic engagement; Help neighborhoods acquire the skills and knowledge to become confident to assume a more proactive role in the public policy process, and facilitate action that strengthens community revitalization	Formation of partnerships with established community-based organizations (neighborhood associations, public administrators, nonprofit organizations, local businesses, schools, etc.) to develop comprehensive strategies for community revitalization, civic engagement/capacity building, and the protection of civil rights.	2024	2023		
Florida A&M University	Legislative	30.8114	Florida-West Africa Linkage Institute	Legislative	Created in Florida Statute 288.8175 in 1991	Active	Active	\$ 15,487.30	\$ 15,487.30	\$ 15,487.30	\$ -	\$ -	\$ -	0.22	Research, faculty/student exchanges, non-resident tuition waivers, joint research initiatives, and cultural exchange programs	Assist in the development of stronger economic, cultural, educational, and social ties between this state and strategic West African countries through the promotion of expanded public and private dialogue on cooperative research and technical acceptance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and enhancement of language training skills between the postsecondary institutions in this state and those of selected foreign countries.	2024	2023		
Florida A&M University	University	30.9114	Small Business Development Center (Affiliate)	University	N/A	Active	Active	\$ 564,957.00	\$ 564,957.00	\$ 393,274.00	\$ 171,683.00	\$ -	\$ -	4	The funds will be used to support and strengthen program initiatives, ensuring the continued development and expansion of services that align with our mission.	KPIs: Target Market Consulting Hours I&C Evaluation and Self-Assessment 2. Value of Capital Access Raised 3. Value of Government Contracts Acquired 4. Value of Sales Revenues Increased 5. Award Cost per Consulting Hour Delivered	2024	2023		
Florida A&M University	University	30.9210	Center for Biological Control	University	N/A	Active	Active	\$ 3,687,879.00	\$ 3,697,879.00	\$ 345,908.00	\$ 238,796.00	\$ -	\$ -	5	Teaching and research	Student success	2024	2023		
Florida A&M University	University	30.0210	FAMU Center for Cyber Security	University	N/A	Active	Active	\$ 21,094.00	\$ 18,900.00	\$ 21,094.00	\$ 18,900.00	\$ -	\$ -	0.2	Workshops and trainings for faculty and students, funding research opportunities for students, technological infrastructure, community outreach programs	Educational outcomes for students, research innovation, student success and employability, workshops and community programs participation	2024	2023		
Florida A&M University	University		STEM Center for the Advancement of Learning, Achievement and Research (SCALAR)	University	N/A	Active	Active	\$ 545,953.00	\$ 725,917.17	\$ -	\$ 725,917.17	\$ -	\$ -	5	STEM academic support services for students, professional development and co-curricular activities for STEM students, research, training programs and professional development for STEM faculty, and operational and administrative support of the Center	Student success rates, utilization rate of academic support services by students, career placement of students securing internships or jobs in STEM fields, research and dissemination, and faculty participating in training programs	2024	2023		
Florida A&M University	University		Center for African and African American Studies (CAAS)	University	N/A	Active	Active	\$ 455,064.10	\$ 12,875.00	\$ -	\$ -	\$ -	\$ 12,875.00	0	Programming	Research, community engagement in outreach programs	2024	N/A		

INSTITUTE & CENTERS (I & C) ANNUAL REPORTING DATA REQUEST TEMPLATE

Please Provide the Information Requested for each I&C not captured in the 1-Annual Reporting tab

I&C Information					Expenditure Information (Fiscal Year 2023-2024)										Evaluation Information				
1. Center Type	2. Center ID Number	3. Center Name	4. Center Status	5. Established Year	All I&Cs										16. Use of Funds	17. Accountability Metrics	18. Year of Most Recent Evaluation	19. Year of Prior Evaluation	
					6. Total Funding Received (FY 2023-24)	7. Total FY Expenditures	8. Expenditures from State and E&G Funds	9. Expenditures from Contracts & Grants	10. Expenditures from Fees for Service	11. Expenditures from Private & Trust Funds	12. Cumulative Total State Funds Received	13. Cumulative Total Non-State Funds Received	14. Fiscal Year State Funds Received (FY2023-24)	15. Fiscal Year Non-State Funds Received (FY2023-24)					
University		Cyber Policy Institute (Cyi)	Active	2003	\$ 5,000,000.00	\$ 706,388.32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000,000.00	\$ -	\$ 5,000,000.00		Number of graduate and undergraduate students in real-world research projects Increase faculty research in STEM and non-STEM areas. Number of policy papers produced for state government, business partners, and the general public, increasing FAMU's visibility and brand	2024	2023
University		Center of Excellence for Indoor Air Quality	Active	2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		Promote the development of expertise to examine pressing cyber-policy issues by assembling scholars from a broad range of disciplines and depth of expertise who are aligned to deliver solutions that study competing values and trade-offs to real-world challenges. Establishment of strategic partnerships with the business community through target research.	2024	2023
University		Center for Faculty ADVANCement	Active		\$ 41,126.00	\$ 178,343.00	\$ -	\$ 178,343.00	\$ 24,876.00	\$ -	\$ -	\$ -	\$ 3,014,445.00	\$ -	\$ 41,126.00		Strengthen the quality and reputation of academic programs, scholarship, research, and innovation by strengthening the faculty engagement Number of faculty participating in Faculty Fellows Cohorts Program	2024	2023
University		FAMU Cooperative Science Center for Coastal and Marine Ecosystems II	Active	2021	\$ 4,007,696.00	\$ 3,305,114.00	N/A	\$ 3,305,114.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A		Provides educational training in core competencies that supports student learning, their academic experience and preparation for the NOAA workforce. Provides financial and networking support for students and faculty mentors to conduct research. Train students to enter the NOAA mission-aligned workforce, which includes government agencies, academia, and NGO and private firms. Number of experiential learning opportunities provided through internships with NOAA.	2024	2023
University		Lola Hampton Frank Pinder Center for Agroecology	Active	2024	\$ 4,999,965.00	\$ 63,527.77	0	\$ 63,527.77	\$ 529,938.00	\$ 1,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ -		Provide formal and non-formal agroecology education, hands-on training, technical assistance, and participatory capacity building to promote wellbeing through healthy food systems. Develop knowledge production processes, dissemination strategies, and infrastructure to support the expansion of regenerative agricultural production including increased supports towards agroecology research and dissemination, climate mitigation strategies, and cooperative economic systems. Pioneer the development of local, community-based approaches to agroecological research, teaching, and participatory capacity building. Number of partnerships or experiences developed with local communities Increased awareness of technology, social services, ecoliteracy, and sustainable development towards capacity building	2024	N/A



Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for International Agricultural Trade Development Research & Training
Academic or Affiliated Code:	30.0010
Director or Coordinator's Name:	Harriett A. Paul
Date of Current Review:	11/24
Date of Prior Review:	11/23
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The Center's Mission is to provide training, research, and development assistance to public and private international organizations, particularly in the areas of: sustainable agriculture, small enterprise development, marketing, export enhancement, and international trade to improve the food security and economic status of limited resourced people globally.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

The Center's mission aligns with FAMU's mission to enhance the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. the values of accountability, inclusion, innovation, and integrity.

2. Program Governance

A. Describe the governance structure of the program.

The International Agriculture Unit (IAU) in the College of Agriculture and Food Sciences (CAFS) has grown in scope and delivery over the past two decades. The unit houses both the Office of International Agriculture Programs (OIAP), first established in 1977 and the virtual Center approved for implementation fiscal year 2000-01. The CIATDRT is entering its 23rd year of continuous successful operation as a Type 2

University Center. It is led by a director, who reports to the Dean of the CAFS. The director also sits on the Dean's Senior Leadership Council.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

GOAL 1: Increase student enrollment, retention and graduation rates employing new and best practices for student success.

GOAL 2: Promote faculty experiences by recruiting, supporting and retaining diverse faculty committed to teaching, research, and community service.

GOAL 3: Expand and enhance high impact research that intersect local, regional, national and global levels concurrent with extension and outreach activities.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The CIATDRT works collaboratively with the Office of International Agriculture programs and the academic programs' unit in CAFS to promote academic excellence and progress towards FAMU's goal of increasing student success. The CIATDRT supports the implementation of the Global Agriculture minor, leads the colleges internationalization of the curricular in agriculture, promotes international recruitment, and seeks funding to provide students with international internships, study abroad, experiential and service learning opportunities to expand their world view and increase their competitiveness for global careers in agriculture, food, and natural resources.

Student and faculty centered international capacity development programs are at the core of the CIATDRT resource development, training, and outreach activities. Building on our work as reported from the previous reporting cycle, during the 2023-24 academic year, two new applications for funding were developed and submitted. The first to the USDA 1890 Universities Center of Excellence in Global Food Security and Defense, managed by the University of Maryland Eastern Shore (UMES). Over the past three years, our FAMU CAFS Center continues to work collaboratively with the 18 other HBCU Land-Grant Universities, and contracted with the UMES in a global food security program (2022-25) focused on building faculty and student capacity for addressing southeastern U.S. and East African food security challenges. To date, the CIATDRT has received \$250,00 in USDA 1890 Center of Excellence in Global Food Security and Defense funding to support student and faculty international engagement through internationalizing the curricula in agriculture, research, and outreach programs.

During summer (2024), Ms. Paul took her AGG 4952 Service Learning in International Agriculture students (6) to Kenya – partnered with Egerton University through the USDA Center of Excellence funding and four CAFS faculty to work collaboratively on global food security issues with Kenyan students and faculty at Egerton University and other Kenyan partners.

The CIATDRT was also successful in receiving an award from the University of CA-Davis (UC-Davis) USAID Feed the Future Innovation Lab for Horticulture for a four-year international graduate research internship program, the Trellis Fund Fellowship Program, funded at \$400,00 for four years. This program recruits graduate students from 1890 Land Grant Universities, and other minority serving institutions, to participate in

the global research program of the Feed the Future Innovation Lab for Horticulture led by UC-Davis. The Innovation Lab for Horticulture is working in four global regions; South Asia, West Africa, East Africa, Central America. During this reporting period, nine graduate students from five 1890 Land Grant Universities were recruited for the program, two of whom were CAFS's students. They were provided training to prepare them for their 14-day global internship and supported through virtual meetings and training sessions with their respective research group. Each of the nine 2024 Fellows successfully completed their internship and received \$3,500 - \$5,000 stipends to support their travel, accommodation, and living expenses in their host county.

Finally, the CIATDRT participated in a successful application as part of a Consortium of four Universities for the USDA NIFA Next Gen Program. The Consortium's application was submitted by the UMES, with FAMU, Southern University and Kentucky State University at the \$10 Million request level. The CIATDRT's award in June 2023 was \$2.2 Million. These funds are specifically designed to help build the next generation of U.S. agriculturalists prepared to work in a global environment. Over \$900,000 of this funding is budgeted for student capacity development, soft skills development, and career development through international and domestic internships, study abroad, experiential and service learning.

- C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

With reference to the Center's support from the USDA Center of Excellence in Global Food Security and Defense Program, the following was achieved during this reporting period:

1. **Number of students supported by the CIATDRT during academic year 2023-24 and their demographics:**
Engaged with 6 CAFS students (5 graduate and 1 undergraduate) who were awarded a total of \$23,534 in travel grants to cover the travel costs for their participation in the updated/internationalized AGG 4952 Service Learning in International Agriculture course offered Summer "A" Term 2024, and their participation in the international study mobility to Kenya May 21-June 2, 2024.

The six students completing the AGG 4952 Service Learning in Int'l Ag course with the service mobility to Kenya who received the USDA Center of Excellence travel funding summer 2024 were: (Total Student Travel Funding \$23,534)

Lori-Ann Dawes-Wright	Female	Public Health	Masters
Deaundr'e Newsome	Male	Sustainable Dev	Masters
Stanley Northe, Jr.	Male	Entomology	Master's
Ann Marie Robinson-Baker	Female	Entomology	Master's
Shane Washington	Male	Ag Sciences	Junior
Monique Farquharson	Female	Entomology	Master's

In addition, seven (7) students were awarded a \$500 participant stipend and one (1) student awarded a \$250) participant stipend for their successful engagement in the global food security social media discussion group: (Total Stipends \$3,750)

Nana Ama Nsiah Ababio	Female	Food Sciences	Senior
Aaron Francis	Male	Plant Science	Senior
Lori-Ann Dawes-Wright	Female	Public Health	Masters
Deaundr'e Newsome	Male	Sustainable Dev	Masters
Stanley Northe, Jr.	Male	Entomology	Master's
Ann Marie Robinson-Baker	Female	Entomology	Master's
Shane Washington	Male	Ag Sciences	Junior
Monique Farquharson	Female	Entomology	Master's

The Feed the Future Trellis Fund Fellowship Program, led by FAMU's CIATDRT engaged nine (9) graduate students from five (5) 1890 Land Universities in international research internships to South Asia, West Africa, East Africa, and Central America:

Joshua Asiamah	Lincoln University	Masters	Nepal	\$5,000
Josephine Nyame	Tuskegee University	Masters	Ghana	\$4,500
Peter Owolabi	Lincoln University	Masters	Nigeria	\$4,500
Beatrice Obugu	Florida A&M University	Masters	Kenya	\$4,500
William Larbi	Lincoln University	Masters	Kenya	\$4,500
Jacob Annan	Southern University	Doctoral	Nepal	\$5,000
Kiara Ivy	Florida A&M University	Masters	Guatemala	\$3,500
Sete Tsegenah	UMES	Masters	Uganda	\$4,500
Erasmus Aduteye	UMES	Doctoral	Guatemala	\$3,500

2. **Number of students that participated in international research and experiential learning activities offered by the Center this academic year. (15)**
3. **Number of new technologies and/or processes introduced to stakeholders that are sponsored by the Center this academic year. (10) This work is a continuation from last year at FAMU and East Africa:**

Biotechnology – Dr. Mehboob Sheikh – a collaborating CAFS Scientist

- a. A fast track in vitro laboratory technique for screening peanut germplasm to detect their phytoalexin producing ability to identify *Aspergillus* tolerant genotypes for use in developing aflatoxin tolerant genotypes
- b. Identification and introduction of high value alternate crops to diversify crop choice and use for value addition to enhance producer income and consumer health
- c. Innovation: Value addition - Extending shelf life and diversification of product use: sustain/mitigate product chemistry and enzyme activity to prevent deterioration, preserve/enhance product quality for increasing producer income, consumer acceptance and diversifying use
- d. Innovation – Application of novel technologies to prevent pest and pathogen infestation. Evaluate the use of new pest and disease tolerant genotypes, application of biopesticides and biological control techniques to reduce pest and disease pressure and maintain product safety and security
- e. Innovation – Using effective microbial combination to enhance crop productivity, reduce fertilizer input, enhance soil health and increase nutrient availability for preventing soil and ground water pollution and supporting sustainable agricultural practices
- f. Innovation – Evaluating underutilized indigenous plants and herbs for their nutraceutical properties to develop agro-nutraceuticals/therapeutics for preventing ailments, diversifying use to increase grower income and sustain consumer health.

Biological Systems Engineering – Dr. Satya Dev, a collaborating CAFS Scientist

- g. Affordable in-house construction of precision drones for small farmer co-operatives to utilize
- h. Design of Sustainable Cold Storage Systems for potato farmers
- i. A visit to indigenous vegetable farmers has kindled interest in a collaborative development of a “de-seeder” for an indigenous leafy vegetable crop that is being transformed from the current status as a weed, as there are serious engineering challenges to overcome for commercial scale production of the crop. (pending)

Entomology-Integrated Pest Management – Dr. Anamika Sharma, a collaborating CAFS Scientist

- j. Rearing of natural enemies: Fall armyworm is a major constraint for corn production in Kenya and the rest of the world. Use of parasitoids (type of insects that lay eggs in eggs, larvae, and pupae of fall armyworm and thus reduces the population. A demonstration of parasitoid rearing was done at Egerton University. The establishment of a rearing facility and the release of parasitoids in farms in and around Nakuru is proposed.
- k. Production of the entomopathogenic fungus: *Trichoderma* is a genus of fungi of agricultural and industrial importance. *Trichoderma* sp. can promote plant growth and productivity, protect plants from insect pests and pathogens, alleviate abiotic stresses, biodegrade xenobiotic compounds, and produce industrially important metabolites. It can also be used as a seed treatment. Production of *Trichoderma* sp. at Egerton is proposed and that can be gradually introduced to the local farmers.

- 4. Number of new or enhanced courses or curricula (i.e. informal learning) for students offered by the Center this academic year. (5 academic-credit generating courses continue to be offered with internationalize content)**

**SWS 3022 Nature & Properties of Soils: Fall 2022 - 6 Students; Fall 2023 -13; Lucy Ngatia, Ph.D.
AGG 4952 Serv Learn in Int'l Ag; Summer 2023; 5 Students; Summer 2024; 6 Students Harriett Paul**

AGG 4420 Global Seminar; Spring 2023; 21 Students; Violeta Tsoleva, Ph.D.

AGG 2050 Intro to Biotechnology, Fall 2023: 32 Students, Violeta Tsoleva, Ph.D.

ABE 4812 Food & Bioprocess Engineering; 6 Students; Satya Dev, Ph.D.

FOS 3410 Principles of Food Engineering; 15 Students; Satya Dev, Ph.D.

Total students participating in new internationalized academic curricula: 51 (confirmed)

- 5. Number of new trainings or professional development workshops (i.e. informal learning) offered for stakeholders by Center in this academic year. (5 – in-person informal learning engagements in Kenya Summer 2024 with the Wendani Irish Potato producers, Homo Bay Sweet Potato producers, Tanyoka Community Development Group, Nyamira County Farmers, and Vice Chancellor Tom Mboya University, Homa-Bay, Kenya).**

- 6. Number of professional presentations emerging from research, education, and extension activities supported by the Center. (5 presentations in Kenya May 27, 2024 at Egerton University, Agriculture Research Center. Faculty presenters: Dr. Satya Dev, Dr. Mehboob Sheikh, Dr. Lucy Ngatia, Dr. Muhammad Haseeb, and Harriett A. Paul). These presentations included in the 12-day agricultural development assistance program and the AGG 4952 Service Learning in International Agriculture course. Faculty travel and related costs for the 12-day service visit for the five FAMU faculty supported by USDA Center of Excellence grant funding. Total expenditure \$22,152.**

4. An assessment of the return on investment of State dollars, if applicable.

Funding for the Center yields an investment of training provided to students and State of Florida stakeholders designed to provide experiential learning opportunities and continued training on the various aspects of food, agriculture and natural resources development programs.

5. The need for continuation of the institute or center.

Continuation of the Center is needed to continue to engage students in a curriculum and practices to produce globally prepared graduates who will be highly competitive in the global market place. In addition, continue to provide opportunities for faculty and other stakeholder international engagement to build technical and soft skills capacity to solve the worlds challenges in the food, agriculture, and natural resource environment.

6. A description of possible changes in mission or organizational structure.

No changes are anticipated.

7. A discussion of projected budget reductions or expansions.

The budget is expected to remain the same and potentially increase through the grant and contract additional initiatives developed and submitted for new competitive funding.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

The Center will remain active.

9. Additional Comments

None.

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Small Business Development Center	
Academic or Affiliated Code:	30.9114	
Director or Coordinator's Name:	Tangela M Lofton	
Date of Current Review:		
Date of Prior Review:		
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

- A. Provide the mission statement for the institute/center.

- B. Provide the mission statement for the institute/center. The mission of the SBDC is to help small business owners start and grow their businesses by providing expertise and business resources. B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values. Our mission focuses on small business owners and aspiring business owners in an eight-county region surrounding FAMU. The mission assists the University with its targeted outreach initiatives in the Big Bend Region. The center provides expertise and resources to small business owners in the community. Additionally, the center strengthens the university's capacity to attract additional streams of revenue and resources into this region boosting the area economy as a service to the community.

- C. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

2. Program Governance

- A. Describe the governance structure of the program.
The center is governed by a contract with the Florida SBDC Network.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

- A. Define the program goals and objectives.

Being a part of the Florida SBDC Network, the center has the following goals per contact:

1. Target Market Consulting Hours
2. Value of Capital Access Raised
3. Value of Government Contracts Acquired
4. Value of Sales Revenues Increased
5. Award Cost per Consulting Hour Delivered

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

Value of Capital Access Raised 3. Value of Government Contracts Acquired 4. Value of Sales Revenues Increased 5. Award Cost per Consulting Hour Delivered

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The Center's mission is focused on business engagement with small business owners in the community. By providing the assistance that small business owners need to start and grow their businesses, it strengthens both the anticipated quality of services provided and the recognition of the university's commitment to its community. This engagement directly affects the business workforce, the business resources made available, and the capital needed for business owners to succeed.

4. An assessment of the return on investment of State dollars, if applicable.

Small Business Development Center I&C Evaluation and Self-Assessment

<p>The state received \$18.6 million in capital funding for small businesses and \$13.5 million in contract awards for small business owners. The center assisted 421 unique clients by providing 4,817 substantive consulting hours in 2023, generating/retaining 154 jobs. This yields a significant return on the state funds invested in the center.</p>
<p>5. The need for continuation of the institute or center.</p>
<p>The center has provided technical assistance to the small businesses in an eight-county region since 1980. It is an integral part of the Big Bend ecosystem that aids aspiring entrepreneurs. The center provided technical assistance to 421 Development Center Network. small business owners and entrepreneurs in 2023 alone. The center is a partner in the Florida Small Business.</p>
<p>6. A description of possible changes in mission or organizational structure.</p>
<p>There are no anticipated changes in mission or organizational structure.</p>
<p>7. A discussion of projected budget reductions or expansions.</p>
<p>There are no anticipated budget reductions or expansions.</p>
<p>8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.</p>
<p>N/A</p>
<p>9. Additional Comments</p>
<p>N/A</p>

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Florida West Africa Linkage Institute		
Academic or Affiliated Code:	30.8114		
Director or Coordinator's Name:	Agnes Coppin		
Date of Current Review:	11/04/2024		
Date of Prior Review:	11/18/2023		
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The Florida/West Africa Institute (FLAW) was created by an act of the State Legislature in 1991, to promote academic, cultural and economic exchanges between the state of Florida and the region of West Africa.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

The Institute aligns with FAMU's mission by continuing to educate, assist financially and embrace a diversity of students from 16 West African countries.

2. Program Governance

A. Describe the governance structure of the program.

The Institute is governed by an agreement, approved by the Department of State, between the State University System and the Florida Community College System with the counterpart organization in a foreign country. It is one of eleven such institutes which are administered at affiliate universities and colleges throughout the state. FLAW is based at the University of North Florida in Jacksonville. Affiliate colleges include Florida A&M University in Tallahassee and Florida State College in Jacksonville.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

The goals and objectives of the institute is to assist in the development of stronger economic, cultural, educational, and social ties between this state and strategic West African countries through the promotion of expanded public and private dialogue on cooperative research and technical acceptance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and enhancement of language training skills between the postsecondary institutions in this state and those of selected foreign countries. The institute

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

must ensure that minority students are afforded an equal opportunity to participate in the exchange programs. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Institutes provides out-of-state tuition waivers to West African students, which benefits the students financially with their degree program and less stress for students and their family.

- B. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The Scholarship/Tuition Waiver is a FAMU commitment towards assisting outstanding students who bring diversity, scholarly and a wide range of research outcomes for the University.

4. An assessment of the return on investment of State dollars, if applicable.

Investment into West African students signifies a long-term commitment to West African countries.

5. The need for continuation of the institute or center.

The program helps to strengthen partnerships with West Africa.

6. A description of possible changes in mission or organizational structure.

NA

7. A discussion of projected budget reductions or expansions.

NA

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

NA

9. Additional Comments

The FLAWI Institute has played a significant role and has made a huge difference for West African students by having their education goals become a reality. It is indeed a wonderful Institute.



Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Florida A&M University’s Center for Cybersecurity (FCCS)	
Academic or Affiliated Code:	30.021	
Director or Coordinator’s Name:	Idongesit Mkpong-Ruffin	
Date of Current Review:	Oct. 2024	
Date of Prior Review:	Oct. 2023	
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

- A. Provide the mission statement for the institute/center.
FCCS focuses on education, research and development for all aspects of information security, including systems vulnerability assessment, theory development, formalization methodologies, and mobile computing.
- B. Describe briefly how the mission of the institute/center is aligned with FAMU’s mission and core values.
 - Help students realize their educational goals. – by providing programs of study in Cybersecurity – National Security Agency/Department of Homeland Security (NSA/DHS) designated Certificate, minor, B.S. Cybersecurity;
 - Provide intellectual challenges and undergraduate research opportunities. – provision of opportunities for students to engage in undergraduate research in area of national strategic needs; (AI & Cybersecurity; Network Risk Assessment; Video Authentication; to name a few)
 - Value and promote teaching, scholarship, and active learning. – through grants for workshops for faculty and students in Cybersecurity)
 - Encourage experimentation, innovation, and creativity. – Through grants from NSF, DoD, we are able to provide our students and faculty opportunity to work with national labs; collaborate with students from other universities, on novel topics of interest in cybersecurity

2. Program Governance

- A. Describe the governance structure of the program.
The Director of FCCS, reports to the Computer & Information Science (CIS) Chair and the Advisory Board

3. Alignment of Institute or Center’s Goals and Objectives with FAMU Strategic Goals (select all that apply).

[FAMU Center for Cybersecurity] I&C Evaluation and Self-Assessment

- A. Define the program goals and objectives.
Provide educational opportunities that allows our students to be able to operate and maintain computing systems through courses, research, internships.
- B. Select the strategic priorities of FAMU’s Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU’s mission and the University’s Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

A nationally recognized professional certification designated by DHS/NSA; degree program completion; Internships and employment in Cybersecurity. Undergraduate student research exposure culminating in presentations and awards

- C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG’s goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

Continuing undergraduate research in Cybersecurity; Start of M.S. and continuing fortification of B.S. in Cybersecurity

4. An assessment of the return on investment of State dollars, if applicable.

Currently, the state invests 0.20 FTE (yearly) for one faculty to oversee the activities of the center Extra funding has been given during years of the national NSA/DHS re-designation process for the center (FTE for faculty and staff to work on redesignation processes, during the years for redesignation), but not in the day-to-day; year-to-year operation of the center. Given, the work being done, I would surmise that the state has gotten a very strong return on its investment, on the sweat equity of the faculty and staff of CIS department

5. The need for continuation of the institute or center.

[FAMU Center for Cybersecurity]
I&C Evaluation and Self-
Assessment

FCCS is strategically placed and is active in helping the university achieve many of its strategic objectives, while providing students career opportunities in cybersecurity, an area of national strategic need.

6. A description of possible changes in mission or organizational structure.

As the center continues to grow, there is a strong need for its oversight to be at the Academic Affairs level. Cybersecurity is pervasive beyond the bounds of computing and impacting many of the programs offered at FAMU (e.g. Allied Health; Criminal Justice, Business...), necessitating its inclusion in many of these programs.

7. A discussion of projected budget reductions or expansions.

Currently, budget for FCCS activities has been primarily through grants of faculty of CIS and stipends from NSA and DHS (for travel to CAE designated events). This is not adequate for the effective running of the center. To sustain needed activities, branding of the center and the new degree programs that have been and are projected to arise because of the efforts of the center, we would strongly suggest that the center be given an expanded budget to facilitate its ability to handle all the necessary responsibilities.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

No status changes necessary

9. Additional Comments

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Environmental Equity and Justice		
Academic or Affiliated Code:	30.0150		
Director or Coordinator's Name:	Dr. Victor Ibeanusi		
Date of Current Review:	November 14, 2023		
Date of Prior Review:	AY2022-2023		
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

Please provide a brief response to the following items.	
1. Institute/Center Mission	
<p>A. Provide the mission statement for the institute/center.</p> <p>The Center's mission is to address environmental issues through research, education, training and community outreach, and make recommendations to be used in developing policies that are designed to protect all citizens from exposure to environmental hazards.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.</p> <p>FAMU's mission includes training graduates to solve complex issues within various commissions. As such, the Center for Environmental and Equity and Justice is aligned with that mission with the work that it does centered on research and outreach related to environmental hazards. Additional alignment of the mission is done by:</p> <ul style="list-style-type: none"> • Contributing to broadening institutional impact in local communities and across Florida • Increasing student enrollment at SoE through community outreach and education activities- with a new focus on increasing enrollment; rather than awareness • Seeking county and state grants to support student training and community-based research programs • Advancing FAMU obligations to President's Climate Commitment and Capital Area Sustainability Compact. 	
2. Program Governance	

Center for Environmental Equity and Justice I&C Evaluation and Self-Assessment

A. Describe the governance structure of the program.

The Center for Environmental Equity and Justice resides within the School of the Environment under the management of a director. The merger between the Sustainability Institute (SI) into the School of the Environment (SoE) presented an opportunity of consolidating activities of the Sustainability Institute and SoE's Center for Environmental Equity and Justice (CEEJ), where major overlaps exist. The new merger strengthens ongoing activities at SoE.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

The objectives of the Center are to:

- examine issues relating to enforcement, evaluation, health effects and risks, and site placement.
- provide and facilitate education and training on environmental equity and justice issues to students, citizens, and local and state government employees through traditional media networks.
- develop research programs to elucidate and validate contaminant biomarkers of exposure, effect and susceptibility, in human populations.
- assess environmental impacts on populations using geographical information systems and other technologies for developing strategies.
- focus on the sampling and analysis of environmental contaminants in impacted communities.
- serve as a statewide environmental justice technical and public information resource.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Center conducts innovative and high impact research that ensures no community suffers disproportionate environmental burdens or goes without enjoying fair environmental benefits. Specific objectives include:

- Increasing enrollment at the School of the Environment through community outreach and educational activities;
- Increasing research & development through stakeholder engagements;
- Fund raising to support student scholarships;
- Works closely with the Dean to advance sustainability goals through local and global engagements; and
- Working closely with faculty at the School of the Environment and other academic programs at FAMU to develop relevant relationships with appropriate agencies and to facilitate collaborations with such agencies to secure funding and training opportunities for students.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The Center conducts innovative and high impact research that ensures no community suffers disproportionate environmental burdens or goes without enjoying fair environmental benefits.

4. An assessment of the return on investment of State dollars, if applicable.

An investment of State dollars allows the Center to continue to conduct and facilitate research, develop policies, engage in education, training, and community outreach activities with respect to environmental equity and justice issues for the state of Florida.

5. The need for continuation of the institute or center.

The Center for Environmental Equity and Justice is an information resource center to increase the community, faith-based organizations, state and local government and any other interested parties' awareness of environmental justice issues primarily in the state of Florida and throughout the country. The Center assists, trains, and educates people about environmental justice. Therefore, there is a great need to continue the Center at Florida A&M University.

6. A description of possible changes in mission or organizational structure.

No changes in mission or organizational structure are expected.

7. A discussion of projected budget reductions or expansions.

N/A

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

No status change is recommended.

9. Additional Comments

None

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of **FL** and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	The Center for Ethnic Psychological Research and Application
Academic or Affiliated Code:	30.0240
Director or Coordinator's Name:	Dr. Gwendolyn Singleton
Date of Current Review:	October 28, 2024
Date of Prior Review:	November 2, 2023
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The mission of The Center for Ethnic Psychological Research and Application (CEPRA) is to generate evidence-based solutions that can be applied in the lives of underserved populations, particularly African Americans, that will promote mental wellness, enhance mental health literacy, provide early identification of behavioral/mental health issues, and improve overall behavioral/mental health in underserved populations.

The mission is met through research, education, and training. 1) The research component has a **professional focus** with emphasis on research productivity, collaboration, and information dissemination. 2) The education component has a **community focus** to expand the knowledge of the general public relative to behavioral/mental health issues and mental health literacy. 3) The training component has a **student focus** with emphasis on developing research skills and effective intervention delivery with African American and other minorities.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

Consistent with the university's mission, The Center for Ethnic Psychological Research and Application (CEPRA) addresses *the behavioral/mental health needs of those with mental and behavioral health issues with special emphasis on minority and underserved populations*. This emphasis on behaviors that affect mental and physical wellbeing embraces the university mission of "...*advancement, resolution of complex issues and the empowerment of citizens and communities*" through *research, education, and training in the areas of*

Center for Ethnic Psychological Research and Application
I&C Evaluation and Self-Assessment

mental and physical health and their relationship. The center's emphasis on *development of undergraduate and graduate student research skills and intervention skills* is also in line with the university mission. In addition, the center addresses the knowledge base of the community by providing *educational and training opportunities that enhance mental health literacy resulting in increased awareness of behavioral/mental health issues* and leading to early intervention and improved functioning of individuals in the community.

2. Program Governance

A. Describe the governance structure of the program.

CEPRA is under the Department of Psychology in the College of Social Sciences, Arts and Humanities. The staff consists of a director, an assistant director, faculty research and training team leaders (all of whom are psychology faculty), psychology graduate interns, psychology graduate and undergraduate research assistants, and graduate and undergraduate volunteers. In addition to providing instruction, and university commitments through committee involvement, these faculty members provide guidance on research projects to graduate and undergraduate students, provide education and training in the community, and currently are a resource to other professionals in the field through involvement in their respective professional organizations and conference presentations.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

The goal of CEPRA is to serve as a major resource at the local, state, and national levels in research, training, education, and application on issues involving behavioral/mental health particularly of African Americans and other underserved populations.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

Through the work of the Center for Ethnic Psychological Research and Application, FAMU will have a more prominent role in addressing issues that affect ethnic groups, and be able to attract additional funding in research and training in major areas such as strategies to address the impact of stress on psychological and physical functioning, risk for psychosis and early intervention to improve functioning, and mental health literacy. The collaboration among the CEPRA faculty members (as well as other psychology and non-psychology university faculty) will facilitate greater productivity in scholarly works, service to the community, training of student researchers, and generation of funded projects.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Center for Ethnic Psychological Research and Application
I&C Evaluation and Self-Assessment

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

Through the work of the Center for Ethnic Psychological Research and Application, FAMU will have a more prominent role in addressing issues that affect ethnic groups, and be able to attract additional funding in research and training in major areas such as strategies to address the impact of stress on psychological and physical functioning, risk for psychosis and early intervention to improve functioning, and mental health literacy. The collaboration among the CEPRA faculty members (as well as other psychology and non-psychology university faculty) will facilitate greater productivity in scholarly works, service to the community, training of student researchers, and generation of funded projects. CEPRA continues its collaboration with local non-profit, We Are All Need, Inc. to provide mental health screenings for local youth. CEPRA received another contract with a community-based partner. This partnership provides life skills and academic support for Leon County School students during their school suspensions, funded by the Leon County Sheriff's Office. These collaborations also provide training and experience for Psychology students. Additionally, it creates an opportunity for our university to serve our community by connecting youth with critically-needed mental health services and by providing behavioral health and mental health literacy education. This collaboration lays foundation for future funded community collaborations.

4. An assessment of the return on investment of State dollars, if applicable.

N/A – No direct state dollars received.

5. The need for continuation of the institute or center.

CEPRA has been extremely productive in research, education, and training. CEPRA has secured its second 2-year funded contract to provide mental health screenings and mental/behavioral health literacy for local youth.

6. A description of possible changes in mission or organizational structure.

No changes.

7. A discussion of projected budget reductions or expansions.

The new contract expands our budget.

Center for Ethnic Psychological Research and Application
I&C Evaluation and Self-Assessment

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

N/A

9. Additional Comments

N/A

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Water Resources
Academic or Affiliated Code:	30.0110
Director or Coordinator's Name:	Dr. Odemari Mbuya
Date of Current Review:	11/4/2024
Date of Prior Review:	2023
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The Center's mission is to protect, improve, restore, and maintain Florida's water resources and reduce water quality problems associated with agricultural practices and other human activities through research, education, extension, and technology transfer.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

FAMU) is an 1890 land grant, doctoral/research institution devoted to student success at the undergraduate, graduate, doctoral and professional levels. FAMU enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The University continues its rich legacy and historic mission of educating African Americans and embraces all dimensions of diversity.

1. The Center for Water Resources (CWR) provides research experiential training to undergraduate students through its various laboratories and research farms.
2. The CWR provides financial support for undergraduate students working with different professors (stipends).
3. The CWR provides scholarships for graduate students who develop research thesis and dissertation under different funded grants.

4. Through extension and outreach, the CWR provides services to local communities and farmers with issues related to water resources, food production and environmental protection.
5. Most Center faculty are also teaching faculty, creating synergy between research, teaching and extension, the three pillars of land-grant institution.

2. Program Governance

- A. Describe the governance structure of the program.
Center Director > Associate Dean for Research > Dean, College of Agriculture and Food Sciences

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

- A. Define the program goals and objectives.
Develop technologies that will manage, protect and conserve water resources through research, training and extension/outreach, mitigate water resource issues and serve a leader in providing solutions current and emerging water problems in Florida, the nation (USA) and globally.
The Center serves communities in the State of Florida.
The Center has global outreach in Africa, Asia, Europe and the Caribbeans.
- B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Center has research has local, state, national and international reach and impact on water use efficiency, food security, health and education.

- C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

Communiversality. The CWR takes the university to the community.

4. An assessment of the return on investment of State dollars, if applicable.

5. The need for continuation of the institute or center.


6. A description of possible changes in mission or organizational structure.

7. A discussion of projected budget reductions or expansions.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

9. Additional Comments

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of  and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Plasma Science and Technology
Academic or Affiliated Code:	30.0190
Director or Coordinator's Name:	Charles Weatherford
Date of Current Review:	2023
Date of Prior Review:	2022
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The strategic mission of the FAMU Center for Plasma Science and Technology (CePaST) is to produce world class scientific and technological innovation in theoretical, experimental, and computational plasma physics and photonics.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

CePaST's progress against defined goals and objectives within the context of the institute or center's mission has been excellent. CePaST is over eighteen years old and has produced twenty-nine PhDs in Physics and over eighteen million dollars in external research support in various fields related to plasma physics. The 2023-24 external research support in CePaST is approximately \$2.2 million. These results are in-line with FAMU's Strategic Plan of reaching Carnegie R1 research status and the Board of Governors' strategic plan of producing graduates in fields of strategic emphasis.

2. Program Governance

A. Describe the governance structure of the program.

Charles Weatherford, PhD—CePaST Director
 Lewis Johnson, PhD—Associate CePaST Director

Robyn Ware—Executive Assistant and Lab Manager
Sandra Chin—Associate Lab Manager

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

- Provide tools to enhance the nation's security against domestic and foreign threat.
- Support the development of alternative sources of clean and sustainable energy
- Conduct basic research on plasmas and advanced materials under extreme conditions
- Provide a pool of highly trained men and women to broaden the nation's scientific

A. workforce. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

CePaST's progress against defined goals and objectives within the context of the institute or center's mission has been excellent. CePaST is over eighteen years old and has produced twenty nine PhDs in Physics and over eighteen million dollars in external research support in various fields related to plasma physics. The 2023-24 external research support in CePaST is approximately \$2.2 million. These results are in-line with FAMU's Strategic Plan of reaching Carnegie R1 research status and the Board of Governors' strategic plan of producing graduates in fields of strategic emphasis.

B. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The rationale with respect to the BOG's Strategic Plan is the same as the rationale with respect to the FAMU BOT's Strategic Plan. CePaST has produced thirty two PhDs in Physics and over twenty million dollars in external research support in various fields related to plasma physics. The 2023-24 external research support in CePaST is approximately \$2.2 million. These results are in line with FAMU's Strategic Plan of reaching Carnegie R1 research status and the Board of

Center for Plasma Science and Technology I&C Evaluation and Self-Assessment

Governors' strategic plan of producing graduates in fields of strategic emphasis. Here are FAMU's PhD graduates since its start. CePaST is expecting one additional Physics PhD graduate in December 2024.

4. An assessment of the return on investment of State dollars, if applicable.

The CePaST return on investment is excellent-- The 2023-24 external research support in CePaST is approximately \$2.2 million with one PhD produced in 2024, with 32 PhDs produced in its history.

5. The need for continuation of the institute or center.

CePaST is providing an extremely valuable service to FAMU, the State of Florida, and the United States, and thus CePaST should be continued.

6. A description of possible changes in mission or organizational structure.

No changes in mission or organization are expected

7. A discussion of projected budget reductions or expansions.

An additional \$200,000 of student support is expected in 2024-25.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

No status change is recommended.

9. See below.

KYRON WILLIAMS	BLACK	SPRING 2004	Ph.D.
JEREMEY JACKSON	BLACK	SUMMER 2006	Ph.D.
EDDIE RED	BLACK	FALL 2006	Ph.D.
STEPHEN ROBERSON	BLACK	FALL 2006	Ph.D.
CLEON BARNETT	BLACK	SPRING 2007	Ph.D.
BULMUO MAAKUU	BLACK	FALL 2007	Ph.D.
CHAVS RAYNOR	BLACK	FALL 2007	Ph.D.
DWAYNE JOSEPH	BLACK	SPRING 2012	Ph.D.
ARNESTO BOWMAN	BLACK	SUMMER 2013	Ph.D.
DANIEL GEBREMEDHIN	BLACK	SUMMER 2013	Ph.D.
JOHNNY WILLIAMSON	BLACK	SUMMER 2013	Ph.D.
ANTENEH TELFERA	BLACK	FALL 2014	Ph.D.
EDWIN QUASHIE	BLACK	SPRING 2016	Ph.D.
JERRY CLARK	BLACK	FALL 2022	Ph.D.
YAYE HAMIDUO BADJO	BLACK	FALL 2023	Ph.D.
DAMILOLA DADA	BLACK	FALL 2023	Ph.D.
ADEOLA AGHEDO	BLACK	SPRING 2024	Ph.D.
JAMES TITUS	WHITE	SPRING 2012	Ph.D.
BOYAN HRISTOV	WHITE	SUMMER 2018	Ph.D.
GEORGES JAAR	WHITE	FALL 2020	Ph.D.
ELY LEON	HISPANIC	SPRING 2007	Ph.D.
JORGE MARTINEZ	HISPANIC	SUMMER 2013	Ph.D.
GEORGE KURIAN	Pacific Islander	SPRING 2022	Ph.D.
FEMALE	RACE	YEAR GRADUATED	DEGREE

Center for Plasma Science and Technology I&C Evaluation and Self-Assessment

DELONIA WIGGINS	BLACK	SPRING 2010	Ph.D.
NATANETTE CRAIG	BLACK	FALL 2010	Ph.D.
STACI BROWN	BLACK	SPRING 2015	Ph.D.
PATRICE JACKSON-EDWARDS	BLACK	SPRING 2015	Ph.D.
CANDACE HARRIS	BLACK	FALL 2018	Ph.D.
STACYANN NELSON	BLACK	SUMMER 2021	Ph.D.
DAMILOLA OLOGUNAGBA	BLACK	SUMMER 2022	Ph.D.
NOURAH ALSOBAI	SAUDIA ARABIAN	SUMMER 2021	Ph.D.
REEM ALRESHIDI	SAUDIA ARABIAN	FALL 2022	Ph.D.

TOTALS

BLACK MALES - 17
 BLACK FEMALES - 7
 WHITE MALES - 3
 WHITE FEMALES - 0
 HISPANIC MALES - 2
 HISPANIC FEMALES - 0
 SAUDIA ARABIAN MALES - 0
 SAUDIA ARABIAN FEMALES - 2
 PACIFIC ISLANDER MALE - 1

GRAND TOTAL - 32

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Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Deliberative Democracy, Civic Engagement, and Census Information	
Academic or Affiliated Code:	0813000	
Director or Coordinator's Name:	Gary Paul	
Date of Current Review:	10/23/2024	
Date of Prior Review:	11/03/2023	
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The Center for Deliberative Democracy, Civic Engagement, and Census Information aims to analyze current and proposed public policies and practices necessary to this nation's citizens, civic organizations, and related groups. Dissemination of census data, research, civic engagement/outreach, and education are four key activities supporting the Institute's mission.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

The Center's mission and activities align with the University's to enhance "the lives of its constituents and empower communities through innovative teaching, research, scholarship, partnerships, and public service."

2. Program Governance

A. Describe the governance structure of the program.

The Center currently functions as part of the Department of History, Political Science, Geography, and African American Studies, with a director/ coordinator assigned to manage program operations and activities.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

A. Define the program goals and objectives.

1. To provide interested stakeholders with scholarly, reliable, and relevant research on issues impacting citizens.
2. To actively involve, encourage and educate citizens and other interested stakeholders about civic literacy, deliberative democracy, and civic engagement.
3. To help neighborhoods acquire the skills and knowledge to become confident enough to assume a more proactive role in the public policy process, a role that builds effective linkages with the local governing bodies; a role that encourages neighborhoods to initiate and implement projects.
4. To facilitate action that strengthens community revitalization through education, research, and community outreach.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Center for Deliberative Democracy, Civic Engagement, and Census Information is designed as an educational, research, and community organization inclusive of a comprehensive outreach program. Proposed activities include policy research and analysis, program and policy evaluation, and support for sustained community capacity building and economic development. An essential component of the Center's purpose is the formation of partnerships with established community-based organizations (neighborhood associations, public administrators, nonprofit organizations, local businesses, schools, etc.) to develop comprehensive strategies for community revitalization, civic engagement/capacity building, and the protection of civil rights.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

Increase Community & Business Workforce

Rationale:

FAMU, HBCU's and other Minority Serving Institutions have a unique (intellectual, outreach, and instructional) role in promoting civil rights, civic engagement, and economic development. Such institutions have the capacity and the obligation to help restore public trust, empower citizens, and revitalize communities.

4. An assessment of the return on investment of State dollars, if applicable.

NA

5. The need for continuation of the institute or center.

The Center for Deliberative Democracy, Civic Engagement, and Census Information plays a vital role in fostering responsible leadership, engaged citizens, and a responsive, transparent democratic government. While there is no simple formula for achieving these goals, education and understanding are crucial. This comes from building a body of verifiable knowledge and reliable data, such as census information, that allows us to explain, predict, and shape a revitalized democracy. A democracy that upholds civil rights and safeguards the civil liberties of all citizens.

The Center focuses on service research and the dissemination of information, embracing a model where research is done *with* the community, rather than *on* the community. Service research maintains the rigor of traditional academic research while being proactive and community-focused, aiming to make a meaningful impact.

6. A description of possible changes in mission or organizational structure.

Given the absence of a budget, potential changes to the Institute's mission or organizational structure may be necessary. One planned enhancement is the creation of an interdisciplinary advisory board inclusive of leaders from business and industry, and scholars providing an intersection of both the public and private sectors.

7. A discussion of projected budget reductions or expansions.

It is requested that the Center receive a small stipend from the University each year, approximately \$5,000 - \$10,000 to facilitate democratic dialogue, civic engagement, and research necessary to strengthen civic efficacy/literacy among citizens and stronger communities.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

Given the continued lack of funding received by the Center in spite of its compelling mission it is recommended that the status of the Center be changed to inactive

9. Additional Comments

Due to the ongoing lack of funding, despite the Center's compelling mission, it is recommended that the Center be moved to inactive status. However, it is important to emphasize that democracy is neither free nor self-sustaining. The need for stewardship and investment in democratic institutions cannot be overlooked, as they are essential to ensuring a vibrant and engaged society.

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Hewlett Foundation Cyber Policy Institute
Academic or Affiliated Code:	
Director or Coordinator's Name:	Dr. Darryl Scriven/Dr. Kyle Eidahl
Date of Current Review:	11/4/2024
Date of Prior Review:	2023
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.
1. Institute/Center Mission
<p>A. Provide the mission statement for the institute/center. The Hewlett Foundation Cyber Policy Institute addresses challenges and opportunities presented by the development of cyber-enabled disciplines, their impact on society and human evolvment while creating a talent pipeline that produces experts with the necessary mix of non-technical and technical skills and knowledge to staff our institutions- academia, government and corporate. The institute will engage fellows and broaden collaboration between non-STEM and STEM disciplines.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values. The Institute is focused on facilitating faculty and student research and providing students with work-ready technical skills</p>
2. Program Governance
<p>A. Describe the governance structure of the program. The Institute has a Founder's Board and an Executive Director.</p>
3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).
<p>A. Define the program goals and objectives.</p> <p>B. The Institute is designed to promote the development of expertise to examine pressing cyber-policy issues by assembling scholars from a broad range of disciplines and depth of expertise who are aligned to deliver solutions that study competing values and trade-offs to real-world challenges.</p>

C. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned with FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

1. The Institute will include graduate and undergraduate students in real-world research projects.
2. The Institute will increase faculty research in Stem and non-Stem areas.
3. The Institute will produce policy papers for state government, business partners, and the general public, increasing FAMU's visibility and brand.

D. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

By developing a Master's program in Cyber Security we will increase the number of graduate students in programs of strategic emphasis. The Institute is working on strategic partnerships with the business community through target research.

4. An assessment of the return on investment of State dollars, if applicable.

There is no funding from the state.

5. The need for continuation of the institute or center.

The Institute is in its first year of existence.

6. A description of possible changes in mission or organizational structure.

No changes are recommended.

7. A discussion of projected budget reductions or expansions.

Hewlett Foundation Cyber Policy Institute - I&C Evaluation and Self-Assessment

The grant has set the budget.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

No recommendation for change

9. Additional Comments

N/A

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for African and African American Studies
Academic or Affiliated Code:	
Director or Coordinator's Name:	Darius Young
Date of Current Review:	11/4/2024
Date of Prior Review:	N/A
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

To deepen understanding of the historical, cultural, social and political contributions of the African Diaspora to the world.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

FAMU's mission is to enhance the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The Center will produce innovative research, develop curriculum, and provide programming for the community that centers on issues related to the African Diaspora.

2. Program Governance

A. Describe the governance structure of the program.

We are still building the infrastructure since this is the Center's first full semester. The Director is responsible for the success of the Center. The Director reports to the Chair of the Department of History, African American Studies, Political Science, and Geography.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

Center for African and African American Studies I&C Evaluation and Self-Assessment

- Establish a speaker's lyceum for a series that will bring leading Black Studies scholars nationwide to FAMU. The program will be free and open to the public.
- Establish a Faculty Fellowships program to fund the research initiatives of faculty producing scholarship in African and African American Studies-related fields.
- Establish a Student Fellows initiative to foster undergraduate/graduate research. This funding will allow students to present, attend academic conferences and fund study abroad opportunities.
- Establish a Summer Learning Community that will provide a collaborative space for faculty to develop and/or enhance courses that will be included in the African American Studies curriculum.
- Develop cultural programming that celebrates the African Diaspora.
- Develop a peer-reviewed online publication that centers on African and African American Studies.
- Produce a newsletter and other marketing material aimed at our alumni to develop more support for our Center.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Center for African American Studies provides a platform for FAMU faculty and students to produce innovative research, offer cutting-edge courses, and engage with the community in new and meaningful ways. Our Center will increase the faculty's research profile in the academy. We will create career and graduate school opportunities for students. We also plan to establish new ways for the general public to encounter African American Studies specifically and the Humanities in general through publications, reports, newsletters, and programming. The Center will use its resources to make more meaningful contributions to advancing African and African American Studies as a discipline and create a more substantial intellectual community in Tallahassee and beyond. The Director will continue to develop relationships with funders to sustain the success of the center.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

Center for African and African American Studies I&C Evaluation and Self-Assessment

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The Center has increased FAMU's academic profile in the field. It promotes the research activities of faculty in the College of Social Sciences, Arts, and Humanities who have made meaningful contributions to African American Studies and other related fields. The program will recruit students and offer fellowship opportunities to increase the majors and degree productivity.

4. An assessment of the return on investment of State dollars, if applicable.

N/A

5. The need for continuation of the institute or center.

This is our first year. We have already brought scholars to our campus and we are building an infrastructure that will elevate the academic profile of the university in African American Studies, Humanities, and Social Sciences. We have developed relationships with funders who are eager to continue supporting the Center.

6. A description of possible changes in mission or organizational structure.

N/A

7. A discussion of projected budget reductions or expansions.

N/A

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

N/A

9. Additional Comments

N/A

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Faculty ADVANCEment at FAMU
Academic or Affiliated Code:	
Director or Coordinator's Name:	Dr. Marcia Allen Owens
Date of Current Review:	October 25, 2024
Date of Prior Review:	2023
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.
1. Institute/Center Mission
<p>A. Provide the mission statement for the institute/center. The mission of the Center for Faculty ADVANCEment at FAMU (ADVANCE) is to actively facilitate institutional transformation concerning equity at FAMU, with a specific initial focus on faculty in science, technology, engineering, and mathematics (STEM) and the social and behavioral sciences (SBS). Activities and initiatives designed and implemented throughout the Center will infuse cultural humility into the University infrastructure through appropriate tools and strategies to promote equitable personal and professional interactions at all levels.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values. By infusing cultural humility and equity into University policies, procedures, and practices, ADVANCE aims to transform the culture at FAMU such that faculty can continue to assist the University in realizing its mission through innovations in teaching, research/scholarship, and service.</p>
2. Program Governance
<p>A. Describe the governance structure of the program. The leadership team for the Center for Faculty ADVANCEment at FAMU consists of a PI, two Co-PIs, a Project Manager, and a Research Associate. Multi-member internal and external advisory boards advise the Center, and an external evaluator is consulted to evaluate the effectiveness of all ADVANCE programs and initiatives.</p>
3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).
<p>A. Define the program goals and objectives.</p>

Center for Faculty ADVANCEment At FAMU - I&C Evaluation and Self-Assessment

The goals of FAMU ADVANCE are to:

1. Identify the necessary infrastructure to ensure the success of the Center for Faculty ADVANCEment at FAMU;
2. Identify appropriate funding and strategic collaborations for the sustainability of the Center;
3. Develop sustainability measures to ensure the continued existence of the Center for Faculty ADVANCEment;
4. Enhance FAMU's infrastructure and overall campus climate by increasing awareness of the role of cultural humility in decision-making and by institutionalizing successful ADVANCE initiatives;
5. Identify and implement the recruitment strategy for the FAMU ADVANCE Faculty Fellows Cohorts Program;
6. Develop the programming for each Cohort that supports accomplishing the mission of the FAMU ADVANCE to use cultural humility to increase faculty success for STEM faculty;
7. Review established Plans (e.g., Policy Evaluation Plan, Data Plan, Communication Plan) to ensure compliance with goals and strategies outlined in supplemental plans of action;
8. Provide feedback regarding the successes and challenges of the Project to funding agencies, University Leadership, and other interested parties at least twice throughout the year;
9. Plan, develop, and secure funding and staff needed for the operation of ADVANCE as a center for strategic and sustained data collection and research on STEM faculty related interests at HBCUs and beyond; and
10. Obtain designation of FAMU ADVANCE as one of the University's premier initiatives, citing cultural humility as a foundational commitment.

- B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

<See the FAMU ADVANCE Alignment with the University's Strategic Plan 2022-2027 matrix beginning on page 5>

- C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

ADVANCE strengthens the quality and reputation of academic programs, scholarship, research, and innovation by strengthening the faculty engaged in these activities. Well-supported faculty working in equitable environments can engage in research and generate funding to support research and academic programs. The Center engages businesses by utilizing business and industry consultants for program evaluation, mentoring/coaching, developmental and content editing, and workshop/seminar presentations.

4. An assessment of the return on investment of State dollars, if applicable.

N/A

5. The need for continuation of the institute or center.

The Center for Faculty ADVANCEment at FAMU has served hundreds of faculty members and students through its programs and initiatives over the past six years. Faculty have received support and mentoring that has helped them advance and make tenure and/or be promoted, many of whom state that they would not have sought promotion were it not for ADVANCE. The Center provides access and resources to faculty and students in the faculty pipeline to support faculty success. As the University strives to become an R1 institution, continuing the Center will be critical for the continued success and advancement of faculty, particularly those in the STEM, SBS, and other research-intensive disciplines.

6. A description of possible changes in mission or organizational structure.

The mission has expanded such that the Center extends its programs and offerings to the entire FAMU faculty, not just women in STEM/SBS disciplines.

7. A discussion of projected budget reductions or expansions.

The original budget remains intact, with no reductions or expansions. In Year 6 of the funding period, the Center was expending the remainder of No-Cost Extension funds. This added two additional years to the grant period. No additional funds were received.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

N/A

9. Additional Comments

FAMU ADVANCE Alignment with the University’s Strategic Plan 2022-2027

<u>Strategic Plan Priority</u>	<u>Strategic Plan Goal</u>	<u>Strategic Plan Item</u>	<u>ADVANCE Initiative, Goal, Activity</u>
Priority 1 – Student Success	Goal 2 – Establish FAMU as the 1 st Choice Destination among scholars.	1 – Develop a collaborative plan that showcases university strengths related to signature programs, alum success profiles, faculty achievements, and employment outcomes.	Goal 4.2 – Obtain designation of FAMU ADVANCE as one of the University’s premier initiatives, citing cultural humility as a foundational commitment; Potential inclusion of Faculty Fellow profiles in University marketing materials.
		2 – Enrich the student experience by expanding co-curricular activities, services, and programs.	Strategy 4.3.3 – Create a Student-to-Fellow pipeline through the establishment of trainings, workshops, and events geared toward Student Government/University-recognized organizations and graduate students.
	Goal 3 – Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis.	2 – Align career readiness competencies within academic programs to prepare graduates for a successful transition to the workplace and post-graduate life.	
		3 – Expand student professional development and career services activities to increase competitiveness of students for employment and post-graduate study.	

<u>Strategic Plan Priority</u>	<u>Strategic Plan Goal</u>	<u>Strategic Plan Item</u>	<u>ADVANCE Initiative, Goal, Activity</u>
Priority 2 – Academic Excellence	Goal 1 – Pursue pathways that position FAMU on a trajectory to become a Carnegie R1 institution.	1 – Reconfigure faculty workloads to enhance research productivity.	Release time for cohort participation/mentoring.
		3 – Build capacity and infrastructure to attract, retain and incentivize world-class faculty and staff to enable priority research areas.	Strategic Initiative 2 – Promote equity by identifying strategies to encourage persistence and retention of faculty in STEM/SBS through mentoring, policy review, and professional development opportunities such as the FAMU Faculty Fellows Program.
	Goal 2 – Nurture the professional development of faculty and staff across the career span and across disciplines to create a culture of sustainable excellence.	1 – Strengthen faculty and staff development programs.	Strategy 1.5.6 – Create a sustainable mentoring program to support faculty development at FAMU.
		3 – Establish a structure that fosters sustained faculty excellence.	Strategy 1.5.3 – Institute a process to integrate cultural humility into hiring and promotion practices at FAMU; Promotion and advancement of equity at all levels; Strategy 2.4.2 – Identify professional development opportunities and various training opportunities, workshops, conferences, institutes, and webinars for faculty, staff, students, and other vested parties involved in the Project that will advance skill acquisition for staff and Fellows; NCFDD.

<u>Strategic Plan Priority</u>	<u>Strategic Plan Goal</u>	<u>Strategic Plan Item</u>	<u>ADVANCE Initiative, Goal, Activity</u>
<p>Priority 3 – Leverage the Brand</p>	<p>Goal 2 – Increase international recognition as a leading academic, research, and cultural institution.</p>	<p>2 – Highlight faculty, staff, student, and alumni capabilities to elevate their profile for external demand.</p>	<p>Strategy 1.5.5 – Develop FAMU ADVANCE Newsletter that raises awareness of cultural humility and highlights the successes and research efforts of the Fellows and affiliated faculty; Oral histories;</p> <p>Strategy 1.5.5 – Develop FAMU ADVANCE newsletter that raises awareness of CHIB and highlights the successes and research efforts of the Fellows and affiliated faculty; Women’s history events featuring faculty and alumni speakers;</p> <p>Strategy 2.4.1 – Implement the FAMU ADVANCE Distinguished Lecture Series; Newsletter, play & display in the archives (future);</p> <p>Strategic Initiative 3 – Promote equity by increasing the visibility of STEM/SBS women by celebrating their life and legacy through FAMU HERstory.</p>

<u>Strategic Plan Priority</u>	<u>Strategic Plan Goal</u>	<u>Strategic Plan Item</u>	<u>ADVANCE Initiative, Goal, Activity</u>
<p style="text-align: center;">Priority 4 – Long-Term Fiscal Health and Sustainability</p>	<p style="text-align: center;">Goal 1 – Implement a planning and budgeting process that identifies, secures, and allocates existing and new E&G, C&G, and Auxiliary funding.</p>	<p style="text-align: center;">4 – Invest in capacity building for sponsored research (4.2 – Enhance existing learning, training, and mentoring opportunities to support researchers).</p>	<p style="text-align: center;">Goal 4.2 – Obtain designation of FAMU ADVANCE as one of the University’s premier initiatives; Continued grant-writing for sustainability; Strategy 1.5.6 – Create a sustainable mentoring program to support faculty development at FAMU.</p>

<u>Strategic Plan Priority</u>	<u>Strategic Plan Goal</u>	<u>Strategic Plan Item</u>	<u>ADVANCE Initiative, Goal, Activity</u>
<p style="text-align: center;">Priority 5 – Organizational Effectiveness and Transformation</p>	<p style="text-align: center;">Goal 1 – Enhance a culture that intentionally fosters building and engaging a high-performing workforce and fortifies FAMU’s status as an employer of choice.</p>	<p>1 – Develop a compensation framework that aligns market competitiveness and internal equity to attract and retain qualified employees.</p>	<p>Policy changes for improved equity, continued data collection and reporting</p>
		<p>2 – Establish a comprehensive onboarding program designed to equip new employees with information to achieve success in their new role and feel welcomed and included as a member of the FAMUly.</p>	<p>Introducing ADVANCE at faculty planning (new faculty), NCFDD, ADVANCE newsletter, mentoring</p>
		<p>3 – Implement an “Operational Excellence Plan” that offers all employees organized professional development throughout the year.</p>	<p>Coaching/Mentoring, NCFDD, Seminars, writing retreats</p>
		<p>4 – Strengthen full life-cycle performance management framework (4.1 – Survey employees about the quality and effectiveness of current instruments. 4.2 – Use survey feedback to inform changes/revisions/utilization of best practices. 4.4 – Develop recommendations for revision of evaluation instruments in collaboration with appropriate management and collective bargaining units.).</p>	<p>COACHE and campus baseline surveys; Strategy 1.5.4 – Collaborate with FAMU Administrators to review existing policies, practices, and procedures that impact equity among STEM/SBS faculty, such as hiring practices, tenure, promotion & workload.</p>
		<p>6 – Increase resources and support for ongoing research/scholarship/creative activity among faculty.</p>	<p>NCFDD, Cohorts, Mini-grants, writing retreats, CHIB training & conferences (future)</p>

<u>Strategic Plan Priority</u>	<u>Strategic Plan Goal</u>	<u>Strategic Plan Item</u>	<u>ADVANCE Initiative, Goal, Activity</u>
Priority 5 – Organizational Effectiveness and Transformation (cont.)	<p>Goal 3 – Strengthen the University’s culture of strategic decision-making through promotion and enhancement of compliance, internal controls, and enterprise risk management practices with an emphasis on engagement, education, reporting, and accountability.</p>	<p>1 – Promote a clear organizational commitment for a stronger ethical culture through consistent messaging and tone throughout the University (1.1 – Incorporate ethics language into hiring, promotion, and reward processes.).</p>	<p>Strategy 1.5.3 – Institute a process to integrate cultural humility into hiring and promotion practices at FAMU.</p>



Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Biological Control		
Academic or Affiliated Code:	30.9210		
Director or Coordinator's Name:	Muhammad Haseeb		
Date of Current Review:	November 21, 2024		
Date of Prior Review:	AY2021-2022		
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

Please provide a brief response to the following items.	
1. Institute/Center Mission	
<p>A. Provide the mission statement for the institute/center.</p> <p>Established in 1999, the Center for Biological Control (CBC) is made up of a unique partnership between FAMU, and two federal agencies including the USDA Agricultural Research Service (ARS) and the USDA Animal and Plant Health Inspection Service (APHIS). The Center has continued to successfully deliver on its vibrant mission to generate, apply, and transfer innovative, ecologically based solutions to pest problems affecting agriculture, trade, natural resources, and human health while developing the human capacity for continued future innovation.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.</p> <p>The CBC's mission is strongly aligned with the mission of the university in its quest to conduct research and expand its services to improve the lives of FAMU students and its constituents, to enhance the university visibility, partnerships & linkages, and to contribute to the economy of the State. The faculty members of the Center have developed biologically based control strategies for the two major pests of honeybees, the Varroa mite and the small hive beetle. Research outcomes from the Center plays a key role in offshore mitigation of destructive invasive species such the red palm weevil in the Caribbean (a high-risk threat to the United States Agriculture). In addition, the Center's faculty have developed digital tools for invasive pest identification, detection, and monitoring to manage the specialty crop (vegetables, fruits, and tree nuts) pests.</p>	
2. Program Governance	
<p>A. Describe the governance structure of the program.</p> <p>The governance of the Center for Biological Control is aligned with the governance structure of the College of Agriculture and Food Sciences, which is under the leadership of the College's Dean. The Center is led by a Director and the faculty participate in the decision making. The Center is supported by an Office Manager.</p>	
3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).	

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

- A. Define the program goals and objectives.
- Provide logistics and financial support to undergraduate and graduate teaching programs in biological, agricultural and related sciences and provide opportunities for experiential learning in natural resources program areas.
 - Conduct basic and applied research on insects to address the needs of stakeholders and clientele, especially in the areas of ecologically based solutions to pest problems to sustain production systems, food security, human health, trade, natural resources, and the environment.
 - Expand educational activities and provide opportunities to students.
 - Engage the faculty and provide opportunities for professional development and mentoring.
 - Train exchange scholars and students by providing research logistics and financial supports.
 - Present and publish scientific findings at the local, regional, national, and international platforms.
 - Design and develop research and extension projects to achieve extramural funds from the state and federal agencies.

- B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The research productivity in the Center for Biological Control builds upon the institutional strengths of Florida A&M University. The research strengths include biologically based integrated pest management, and Insect systematics, both of aquatic and terrestrial insects and economically important groups of insects (weevils, leaf beetles, stink bugs, thrips, white flies). In addition, and in part as a development of our taxonomic emphasis, the Center's faculty have published important publications in the field of water quality, impacting the growing use of aquatic invertebrates as measures of water quality and weeds biological control agents. Indeed, the Center is actively publishing and presenting studies on the use of natural enemies to control agricultural pests and invasive weeds, and identification guides for biologists and port of entry inspectors to use bioassessment activities in an era where practicing taxonomists are rapidly disappearing through attrition and failure to replace them. The Center has pioneered the development of microbial control agents to protect the populations of honeybees (the major crop pollinators). The research and training are strongly aligned to FAMU Strategic Priority Academic Excellence as well as the Board of Governors goals related to Teaching, Research, Extension and Excellence.

- A. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The Center for Biological Control has excellent facilities for research and extension work. Indeed, it offers and provide excellent opportunities for students and scientists to jointly work and implement research and extension projects successfully. The CBC specifically will aid the State in providing pest control solutions for organic, natural, and conventional farmers, Florida ranchers, U.S. and Caribbean agricultural and populations while building student knowledge, skill sets and abilities to build their careers. Additionally, in recent years, the establishment and proliferation of invasive pests due to international trade and ever-increasing transport at an alarming rate. This risk is particularly high in Florida due to the large volume of commodities and passengers passing through the state's 30 international sea and dry ports. While prevention is the most effective strategy for dealing with these growing threats, it often requires coordinated actions with trading partners to minimize the pest risks. Inadvertently, some species will escape and become established requiring urgent mitigation efforts. In many such situations, biological control is effective and sustainable, therefore, it is often the method of first line of defense to safeguard the United States agriculture and its partner countries.

4. An assessment of the return on investment of State dollars, if applicable.

The work of the Center for Biological Control through students' engagement in faculty-related research aids the State University System in its high performance to increase research innovations and to achieve further extramural fundings.

5. The need for continuation of the institute or center.

There is a worldwide need to address important issues relevant to pest outbreaks, hunger, food security, trade, human health, and natural resources. Among some of the key issues are due to the growing threats (agricultural crops, climate change and human health) from invasive pests, climate change, and increasing demand to produce safe, high-quality food using methods that do not negatively impact the environment and society. The FAMU Center for Biological Control is well positioned nationally and internationally to expand and continue delivering positive outcomes by addressing some of the most significant challenges human are facing globally in recent years and thereby fulfilling their role of securing food, trade, tourism, human health, and natural resources.

6. A description of possible changes in mission or organizational structure.

N/A

7. A discussion of projected budget reductions or expansions.

The budget is expected to be funded at its current rate.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

N/A

9. Additional Comments

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Julian "Cannonball" and Nat Adderley Music Institute	
Academic or Affiliated Code:	30.0220	
Director or Coordinator's Name:	Darryl S. Tookes	
Date of Current Review:	November 4, 2024	
Date of Prior Review:	November 7, 2023	
External Consultant Utilized:	<input type="checkbox"/> Yes	X No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	X No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

To elevate our program to its true status of international recognition as a training place for future generations of musicians, executives, managers, publishers, agents, recording engineers, producers, artists, and songwriters.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

This Institute comprises the largest number of music majors at this university. We have added 3 courses as options to keep up with trends in our industry. Students majoring in Music Industry Studies are now able to study two levels of The Art and Craft of Songwriting and Public Relations. These additions to the curriculum are providing invaluable competencies for our Music Industry majors, which we are committed to providing for employability and transferrable skills. We are thriving as a center of creativity and research into the traditional business practices and emerging trends in the Music Business. We are attracting students from high schools as well as community colleges who want to study in a conservatory level music environment with seasoned working professionals while having the academic rigor of Business courses and the scientific marvel of audio engineering.

2. Program Governance

- A. Describe the governance structure of the program.

We have a Director and are actively doing our research and due diligence to define and establish a structure of governance that will be under the auspices of an official Board of Directors.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

- A. Define the program goals and objectives.

To inspire, encourage, train, and prepare generations of Rattlers for sustainable success in the Music Industry.

- B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- X 1. Student Success
- X 2. Academic Excellence
- X 3. Leverage the Brand
- X 4. Long-Term Fiscal Health & Sustainability
- X 5. Organizational Effectiveness & Transformation

Rationale:

The College of Social Sciences, Arts and Humanities Department of Music will move to new heights in the arena of music. The School of Business and Industry will be positioned to extend their entrepreneurial footprint through the extended reach of our graduates. The University, students and alumni will experience phenomenal growth and enhance programs that will propel our students to achieving greatness in this industry. Student Success. Academic Excellence. Leveraging the FAMU Brand in the global music industry. Building longterm fiscal stability thorough our strategic alliances. Transformative – not merely transactional – Improvements in our organizational efficacy. **This year we are seeing retuning graduates who are dedicated to improving recruitment, fund-raising, providing internships and jobs for our present students.**

- C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- X Strengthen Quality & Reputation of Academic Programs & Universities
- X Increase Degree Productivity & Program Efficiency
- X Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- X Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- X Increase Research Activity & Attract More External Funding
- X Increase Commercialization Activity

Community Business & Engagement

- X Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- X Increase Community & Business Engagement
- X Increase Community & Business Workforce

Rationale:

Title III Funding has allowed us to invest in our recording studio and technological infrastructure. Students are actively involved in many aspects of this process. After multiple bids, and procedures, the equipment and software are being incrementally received and used in the Computer Lab. We are able to install and are requesting building repairs to ensure the longterm safety and proper environment for the items. Experiential learning is invaluable for our students. Being at the cutting edge of these developments ensures that they are vigorously engaged in the business community and their success. Our students have begun enthusiastically utilizing the new equipment as much as possible. While maintaining Foster-Tanner Music Building, our focus must remain on the funding challenges and procedural requirements as we explore the process of a permanent facility or facilities for the Institute.

4. An assessment of the return on investment of State dollars, if applicable.

N/A

5. The need for continuation of the institute or center.

The Board of Trustees voted our name change to provide the Institute with a competitive edge. We are in the early stages of this much needed and vital rebranding. This Institute comprises the largest number of music majors at this university. We have added 3 courses as options to keep up with trends in our industry. We have hired a top tier master engineer / Audio Professor.

6. A description of possible changes in mission or organizational structure.

The mission is unchanged. We are actively pursuing the establishment of a proper Board of Directors comprised of various key stakeholders. Our physical facility needs vast improvements. This is a priority.

7. A discussion of projected budget reductions or expansions.

N/A

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

None

9. Additional Comments

We are appreciative to the leadership of this university, the Board of Trustees, and our friends in the School of Business and Industry and the FAMU Foundation for their belief in and commitment to our mission in the College of Social Sciences, Arts and Humanities in the establishment of the Adderley Music Institute.

2. Program Governance

A. Describe the governance structure of the program.

The Center for Disability Access and Resources is overseen by a Director. The department is under the Division of Student Affairs, under the Associate Vice President and Vice President.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

For the academic year 2023-24 our goals were for Accessibility Enhancement, Enhance Transition Support and College Study Skills Institute Enhancement. For accessibility enhancement we provided a presentation on neurodiversity and demonstrations/presentations on assistive technology. For Transition Enhancement we developed a post graduate transition program to support our students in seeking employment and/or graduate school. For CSSI Enhancement we developed strategies to increase the effectiveness of our CSSI summer program and student success.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

Our goals and objectives are designed to support the University's strategic plan in the areas of Student Success and Academic Excellence. By providing opportunities to increase the understanding of staff/faculty in the supporting students with disabilities we are helping to create classrooms that are more accessible to all students by diminishing barriers to learning. We promote academic excellence for all our students including our College Study Skills Institute which is a summer program for students with disabilities who did not meet the regular admissions criteria. These students are held expectations of establishing a certain GPA and pass all classes during the summer. We also provide scholarships to students that demonstrate academic excellence.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

We actively recruit for our College Study Skills Institute throughout the state of Florida and beyond. We have established partners over the years that consistently refer students to this program. We also have established relationships with various companies who seek to recruit students with disabilities for employment and internships through our development of a transition program.

4. An assessment of the return on investment of State dollars, if applicable.

5. The need for continuation of the institute or center.

The services we provide are mandated by federal law.

6. A description of possible changes in mission or organizational structure.

Increase staffing due to the growing number of students served.

7. A discussion of projected budget reductions or expansions.

As we continue to increase the number of students we serve, an increase in staffing is needed in order to reduce litigation risks to the university. Competitive salaries need to be available as well.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

9. Additional Comments

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Meek-Eaton Southeastern Regional Black Archives Research Center and Museum
Academic or Affiliated Code:	30.0040
Director or Coordinator's Name:	Timothy A. Barber
Date of Current Review:	11/4/2024
Date of Prior Review:	10/9/2023
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The mission is to collect, preserve, display and disseminate accurate and primary information about African Americans in Florida and people of African descent world-wide, especially the history of their institutions and organizations. As a specialty museum and research center, the Black Archives houses rare and unique historical papers, books, and artifacts. The center is constantly engaged in multifaceted public education activities and community service programs, often in conjunction with local, state, and national groups. The center also serves as a cultural, educational and informational liaison between the University and its surrounding communities including other universities, educational institutions, cultural centers, businesses and governmental agencies.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

The Black Archives align with FAMU's Priority 1-4 by providing exceptional student experience as we embark on creating a digital platform for students and the community-at-large that will strengthen academic support services and academic advancement through increased research potential and usability of its holdings digitally. With its unique partnership with the Smithsonian, the Black Archives are enriching the lives of students and faculty with the creation of a new digital humanities discipline. Students are benefitting from being exposed to new research opportunities and new non-traditional career paths that will have positive impacts on FAMU's goal 4 metric for performance-based funding. With the use of new technology

at the center, digitization of its holding's present opportunities for increased access and new methods of research for faculty.

2. Program Governance

A. Describe the governance structure of the program.

The Black Archives fall within the structure of Academic Affairs. The director is a direct report of the Provost, and supervises a staff of 3 AP personnel, 4 C&G full time staff, and 5 student interns.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

The current goal of MEBA at this time is to gain intellectual control of its numerous holdings and implement a collection management policy that will lead to creating a 21st Century plan to allow digital access to all of its holdings for research by the faculty, staff, students, and the community worldwide.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Carrie Meek - James N. Eaton Sr. Southeastern Regional Black Archives Research Center and Museum's goals are to advance digital humanities by (1) enhancing professional management and care of its rare materials, (2) giving greater public access to its unique holdings through digitalization, (3) expanding its educational programs and public services, (4) recruiting and training under-served populations for careers in the museum, archives and cultural heritage industries.

The center aligns with FAMU's 2022-2027 five-year strategic plan titled "Boldly Striking" by the specific priorities that implements technologic and broaden community engagement and partnerships, and strengthen academic collaborations and institute long term fiscal wellness and operational sustainability.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding

Increase Commercialization Activity

Community Business & Engagement

Strengthen Quality & Recognition of Commitment to Community & Business Engagement

Increase Community & Business Engagement

Increase Community & Business Workforce

Rationale:

MEBA was birthed from a 1971 Florida law that mandated the creation of a repository to “serve the state by collecting and preserving source material on and about African Americans from ancient to present time.” The center was officially founded by history professor James Eaton in historic Carnegie Library on the campus of Florida Agricultural and Mechanical University (FAMU), a national leading Historically Black College | University (HBCU) and Florida’s only public-supported HBCU. MEBA continues to be a growing, multi-faceted archive, museum, and Black Studies Institute that is a repository for rare, first-source collections, exhibitions and education relating to African Diaspora history and culture. Initially designated as a statewide facility, the Black Archives quickly evolved into an important regional, national and international research center for studies pertaining to African American culture and African diaspora history.

For five decades, Eaton prioritized rescuing, collecting and preserving large volumes of potentially lost records created by African Americans and their institutions, especially during the periods of slavery and racial segregation. As a result, the center amassed an impressive holding of rare resources that contained little-known, and seldom accessed information on individuals and defunct all-Black organizations. Generous contributions from the public also helped bolster the center’s holdings, which presently consist of more than 500,000 individual archival records and more than 5,000 individuals museum artifacts. The center is one of 10 black archives in the United States and is one of the largest repositories relating to African American history and culture in the Southeast. More than 160,000 people visit the center annually or are educated through MEBA’s numerous outreach programs. Public requests for the center’s resources and services continue to increase at overwhelming degrees, and demands for digital access to materials skyrocketed during the global COVID-19 pandemic.

Protecting and preserving the records and cultural artifacts that documents the African American experience by collecting the information has been one goal; but giving greater and faster digital access to its rare holdings has become one of MEBA’s primary objectives. In order to fulfill this objective, we understand that first, we must re-design and re-define the way we provide access to our holdings. In a post COVID-19 environment, we now have to re-imagining and re-invent our operations, and how to provide a more efficient and effective research center and museum for all to enjoy. These objectives obtained will measure our success, and help to provide long-term sustainability for MEBA, and move the center forward in realizing its potential as a leading institution for the study and preservation of African American History.

MEBA actively recruits, trains, inspires, and prepares underrepresented minorities for the museum profession, especially in work relating to the African diaspora. The program supports fellowships, and research supported programs at Florida A&M University for students in a variety of disciplines like history, business and industry, journalism and graphic communication, English, education, computer information systems, and technology. MEBA identify these disciplines because of the transferability of the skills in those areas to the museum and archival practice. While their degrees will be in these diverse disciplines, the students will engage in the following activities that are designed to reinforce their disciplinary skills and expand their knowledge and experiences to include preparation for museum practice upon graduation. Specifically, program fellows and interns will be training in:

- Academic research on basic practices and principles relating to museum and archives administration
- Projects specific to museum, archival, technology, or marketing service
- Cataloguing, arranging, digitizing, and making available archival and museum holdings
- Preservation, and conservation activities that includes boxing, re-housing, and identifying appropriate storage of artifacts and collection material
- Identifying and preparing accession records of legacy and new collections
- Curatorial, visitor and docent services

4. An assessment of the return on investment of State dollars, if applicable.
N/A
5. The need for continuation of the institute or center.
<p>Traditionally, “archiving means preserving historical records. The records maintained are unique, unlike books in a library which typically have many copies in circulations. Archives serves as original sources for research into particular topics. Many archives main mission is to collect, preserve, and provide public access to material that is the evidence of activities that tells us more about individuals, topics, cultures, and institutions. They increase our sense of identity and understanding of people and times.</p> <p>At MEBA, for years we have collected information of the past on significant topics of the African American Experience, but the lack of resources hindered our ability to fulfill our mission as an archive to make the records available to the public. We have restructured our plans and objectives to ensure that we have an immediate impact to fulfill our mission by:</p> <ul style="list-style-type: none"> • Objective 1: Enhance professional management • Objective 2: Improve care and conservation of museum collections and expand access to collections and associated data. • Objective 3: Foster partnerships and collaborations among museums and institutions of higher education • Objective 4: Develop and implement internship, fellowship, and mentoring programs structured to support emerging professionals entering the museum field. <p>Objective 5: Create learning and growth opportunities designed to build skills, enhance knowledge, and provide opportunities to share expertise.</p> <p>This plan will:</p> <ol style="list-style-type: none"> 1. Build capacity 2. Introduce industry standard practice to collection management 3. Gain intellectual control of holdings; 4. Create digital access for the general public; 5. Create a sustain Digital Humanities program; 6. Provide student practical training, employment, and certification opportunities; and 7. Encourage new research for faculty, students, and others by advertising previously inaccessible materials through strategy based social media marketing <p>The realization of these objectives and plans presents opportunity for new research, and innovative academic offerings especially for FAMU’s African American Studies and Africana programs. Through unique collaborations within the 14 colleges and university undergraduate and graduate degree programs that exist at FAMU. Through the implementation of unique partnerships, knowledgeable staff, and internships and fellowships, MEBA will increase public access and exposure to its records of enduring value.</p>
6. A description of possible changes in mission or organizational structure.
N/A
7. A discussion of projected budget reductions or expansions.
N/A
8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.
9. Additional Comments



Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Lola Hampton Frank Pinder Center for Agroecology
Academic or Affiliated Code:	
Director or Coordinator's Name:	Dr. Jennifer Taylor and Dr. Kwasi Densu (Co-Directors)
Date of Current Review:	11/4/2024
Date of Prior Review:	n/a
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The Lola Hampton-Frank Pinder Center for Agroecology (LHFPCA) has identified a critical need for a central location, an agroecological hub, to gather critical data, disseminate information, develop innovative solutions and provide cross-institutional support. It seeks to build an interdisciplinary space, a think tank, where agroecology values, land steward practices, ideas, challenges, and strategies are discussed, together with scholarship and research, to promote relevant changes, and policy recommendations given the current challenges facing the environment and our food systems. Sustainable development is at our core.

Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

The LHFPCA is committed to deepening our capacity, growing a body of work and carrying forward the critical legacy of regenerative agriculture and environmental stewardship, consistent with Florida A & M University's 1890 land grant mission.

2. Program Governance

A. Describe the governance structure of the program.

The LHFPCA is housed between the College of Agricultural and Food Sciences and the College of Social Sciences, Arts, and Humanities. It is an interdisciplinary center. It has two Co-Directors, Dr.

Lola Hampton Frank Pinder Center for Agroecology I&C Evaluation and Self-Assessment

Jennifer Taylor (CAFS) and Dr. Kwasi Densu (CSSAH) who report to Dean Wesson (CAFS) and Dean Matthews (CSSAH) respectively. Currently the LHFPCA has 4 full time staff members that conduct center programs and manage our local minifarm.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

1. To provide formal and non-formal agroecology education, hands-on training, technical assistance, and participatory capacity building to promote wellbeing through healthy food systems.
2. To develop knowledge production processes, dissemination strategies, and infrastructure to support the expansion of regenerative agricultural production including increased supports towards agroecology research and dissemination, climate mitigation strategies, and cooperative economic systems.
3. To pioneer the development of local, community-based approaches to agroecological research, teaching, and participatory capacity building.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center and provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The LHFPCA seeks to amplify FAMU's mission and leverage its brand as an 1890 land grant institution. The university is uniquely located in the Gulf Coast and wider Caribbean bioregion. Important principles associated with its seal is the notion of the linkages between the "heart, hand, head, and field". LHFPCA seeks to substantively contribute to actualizing the university's strategic plan by centering sustainability as one of its core values and approaches to STEM education (teaching, learning and research) and community engagement.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts and provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement

Lola Hampton Frank Pinder Center for Agroecology I&C Evaluation and Self-Assessment

- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The LHFPCA seeks to address the educational needs of the State University System of Florida's faculty/staff, students, local communities, the state of Florida, and the international community, to develop a workforce that must address the growing challenges with our natural environment in the areas of appropriate technology, social services, ecoliteracy, and sustainable development.

4. An assessment of the return on investment of State dollars, if applicable.
n/a
5. The need for continuation of the institute or center.
The LHFPCA's mission, goals, and objectives, are rooted firmly in the seal of FAMU, the head, heart, hand, and field, and should continue.
6. A description of possible changes in mission or organizational structure.
The LHFPCA is in its 3 rd year of development. It's current mission and organizational structure will continue for the foreseeable future.
7. A discussion of projected budget reductions or expansions.
Our budget will expand and contract based on funding from grants and private donors.
8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.
n/a
9. Additional Comments
n/a

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	STEM Center for the Advancement of Learning Achievement and Research
Academic or Affiliated Code:	
Director or Coordinator's Name:	Desmond Stephens, Ph.D.
Date of Current Review:	10.22.2024
Date of Prior Review:	10.30.2023
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

The STEM Center for the Advancement of Learning, Achievement, and Research plays a leading role in increasing STEM retention and graduation rates by facilitating a coordinated, comprehensive, institutional-wide approach to increasing student success in STEM disciplines.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

The Center addresses a critical need to increase retention and graduation rates in STEM disciplines, which will directly impact and enhance the University's performance under Florida's Performance Based Funding Model.

2. Program Governance

A. Describe the governance structure of the program.

Executive Director- Lewis Johnson Center Director- Desmond Stephens, Center Associate Directors- Carl Moore, Danielle Nicholson, Post- Doctoral Research Scholars- Burcu Izci, Elise Simmons

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

- Conduct research and disseminate scholarly work (internally and externally) on effective STEM retention approaches for minority student populations.
- Coordinate institutional STEM academic support services and initiatives.
- Coordinate training and professional development activities for STEM faculty, focusing on increasing their use of pedagogical best practices.
- Facilitate STEM student professional development and co-curricular activities.
- Serve as the lead institutional advocate for innovation in STEM education and research.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center and provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

Through training and professional development for STEM faculty, the center promotes the use of best pedagogical practices, thereby enhancing the quality of instruction. This commitment to academic excellence is vital for preparing students to excel in their fields and contributes to the university's broader goal of elevating to R-1 status.

Our student success initiatives, including the Learning Assistant program, offer students peer support and facilitate collaborative learning. This program has helped students navigate challenging coursework, leading to higher pass rates and enhanced engagement.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts and provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

STEM Center I&C Evaluation and Self-Assessment

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The Center hosted the inaugural Scholarship of Teaching and Learning Faculty Learning Community this reporting period. The initiative is part of a three-phase process in course redesign facilitated by the FAMU Teaching & Learning Center. Phases: I - Exploration and Book Club II - Summer Learning Community III - Implementation of SoTL Study. These initiatives aim to increase our research output and attract external funding, particularly in areas of strategic emphasis.

4. An assessment of the return on investment of State dollars, if applicable.

N/A

5. The need for continuation of the institute or center.

The continuation of the center is essential for advancing the University's goal of achieving R-1 status. By fostering research excellence and producing high-caliber graduates in STEM disciplines, the institute plays a pivotal role in enhancing our academic reputation and contributing to significant scholarly work. This alignment not only supports the university's mission but also positions us for increased funding and resources, ultimately driving innovation and benefiting the broader community.

6. A description of possible changes in mission or organizational structure.

N/A

7. A discussion of projected budget reductions or expansions.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

N/A

9. Additional Comments

N/A

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Viticulture Science & Small Fruit Research		
Academic or Affiliated Code:	30.0060		
Director or Coordinator's Name:	Professor Violeta Tsolova, Ph.D.		
Date of Current Review:	11-04-2024		
Date of Prior Review:	11-03-2023		
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Please provide a brief response to the following items.
1. Institute/Center Mission
<p>A. Provide the mission statement for the institute/center. The Center's mission is to conduct basic and applied research and provide service that will promote the development of a viable viticulture industry in Florida (Florida Viticulture Policy Act. 1978, Florida Statute 599.003c)</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values. For 46 years, FAMU/Viticulture Center has carried a statewide mission to enhance and sustain the vitality of the growing state viticulture industry and generate economic development in rural disadvantaged communities in concert with the University mission to "enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service."</p>
2. Program Governance
<p>A. Describe the governance structure of the program. Program Areas: www.famu.edu/viticulture</p> <ul style="list-style-type: none"> • Grape Genetics and Breeding- PI Assoc. Professor Islam El-Sharkaway, Ph.D. • Biotechnology – PI Professor Mehboob Sheikh, Ph.D. • Viticulture and Product Development- PI Professor Violeta Tsolova • Vinification and Bioprocessing - Allen Frank Humphries, M.S. • Vineyard and Small Fruit Field Management -Vineyard Manager Jiovan Campbell, M.S. • Student Experiential Learning- Professor Violeta Tsolova, Ph.D.

[Center for Viticulture Sciences & Small Fruit Research] I&C Evaluation and Self-Assessment

- Extension Services and Community Outreach- Professor Violeta Tsolova, Ph.D.
Center Director reporting to CAFS Dean, Associate Dean of Research and Associate Dean for Academics respectively.
Faculty: Two (2) Tenure Faculty - Program Leaders (1-E&G, 1-C&G)
Two (2) Non-tenure earning Research Associates Faculty (E&G)
Staff: One (1) Coordinator Administrative Services (AP, C&G)
One (1) Vineyard Manager (USPS, C&G)
One (1) Senior Agriculture Assistant (USPS, C&G)
OPS: C&G supported research associates (4) students research assistants (8), vineyard field assistants (4).

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

GOALS

1. Develop new and improved grape cultivars and selected small fruit for fresh fruit and processing in Florida.
2. Improve the disease tolerance of Florida grapes through classical breeding and biotechnology.
3. Promote the marketability of Florida grapes and value-added products through research and extension.
4. Develop best management practices for Florida grapes and selected small fruits.
5. Promote a strong graduate and undergraduate student experiential learning program that will encourage and attract outstanding scholars.
6. Develop a strong working relationship with Florida growers and private industry through extension and outreach activities.
7. Carry the notational charter as the national muscadine grape germplasm repository and National Clean Plant Center for southern grapes.
8. Workforce development- facilitate the 1st in the state of Florida academic concentration in "Grape and Wine Sciences" under B.S. in Agriculture Sciences.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

FAMU-CAFS-Center for Viticulture and Small Fruit Research is the national leader in warm climate grape research, facilitator of the outstanding academic program for student training and industry clientele service through innovative multidisciplinary fundamental and translational research that contributes to the growth and development of Florida's grape and wine industry and beyond. The FAMU's Center is the only kind among 1890 Colleges and Universities. It provides experiential learning opportunities and training for graduate and undergraduate students, and high school student-apprentices. It promotes farming efficiency through improved management practices and food safety for grape growers, small farmers, and disadvantaged rural communities.

[Center for Viticulture Sciences & Small Fruit Research] I&C Evaluation and Self-Assessment

The Center is facilitating and supports the 1st in Florida and among the 1890 University System undergraduate academic concentration program in “Grape and Wine Sciences” under the B.S. in Agriculture Sciences. By USDA charter the FAMU/ Viticulture Center maintains the largest muscadine grapes germplasm collection in the world and is serving as one of the five (5) National Clean Plant Centers for Grapes. The Center is a recognized internationally for excellence in American native grape research and fosters broad national and international research co-operations (Austria, Australia, Egypt, France, Germany, India, Israel, Italy, Kenya, Nigeria) and facilitate faculty and students’ international global exposure.

- C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG’s goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

The Center academic inputs are STEM concentrated: (i) facilitating advanced plant/biotech sciences course curriculum; (ii) 1st in the state of FL academic concentration” Grape and Wien Sciences” and (iii) experiential learning opportunities for training graduate and undergraduate students and high school student-apprentices through various methods.

According to the USDA charter, the FAMU/ Viticulture Center maintains the world’s most extensive muscadine grape germplasm collection. It is serving as one of the five National Clean Plant Centers for Grapes. Research outputs and extension efforts, including the release of new cultivars and vineyard management practices, have all contributed to the increase in vineyard acreage and production of Florida wines. FAMU/Viticulture Center has released four (4) plant patents and one (1) R&D utility patent: three (3) new muscadine grape cultivars: ‘Floriana’ for red wine; ‘Florida Onyx’ and ‘Majesty’ for fresh fruit grape consumption (Zongbo Ren, Jiang Lu and Violeta Tsoleva), and one (1) new for premium quality white wine bunch grape cultivar ‘Blanc du Soleil’ (Zhngbo Ren, Violeta Tsoleva, Jiang Lu, Allen Humphries, Islam El-Sharkawy). The new cultivars have been licensed to one of the top nursery producers for grape clean planting stock in the nation “Double A Vineyards, Inc.” in Fredonia, NY, or distributed under 12 Material Transfer Agreements (MTA) with growers and wine producers from FL, TX, AL, LA, and GA.

Within the last 5 years, we generated forty-one (41) refereed publications in the top scientific research journals with Impact Factors ranging from 7.514 (FOOD CHEMISTRY) and 6.793 (Nature-Horticulture Research), 6.312 (Nature Biology) to 5.753 (Frontiers in Plant Science).

[Center for Viticulture Sciences & Small Fruit Research] I&C Evaluation and Self-Assessment

- Presented at the 26 virtual and in person professional conferences and workshops and bootcamps.
- Generated more than 7.5 million in research grant findings and hosted/facilitated 12 major extension and outreach events and activities including the 2023 FAMU Grape Harvest Festival, 2024 Winter Vineyard and Wine Workshop and 2024 Wine Making Boot Camp for FL grape growers, wine processors, beginners' women and minority entrepreneurs and disadvantaged rural communities.
- The Center's faculty have taught 6 graduate and undergraduate academic courses (AGG2050, AHH2050L, AGG4420, BOT5937, AGR5322 and AGG5976).
- Trained and graduated 11 graduate students and provided research training for 22 undergraduate students.

4. An assessment of the return on investment of State dollars, if applicable.

Based on the reported E&G vs C&G ratio as follows:

Investment Gain: \$ 1,155,377.00

ROI 242.91%

Annualized ROI 242.91%

Investment Length 1.00 years

5. The need for continuation of the institute or center.

The FAMU Center for Viticulture and Small Fruits Research was established by the Florida legislature in 1978 The Center was established in 1978 with Florida Senate Bill No. 898 identified as the "Florida Viticulture Policy Act" to provide leadership, undertake research, extension and development activities that will contribute to industry growth and development.

Grape is the biggest by acreage fruit crop in US and second in the world only after banana. Muscadine grapes and wines are produced in 12 states. The acres devoted to muscadine varieties and the economic impact of the muscadine grape and wine industry have seeing substantial growth in the last decade due to an increase market demand of wine and healthy foods.

Currently state of Florida has the 2nd highest wine consuming population in the country and is ranked number 7 in the nation by wine production (www.FWGGA.org). This situation offers great economic potential and opportunities for the state to sustain and grow a viticulture and wine industry. Florida's wine and grape industry has been one of the nation's great agricultural success stories ("The Economic Impact of the Wine and Grape Industries in Florida", 2010 Report of the Stonebridge Research Group LLC).

6. A description of possible changes in mission or organizational structure.

N/A

7. A discussion of projected budget reductions or expansions.

2024-2025 E&G Budget Request:

\$ 631,546.28: Non-Recuring Request (NRR) was submitted and discussed regarding the Center's critical needs for renovation and upgrade of the outdated /incapacitated research facilities and infrastructure at the site, main building and the research vineyards.

\$110, 500.00: Recurring Request (RR): New one (1) faculty position for recruitment, professional compensation and development at the Assistant Professor in Pathology/Virology level urgently needed for higher research productivity, accountability, achievable goals and deliverables in diagnostic, pest and diseases control and new curriculum development in AI applications and climate smart agriculture/viticulture management practices.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

[Center for Viticulture Sciences & Small Fruit Research] I&C Evaluation and Self-Assessment

9. Additional Comments

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Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and Center (of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	NOAA Cooperative Science Center for Coastal and Marine Ecosystems-II (CCME-II)
Academic or Affiliated Code:	
Director or Coordinator's Name:	Richard A Long, Ph.D.
Date of Current Review:	Fall 2024
Date of Prior Review:	Fall 2023
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.

To recruit, educate, train, and graduate a new generation of scientists, particularly from underrepresented communities, in National Oceanic and Atmospheric Administration (NOAA)-aligned STEM disciplines and social sciences.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.

The Center recruits and trains STEM majors at multiple degree levels (BS, MS, PhD, and Post Doctoral Researchers) in innovative research. The Center students engage and empower various stakeholders. The training prepares them for well-paying careers in governmental agencies, NGO and private firms, and academia supporting social mobility. The mission and accomplishments of CCME II align with multiple priorities in the FAMU strategic plan such as student success, academic excellence, leverage the brand as well as long term fiscal health and sustainability.

2. Program Governance

A. Describe the governance structure of the program.

The Center consists of six MSIs- three HBCUs and three HSI: it is led by FAMU, and its partners are Bethune-Cookman University, California State University Monterey Bay, Jackson State University, Texas A&M University-Corpus Christi, and University of Texas at Rio Grande Valley.

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

The Center Management Team at FAMU consists of the Principal Investigator, Center Director, Deputy Director, Distinguished Research Scientist, Education Expert, Budget Coordinator and Data and Information Manager. Also, an institutional PI and education liaison are located at each partner institution.

In addition to the FFO, grant proposal, and specific award conditions, the Center developed a set of six plans that provide the implementation framework.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

Goal 1. Recruit, train, and graduate students, particularly from underrepresented groups, with the competencies and skills, as described in the NOAA CCME-II Student Cohort Recruitment Plan, that supports NOAA's Education Strategic Plan, workforce goals, and strategic objectives:

- a. Provide financial support, education, and training experiences for undergraduate students, graduate students, and postdoctoral fellows through teaching and mentoring provided by NOAA CCME-II faculty, NOAA Educational Partnership Program with Minority Serving Institutions, NOAA line offices, and subject matter experts. This collaboration ensures the recruitment and preparation of appropriate students for NOAA-aligned degree programs at NOAA CCME-II institutions.
- b. Utilize the Center-Wide Core Competency (CWCC) course to ensure student proficiency in NOAA CCME-II thematic areas and NOAA Science and Technology Focus Areas.
- c. Expose graduate and undergraduate students to broader research and experiential learning opportunities such as NOAA Student Scholarship Internship Opportunities (SSIO) and NERTOs, and additional training activities through partnerships with NOAA and other scientists.

Goal 2. Conduct research leading to the development of management and communication tools that can be utilized to enhance the resilience of coastal communities and economies, as described in the NOAA CCME-II Science Research Plan:

- a. Assess coastal risks and vulnerabilities to hazards and climate change.
- b. Identify solutions to reduce risks and vulnerability.
- c. Utilize engagement to empower coastal communities.
- d. Conduct research on the private and public properties of waterfront communities.
- e. Conduct public education and engagement activities, including promoting citizen science and environmental justice.

Goal 3. Develop competency and skills in the utilization of new and existing NOAA data archives by applying strategies from NOAA Science and Technology Focus Areas for research and development of decision support tools that promote the vibrancy of coastal and marine ecosystems, as outlined in the Education and Training, and the Science Research Plans:

- a. Develop and implement training for students in NOAA Science and Technology Strategies analysis tools and methods.
- b. Conduct research utilizing NOAA datasets aligned to coastal and marine ecosystems.
- c. Develop tools such as communication and mitigation strategies associated with threats, including impacts of climate change, to coastal and marine ecosystems and coastal communities.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center and provide a brief narrative of how the goals and objectives of the institute or Center are aligned with FAMU's mission and the University's Strategic Plan.

1. Student Success

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

1. Student Success- The Center provides financial (tuition and stipend), academic support, and mentorship for students towards graduation. It provides professional development and networking opportunities toward career success.
2. Academic Excellence- The Center provides academic support, mentorship, and experiential learning opportunities through internships with NOAA.
3. , 4, & 5 Leverage the Brand, Long-Term Fiscal Health & Sustainability, and Organizational Effectiveness & Transformation - The Center and its predecessors have been funded since 2001 through multiple competitive funding cycles. During this period, the Center has been foundational in developing the School of the Environment with BS, MS, and Ph.D. degrees and building a science research culture that transcends to other units on campus. The Center has several FAMU alumni at higher levels within NOAA.

- C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG’s goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

Teaching & Learning: The Center provides educational training in core competencies that supports student learning, their academic experience and preparation for the NOAA workforce. From a structural standpoint, educational content is framed around the Center’s thematic areas of coastal resilience, place-based conservation, coastal intelligence and social science integration. Along with the academic and training support for students, the Center provides opportunities to develop and expand faculty research and professional development. The Center and its predecessors have been funded since 2001 through multiple competitive funding cycles. During this period, the Center has been foundational in developing the School of the Environment with degrees in BS, MS, and Ph.D. in programs of Strategic Emphasis. The Center also supports FAMU students in the College of Science and Technology and the FAMU-FSU College of Engineering. The Center develops and provides opportunities for experiential research and training opportunities with NOAA for its students. In the current awards (completed 3 of 5 years), the Center has supported 68 students and graduated 21 students Center-wide through summer 2024; at FAMU, the Center has supported 4 BS, 9 MS, and 9 PhD, and of those 3 BS, 2 MS, and 2 PhD have graduated.

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

Scholarship, Research, & Innovation: The Center provides financial and networking support for students and faculty mentors to conduct research. In the first three years, the Center has over 160 presentations at conferences and meetings and 29 total publications (including 11 peer-reviewed articles, 14 theses and dissertations, and four other publications and technical reports). The Center has also supported tremendous capacity building in research and innovation at FAMU as well as partner institutions. As one of the largest awards on FAMU’s campus, the award supports the university’s goals to support research grants and contribute to graduates in STEM backgrounds. The award has promoted scholarly active in terms of research and development dollars within several colleges and schools across the campus. The training that CCME-II scholars receive supports their competitiveness for continued education and employment opportunities. The award has also enhanced capacity building at FAMU through efforts to develop eDNA research, a Big Data I⁴V Research and Learning Laboratory and Genomics Center. The lab is designed to facilitate data science activities across the campus by providing a collaborative workspace and a visualization wall. In addition, FAMU is now a partner in the National Research Platform and its Nautilus hyper-cluster cloud computing network. Supported by NSF. For example, FAMU recently received a NSF MRI for Next-Gen nucleic acid sequencing, and is developing sequencing facilities.

Community & Business Engagement: The Center’s primary mission is to train students to enter the NOAA mission-aligned workforce, which includes government agencies, academia, and NGO and private firms. The Center’s internship and experiential and training opportunities become a pathway for students to meet prospective employers as well as learn about future workforce needs and opportunities. The center provides support for students to present research at professional meetings and other professional development. Of the current CCME II graduates, 21 graduates, seven are continuing with graduate school, and ten have entered the NOAA mission-aligned workforce. The training that undergraduate students receive from the Center support their competitiveness for graduate student. For example, here is a testimonial from a recent FAMU graduate who is currently enrolled in a master’s of marine biology program at partner institution: FAMU CCME II students and faculty engage with the community through various means including: Bringing together FAMU Developmental Research School, NOAA ORTA and other NOAA partners, for [NOAA Day at the FAMU Developmental Research School](#). CCME-II PI, Dr. Larry Robinson provided opening remarks, and FAMU students along with NOAA personnel engaged with DRS students. Similarly, CCME-II engaged with NOAA for [FAMU STEM Day](#). CCME-II FAMU scholars also shared information about NOAA aligned research and education at Ocean’s Day at the Florida Capitol.

“Being an undergraduate CCME-II scholar at Florida Agricultural and Mechanical University has been the key factor in my growth as a researcher. The program’s emphasis on educating and training a new generation of scientists was extremely beneficial to me. The program under the NOAA mission has exposed me to diverse research projects, scientific conferences, and learning skills that I will use in my scientific career (i.e. coding). Additionally, the mentorship from CCME-II has been instrumental in my growth as a rising scientist and overall development. The opportunities provided by CCME-II throughout my academic and research journey have helped me solidify my passion for marine science, as well as given me the expertise and tools to further my education and better protect our natural resources.”



Miles Jordan,
NOAA EPP/MSI CCME II
Undergraduate Scholar at FAMU
December 2023 Graduate

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

4. An assessment of the return on investment of State dollars, if applicable.
Not applicable
5. The need for continuation of the institute or Center.
<p>The United States is facing a labor shortage of talent in the fields of science, technology, engineering, and mathematics (U.S. Chamber of Commerce Foundation, 2022). Minority serving institutions are a major underutilized resource to support the nation’s need to develop its STEM workforce (National Academies of Science, 2018). Since 2001, the NOAA EPP/MSI Cooperative Science Centers (CSC) have made significant contributions to bridging this workforce need (NOAA EPP/MSI, 2024) to reflect the demographic background representative of the American public. The Center at FAMU has supported the major contribution of CSCs to NOAA aligned workforce needs. The current funding cycle of the Center is through 8/31/2026. As half of the award dollars go to direct student support, the Center continues to support the increase students in STEM fields of emphasis, supporting the university and BOG Strategic Plan goals.</p>
6. A description of possible changes in mission or organizational structure.
None in the upcoming year
7. A discussion of projected budget reductions or expansions.
<p>The award is \$30 million over 5 years 9/1/2021 to 8/31/2026; however, due to variations in appropriations to NOAA and the funding office, the annual support rate has been lower than expected, between \$3.85 and \$5.5 million. A fifth year of funding remains to be awarded, and the Center will adjust the number of new students it accepts into the program based on funding level.</p>
8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.
Active
9. Additional Comments



Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Sustainability Institute
Academic or Affiliated Code:	30.0205 Sustainability Institute
Director or Coordinator's Name:	Dr. Victor Ibeanusi
Date of Current Review:	November 4, 2024
Date of Prior Review:	2022 (external School of Environment program review)
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

A. Provide the mission statement for the institute/center.
 The Sustainability Institute supports Florida A&M University's vision to be a living laboratory of innovations and learning experiences that generate global, sustainable solutions.

B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.
 The SI supports the university mission by providing our students, faculty, and staff, learning programs such as the SEED Urban Garden, groups like the Sustainability Club, and internship and career opportunities that will enhance the lives of our constituents and empower our communities through innovative teaching, research, scholarship, partnerships, and public service.

2. Program Governance

A. Describe the governance structure of the program.
 The Institute is run by two staff members, (Assistant Director and Data Analyst) with input from the student advisory board of the Sustainability Club. This student board provides input concerning projects the Institute engages in and the Institutes role in the university. In the future, we want to add to this board of advisors to include professionals in fields engaging in sustainable water, energy and food.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

Sustainability Institute I&C Evaluation and Self-Assessment

A. Define the program goals and objectives.

- Provide experiential learning components to the classroom experience
- Increase overall enrollment in the School of Environment by engaging student centered experiential learning opportunities through partnerships with campus and community organizations.
- Continuing collaboration with internal and external parts to converge, cultivate, and inspire action and leadership for healthier, more prosperous communities.
- Serve as a center in concert with the School of the Environment for education, practice, and sustainable strategies concerning energy, water, and food.

B. Select the strategic priorities of FAMUs Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMUs mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Sustainability Institute is committed to student success through experiential learning. Students will be exposed to the communities and industries who are at the forefront of sustainable practices. These experiential learning opportunities, along with rigorous classroom activities should lead to overall academic excellence and balanced learning experiences. By partnering with community business leader like Duke Energy, Conti Federal, Tal-Gov, and Danimer Scientific, we can leverage the FAMU brand through cooperative agreements and student learning experiences. The Institute has received financial support from some of these agencies, culminating in a co-branded, paid, learning experience, and internship and career opportunities from all. Through current corporate partnerships, grant opportunities, and future corporate relationship opportunities, the long-term fiscal health is positive. In the first year of the current leadership, a donation from Duke Energy was secured and the long-term prospect for renewal and growth of this funding source is positive. This is the first of many, the current Sustainability Institute leadership plans to bring to the Institute.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities

Our goal is to strengthen the quality and reputation of our degrees by providing financial assistance, internship availability, and career opportunities for our students. Our potential students should be able to see a clear career path when they choose a major in the School of Environment.

- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation

By providing students experiential learning opportunities, the S.I. enhances our students' scholarship

and innovation by giving them opportunities to have first-hand experience with the technology, innovation, and people who are on the cutting edge of industry innovation.

Increase Research Activity & Attract More External Funding

Increase Commercialization Activity

The Sustainability Institute is starting an “Innovation Center” that will teach FAMU students, staff, and faculty the entrepreneurial background they will need to bring their innovations to market. The center is in the building stages and should complete its first cohort of entrepreneurs in spring 2023. The Center is led by Dr. McClung who has previous experience starting an Innovation Center and working with students, faculty, staff, and community entrepreneurs with commercialization of ideas.

Community Business & Engagement

Strengthen Quality & Recognition of Commitment to Community & Business Engagement

Increase Community & Business Engagement

Increase Community & Business Workforce

All three of these objectives are important to the Sustainability Institute, and while the current leadership team has been in place less than 9 months, substantial progress has been made in all of these areas. Partnerships have been secured with business that are new to the FAMU SoE. The leadership team has been able to secure financial donations and career commitments from these companies that will strengthen the student experience and serve as an enrollment growth tool to attract new, more, and highly skilled high school students.

Rationale:

Providing students with the experience, knowledge, and skills to advance to a meaningful career is part of the overall goal of the Sustainability Institute. We believe that the careers of the future will center around sustainable practices, technology, and innovation. We want to give FAMU students the opportunity to engage while they are enrolled at FAMU to lead as professionals. All of our initiatives are centered around an attractive student experience that will give our students the opportunity for success.

4. An assessment of the return on investment of State dollars, if applicable.

Funding for the institute aids the School of the Environment and university to strengthen the student experience and serve as an enrollment growth tool to attract new, more, and highly skilled high school students. Research through the institute also provides opportunities to increase research to develop sustainable solutions related to natural resources and the environment.

5. The need for continuation of the institute or center.

The need for continuation of the Institute provides a valuable resource for student led research and graduate training along with increase scholarly and grant productivity by faculty.

6. A description of possible changes in mission or organizational structure.

As noted in the 2021-2022 external review of the School of Environment – the Institute needs a Director. The current leadership model, only has an Asst.. Director.

“FAMU established the Sustainability Institute in 2014 to be a living laboratory of innovations and learning experiences that generate global solutions. Capitalizing on the strengths and capabilities across the full spectrum of the university, the Sustainability Institute works with university and external partners to converge, cultivate, and inspire action and leadership for healthier, more prosperous communities. Initially a stand-alone entity, the Sustainability Institute was incorporated into SoE in 2021. At that time, the Institute had no leadership or staff. Plans were made to hire a Director, Assistant Director, and Sustainability Analyst. At this time, only the Analyst position has been filled. **Funding was initially made available for all three positions, but later funding for the Director position was**

Sustainability Institute I&C Evaluation and Self-Assessment

eliminated. Candidates for the Assistant Director position have been interviewed, and an offer tendered to the selected candidate. However, this leaves the Institute in the position of having an Assistant Director, but no Director. SoE envisions the institute as contributing to our research, education, service and outreach for both graduate and undergraduate programs. Moreover, the Sustainability Institute will play a key role in establishing and supporting the planned Ph.D. degree in Sustainability Science. Meeting these goals will prove difficult without adequate leadership.”

7. A discussion of projected budget reductions or expansions.

The current budget for the 2024-25 academic year is approximately \$22,000 (excluding salaries). Expansions may be needed to provide update technological resources to the Institute and for marketing, travel, community outreach, and staff development. To fully serve the students with additional programming related to sustainability, the institute would benefit from funding at the level of at least \$50,000.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

The Sustainability Institute will remain active.

9. Additional Comments

The Sustainability Institute has a bright future. There are many opportunities to raise the profile of the Institute. While the current team has been in place less than a year, significant strides have been made in restructuring and improving operational efficiencies.



Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Institute of Public Health	
Academic or Affiliated Code:	30.0160	
Director or Coordinator's Name:	Cynthia M. Harris	
Date of Current Review:	2024	
Date of Prior Review:	2023	
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

- A. Provide the mission statement for the institute/center.
To develop and produce culturally competent public health practitioners and leaders through graduate training, research, and service
- B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.
Florida Agricultural and Mechanical University is committed to the values of accountability, inclusion, innovation, and integrity. Aligned with those values, the Institute of Public Health strives to advance health equity for all individuals. Within its work, IPH uses seven values as part of its guiding principles.
- Honesty and Integrity
 - Excellence with Caring
 - Respect for the Individual
 - Equality of Opportunity
 - Social Justice
 - Cultural Sensitivity
 - Community Empowerment
 - Peer Review

2. Program Governance

- A. Describe the governance structure of the program.
The IPH is operated as a unit within the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health. Oversight is provided by an Associate Dean within the College. Teaching, research, and service responsibilities are conducted by the faculty within the graduate programs of Public Health.

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

A. Define the program goals and objectives.

The overall goals for the Institute of Public Health are:

- To provide quality graduate education and training in public health.
- To advance knowledge of the cultural competencies required to decrease high risk behavior and promote healthy behavior choices.
- To promote and advance competencies in professional development in public health.
- To conduct research that provides an evidence base for improving the health of those who bear a disproportionate burden of disease.
- To disseminate and translate research knowledge and findings gained to all public health stakeholders and the community at large.
- To encourage effective health promotion and disease prevention measures through proactive community outreach efforts statewide.
- To contribute to the development of effective public health policy for Florida's poor and underserved populations.
- To contribute to the development of a sustainable, culturally competent public health workforce
To strengthen existing partnerships and establish new sustainable service linkages with university, local, state, and national agencies and organizations

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Institute of Public Health strives to provide quality graduate education and training in public health aligned with FAMU's goal of student success and academic excellence. IPH also work to advance knowledge of the cultural competencies required to decrease high risk behavior and promote healthy behavior choices. Faculty are also involved in research that provides an evidence base for improving the health of those who bear a disproportionate burden of disease which helps the University progress towards its goal of academic excellence.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts **and** provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

[Insert Name of Institute/Center] I&C Evaluation and Self-Assessment

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

Similar to the goals of the University, FAMU's IPH is aligned with the Board of Governors goals to strengthen the quality and reputation of academic programs and universities by its use of teaching effectiveness and strong pedagogy to produce high qualified graduates trained in public health. Additionally, faculty within IPH disseminate and translate research knowledge and findings gained to all public health stakeholders to help advance solutions towards disease prevention.

4. An assessment of the return on investment of State dollars, if applicable.

State dollars aid the Institute of Public Health in its goals to address the public health workforce needs and in conducting evidence-based research to continue addressing health disparities that disproportionately impact the poor and underserved.

5. The need for continuation of the institute or center.

Continuation of the Institute for Public Health is needed for additional contributions to the development of effective public health policy for Florida's poor and underserved populations.

6. A description of possible changes in mission or organizational structure.

No changes are needed at this time.

7. A discussion of projected budget reductions or expansions.

No changes to budget are anticipated.

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

IPH will remain active.

9. Additional Comments

None

Institutes and Center Evaluation and Self-Assessment

In accordance with Board of Governors Regulation 10.015, each institute and center (State of Florida and University institutes and centers) will be evaluated every seven years for university I&C and every five years for State of Florida designated I&Cs. At FAMU, the evaluations may be conducted utilizing an internal evaluation/self-assessment approach. They may also be conducted utilizing an external consultant in conjunction with academic program reviews.

Name of Center/Institute:	Center for Excellence for Indoor Air Quality
Academic or Affiliated Code:	
Director or Coordinator's Name:	Dr. Victor Ibeanusi
Date of Current Review:	November 4, 2024
Date of Prior Review:	New
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Please provide a brief response to the following items.
1. Institute/Center Mission
<p>A. Provide the mission statement for the institute/center.</p> <p>The Center for Excellence for Indoor Air Quality (COE) will serve as the authoritative center for studying, testing, and analyzing indoor air quality in the State of Florida. The partnership combines FAMU's prestigious science and environment faculty and programs with the technical know-how and innovation from the world's leading smart air technology company, Aura Air. Through the COE, FAMU, and Aura Air will address the growing risks of polluted and poorly ventilated indoor spaces and climate-related changes to IAQ on Floridians.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.</p> <p>The COE is creating new networks addressing other emerging areas of global, national and within the state that are in alignment with FAMU's Strategic Priorities of building and leading strong networks to increase viability and promoting FAMU's brand.</p>
2. Program Governance
<p>A. Describe the governance structure of the program.</p> <p>The Center is headed by Victor Ibeanusi, Ph.D., Dean School of the Environment. Other senior personnel in the center include: Gang Chen, Ph.D. Professor FAMU-FSU College of Engineering- research and community outreach Benjamin Mwashote, Ph.D.- center dashboard Rosny Jean, Ph.D. - geospatial</p>

3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).

A. Define the program goals and objectives.

The goals and objectives of the COE is to facilitate workshops and training to educate the public on the importance of air quality monitoring and develop a Statewide IAQ Management Plan that includes:

- Training the next generation of air quality professionals,
- Improving energy efficiency in buildings,
- Supporting a state-wide air monitoring program, and
- Providing air filtration, purification, and monitoring solutions to government buildings, educational institutions, hospitals, and public transportation.

B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center and provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

- 1. Student Success
- 2. Academic Excellence
- 3. Leverage the Brand
- 4. Long-Term Fiscal Health & Sustainability
- 5. Organizational Effectiveness & Transformation

Rationale:

The Center of Excellence for In-Door Air Quality (CE-IDAQ) will leverage similar centers at FAMU such as the Center for Spatial Ecology and Restoration (CSER), the EnergyWaterFoodNexus, a new science enterprise to expand the research frontier for new discoveries that integrate systems-based research and education for solutions to the vexing global pandemic of COVID-19 and other emerging viral threats. The Center is intended to advance cross-cutting research, scholarship, and collaboration among researchers, students, and industries to implement science that impacts policy and decision-making which provide sustainable public health solutions to this new science enterprise. The ability to transform has become a pre-requisite not only for progress, but for survival in the shifting, modern global economy (DOE-EIA, Sept. 2014; DOE/EIA, 2007, and NSF, 2009). In this context, it is imperative that Historically Black Colleges and Universities (HBCUs) become more visionary and better equipped to remain competitive. In this transformation process, HBCU's must also take the lead, especially in areas where they have the best opportunity to make the biggest impact.

C. Select the specific Board of Governors Strategic Plan goals in which the institute or center impacts and provide a brief narrative of the I&C progress towards the BOG's goals.

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities
- Increase Degree Productivity & Program Efficiency
- Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis

Scholarship, Research, & Innovation

- Strengthen Quality & Reputation of Scholarship, Research, & Innovation
- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

- Strengthen Quality & Recognition of Commitment to Community & Business Engagement
- Increase Community & Business Engagement
- Increase Community & Business Workforce

Rationale:

Mentoring and laboratory hands-on experience will be offered to undergraduate students in particular, as it is believed that early exposure to this research will enhance that the students will maintain an interest in this area and contribute to the diversity of the scientific workforce in industry, government, and academia. Lastly, the planned statewide community outreach activities of the Center with the incorporation of other education unities, K-12 schools and universities will impact communities across the state.

4. An assessment of the return on investment of State dollars, if applicable.

Funding for the institute aids the School of the Environment and university to strengthen the student experience and serve as an enrollment growth tool to attract new, more, and highly skilled high school students. Research through the institute also provides opportunities to increase research to develop sustainable solutions related to natural resources and the environment.

5. The need for continuation of the institute or center.

The need for continuation of the Institute provides a valuable resource for student led research and graduate training along with increase scholarly and grant productivity by faculty.

6. A description of possible changes in mission or organizational structure.

No changes in mission or organizational structure are expected.

7. A discussion of projected budget reductions or expansions.

N/a

8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

No status change is recommended.

9. Additional Comments

None

FLORIDA **A&M** UNIVERSITY
Board of Trustees
INFORMATION ITEM

Academic and Student Affairs Committee

Wednesday, December 4, 2024

Agenda Item: XI

Subject: Student Affairs Update

Background Information and Summary: An update on Career Center and Hazing Prevention.