

**DIVERSITY, EQUITY &  
INCLUSION INITIATIVE**

**ATTACHMENT E**

FAMU Diversity & Inclusion Initiative

# Welcome and Introductions

Joyce A. Ingram

Associate Vice President and Chief HR & Diversity Officer



FAMU Diversity & Inclusion Initiative

Dr. Larry Robinson  
University President

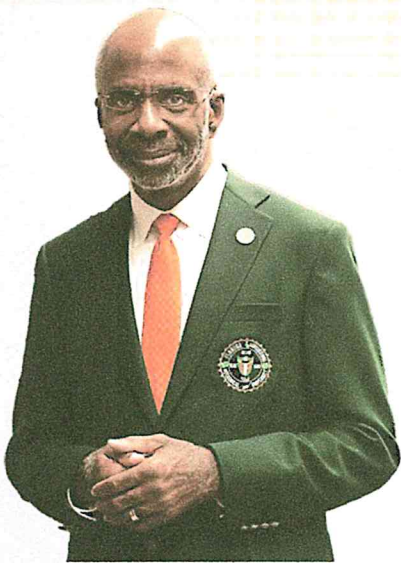


*FAMU is fully committed to diversity and inclusion*

FAMU has always embraced diversity and inclusion as it relates to understanding and valuing differences, as well as leveraging the differences and similarities of all of our University constituents and key stakeholders for the greater good of our University.

We will be celebrating 132 years of Excellence with Caring this year. What I do know to be true is that it took everyone working together to get us where we are today, and it will take everyone working together to get us to where we need to be.

LARRY ROBINSON, Ph.D.  
University President  
Florida Agricultural and Mechanical University



FAMU Diversity & Inclusion Initiative

**Dr. Maurice Edington**  
Provost and Vice President for  
Academic Affairs



*FAMU is fully committed to diversity and inclusion*



## Statement on D&I from Provost Edington

MAURICE EDINGTON, Ph.D.

Provost and Vice President for Academic Affairs

Florida Agricultural and Mechanical University



FAMU Diversity & Inclusion Initiative

Introduction  
Organizational Champions, Co-Champions  
And Council Members

Ms. Sandi M. Smith Anderson  
Director, Human Resources



## FAMU Diversity & Inclusion Initiative

### **Organizational Champion for Faculty, Staff and Student Engagement**

- Dr. William Hudson, Jr., Vice President for Student Affairs

### **Co-Champion for Faculty, Staff and Student Engagement**

- Dr. Valencia E. Matthews, Dean, College of Social Sciences, Arts and Humanities

#### **Subcommittee Members**

- Dr. Charmane Caldwell
- Dr. Maurice Holder
- Ms. Joyce A. Ingram, J.D.
- Mr. David Jackson, III

#### **Subcommittee Members**

- Ms. Antoneia Roe, Esq.
- Ms. Sandi M. Smith Anderson
- Dr. Felicia Williams





## FAMU Diversity & Inclusion Initiative

### **Organizational Champion for Organizational Development and Training**

- Ms. Linda Barge-Miles, Esq., Chief of Staff

### **Co-Champion for Organizational Development and Training**

- Dr. Genyne Henry Boston, Associate Provost for Faculty Affairs and Academic Initiatives/Chief of Staff

### **Subcommittee Members**

- Ms. Shanna Barber
- Ms. Carrie Gavin
- Dr. David Jackson, Jr.
- Dr. Mark Palazeski
- Ms. Phyllis Watson



## FAMU Diversity & Inclusion Initiative

### **Organizational Champion for Recruitment, Development and Retention (Faculty, Staff & Students)**

- Dr. Maurice Edington, Provost and Vice President for Academic Affairs

### **Co-Champion for Recruitment, Development and Retention (Faculty, Staff & Students)**

- Dr. Carl Goodman, Associate Provost for Academic Affairs and Student Services

#### **Subcommittee Members**

- Ms. Terrisa Brown
- Dr. Atira Charles
- Dr. Mark Palazes
- Mr. Leroy Pernell, J.D.

#### **Subcommittee Members**

- Mr. Craig Mitchell
- Dr. Lekan Latinwo
- Dr. Mark Weatherspoon



## FAMU Diversity & Inclusion Initiative

### **Organizational Champion for Community & Global Engagement**

- Dr. Shawnta Friday-Stroud, Vice President for Development/Dean, School of Business & Industry

### **Co-Champion for Community & Global Engagement**

- Dr. William Hyndman III, Assistant Vice President of International Education & Development

### **Subcommittee Members**

- Ms. Carmen Cummings
- Dr. Fran T. Close
- Ms. Barbara Cohen-Pippen
- Ms. Miranda Levy

### **Subcommittee Members**

- Mr. David L. Liburd, Jr.
- Ms. Nicola Perry
- Ms. Sandi M. Smith Anderson



FAMU Diversity & Inclusion Initiative

**Organizational Champion for Communications**

- Ms. Kathy Times, Executive Director, Office of Communication

**Co-Champion for Communications**

- Dr. Michelle Ferrier, Dean, School of Journalism & Graphic Communication

**Subcommittee Members**

- Dr. John Eason
- Ms. Evelyn George
- Ms. Kendra Greene
- Ms. Miranda Levy
- Ms. Sandi M. Smith Anderson



FAMU Diversity & Inclusion Initiative

## **Organizational Champion for Policy & Program Development**

- Dr. Wanda Ford, Vice President for Finance and Administration/Chief Financial Officer

## **Co-Champion for Policy & Program Development**

- Ms. Shira Thomas, Esq., Interim Vice President of Legal Affairs

### **Subcommittee Members**

- Ms. Rica Calhoun, Esq.
- Ms. Joyce A. Ingram, J.D.
- Mr. Sameer Kapileshawari

### **Subcommittee Members**

- Ms. Nicola Perry
- Ms. Tanya Tatum
- Dr. Dhyana Ziegler



## FAMU Diversity & Inclusion Initiative

### **Organizational Champion for Measurement & Reporting**

- Ms. Beverly Barrington, Vice President for Strategic Planning, Analysis and Institutional Effectiveness

### **Co-Champion for Measurement & Reporting**

- Dr. Charles Weatherford, Interim Vice President for Research/Interim Director, Title III Programs

### **Subcommittee Members**

- Ms. Lakeisha Brooks
- Dr. Fred Gainous
- Mr. Ron Henry II
- Dr. Lewis Johnson
- Dr. Mark Palazeski
- Dr. Melanie L. Wicinski



FAMU Diversity & Inclusion Initiative

*D&I in Higher Education...*  
*Evolving D&I on the HBCU Campus:*  
*Beginning the Conversation*

Dr. Atira Charles, Assistant Professor of Management  
and QEP Faculty Liaison  
Florida A&M University  
School of Business and Industry



FAMU Diversity & Inclusion Initiative

# Overview of Diversity and Inclusion

Joyce A. Ingram  
Associate Vice President and  
Chief HR & Diversity Officer

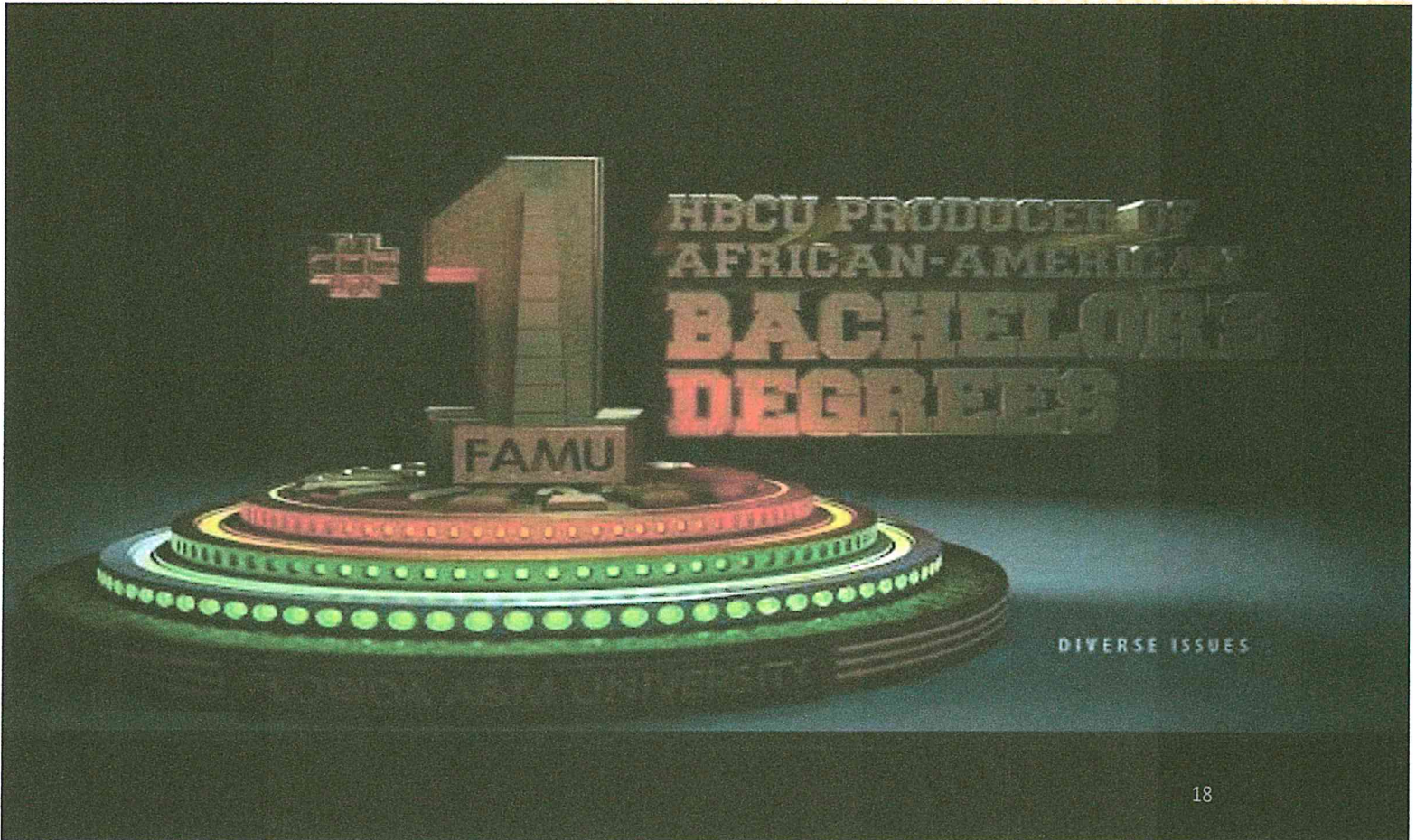




# *So What is Diversity and Inclusion?*



*So What is Diversity and Inclusion?*



DIVERSE ISSUES

## FAMU Diversity & Inclusion Initiative

# Diversity and Inclusion: Strategic Alignment

Office of Vice President for Strategic Planning, Analysis and Institutional Effectiveness

University Strategic Plan "[FAMU Rising](#)" was approved by BOT.

**Mission:** FAMU is an 1890 land-grant institution dedicated to...*FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.*

**Vision:** FAMU will be recognized as a premier land-grant, doctoral-research university that produces *globally* competitive graduates.

**Core Values:** Scholarship, Excellence, Openness, Fiscal Responsibility, Accountability, Collaboration, *Diversity*, Service, Fairness, Courage, Integrity, Respect, Collegiality, Freedom, Ethics and Shared Governance.

**University Strategic Priorities 1, 2 and 5:** Exceptional Student Experience, Excellent and Renowned Faculty and First-Class Business Infrastructure.



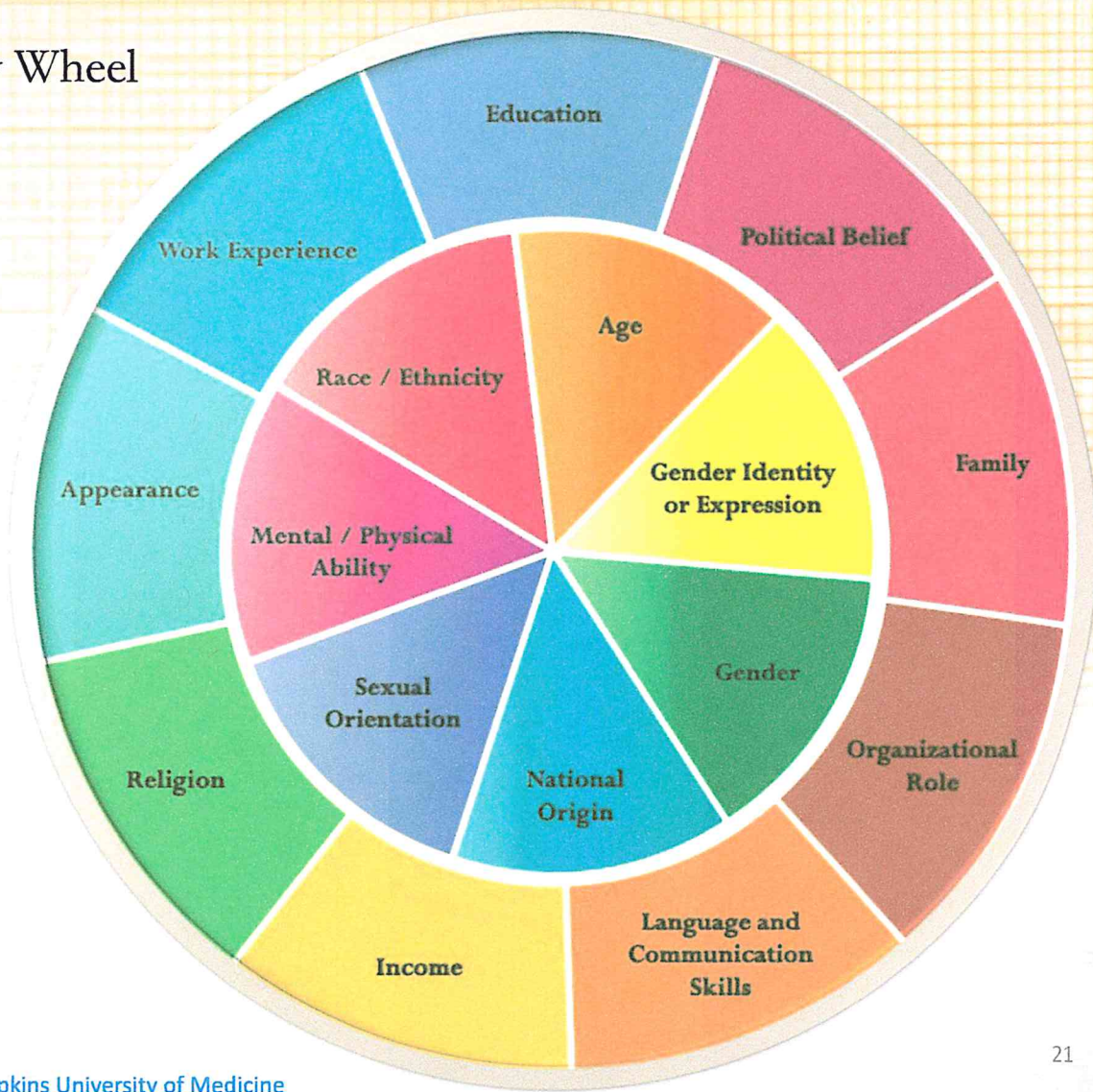
## FAMU Diversity & Inclusion Initiative

### Diversity and Inclusion (D&I) Framework

- Diversity & Inclusion Executive Summary
  - ✓ Hired Assistant Director, Diversity & Inclusion - February 2016
  - ✓ Developed a culture survey timeline for implementation
  - ✓ Benchmarked other Universities' Diversity Initiatives/Programs
- Diversity & Inclusion Structure with Seven (7) Key Focus Areas
- University Champion – University President
- Organizational Champions – Provost, VPs & Directors
- Solicitation for Council Members
- Sample D & I Action Plan



# Diversity Wheel



Resource: [John Hopkins University of Medicine](#)

## FAMU Diversity & Inclusion Initiative

### Diversity and Inclusion Structure

**Champion**  
University President

**Organizational Champions**  
Provost, VPs, Directors

**Council**  
Faculty, Staff, Students

**HR Facilitators/Liaisons**  
Chief HR Officer and HR Leadership Team



## FAMU Diversity & Inclusion Initiative

### Diversity and Inclusion Council Seven (7) Key Focus Areas



FAMU Diversity & Inclusion Initiative

## Diversity and Inclusion Cameos

Mr. Craig Mitchell

Ms. Miranda Levy

Dr. Melanie Wicinski

Dr. Maurice Holder

Ms. Joyce Ingram





FAMU Diversity & Inclusion Initiative

FAMU United Way Campaign  
January 28 - February 11

Katrina Rolle  
President/CEO

Molly Lord  
Vice President of Research Development

[United Way of the Big Bend \(UWBB\)](#)

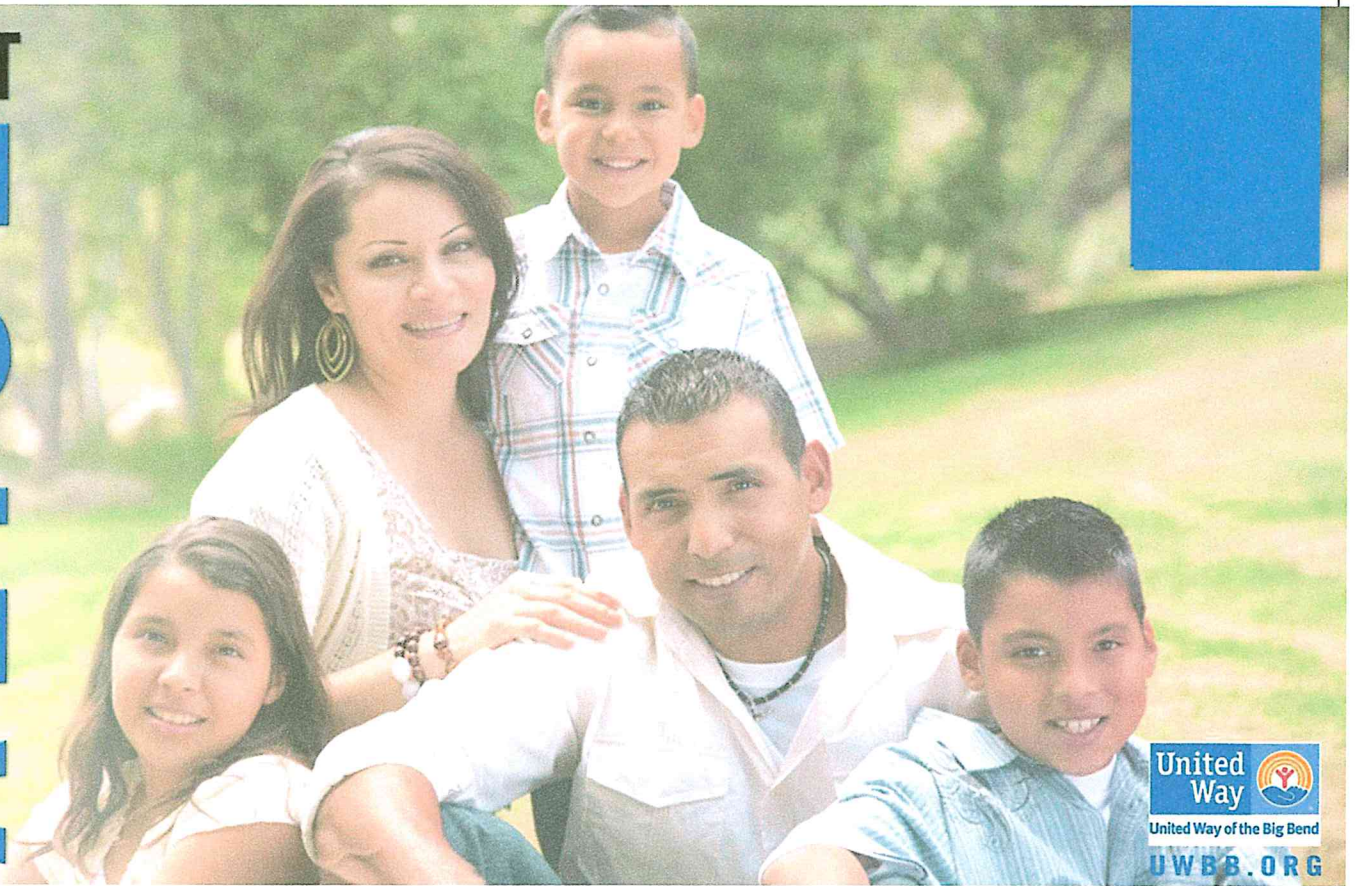




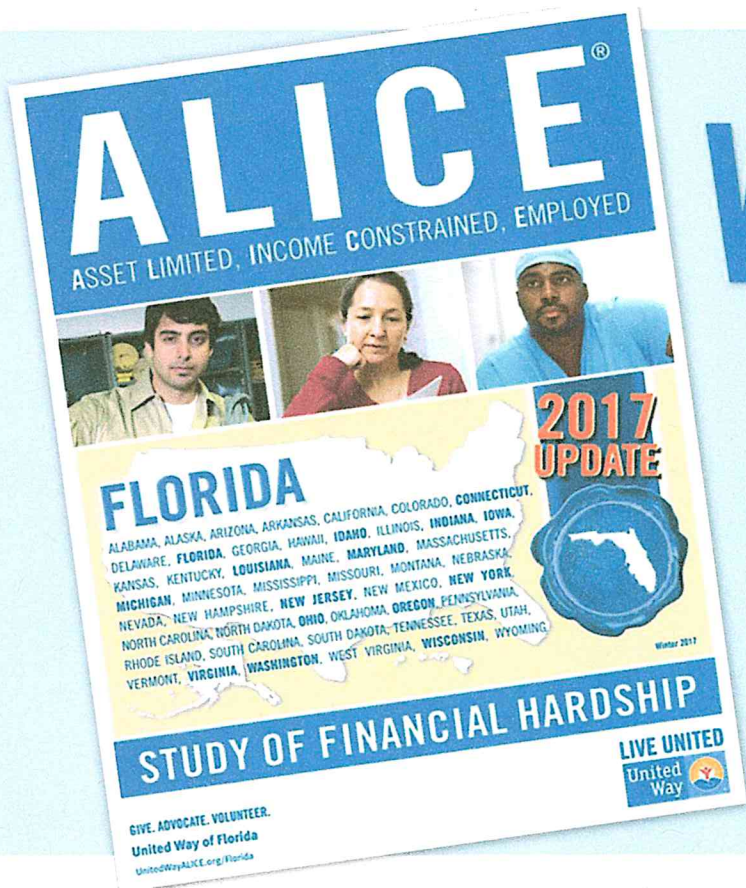
# A New Direction

Florida A & M University  
January 23, 2019

MEET  
ALICE



United Way  
United Way of the Big Bend  
UWBB.ORG



# What/Who is ALICE

United Way  
United Way of the Big Bend  
**UWBB.ORG**

**ALICE**



- **Asset**
- **Limited**
- **Income**
- **Constrained**
- **Employed**

## Needs are Complex and Interconnected

50%

Households cannot afford basic needs

23%

Increase in households below the ALICE Threshold

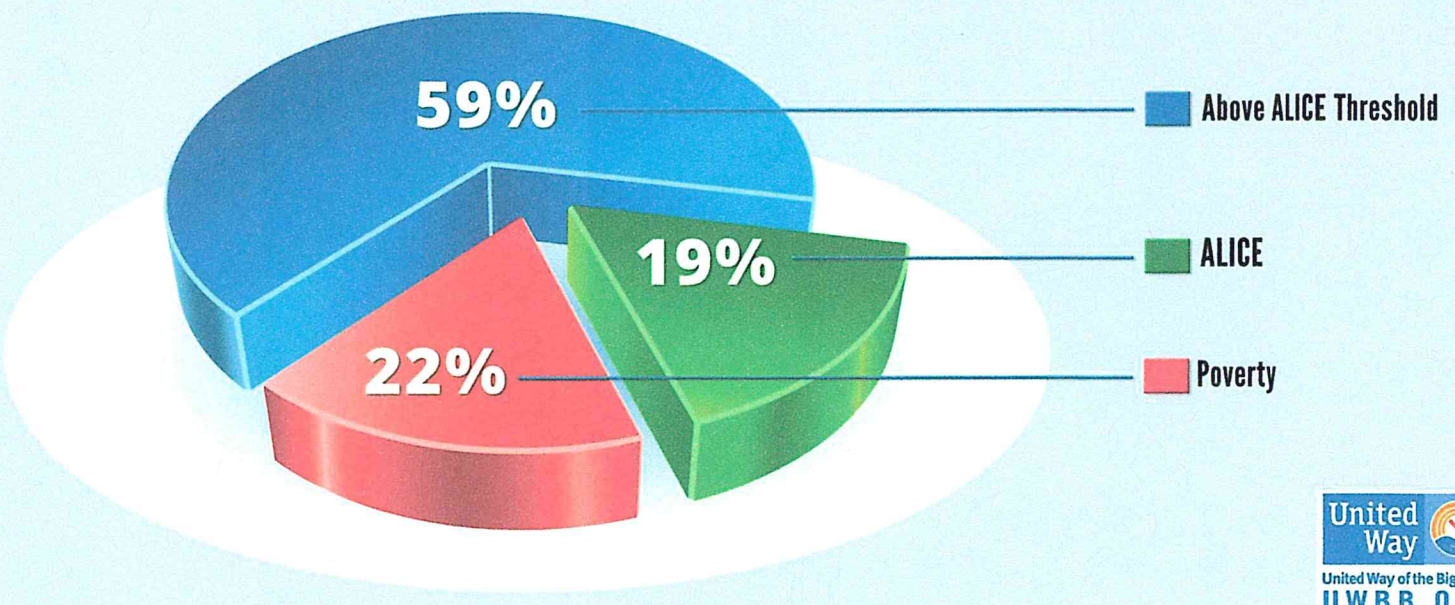
5/8

Big Bend Counties are higher than 50%

NUMBER OF ALICE AND POVERTY LEVEL HOUSEHOLDS HAS STEADILY INCREASED

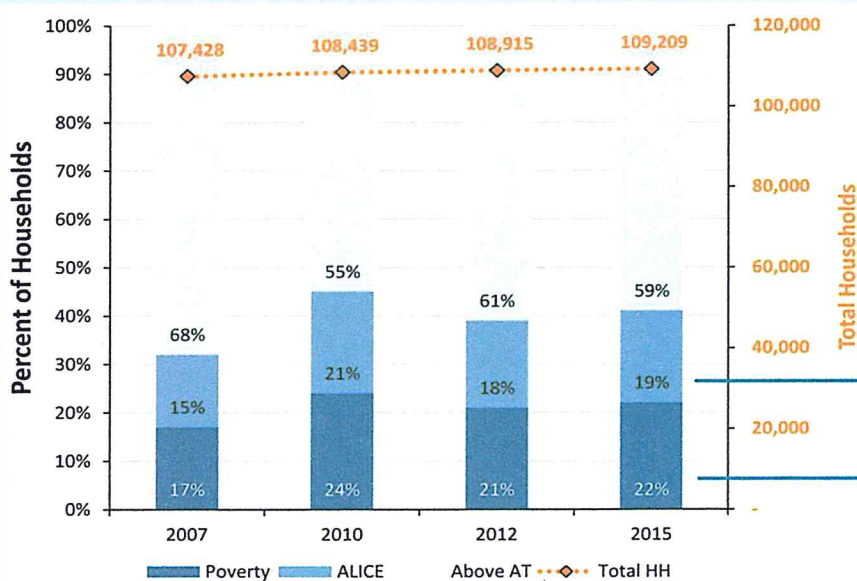
# How Many Households are Struggling in Leon County?

Population: 286,272 | Number of Households: 109,209 | Households Below ALICE Threshold: 44,759



# How Many Households are Struggling in Leon County?

Population: 286,272 | Number of Households: 109,209 | Households Below ALICE Threshold: 44,759



**44,759**  
Households

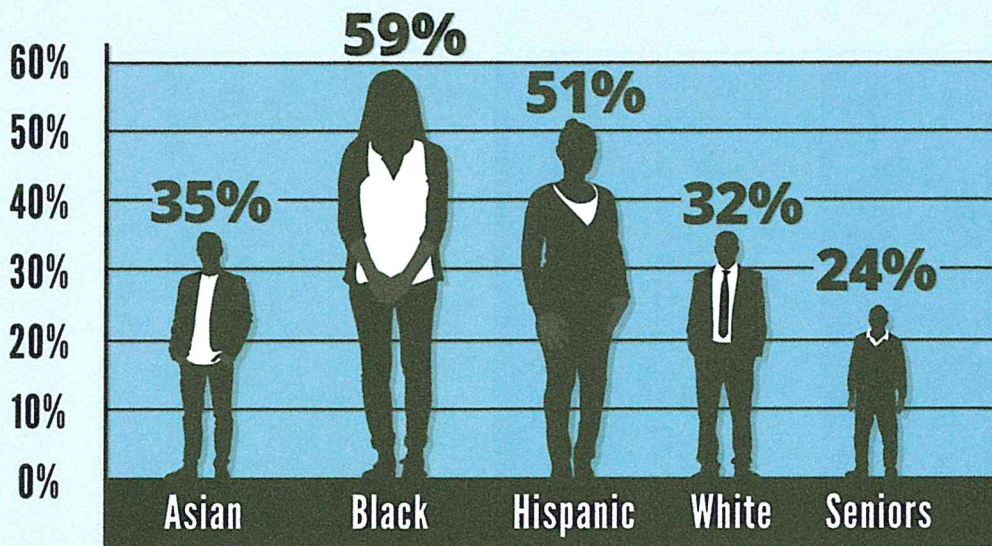
or

**41%**



# Who is Struggling?

% Below ALICE Threshold by Race/Ethnicity (2015)



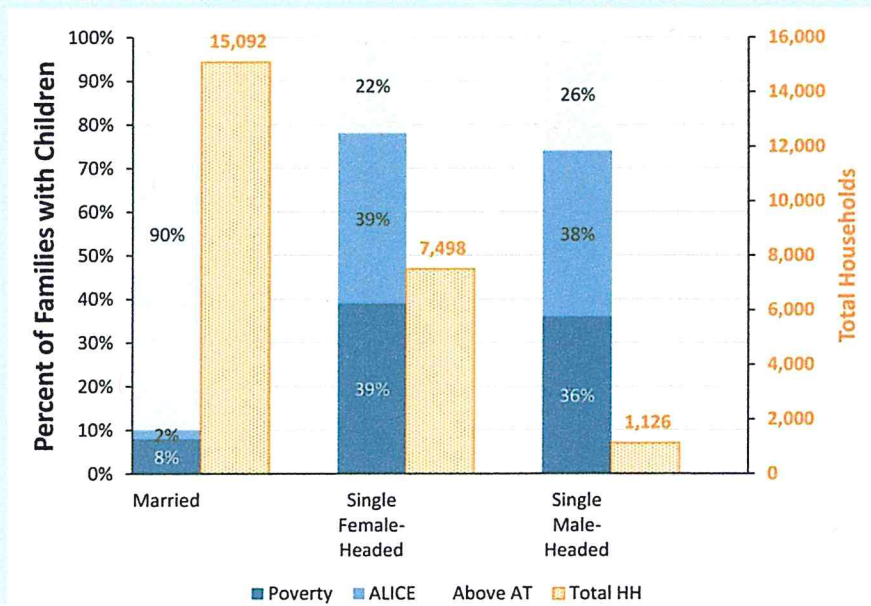
**LEON COUNTY**  
109,209 HH - 41% AT  
AT HH Under 65 - 40,000  
AT HH Over 65 - 30,000



United Way of the Big Bend

[UWBB.ORG](http://UWBB.ORG)

# ALICE Households in Leon County



# Overview

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**Announcing a bold new strategic plan designed to build on UWBB's 75 years of service leadership and prepare UWBB to serve effectively in the years ahead**



**ENHANCED STRATEGY**



**OUTCOMES FOCUSED**



**COMMUNITY PRIORITIES**

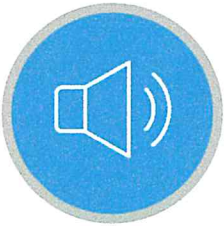


**RESEARCH BASED**

# Identifying Community Needs



**ALICE REPORT**



**UWBB LISTENING SESSION**



**COMMUNITY IMPACT COMMITTEE**



**COMMUNITY HEALTH ASSESSMENT**



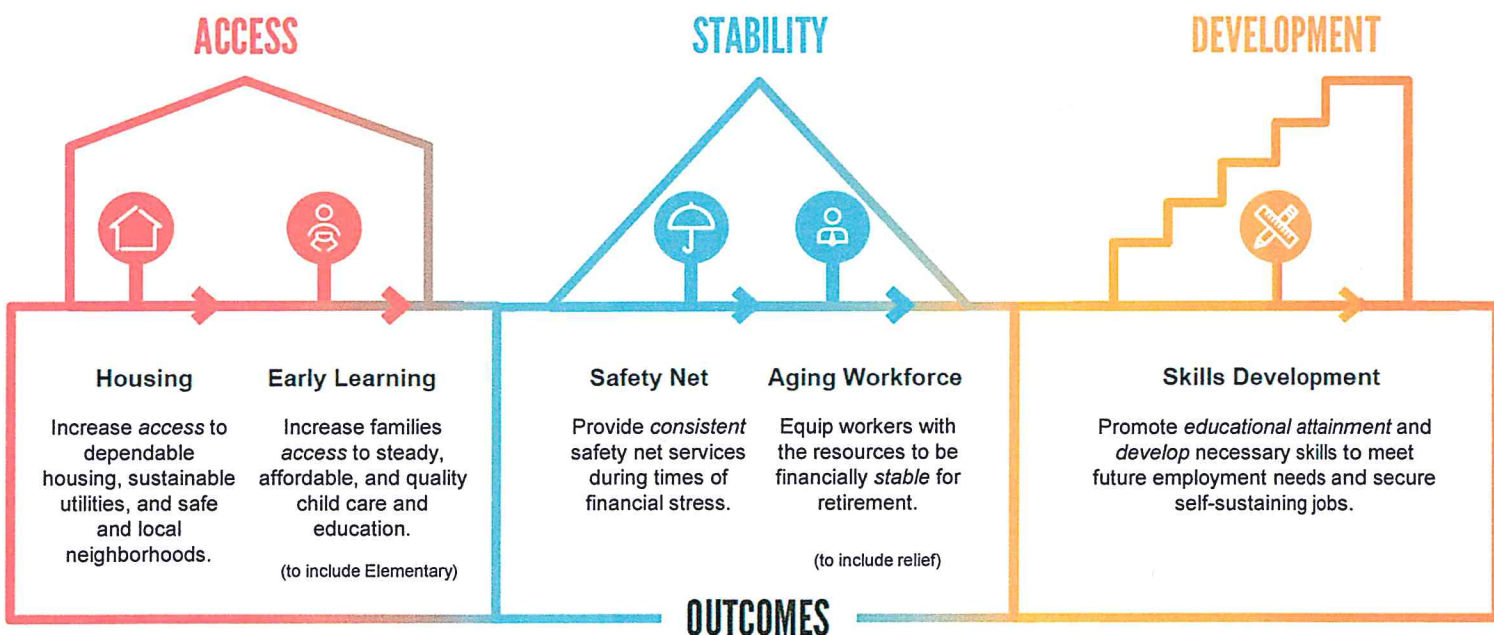
**SUBJECT MATTER EXPERTS**



**TMH PLANNING SESSION**

**Economic Empowerment Through Workforce Enablement  
for Those at or Below The ALICE Threshold  
(Asset Limited. Income Constrained. Employed.)**

**GOALS**




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## Strategic Change

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Old Model	New Model
<b>Rigorous Review</b> <b>Involved Community</b>	<b>Rigorous Review</b> <b>Involved Community</b>
<b>Undefined Strategy and Focus</b>	<b>Clear Strategy and Focus</b>
<b>Inconsistent Outcomes, Measures</b>	<b>Defined Outcomes, Measures</b>
<b>Broad Funding Model</b>	<b>Outcomes Focused Funding</b>
<b>Invest in Agency Priorities</b>	<b>Invest in Community Priorities</b>





## Understanding the Impact

### AGENCY IMPACT

**This is a major  
transformation which  
builds on our history  
and prepares us to  
lead for the future**

#### *Change*

- Enhance Performance Accountability Measures
- Create Competitive Grants Process
- Allocate Based on Focused Community Priorities
- Move to Outcome Designations

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## Change is Hard and We Can't Do it Alone

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### CALL FOR SUPPORT



ENERGY AND  
EXPERTISE

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ADVOCACY AND SUPPORT

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COMMUNITY INVESTMENT

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**Katrina D. Rolle, President/CEO**  
UNITED WAY OF THE BIG BEND  
Office 850-414-0855    [Katrina@uwbb.org](mailto:Katrina@uwbb.org)



FAMU Diversity & Inclusion Initiative

## Subcommittee Resources/Tools

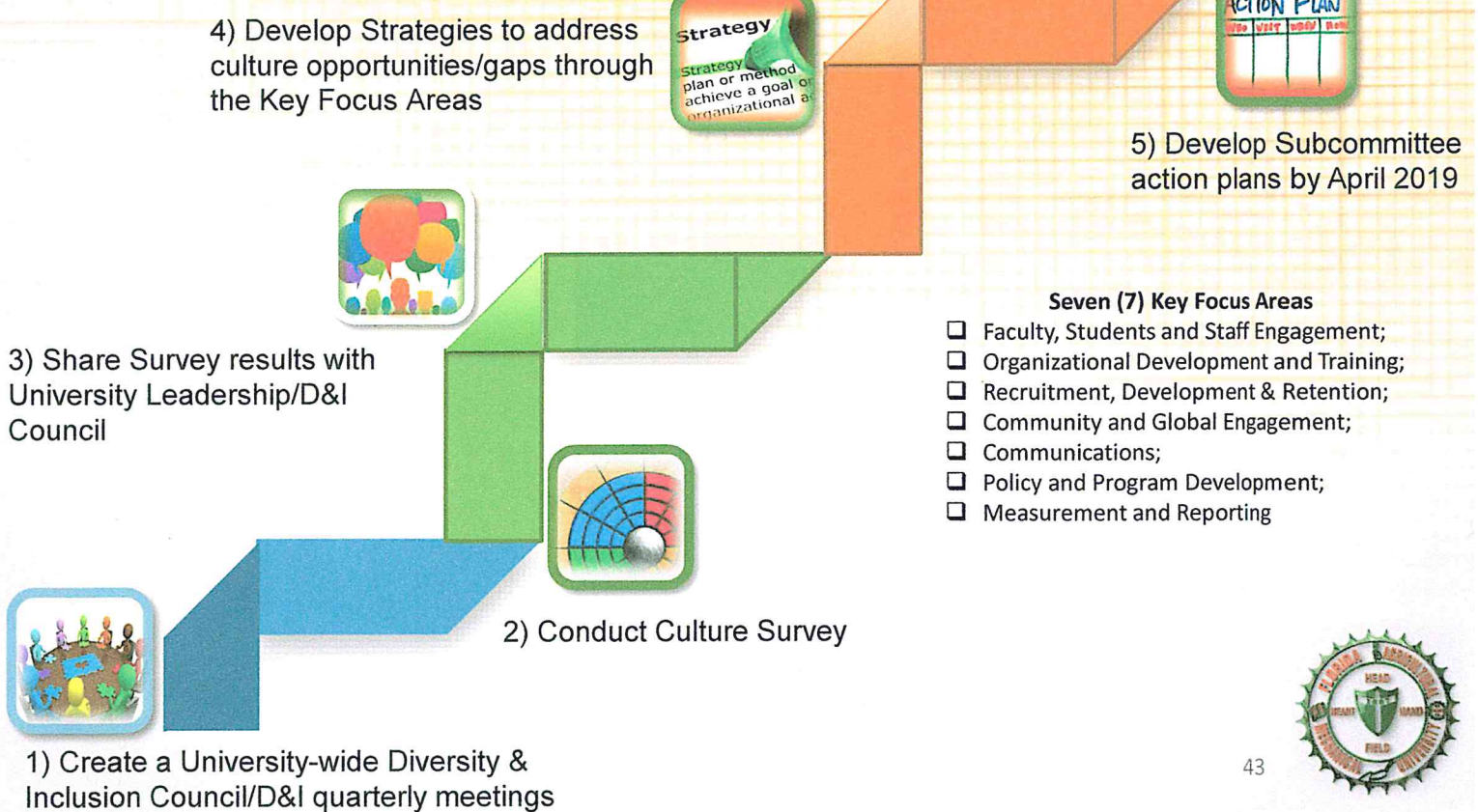
Dr. Mark Palazeski, Director, Human Resources/  
Ms. Shanna Barber, Assistant Director, Human Resources

- Culture Survey Results
- Benchmark data
- [Training](#)
- Resources: HR Staff



## FAMU Diversity & Inclusion Initiative

### Next Steps:



**Strategy**  
Strategy  
plan or method  
achieve a goal or  
organizational a

**ACTION PLAN**  
Who What How When

**Seven (7) Key Focus Areas**

- Faculty, Students and Staff Engagement;
- Organizational Development and Training;
- Recruitment, Development & Retention;
- Community and Global Engagement;
- Communications;
- Policy and Program Development;
- Measurement and Reporting



FAMU Diversity & Inclusion Initiative

## Closing Remarks

Joyce A. Ingram  
Office of Human Resources



*FAMU is fully committed to diversity and inclusive excellence*

*Our culture is fueled by our diversity;  
Strengthened by inclusion;  
Upheld by tradition;  
Propelled by innovation...and...research;  
Infused with courage; and  
Sustained by our willingness to own our mistakes as we learn from them and move forward...*

*We own our success, because it generates excitement;  
We pursue our destiny because it is where we are meant to be;  
We fulfill our purpose because society demands it....*

*We want you for all you have to offer;  
We want you to want us because of what we have to offer...  
An affordable, high quality education; the opportunity to engage in deliberate research; teaching and, noble service.*

*We will make you a better you and will provide you with a direct path to life-long success beyond the boundaries of our locations and into the global communities...*

*Why.....*

*Because we are Florida Agricultural and Mechanical University....*

*Because we are FAMU!*

JOYCE A. INGRAM

Associate Vice President and Chief HR and Diversity Officer, Florida Agricultural and Mechanical University



FAMU Diversity & Inclusion Initiative



**TRAINING MODULES  
PROVIDED BY  
ORGANIZATIONAL  
DEVELOPMENT AND  
TRAINING**

**ATTACHMENT**

**F**

Training Modules provided by the Office of Human Resources through Organizational, Development & Training

Training Catalog:

Set forth below are training modules offered by Human Resources through Organizational Development & Training that pertaining to diversity, equity, and inclusion.

#### **Academic Advisement 9.0 Online**

Enables you to set up and track the requirements and rules that a student must satisfy to complete a degree or other objective. The core function of Academic Advisement is the ability to generate a degree progress report and transcript.

#### **Academic Advisement Report 9.0 Online**

This course is the supplemental training to Academic Advisement which provides the training for users to understand the navigation and the ability pull the required reports to display in a report format the student's progress toward graduation. It indicates whether the student has completed all the requirements needed for graduation.

#### **Active Listening Online**

Can you think of a recent problem that happened at work or at home that was caused by miscommunication? It happens to most of us every day. Luckily, active listening techniques can help you send and receive clear messages, build relationships, and develop deeper ,connections with others.

**Americans with Disabilities Act Offline** **Americans with Disabilities Act (ADA)** course addresses the major provisions of the Americans with Disabilities Act (ADA). The guiding principles of compliance with Federal guidelines. The course includes discussions regarding strategies for analyzing and determining essential job functions and providing reasonable accommodations as required by ADA Hiring and utilizing the skills of employees who qualify under ADA guidelines.

#### **Anti-Hazing Offline**

Anti-Hazing - Regulation 2.028 Florida Agricultural and Mechanical University strictly prohibits any students(s), group(s) of student's organization(s) affiliated with the University from engaging in any sign(s) of hazing activities. The university has zero tolerance for violation of any provisions of the Anti-hazing Regulation 2.028.

#### **Building Better Teams Online**

Whether the focus is on service, quality, cost, value, speed, efficiency, performance, or other similar goals, teams are the central methodology of most organizations in the private, non-profit, and government sectors. Making efforts to understand the complexities of group development and trust is essential for the success of your entire organization.



### **Bullying in the Workplace Online**

Bullying can be difficult to identify and address, and it costs. Research has shown that bullying is four times more prevalent than other types of harassment. The total financial cost to American corporations alone is estimated to be in the billions of dollars each year. Can you afford these costs? With an anti-bullying culture in the workplace, people and their organizations benefit.

### **Business Ethics for the Office Online**

What exactly makes a decision ethical? The problem with ethics is that what may seem morally right ( or ethical) to one person may seem appalling to another. There is no easy way to solve every ethical decision you will have to make as a manager. However, there are ways you can define your ethical framework to make solving those ethical dilemmas easier. In this course, we will review some tools that you can use when you're faced with an ethical decision. As well, we discuss techniques to use so you don't get stuck in an ethical quandary. The case studies in this course have been included so that you can practice making decisions in a safe environment.

### **Campus Community General 9.0 Online**

This course is an overview course for Campus Community for users that need view only capability to assist students and their respective departments; however, that are not official Academic Advisors.

### **Campus Community Inquiry 9.0 Online**

This course is an overview course for Campus Community for users that need view only capability to assist students and their respective departments; however, that are not official Academic Advisors.

### **Campus Solutions Faculty Self Services 9.0 Online**

This is used to manage class, student, and advisee related activities within iRattler applications.

**Change Management:** Change and How to Deal With It Online Change within a business organization can cause real problems, especially if you face resistance from some employees. Knowledge of change management techniques can make a difference for those employees adapting to change.

**Coaching and Mentoring Online** Coaching and mentoring are important competencies in any organization. A successful coach and mentor can help others improve their performance and grow their skills, thereby freeing up more of their own time to work on their own personal development. It's a win-win situation!

### **Conflict Resolution Dealing with Difficult People Online**

To prevent conflicts due to difficult people, organizations can take a proactive approach to improving communications and empowering business relationships. Understanding conflict resolution techniques is essential for the growth and development of your organization.

### **Conflict Resolution**

Getting Along in the Workplace Online Conflict is a normal part of our lives, and it's not all bad! Conflict offers us the opportunity to understand one another better, reach better solutions, and grow as people.

### **CRM: An Introduction to Customer Relationship Management Online**

CRM programs are ways for companies to gauge how well they are doing at providing a particular service or the quality of their products. Organizations that implement CRM programs do so because the impact to their bottom line is immediately measurable.

### **Customer Service Training: Managing Customer Service Online**

The relationships that businesses build with their internal and external customers are essential for success. To remain competitive in any industry, employees need to be able to provide excellent customer service. As well, teams need to be led by a manager who promotes and embodies customer service.

### **Customer Services Loyalty and Retention Offline**

The purpose of this course is how to communicate and assist customers, students, and co-workers in resolving concerns and issues to gain commitment, respect, and trust within a healthy environment. Understand and leverage opportunities for F AMU to become future customers, students, and employees **University of choice.**

**Delegation: The Art of Delegating Effectively Online** Learning about the delegation process allows managers and supervisors to successfully assign tasks to their employees. Making efforts to effectively communicate the responsibilities and expectations of a delegated project is essential for success.

**Disability Awareness Online** Working with People with Disabilities. In this self-paced, web-based course, you will learn how to encourage diversity in your workplace, conduct fair interviews, resist the urge to label, and make your workplace more accessible by improving access and removing barriers. You'll also learn about some of the legal obligations of cooperation between employers, unions, and employees, the duty to accommodate, and diversity and disability awareness communication essentials.

### **Diversity Training: Celebrating Diversity in the Workplace Offline**

Our gender, our sexual orientation, our religion, our ethnic background, our disabilities, and all the other things that make an individual unique come together to form our identities. Managers of successful organizations have embraced the differences that exist between every employee. Celebrating diversity has become an essential ingredient of business management.

### **Effective Communication Offline**

This class is designed to define what communication is and what the negative influences are that hinder effective communication. What are the five effective communication steps and explain what they are. **Also allow the participants to investigate how they communicate and is it effective.**

### **Emotional Intelligence Online**

A positive, constructive, team-oriented work environment is a major contributor to a highly effective workplace. One of the ways to create this work environment is to have an emotionally intelligent workforce. By providing emotional intelligence training, a business can help its employees develop communication skills, and form productive relationships and can improve their health and well-being.

**TRAINING PROVIDED BY  
EQUAL OPPORTUNITY  
PROGRAMS AND TITLE IX  
OFFICE**

**ATTACHMENT**

**G**

FLORIDA A&M UNIVERSITY  
OFFICE OF EQUAL OPPORTUNITY PROGRAMS  
2020-2021 TRAINING PROGRAMS

<b>Date of Training</b>	<b>Type of Training &amp; Presenters</b>	<b>Identity/Number of Participants</b>
July 7, 2020 @ 10:30 am	Title IX and Title VII training Presenter: Terence Davis	Supervisor Boot Camp
July 7, 2020 (11 am)	Title IX training Presenter: Carrie Gavin	First-Year Sexual Assault Awareness Program
July 13, 2021 1:30 pm	Title IX and Title VII training Presenter: Terence Davis	Academic Advisors
August 3, 2020 (5 pm)	College of Law (Title IX training) Presenter: Carrie Gavin	COL students
August 10, 2020 (11 am – 5 pm)	Akerman Title IX Regulations – Guidance and Training	EOP staff in attendance
August 11, 2020 (10:15 a.m. – 10:45 am)	Faculty and Staff Pre-Planning Conference Presenter: Carrie Gavin	Virtual (faculty and staff)
August 12, 2020 (10:30 am – 12:30 pm)	RA Training on Title IX and Title VII Presenter: Carrie Gavin	Resident Assistants (virtual)
August 17, 2020 (6:30 pm – 7:30 pm) virtual	Training on Title IX and Title VII Presenter: Carrie Gavin	New Student Orientation
August 23, 2020 (7 pm – 9 pm)	Training on Title IX and Title VII Presenter: Carrie Gavin	Football Team and staff
August 25, 2020 (12 pm – 2 pm) virtual	Webinar: COVID-19 Accommodations	Carrie Gavin & Sylvia Barge were in attendance
September 8, 2020 (6 pm-7 pm) virtual	Training on Title IX Presenter: Carrie Gavin	First-Year Sexual Assault Awareness Seminar
September 10, 2020 (6 pm – 7 pm) virtual	Title IX Presentation and Title VII Panelist: Carrie Gavin	Interpersonal Violence Panel Discussion (National Campus Safety Awareness Month)

<b>Date of Training</b>	<b>Type of Training &amp; Presenters</b>	<b>Identity/Number of Participants</b>
September 14, 2020 (1 pm - 2:15 pm) virtual	Webinar: NACUA Title IX Coordinator Training – Class One	EOP staff attended
September 17, 2020 (2 pm – 4 pm) virtual	Search Committee Training Presenter: Carrie Gavin	SJGC
September 17, 2020 (6 pm – 8 pm) virtual	Title IX Training Presenter: Carrie Gavin	Sponsored by Student Government “We Stand By You”
September 21, 2020 (2 pm – 3pm)	Search Committee Training (Title VII) Presenter: Carrie Gavin	IT position for COPPS
September 25, 2020 (11:30 am) virtual	Search Committee Training (Title VII) Presenter: Carrie Gavin	Administrative Assistant to Knight Chair
September 29, 2020 (2 pm – 3 pm)	Interpersonal Violence Panel Discussion Gavin was a panelist	Students
September 30, 2020 (4 pm – 5:15 pm)	Webinar: NACUA Title IX Coordinator Training – Class Two	EOP staff attended
October 14, 2020 (4 pm – 5:15 pm)	Webinar: NACUA Title IX Coordinator Training – Class Three	EOP staff attended
October 19, 2020 (11 am – 12 pm) virtual	Search Committee Training (Title VII) Presenter: Carrie Gavin	Risk Officer
October 21, 2020 (9 am – 11 am) virtual	Supervisory Boot Camp Presenter: Terence Davis	Supervisors
October 22, 2020 (2 pm) virtual	Search Committee Training	Dean for SJGC
October 22, 2020 (3pm – 4 pm) virtual	Webinar: NACUA Title IX Coordinator Q&A	EOP staff in attendance
October 23, 2020 (12 pm)	Search Committee Training (Title VII) Presenter: Terence Davis	Graphic Design
October 28, 2020 (1pm)	Webinar: Title IX Coordinator- Class Four	EOP staff in attendance
November 2, 2020 (4 pm)	Search Committee Training (Title VII) Presenter: Carrie Gavin	Allied Health Sciences Coordinator for Academic Services
November 9, 2020 (1 pm – 4 pm) virtual	Clery Training hosted by Clery Center	Carrie Gavin attended

<b>Date of Training</b>	<b>Type of Training &amp; Presenters</b>	<b>Identity/Number of Participants</b>
November 11, 2020 (1:30 pm – 4 pm)	Clery Training	Carrie Gavin attended
November 13, 2020 (1:30 pm – 4 pm)	Clery Training	Carrie Gavin attended
November 16, 2020 (1:30 pm – 4 pm)	Clery Training	Carrie Gavin attended
November 18, 2020 (1 pm – 2:15 pm)	Webinar: NACUA Title IX Coordinator Training – Class Five	EOP staff attended
November 18, 2020 (1:30 pm – 4 pm)	Clery Training	Carrie Gavin attended
November 19, 2020 (12 pm – 4 pm)	Tony Porter’s “A Call to Men”	Carrie Gavin attended
November 20, 2020 (12 pm – 4 pm)	Tony Porter’s “A Call to Men” Part two	Carrie Gavin attended
December 2, 2020 (1 pm – 2:15 pm)	NACUA Title IX Coordinator Training – Class Six	EOP staff attended
January 13, 2021 (9 am – 1 pm)	Title IX Training by Kirsten Doolittle	Carrie Gavin attended plus 65 managers
January 14, 2021 (3 pm – 4 pm)	Search Committee Training (Title VII) Presenter: Carrie Gavin	Ansley Simmons, Chair
January 26, 2021 (6 pm – 7 pm)	Title IX training Presenter: Carrie Gavin	First-Year Sexual Misconduct Seminar
February 5, 2021 (10:30 am-12 pm) virtual	Title IX training Presenters: C. Gavin/Amber Wagner	FAMU/FSU College of Engineering (faculty and staff)
February 12, 2021 (1:30 pm – 3 pm) virtual	Title IX training Presenters: C. Gavin/Amber Wagner	FAMU/FSU College of Engineering (faculty and staff)
March 5, 2021 (9 am) virtual	Search Committee Training (Title VII) Presenter: Carrie Gavin	Architecture (two vacancies)
March 30, 2021 (6:30 pm – 9:00 pm)	Athletics’ Sexual Assault presentation Presenters: Gavin, Roe, Tatum, Ceaser, Cronic & Herring	Mandatory Training for Athletic Department
April 2, 2021 (3:30 pm)	Search Committee Training (Title VII) Presenter: Carrie Gavin	Biological Sciences
April 7, 2021 (all day)	Management Seminar (Gavin one of presenters) Title IX	University Managers
April 13, 2021 (1 pm)	Search Committee Training (Title VII) Presenter: Carrie Gavin	Psychology Search

<b>Date of Training</b>	<b>Type of Training &amp; Presenters</b>	<b>Identity/Number of Participants</b>
April 23, 2021 (2 pm)	Webinar: Talking BITs	Carrie Gavin participated
April 30, 2021 (1 pm)	Search Committee Training (Title VII) Presenter: Carrie Gavin	School of the Environment
May 3, 2021 (4 pm)	Search Committee Training (Title VII)	Emergency Management position
May 4, 2021 (6 pm – 8 pm)	LSH Diversity Training	Carrie Gavin attended (virtual)
May 7, 2021 (in-person)	Title IX and Title VII training Presenter: Carrie Gavin	Summer RA training Grand Ballroom
May 18, 2021 (4 pm)	Title IX and Consensual Relationships	Todd Middleton - contact
June 15, 2021	Title IX Presentation Presenter: Courtney McHenry	Transfer Orientation Lee Hall Auditorium
June 16, 2021	Title IX Presentation Presenter: Courtney McHenry	New Student Orientation Lee Hall Auditorium
June 17, 2021 (six sessions) 3 pm – 6 pm	Title IX Presentation Presenter: Courtney McHenry	New Student Orientation (255+ students) BL Perry
June 23, 2021	Title IX Presentation Presenter: Courtney McHenry	New Student Orientation 105 students plus parents
June 24, 2021 (six sessions) 3 pm – 6 pm	Title IX Presentation Presenter: Courtney McHenry	New Student Orientation 105 students
June 29, 2021	Title IX Presentation Presenter: Courtney McHenry	Transfer Student Orientation Lee Hall Auditorium

**FAMU-FSU COLLEGE OF  
ENGINEERING**

**1) DIVERSITY &  
INCLUSION PLAN**

**2) ANNUAL  
RESEARCH REPORT**

**3) SELECTED  
PORTIONS OF JOINT  
COLLEGE OF  
ENGINEERING  
AUDIT REPORT**

**ATTACHMENT**

**H**



## FAMU-FSU College of Engineering Diversity and Inclusion Plan

April 22<sup>nd</sup> 2019

Mission of the FAMU-FSU College of Engineering:

*The mission of the College of Engineering is to provide an innovative academic program of excellence at both the undergraduate and graduate levels, judged by the highest standards in the field and recognized by national peers; to attract and graduate a greater number of minorities and women in professional engineering, engineering teaching and research; and to attain national and international recognition of the College through the educational and research achievements and the professional service of its faculty and students.*

We are a unique college of engineering as a partnership between two universities with overlapping but distinct missions. Our students enroll and graduate from either of our partner universities but their engineering education is delivered by joint faculty in shared courses with uniform standards. The Florida Agricultural and Mechanical University is one of the nation's leading public Historically Black Colleges and Universities (HBCU), being amongst the very top few producers of bachelor's degrees to African Americans and one of the nation's leaders in improving the social mobility of its graduates. Florida State University is one of Florida's most highly ranked research-based universities, and recently ranked 18<sup>th</sup> of all public universities in the nation by *US News and World Report*. As a consequence of the partnership our joint college is amongst the top five producers of Engineering PhD's to African Americans *and* more than any other top-ranked engineering school our undergraduate population reflects the racial and ethnic diversity of the US population.

We are therefore in a unique position to contribute to the nation's engineering diversity and train all our students to flourish in an inclusive environment, but we are not yet all that we can be. This plan identifies our commitment to improve in diversity and inclusion, and the goals and tools we will use to do so over the next five years. Within five years we also plan to export the successes of our partnership to other institutions that may be interested in more integrated partnering, and so widen the positive impact from our grand experiment.

While we have a student population diversity that may be the envy of other institutions, we have not yet reached the fully inclusive environment that we desire for our students. For example, students from lower socio- economic backgrounds are not as academically successful as others. This can be due to lack of preparation, financial and/or parental support, or institutional inadequacies all of which can mask talent and potential. Some students feel barriers to inclusion depending on their race, ethnic identity, gender and school of origin. Our student body's gender diversity currently exceeds the national average but is not yet at 50%. And our faculty does not reflect the diversity of our students, especially in gender. We wish to remove any barriers that our diverse faculty may feel regarding promotion and tenure. We wish to learn how inclusion influences positively the learning and professional development outcomes of our diverse students and of our faculty and staff. The value of diversity in learning has been recognized<sup>1</sup>. Based on better understanding of our situation we wish to take steps to enhance the outcomes from our educational model within our unique cohort, and pass any lessons on to others.

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<sup>1</sup> "The Difference", Scott E. Page, Princeton University Press (2007)

## Organization

The primary responsibility for improving diversity and inclusion at the joint college lies in the hands of the dean (and associate deans), department chairs, search committee members, faculty and staff. We believe firmly that accountability must lie in the normal management “chain” of the college – dean/chairs/faculty. The current dean has experience changing safety culture in a large organization that he directed, and the widespread recognition that only management responsibility and accountability leads to real changes. Safety officers provide critical assessment, support and advice, but cannot offset a lack of management responsibility<sup>2</sup>. That is because accountability and responsibility cannot be separated. However, we have set up a support structure to provide resources and implement the policies of the college in diversity and inclusion. The Associate Dean for Faculty Affairs is assigned with management of diversity and inclusion programming that relates to faculty and staff. This person has oversight for faculty recruiting, mentoring, promotion and tenure processes in the college. He/she also works with the Assistant Dean for Administration on staff diversity and inclusion. The Associate Dean for Student Services and Undergraduate Affairs oversees the Director for Student Success who develops and manages retention programming aimed at student success for under-represented groups, and the College Recruitment Coordinator who works to recruit and expand our diverse population. At the graduate level the Graduate Program Director, in the Office of the Associate Dean for Research and Graduate Education, oversees recruitment and retention programming for graduate students and is supported by a team of people including a Title III coordinator who manages our component of FAMU’s support of graduate education for under-represented minorities. Both universities provide us with extensive resources for faculty development, mentoring, and student success.

A diversity committee, including faculty, staff and student representatives, is being established to guide development of policies, review our progress and assess the climate at the joint college. The initial goals and metrics that we will be following are identified in this plan, together with our current programming.

## Undergraduate Diversity and Inclusion

Our current diversity at the undergraduate level includes, as of 2019, 20% African American and 19% Hispanic students, reflecting the largest minority groups in the US population in a way not found anywhere else in doctoral-granting engineering education. Our gender diversity (fraction of female students) is at 28% in 2019 and has been steadily climbing. We hope to reach 50% in ten years. We also exhibit extensive economic diversity due to the different populations and entrance requirements of our two partner universities. Major challenges in achieving diversity and inclusion goals for our undergraduates are:

- a) Student success is not uniform over our racial/ethnic and economic groups. We must address this aggressively in the coming years. Using models from other universities, and tools from professional societies such as the National Society for Black Engineers and others, we have developed programming that begins to address these issues, and so have seen improvements in the last two years. We must continue to develop programs and learn the most promising practices, for example expanding our summer bridge and living learning community programs, and extending programming into the second year. We also recognize the importance of financial support for economically-challenged students, tutoring resources and intrusive advising.

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<sup>2</sup> See for example the Department of Energy’s Integrated Safety Management system:  
<https://www.energy.gov/ehss/integrated-safety-management-ism>

- b) One tool to improve our student success is a strategy being employed by FAMU more generally to increase their graduation and retention metrics. We are seeking to encourage FTIC applicants who do not have adequate preparation to enroll in a community college and transfer into the joint college when they have met the math and science criteria. In recent years we have not had a large number of transfer students (<5% of our enrollment) but we are developing articulation agreements with several community colleges and plan to increase our transfer student enrollment at FAMU to 20% within 5 years. In parallel we will aim to be more selective with incoming FTIC students and support all those we recruit through retention programming beginning with our summer bridge program.
- c) We are not satisfied at our gender balance of 28% female, even though it is substantially above the national average. We have seen no evidence for retention issues that are gender-dependent at the bachelor's level, which is encouraging, so we are working hard to recruit more aggressively for female students at both our partner universities. One factor that we believe will be essential to sustain this growth in female population is hiring more female faculty (see later).
- d) Because of our unique partnership, it is important for us to maintain the balance of students institutionally. Even when of the same race, there is a difference in the preparation and economic security of our students who enter through the two universities. It is important to preserve the opportunity – larger numbers of students may enter FAMU with lower incoming scores than could do so at FSU or at other highly-ranked universities. FAMU was recently listed as the #3 of all universities in the US to improve the social mobility of its graduates. In that way our partner institutions are complementary, and we are a unique place where these two important missions coexist in one integrated college. We believe that we are a model for how to implement change while preserving the unique capabilities of the two institutions. In itself this aim will be our “gold” contribution to the national diversity and inclusion picture in engineering education. It is therefore crucial that we sustain a true partnership and ensure a balance of FAMU and FSU students. Based on the overall size of the two institutions we feel that a balance of 25% FAMU to 75% FSU students should be our goal. But it is also important to note that equalizing student success on the FAMU side would alone lead to a major increase of the graduating student numbers to approach this goal, even without further recruiting. Increasing the percentage of FAMU graduates is a high priority, combining student success and enrollment improvements.
- e) Last, but by no means least, we are committed to providing a truly inclusive education for our uniquely diverse population of students. The ability to have majority and minority students work together in teams, for example on senior design, offers students a unique opportunity to bridge cultural boundaries and tap into the creativity of diverse teams. Employers will value these skills, and we believe anecdotally from our alumni that we are providing these today to all our students. However, we need to prove this by collaborating with academics in education, sociology, business and other disciplines to assess the current state of our model and practices. We must work to remove any barriers that exist today, and identify promising practices that could be more effective. We are in fact an experimental platform to uniquely understand how an inclusive education in a US context could be delivered, and we plan to do so more intentionally. In the coming three years we will invite experts to come in and evaluate our environment, develop and implement the best practices to maximize the positive outcomes. We will seek collaborative funding from government and foundations to assess and improve our

model. One of the first things we will do is identify some metrics that we can use for assessment and tracking of this aspect.

- f) While we have an enviable undergraduate student population diversity as a result of our partnership, we are lacking in certain ethnic groups, in particular Asians and Pacific Islanders and Native Americans. We aim to recruit at the Seminole tribe in Florida, and attract a larger share of Florida's relatively small Asian population to attend, and seek out-of-state students from these populations.

### Graduate Diversity and Inclusion

We are in a unique position as the most highly-research intensive college in the nation that is associated with an HBCU, to graduate African-American engineering PhD's, and thus fill the very limited pipeline for African-American faculty members in the US. We have been intentionally recruiting and increasing our numbers, and in 2018 we were #4 in the nation for producing African-American engineering PhD's. One of our strengths is that our faculty comprises a relatively high percentage of African-Americans and these faculty share the same expectations for research productivity that is common to graduate engineering schools, and not typical in HBCU's. As a result we have a unique environment with role models to support African American graduate student success. We are committed to increasing the fraction of African Americans on our faculty to reflect our population of undergraduates. Through increased staffing and partnerships with other Historically-Black undergraduate universities, such as Bethune Cookman, we have ramped up our recruiting efforts for under-represented minority PhD students,.

### Faculty Diversity and Inclusion

At the faculty level we have some things to be proud of especially our relatively high percentage of African-American faculty. We are not satisfied with this number however, and are keen to increase it because of our unique relationship with FAMU, one of the nation's leading producers of African American BS degrees. However, we are seriously underrepresented with regard to Hispanic faculty (4), and our faculty gender demographic (15%) is well below that of our students. Addressing the latter two issues is a very high priority for us. We began search committee awareness and training last year using the STRIDE model from NSF's ADVANCE program, and have tapped into resources from FSU and invited Applied Theatre players to provide training to search committees. Best practices that we are implementing include the use of rubrics, the requirement for a diversity plan from all searches, and a broad advertising/recruiting plan. The Dean was a former Advance Grant P.I. at a previous institution, and brings some of the experience from this program to our recruiting. We will take advantage of the NSF INCLUDES EDGE program and other resources to add to our tools, but have already seen an increase in the fraction of females hired in the last two years (exceeding 30%). Florida State University has developed a "future faculty" postdoc program that we will take advantage of. We have also established a mentoring network for our new faculty, and will provide them with monthly opportunities to hear from other faculty and mentoring experts. We will also develop a comparable mentoring program for our mid-career faculty.

### Staff Diversity and Inclusion

Our staff are an important component of the college, and it is important that we pay attention to diversity and inclusion within staff and in the relationships between staff and faculty/students. We have begun awareness training this year to address this issue.

FAMU-FSU College of Engineering Tracking/Assessment Metrics for Diversity and Inclusion

<b>FAMU-FSU Engineering Metrics</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Number of African American PhD graduates	2	1	5	2	4	6	8
Number of African American BS graduates	49	62	56	28	50	60	80
Number of female PhD graduates	1	5	7	6	9	12	15
Percentage of BS graduates from FAMU	6%	9%	9%	6%	7%	8%	10%
Percentage of female BS graduates	22%	24%	21%	23%	24%	25%	27%
Number of Hispanic PhD graduates	1	0	0	1	2	3	4
Number of Hispanic BS graduates	47	71	63	75	80	89	100
Second year retention rate at FAMU	N/A	N/A	N/A	79%	83%	85%	87%
Six year graduation rate at FAMU	N/A	N/A	N/A	40%	43%	46%	50%
Percentage of female faculty	N/A	N/A	N/A	15%	17%	20%	22%
Percentage of female faculty in annual hiring cohort	N/A	N/A	N/A	30%	50%	60%	60%
Percentage of under-represented minority faculty (not including gender)	N/A	N/A	N/A	13%	15%	17%	19%
Percentage of tenure-line faculty from FAMU	26%	27%	27%	26%	26%	26%	26%
Number of FTIC students entering FAMU as engineers	N/A	209	233	300	330	360	390
Number of female PhD cand. enrolled	43	42	45	51	54	57	60
Number of Hispanic PhD cand. enrolled	4	6	5	3	6	9	12
Number of FAMU PhD students enrolled	26	30	32	44	48	53	58
Number of transfer students in engineering at FAMU	N/A	12	14	15	30	50	70
Percentage of female BS enrollment	26%	25%	26%	28%	29%	31%	33%
Percentage of BS enrollment from FAMU	15%	15%	15%	17%	19%	21%	23%
Percentage of staff who are African American	N/A	N/A	N/A	23%	25%	25%	25%
Percentage of staff who are female	N/A	N/A	N/A	58%	58%	58%	58%
Percentage of staff who are Hispanic	N/A	N/A	N/A	3%	5%	7%	9%
Number of Joint Appointments with FAMU or FSU colleges outside engineering	N/A	N/A	N/A	1	3	5	7





## STUDENT ENROLLMENT

Almost all SUS engineering schools, including the Joint College, have seen student enrollment fluctuate up or down an average of less than 100 students in the past five years. The exception is the University of Central Florida which has seen a 1,600-student increase in enrollment over the same period. Joint College total enrollment was essentially flat from 2014 to 2020.



**Undergraduate Enrollment:** A study of the Joint College was performed by the Collaborative Braintrust Consulting Firm, and a report (Braintrust Consulting Study) was published on January 12, 2015. Since the Braintrust Consulting Study was published, total undergraduate enrollment is down 1.5 percent (33 students) as of fall 2020. An increase in FAMU enrollment is attributed to the Joint College’s recruitment efforts which focused on minority enrollment, with significant attention given to HBCU and state college system transfer students.

The table below illustrates the change in undergraduate enrollment by each university at the Joint College.

Joint College Undergraduate Enrollment				
Year	2014	2020	Difference	Percent Change
FSU	1,951	1,880	-71	3.6% 
FAMU	312	350	+38	12.2% 

**Post Graduate Enrollment:** During the same period of 2014 to 2020, post graduate enrollment at the Joint College increased from 324 students to 374, a 15.4% increase. The increases in post graduate enrollment was a contributing factor in the Joint College’s ranking increase in U.S. News and World Report of Engineering Graduate Programs from 111th to 102nd and now 98th over the past three years. An aggressive Joint College recruiting campaign for post graduate students has shown impressive results, with a one-year increase of 48 students (12.8%) from 2019 to 2020 for both universities combined.

The following table illustrates the change in post graduate enrolment by each university at the Joint College.

Joint College Post Graduate Enrollment				
Year	2014	2020	Difference	Percent Change
FSU	296	308	+12	4.1% 
FAMU	28	66	+38	135.7% 

**Recruitment Efforts:** Aggressive recruiting campaigns for undergraduate minorities and post graduate students have shown impressive results, as demonstrated in the tables above. The recruitment campaigns include the following areas:

Recruitment Tours	Living Learning Community	Scholarships
FAMU IGNITE	TCC2FSU	Fellowships
Marketing of Uniqueness	Diversity Campaigns	Research Awards

Joint College recruitment efforts could be further improved with stability in the recruitment position, enhanced resources for student recruitment for additional recruitment visits, and additional scholarship funding to compete for high-performing minority students.

**Joint College Growth:** The Joint College will not meet its full potential without additional operational and capital investments targeted at strategic growth. In support of this direction, the Joint College has proffered legislative budget requests to grow the Joint College in terms of both degree production and infrastructure. Strategic growth of the Joint College would support both institutions, the SUS, and the state. Growth would further the mission and aspirations of both institutions; support the SUS goal for producing graduates in programs of strategic emphasis; enhance the contributions of the Joint College to Florida’s high-tech economy; and enhance the pipeline of graduates for Florida’s high-demand, high-wage jobs in civil, industrial, mechanical, and electrical engineering<sup>1</sup>.

<sup>1</sup> Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Quarterly Census of Employment and Wages – 2019-2027 Statewide and Regional Projections.

**RECOMMENDATIONS:**

1. We recommend the Dean work with FAMU and FSU to secure additional scholarship funding to support recruitment and enrollment goals.
2. The Dean should fill the vacant Recruiting Coordinator position to continue to advance the recruiting initiatives put in place over the past three years.
3. The Dean should work with FAMU and FSU to leverage the increases in the college rankings for the Joint College, as published in the *U.S. News and World Report*, in an effort to recruit high-achieving students and solicit corporate funding for scholarships.





## GRADUATION RATES AND OUTCOMES

### Graduation Rates

In 2018, the Florida Legislature changed the first time in college (FTIC) graduation rate metric in the SUS Performance Based Funding system from six-year graduation rates to four-year graduation rates as its standard for awarding points. The table below illustrates the FTIC four-year graduation rates by university for engineering students enrolled in the Joint College and by university for the overall student population enrolled in all majors:

Joint College FTIC Four-Year Graduation Rates				
	FAMU		FSU	
	Joint College	University	Joint College	University
2018	3.6%	22.5%	42.8%	71.5%
2019	18.2%	27.7%	46.6%	69.5%
2020	16.4%	34.6%	47.1%	74.0%

The above table highlights two issues related to disparities in graduation rates within the Joint College:

- Graduating rates for engineering students within both universities are below their respective university's overall graduation rates; and
- While FAMU's graduation rates for students are significantly lower than those of FSU students, FAMU graduation rates have improved over the last few years.

In response to inquiries, Dean Gibson provided insights into why the disparities existed. In regards to the low graduation rates for the Joint College compared to their respective university graduation rate, Dean Gibson, indicated four-year graduation is not realistic for engineering majors due to the "intensity and progressive nature of the curriculum." Internships, which are seen as an integral part of engineering education, also increases the time needed to graduate. Dean Gibson pointed to the five-year graduation rate as a better measure for engineering students. The FTIC Joint College five-year graduation rate in 2020 was more than double the four-year rate for FAMU and nearly double for FSU (38.0% for FAMU and 80.4% for FSU).

In regards to the disparity in graduation rates between FAMU and FSU students within the Joint College, Dean Gibson explained the gap was linked to incoming FAMU students who

are less prepared academically and who must also deal with economic fragility. Retention and graduation rates for FAMU have increased the past two years through additional programs to include improved summer bridge programs and retention programing. However, funds are needed to increase these programs and offer scholarships to allow students to focus more on school and less time on working outside of school.

### Outcomes

Employment opportunities continue to be strong for all majors offered by the Joint College and particularly strong for certain majors. For example, the Florida Department of Economic Opportunity (DEO) released data indicating that Civil, Industrial, Mechanical, and Electrical Engineering majors will offer strong job potential in Florida through 2027. However, based on the same job data from DEO, we noted that if the SUS continues to produce 300 to 400 Chemical Engineering graduates a year, there will be a surplus of graduates for the number of jobs available to them within Florida. This dynamic could force Chemical Engineering graduates to seek employment outside of Florida or pursue graduate school.

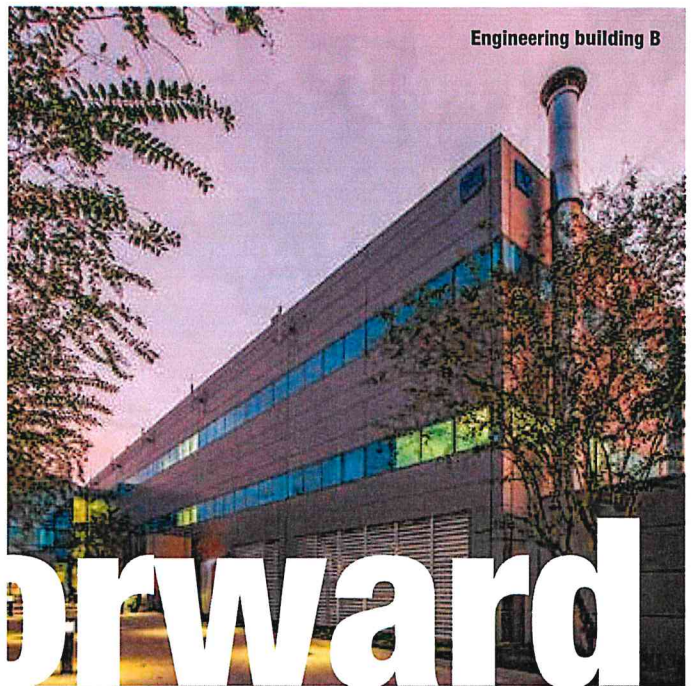
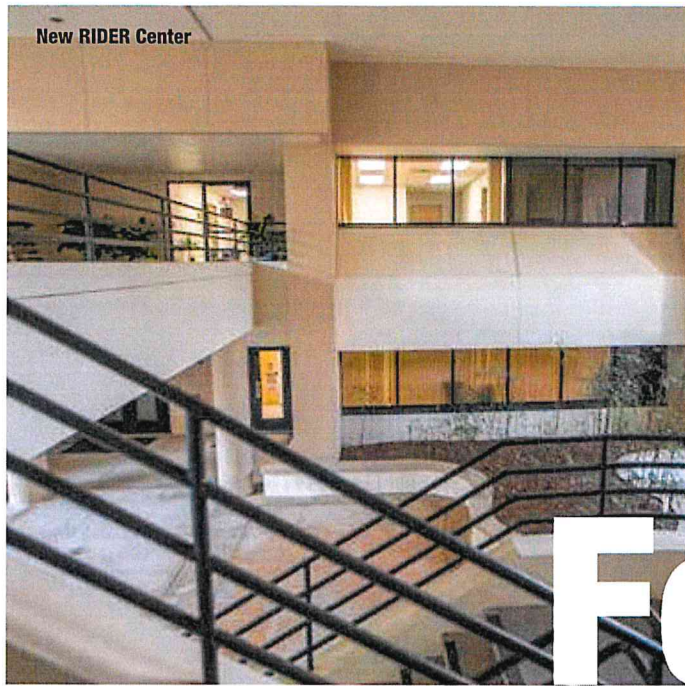
### RECOMMENDATIONS:

1. **We recommend the Dean continue efforts to address the causal factors for variations in graduation rates between the two universities. These efforts should continue to address academic readiness and provide need-based financial support.**
2. **To increase graduation rates, the Dean should consider enhancing and expanding the summer bridge program, as well as retention and advising programs.**
3. **We recommend the Dean and JCMC continue to monitor job demand and consider this information in regard to recruiting, advising, and evaluating degree and program offerings.**

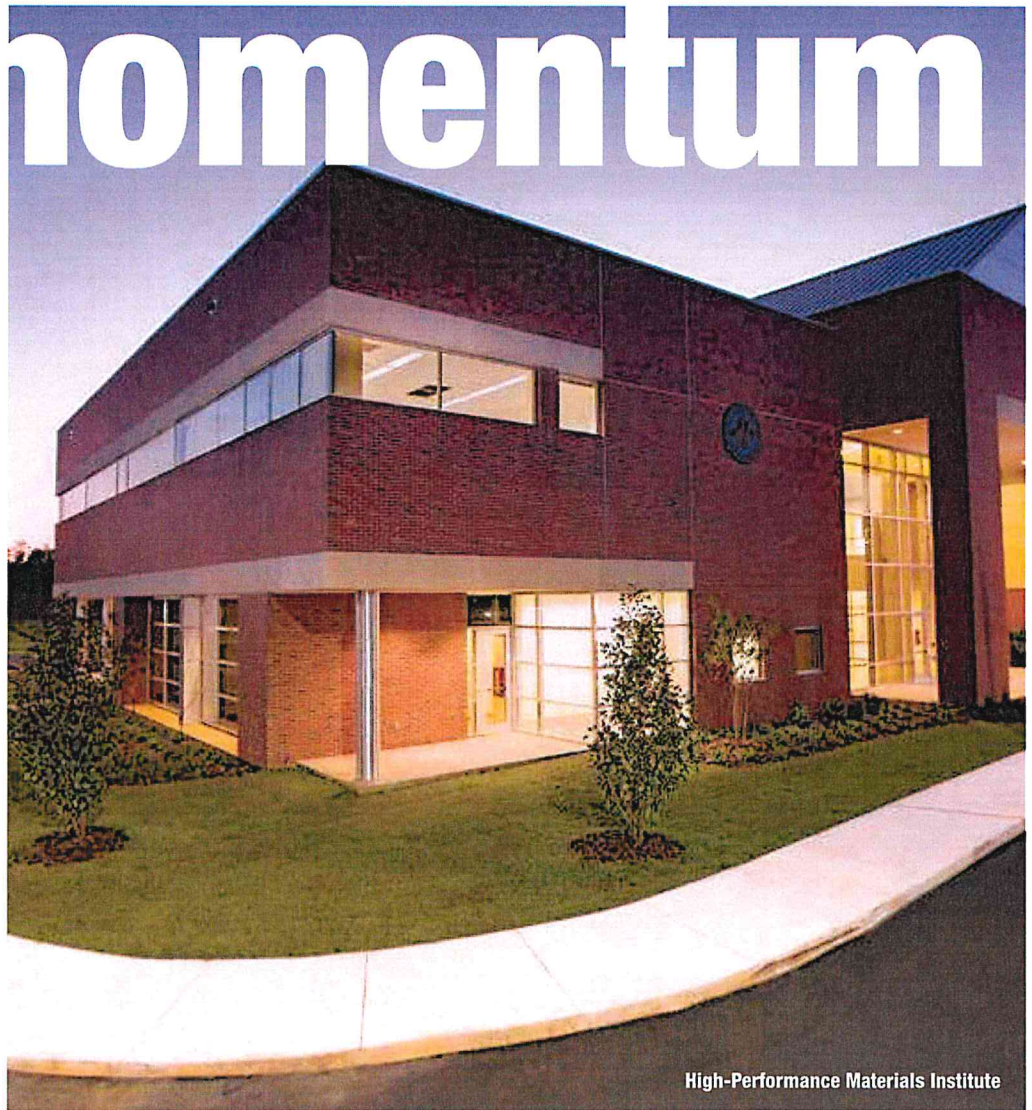
2020-21 Annual  
**RESEARCH**  
REPORT



FAMU-FSU  
Engineering



# Forward momentum



# Despite challenges from COVID-19, FAMU-FSU Engineering continues its forward momentum

In many ways, despite the challenges of COVID, this has been a very good year for the FAMU-FSU College of Engineering. In particular we are delighted to see our substantial rise in the national *US News and World Report* rankings. These represent progress in the metrics, see page 8-9, but also increasing recognition for our unique partnered model and its impact. We are now ranked the #2 doctoral-granting undergraduate engineering school in Florida, including all public and private schools. While we admire the scale and impact of the one engineering institution in the state that ranks above us, we note that we compare well with them in per faculty metrics, but are one third their size. Our smaller and very diverse environment is quite attractive for students.

When asked in the elevator about our major research initiatives, I say: hypersonics, power systems, nanomaterials and sustainability/resilience. You will see some new results from these in this short report, with a focus on junior faculty, but can find many more in the [research news on our website](#).

We have taken over management of FSU's Aero-propulsion, Mechatronics and Energy (AME) research center this year, and I am especially proud of our newest center in [Resilience and Disaster Recovery \(RIDER\)](#), led by civil engineering faculty member Eren Ozguven. In Florida and beyond, disaster recovery has become a major issue, and it needs a highly interdisciplinary approach. We are especially focusing on improving resilience for under-served communities. We are working not just on hurricane disasters, but also on wildfires. The hallmark of the center is to bring social science, science and engineering together to understand disaster response, with an aim to increase community resilience. The research includes everything from big data analysis to waste disposal. One of our recent senior design projects addressed a community need for temperature-controlled medication storage without electric power.

There are challenges ahead. The residue of the COVID pandemic is likely to be budget cuts at the state level that will challenge our growth plans in the short term. Nonetheless, there have been learning experiences in terms of improved remote learning and organizational resilience which will position us better to capitalize on the normal times when they return.

When I first joined the college as dean four years ago, my focus was on positioning us as an equal and partnered institution. I believe that our joint identity has helped us gain recognition. The growing recognition of endemic social injustice in our country inspires us to use the unique diversity of our partnered school as a platform for change. Now is the time to focus on the inside and strive to remove barriers to equal opportunity and support for our students, faculty and staff. We are not there yet, for certain. We in the college have started a major program that we call Lets Start Here to improve diversity, equity and inclusion at the college. To follow our progress please visit our [Let's Start Here web page](#).



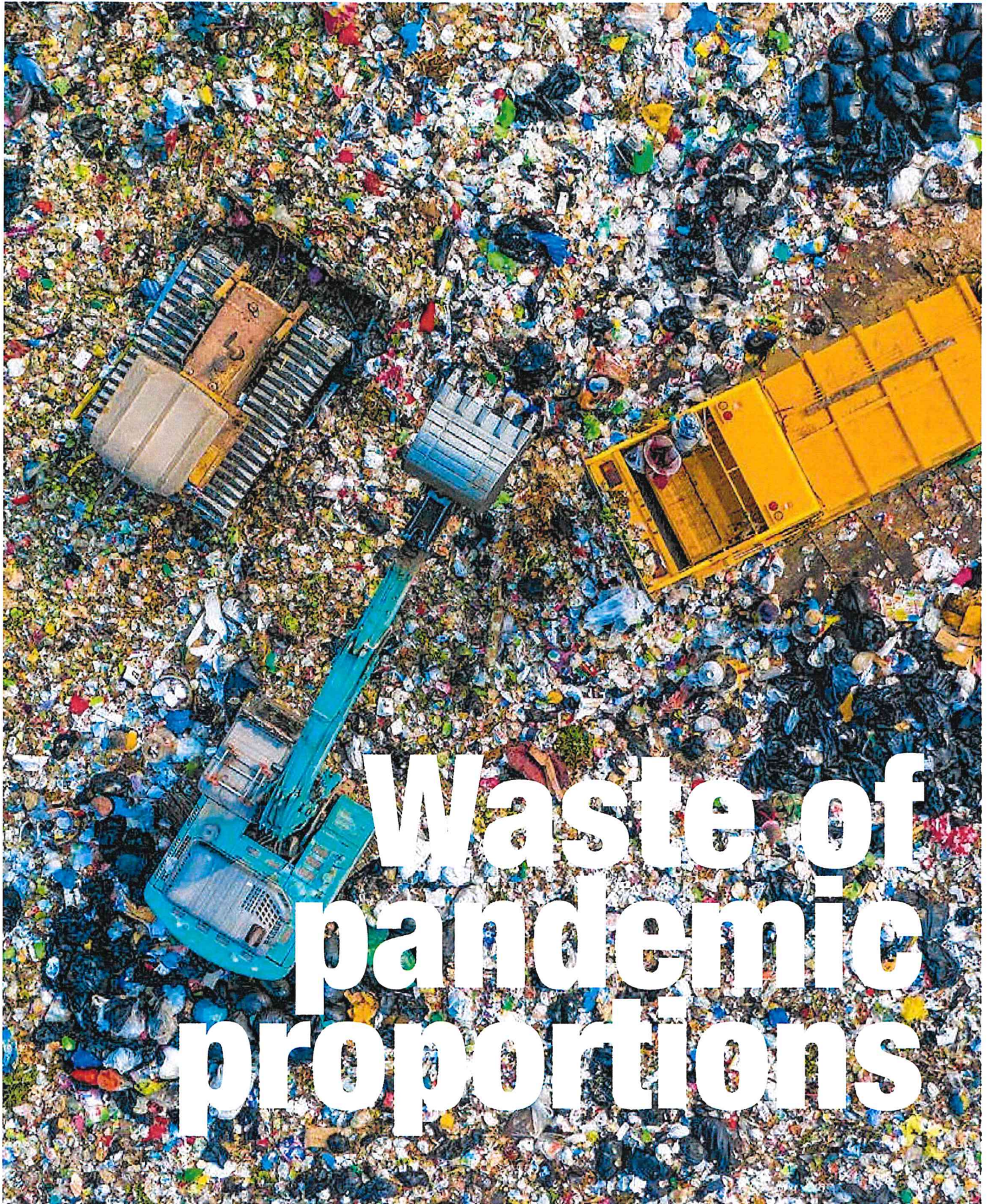
**J. Murray Gibson**  
Dean, FAMU-FSU Engineering

**TOP 40**  
AMONG PUBLIC UNIVERSITIES  
**BEST**  
UNDERGRADUATE  
**ENGINEERING**  
PROGRAMS WITH DOCTORATE  
2021

**GRADUATE ENGINEERING**  
+ **21** spots  
over **3** years

Greater than **40%** increase in research expenditures over last three years

PER FACULTY MEMBER:  
**\$270K** – external award expenditures  
PhD students – **3**



# Waste of pandemic proportions

# Measuring the pandemic's impact on local solid waste management facilities

FAMU-FSU College of Engineering researchers are studying the impact of the COVID-19 pandemic on municipal solid waste management systems with the help of a Rapid Response Research grant from the National Science Foundation. They are also hoping to catalogue the debris that may be reusable for sustainability goals.

"There has been a lack of understanding of how the COVID-19 pandemic affects our waste management industry," Assistant Professor of Civil Engineering Juyeong Choi said.

Choi and fellow researcher, Professor of Civil Engineering Tarek Abichou, will examine waste management system-related challenges in the pandemic environment across several states. They plan to produce an informational database that allows development of a more proactive, resilient approach for future pandemics.

"To date, most pandemic-related studies have focused on the virus' impact on public health systems," Choi said. "Despite the importance of waste management systems, there is a limited understanding of how a pandemic might impact them."

One of the problems researchers are trying to identify is how different waste management systems adapt to the challenges posed by the pandemic.

"People working from their homes to prevent the spread of the coronavirus are generating more residential waste than normal," Choi said. "We want to know how different facilities are adapting to this situation."

The researchers are looking at several municipal solid waste management systems throughout Florida, California and New York to identify and characterize a broad range of waste management challenges faced by different stakeholders and municipalities. They want to understand adaptive measures that facilities take to adequately operate and hope to develop recommendations for best management practices during a pandemic.

The pandemic has caused people to generate more residential waste than normal. We want to know how different facilities are **adapting** to this situation."

—J. CHOI, CIVIL ENGINEERING ASSISTANT PROFESSOR

"While people are generating more residential waste, the capacity of these waste-management facilities are being constrained by the increasing number of unavailable workers due to self-quarantining," Choi said. "Travel bans have isolated these facilities, and we hope to identify and track how different systems successfully adapt to these challenges."

Other effects of the pandemic on solid waste also contribute to the problem, including additional medical wastes: over 149 million Covid-19 tests have been conducted in the U.S. alone, and experts estimate that billions of disposable masks have been sold worldwide.



Juyeong Choi, assistant professor of civil engineering, won a NSF RAPID grant to conduct research on the pandemic's impact on solid waste.

Many items, such as reusable shopping bags and laminated restaurant menus, are being replaced by disposable versions in an effort to limit transmission of the virus through product handling. Additionally, an increase in package delivery results in more cardboard trash, when compared to purchasing the same items in a brick and mortar location.

Much of the waste contains high latent value recyclable material like plastic and cardboard. Choi hopes one of the outcomes of the project might be to minimize the environmental impact of waste by making it possible to promote sustainable options. He was recently funded by NSF to establish the Sustainable Material Management Extreme Event Reconnaissance (SUMMEER) organization to study sustainable management of disaster materials and looks at the pandemic as another type of extreme event.

"The RAPID grant project will serve as a stepping stone to help my research team better understand waste management-related issues," Choi said. "We hope a broader impact of this study will be to minimize the impact of the pandemic by accommodating the increased volume of waste through sustainable options like recycling."

Choi and Abichou received \$152,000 through the NSF RAPID grant program to conduct this research. The one-year grant began in May 2020.



# Sealed and delivered

“We believe that the new proposed drug-loaded biomedical **adhesives** can be used to treat diseases and cancers that need the delivery of **small molecule** drugs. Because the drug can stay in a specific area or internal organ, many side effects can be **prevented.**” —H. CHUNG, BIOMEDICAL ENGINEERING ASSISTANT PROFESSOR



# Researchers land grant for new wet tissue bioadhesive that delivers drugs and a reliable seal

Biomedical adhesives are an important new biomaterial, which stably bind two tissue surfaces to replace and enhance surgical suturing. The new adhesives are needed because existing biomedical adhesives have significant limitations like poor wet adhesion and complex application methods. There are also safety concerns regarding some of the materials that are used.

Researchers in engineering and medicine recently proposed biomedical adhesives designed to overcome these problems with bottlebrush polymer architectures that are biodegradable. The multifunctional biomaterial can deliver antibiotics and anticancer drugs to a localized area of the internal organ. The team was recently funded by the National Science Foundation to further test the technology.

“We are hoping this could reduce high mortality rates associated with difficult surgeries such as intestinal anastomosis,” said Choogon Lee, associate professor of the FSU College of Medicine and one of the project researchers.

Anastomosis usually involves a surgical connection between tubular structures such as blood vessels or intestines. When a section of the intestine is removed, the remaining ends usually are sewn or stapled together. Bacterial infections can contribute to anastomotic leakage and delay wound healing.

Ho Yong Chung, an assistant professor of chemical and biomedical engineering, is the principal investigator on the study, which is a collaboration between the FAMU-FSU College of Engineering and the FSU College of Medicine. Chung’s group oversees the development of drug-loadable, fully degradable bio-adhesives for internal organs, while Lee’s group is testing the biomedical effectiveness and toxicity of the bio-adhesives.

In preliminary work, these adhesives have shown drug delivery capabilities and improved biocompatibility and are superior to other adhesives currently in use.

The proposed drug-loaded biomedical adhesive will prevent physical leakage from the site and deliver antibiotics to control the bacteria population near the surgery site. In addition, localized anticancer drug delivery to prevent cancer reoccurrence can be beneficial after cancerous anastomosis surgery.

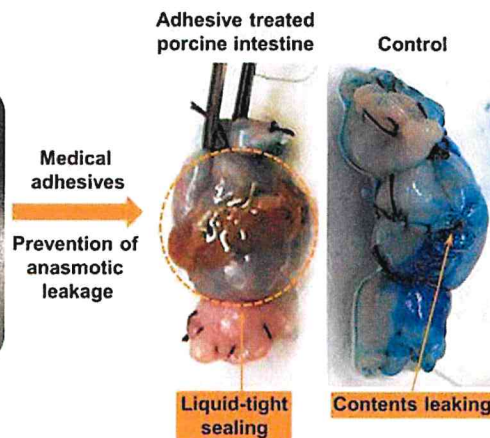
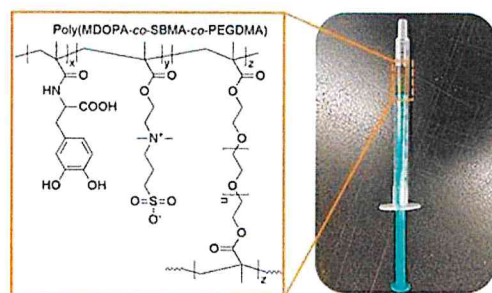


(L to R): **Hoyong Chung**, Wade Douglas, Choogon Lee, and Minkyu Kim.

Bottlebrush polymers look somewhat like a bottle brush used to clean a test tube. Compared to conventional linear polymers, bottlebrush polymers have unique super-soft elastomer features that enable efficient adhesion to internal organs in a wet living environment. The super-soft elastomer is stable and flexible and has unique features that have not previously been used in biomedical adhesives.

“We believe that the new proposed drug-loaded biomedical adhesives can be used to treat diseases and cancers that need the delivery of small molecule drugs,” Chung said. “Because the drug can stay in a specific area or internal organ, many side effects can be prevented.”

The NSF award for this project is \$500,000 over three years.

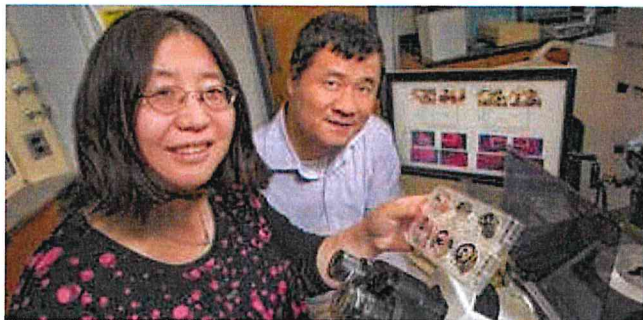


## HIGH-IMPACT ENGINEERING RESEARCH

### COVID FACTORY-IN-A-BOX

Two researchers hope a new concept called “factory-in-a-box” may provide a solution for disruption in the supply chain that occurs in a disaster. The idea is to bring a fully functional mobile factory to the people directly affected by a disaster. Once the need is met, the factory can be packed up and moved to another location. The logistics involve many moving parts, from setting up the facility, to delivering raw materials, to finding suppliers. // Timing is everything according to **Hui Wang**, an assistant professor of industrial engineering. Wang is the principal investigator for a \$300,000 National Science Foundation (NSF)-funded research project developing analytical tools for decision-making in supply chain network design and assembly planning for factory-in-a-box manufacturing. The NSF Excellence in Research (EIR) grant provides funding for operations engineering research and includes an educational component for undergraduate research. // Wang’s three-person team includes **Maxim Dulebenets**, an assistant professor of civil and environmental engineering, and Weihong Guo, an assistant professor of industrial and systems engineering at the Rutgers School of Engineering. // Research from this project could help build a framework for supply chain network design and provide valuable insight into the logistics of materials planning and delivery.

### NEW TOOL FOR STEM CELL GROWTH



Biomedical engineering researchers are developing a high-tech material currently used in athletic equipment and prosthetics into a special tool to better develop stem cells. The work could improve drug screening, disease modeling, precision medicine and cell therapy. // **Yan Li**, an associate professor in chemical and biomedical engineering, and **Changchun Zeng**, an associate professor in industrial and manufacturing engineering, received a \$400,000 grant from the National Science Foundation for this research to explore ways to better control the fate of stem cells. // Their project will examine induced pluripotent stem cells, which are stem cells developed from mature cells and changed into a state that allows them to develop into any tissue in the body. Using a unique, high-tech material developed by Zeng called auxetic foam, they will build three-dimensional scaffolds on which the cells can grow. // Li and Zeng are interested in how the scaffolds’ mechanical properties influence the fate of the stem cells they surround. Their goal is to understand how three-dimensional scaffolds that surround growing stem cells influence the extracellular structures and the proteins those cells secrete, and therefore, the types of cells they become.

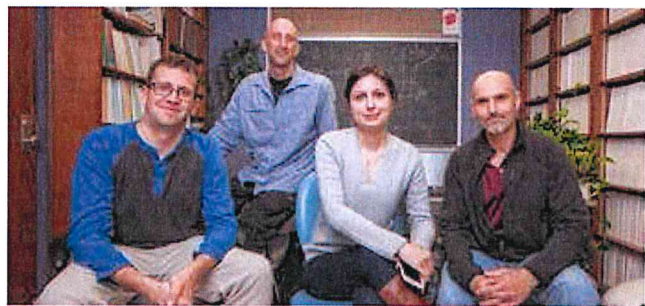


### SPECIALIZED MRI FOR TUMOR SURVEILLANCE

**Sam Grant**, a biomedical engineering associate professor, uses a technique called chemical exchange saturation transfer (CEST) to study the progression of glioma. // CEST allows scientists to detect structures or processes in the body that traditional MRI can’t visualize. MRI scanners are typically used to

detect the hydrogen in the body’s water; that information generates an image of structures in the body. In CEST, hydrogen atoms from specific molecules interchange with hydrogen atoms in free water within the body, highlighting the interactions of those target molecules in MRI scans. // Grant and his colleagues have been optimizing the technique for experiments in the MagLab’s 21.1 tesla MRI magnet. Using CEST, they can identify metabolites, neurotransmitters and other molecules involved in tumor progression. // “Looking at the chemical exchange allows us to identify unique patterns in the spectra that correspond to a tumor that is changing dynamically as it’s growing,” said Grant.

### RESILIENCY IMPROVING PRESCRIBED BURNS



A \$2.2 million Department of Defense grant funds an investigation into the dynamics of smoke from prescribed burns, giving land managers a better understanding of when and how to best use the technique. // Understanding how smoke plumes develop and travel is an interdisciplinary problem. FSU researchers from the Department of Scientific Computing, the FAMU-FSU College of Engineering’s Department of Mechanical Engineering and the Geophysical Fluid Dynamics Institute are partnering with the forest research station Tall Timbers, Los Alamos National Laboratory and others to understand the complexities of wildland fires. // Partnering with investigators who have fire management experience helps researchers take what they discover at an academic level and transition it to a practical application. Existing knowledge about how fires burn informs their model. They refine that with new parameters, such as the topography and distribution of vegetation that acts as fuel in a burn plot, the way wind moves through the plot, the fuel moisture and the heat radiated from the fire—then collect data from an actual fire to make a more accurate model of how smoke plumes rise from a prescribed burn. // “We want our models to capture the true physics and our simulations to be as close to what really happens in the field as possible,” said **Neda Yaghoobian**, an assistant professor of mechanical engineering. “This requires parameters that can take input from fire managers and other researchers to refine our model.”

## FACILITIES LEADING LABS ALIGNMENT

The Aerospace, Mechatronics and Energy (AME) building and Florida Center for Advanced Aero-Propulsion (FCAAP) in Tallahassee's Innovation Park adopted new management models and leadership under the FAMU-FSU College of Engineering on July 1, 2020. This was the culmination of a three-year transition period which began in July 2017. // The largest centers within the building are the **Florida Center for Advanced Aero-Propulsion (FCAAP)** and the **Center for Intelligent Systems, Control and Robotics (CISCOR)**. FCAAP was formed to meet the needs of a rapidly evolving and highly competitive aerospace industry. Its main facilities include polysonic, subsonic, supersonic and anechoic wind tunnels, as well as a short take-off and vertical landing (STOVL) jet facility. // CISCOR is a state-of-the-art robotics and mechatronics research space developed to engineer practical solutions to problems in systems, control and robotics for applications in industry and government. It houses the Scansario and Terrestrial Robotics and Integrated Design (STRIDE) and Optimal Robotics Laboratory laboratories, both led by mechanical engineering professors. // In addition to FCAAP and CISCOR, the AME building is home to environmental engineering labs and chemical wet laboratories for chemical and civil/environmental engineering faculty, as well as administrative and graduate researcher office space.

## RESILIENCY RIDER CENTER DISTASTER TECH HUB



**Eren Erman Ozguven**, professor of civil and environmental engineering, is the director of the newly-formed Resilient Infrastructure and Disaster Response (RIDER) Center. // "Unfortunately, we have gotten to see firsthand the destructive power of hurricanes over the past several years. While our work is broadly applicable to both coastal and inland regions, we have seen the toll rural communities endure. Rural areas often have more infrastructure limitations and communication challenges than their urban counterparts," Ozguven said. "Working closely with the impacted communities, the RIDER center will address these challenges and serve as a technical repository on disaster response and recovery. // The RIDER center will be an information research hub that will provide a central location for resiliency and disaster research. One of the main focuses of the center is to establish and develop emergency plans that fit the needs of both urban and rural communities. // The new center will be led by research faculty from the civil and environmental engineering department at the college. They will act as technical leads, with expertise on everything related to disaster response and resilience. Their research specialties range from structural design and wind engineering to the handling of debris, logistics, transportation issues, flooding and storm surge as well as coastal engineering. The center will also collaborate with other social science and engineering disciplines such as industrial and electrical, with a focus on infrastructure networks, sustainability and reliability.

## AEROSPACE HYPERSONIC AERODYNAMICS

The U.S. government is interested in developing hypersonic weapon systems for the nation's defense and their scientists are working with researchers at the FAMU-FSU College of Engineering to develop essential research data needed to accomplish this. The need for this research could not be greater as nations scramble to compete for this technology. // **Rajan Kumar**, an associate professor in mechanical engineering, was awarded two grants that together total over \$1 million to assist the U.S. military with the design of Hyper Velocity Projectiles. High-speed projectiles are necessary to develop hypersonic weapon systems. // "This research involves the study of a flight vehicle operating at hypersonic speeds," Kumar explains. "The graduate students involved in this research will become next-generation engineers and scientists, and will significantly benefit from working on these challenging problems."



## MANUFACTURING

### 3D PRINTING WITH MAGNETS

Researchers from the High-Performance Materials Institute, FAMU-FSU College of Engineering have developed and investigated a new technique for 3D printing that could produce much stronger materials that could be used in a variety of engineering applications. // In a paper published in the journal Additive

Manufacturing, **Madhuparna Roy** (a Spring 2020 Florida State University doctoral graduate from the college) and advising professor **Tarik Dickens** showed the possibility of using magnetic fields near a 3D printer to change the alignment of fibers inside an object as it was being printed—a term Dickens calls 'magneto-assisted printing.' This tweak in the mechanical properties of the material could greatly improve its overall quality and strength. // "3D-printed materials are not strong on their own because they're just plastic layers sitting on top of each other," said Roy, the paper's lead author. "The gap in the research world is to improve mechanical properties. With improved mechanical properties, you could create solutions for any kind of application, depending on what that particular application requires." // This paper showed the possibility of using this technique for a material with low viscosity, so future investigations could study the process with a more viscous material that requires a stronger magnetic field to realign the interior fibers, Roy said. Mechanical tests of the finished 3D-printed product are planned.

## MATERIALS ADVANCING PARTICLE ACCELERATORS

Mechanical Engineering Associate Professor **Wei Guo** and his team use cryogenics to study liquid helium and its use related to superconducting particle accelerators, to make them safer and more efficient. Guo is the Director of the Cryogenics Lab located in the National High Magnetic Field Laboratory (NHMFL). // The U.S. Department of Energy (DOE) has a vested interest in the safe operation of these facilities and provided a \$600,000 grant to study several projects in the Cryogenics Lab operated by Guo and his team. One project supported by DOE is to study "Sudden vacuum loss in helium-cooled tubes." Guo and his team have set up a unique model system for experimentation, using a vacuum tube immersed in liquid helium and connected, through a fast-acting solenoid valve, to a gas reservoir at known

CONTINUED ON PG. 16



# FAMU-FSU College of Engineering

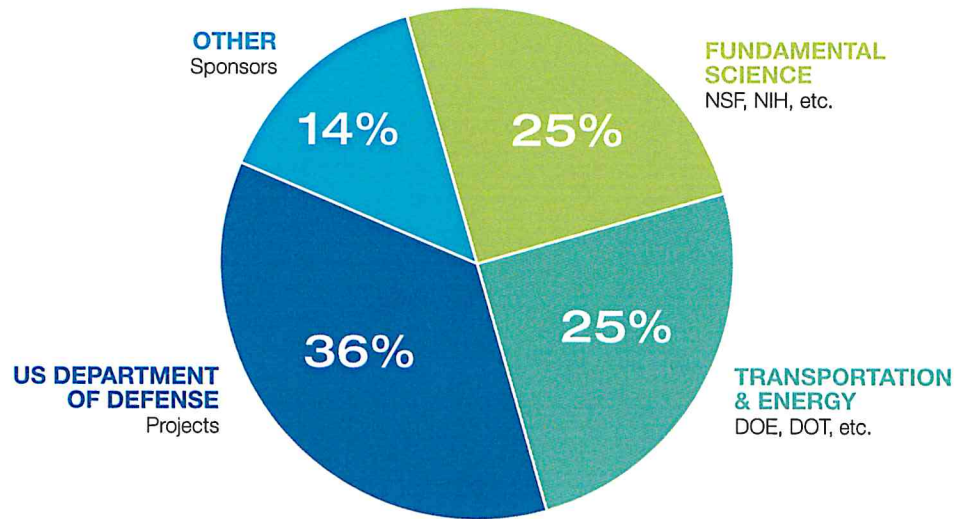
**GRADUATE  
ENGINEERING**

**#4** in Florida  
among public schools  
2021

## Some of Our Most Generous Corporate Sponsors 2017-2020

Aerosonic  
Baidu USA  
Bruker Biospin AG  
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Duke Energy  
Environmental Research and Education  
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General Atomics Electromagnetics  
Infineum USA  
Korea Basic Science Institute  
L3Harris Technologies  
L-3 Maritime System  
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Nikon Instruments  
Northrop Grumman Systems Corporation  
OMICS  
Reliance Industries Limited, India  
Rolls-Royce  
SentiMetal Journey  
SGRI North America  
Texas Instruments  
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## FY 2020 Sponsored Research Expenditures \$28.4M\*\*



**RESEARCH  
TOTALS  
'19-'20**

**165** RESEARCH AWARDS (received)  
**\$31.4M** TOTAL AWARDS VALUE  
**203** PROPOSALS SUBMITTED  
**67** RESEARCH LABS & CENTERS  
**30** PATENTS ISSUED

### Junior faculty awards

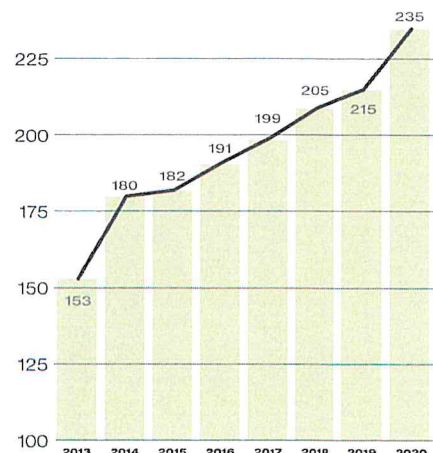
17 TOTAL  
7 ACTIVE  
• 6 NSF CAREER  
• 1 DARPA YIP\*

\*Young Investigator Program

### 22 FACULTY FELLOWSHIPS

- > American Association for the Advancement of Science
- > American Institute of Chemical Engineers
- > American Physical Society
- > American Society of Civil Engineers
- > American Society of Mechanical Engineers
- > Institute of Electrical & Electronics Engineers
- > Institute of Physics (UK)
- > Materials Research Society
- > National Academy of Engineering
- > National Academy of Inventors
- > Royal Academy of Engineering (UK)
- > Royal Microscopical Society (UK)

### PhD Enrollment

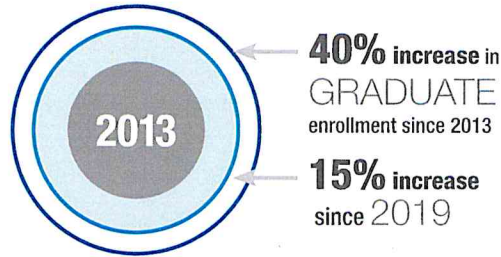




Generated *nearly half* of all patent applications filed by both universities in 2019

**STUDENT POPULATION**

**2,604** students  
 2,230 undergraduate  
 374 graduate



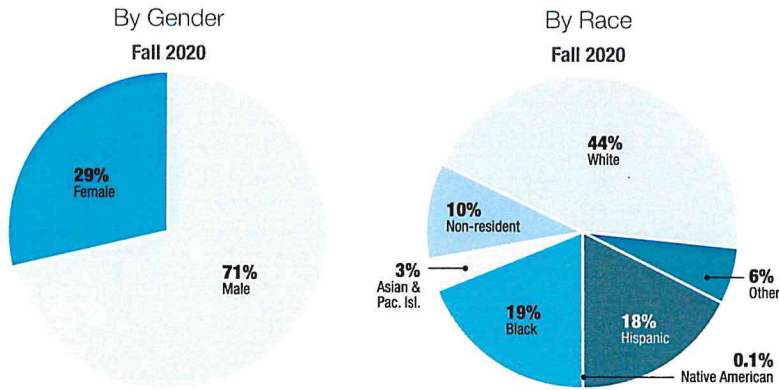
TOTAL ENGINEERING DEGREES AWARDED 2019–20

BS **398** GRADUATE **121**

**Graduate Student Fellowship Awards 2019–2020**

- NIH Pre-Doctoral Fellowship
- DOE Science Graduate Student Research
- McKnight Fellowship (2)
- GEM Associate Fellows (4)
- GEM Intel Fellow
- DoD SMART Scholar
- FSU Legacy Fellowship
- NSF Graduate Research Fellowship (5)

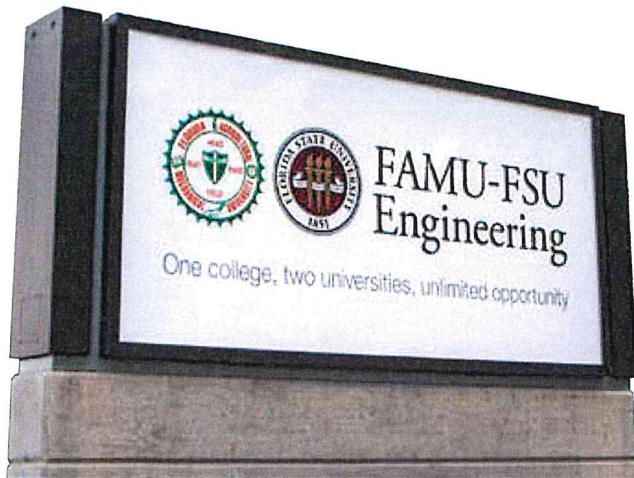
**GRADUATE & UNDERGRADUATE STUDENT POPULATION**



**FAMU (HBCU) doctorate enrollment doubled since 2016**

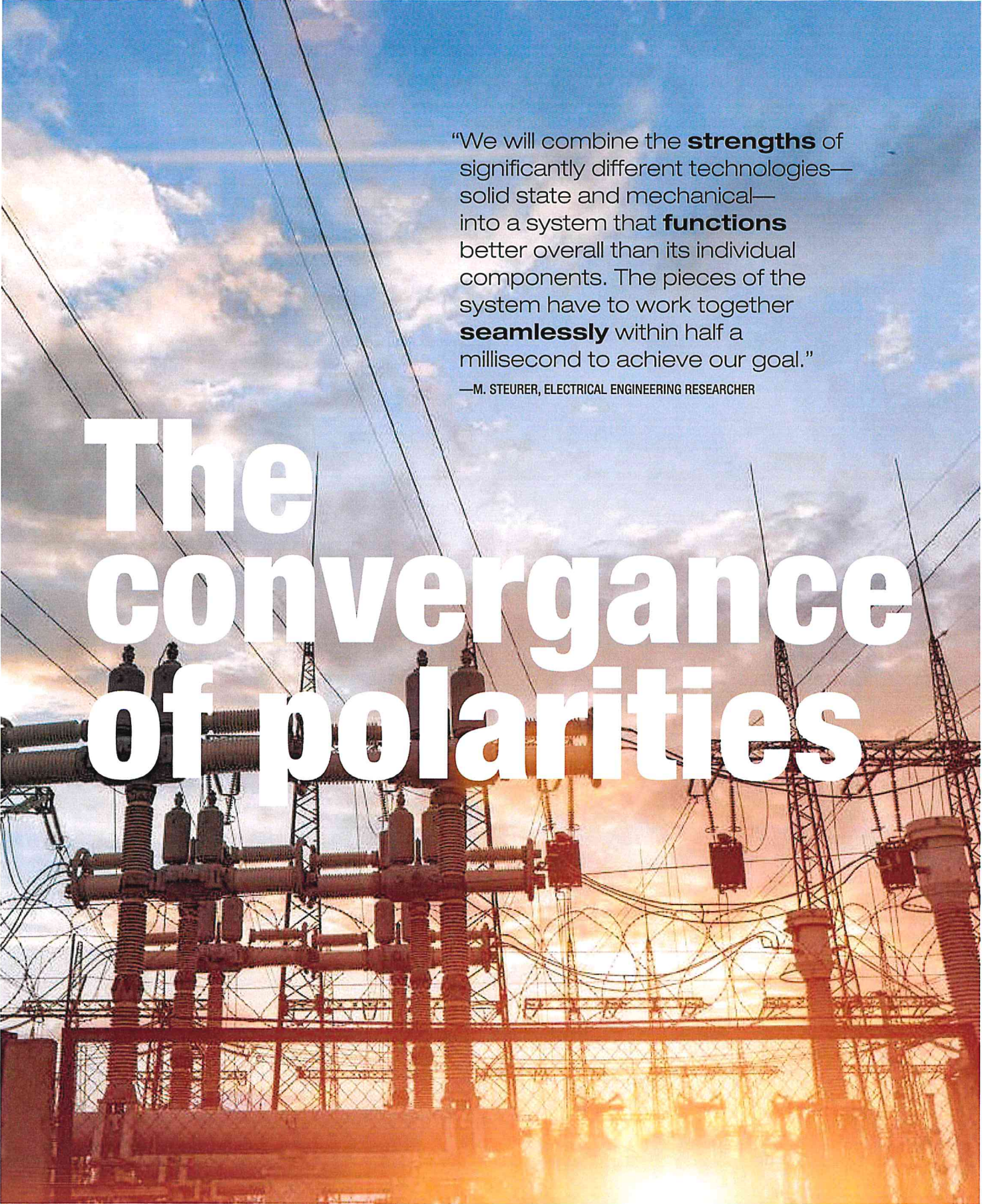


2019 Exemplar



**#4** producer of African-American PhDs in engineering nationwide

**#1** in percentage of African-American engineering faculty at an R-1 university



“We will combine the **strengths** of significantly different technologies—solid state and mechanical—into a system that **functions** better overall than its individual components. The pieces of the system have to work together **seamlessly** within half a millisecond to achieve our goal.”

—M. STEURER, ELECTRICAL ENGINEERING RESEARCHER

# The convergance of polarities

# Partnered with Georgia Tech, researchers make direct current practical in high power applications

Major power users depend on alternating current (AC), which cycles on and off 60 times per second. Among the reasons: AC is simple to turn off when there's a problem—known as a fault—such as a tree falling on a power line.

More and more systems are transitioning to DC power, but researchers are still trying to find the perfect way to turn off the power in these DC systems. A new collaboration between FAMU-FSU Engineering faculty and Georgia Tech could solve that problem.

The ARPA-E BREAKERS program in the Department of Energy awarded Florida State University and Georgia Tech researchers \$3.3 million to develop innovations in power electronics, piezoelectric actuators and new insulation materials to make highly efficient, high-power DC circuit breakers feasible.

The project is known as Efficient DC Interrupter with Surge Protection (EDISON).

“The transition from AC to DC, which is already happening, will open up a new paradigm for efficiently and controllably managing power in future electrical systems and military platforms,” said Michael “Mischa” Steurer, a research faculty member at Florida State University’s Center for Advanced Power Systems (CAPS) who is associated with the FAMU-FSU College of Engineering. “This will be enabled by the amazing developments that have happened over the past two decades in power electronics.”

Direct current could be particularly useful as more renewable energy comes online. Photovoltaics in the west may still be generating power after the sun sets in the east. Wind turbines may be producing power in the mid-section of the country while clouds cover other parts of the country. Transmitting power from one location to another could therefore become more important.

The hybrid circuit breaker under development by the research team will use stacks of very large transistors to switch off the DC when necessary. Semiconductors are less efficient at conducting current than conventional mechanical switches, so under ordinary conditions, the current will flow through mechanical switches. But when the power must be turned off, current will be briefly routed through the power electronics until the mechanical breakers can be opened.

“We are proposing a hybrid DC circuit breaker in which the current will have two paths,” explained Lukas Graber, an assistant professor in the School of Electrical and Computer Engineering at Georgia Tech. “One path will be through the semiconductors, which can interrupt the current when needed. The second path will be through mechanical switches, which will provide a much less resistive path that will be more efficient for normal operations.”

The transistors that will be used in DC switching are a square centimeter in size, and dozens or hundreds of them would be combined in series or parallel to provide enough capacity for switching thousands of volts. After the current has been moved to the solid-state transistor pathway, piezoelectric actuators will quickly separate the contacts in the mechanical switches before temperatures can rise too high in the transistors. Once separated, the flow through the transistors can be switched off.

“We need to be extremely fast,” Graber said. “We have to separate the contacts within 250 microseconds and to completely




**Michael “Mischa” Steurer**, research faculty member in electrical engineering, is at the Florida State University Center for Advanced Power Systems (CAPS) and associated with the college.

break the current within 500 microseconds—just half a millisecond. For that reason, we cannot use spring-loaded or hydraulic actuators common to AC breakers. Devices that rely on the piezoelectric effect can do that for us.”

The Georgia Tech and FSU researchers have developed intellectual property for components of the proposed DC breakers and will work together to combine the technologies.

“We will combine the strengths of significantly different technologies—solid state and mechanical—into a system that functions better overall than its individual components,” Steurer said. “The pieces of the system have to work together seamlessly within half a millisecond to achieve our goal.”

The researchers—including Associate Professor Maryam Saeedifard, VentureLab Principal Jonathan Goldman, and Postdoctoral Fellow Chanyeop Park at Georgia Tech and FAMU-FSU Engineering Professor Fang Peng, Research Faculty Karl Schoder, and FAMU-FSU Engineering Assistant Professor Yuan Li—expect to build a prototype that will be tested within three years. The development and testing will be done in collaboration with a team of industrial partners who will ultimately transition the DC breakers to commercial use.

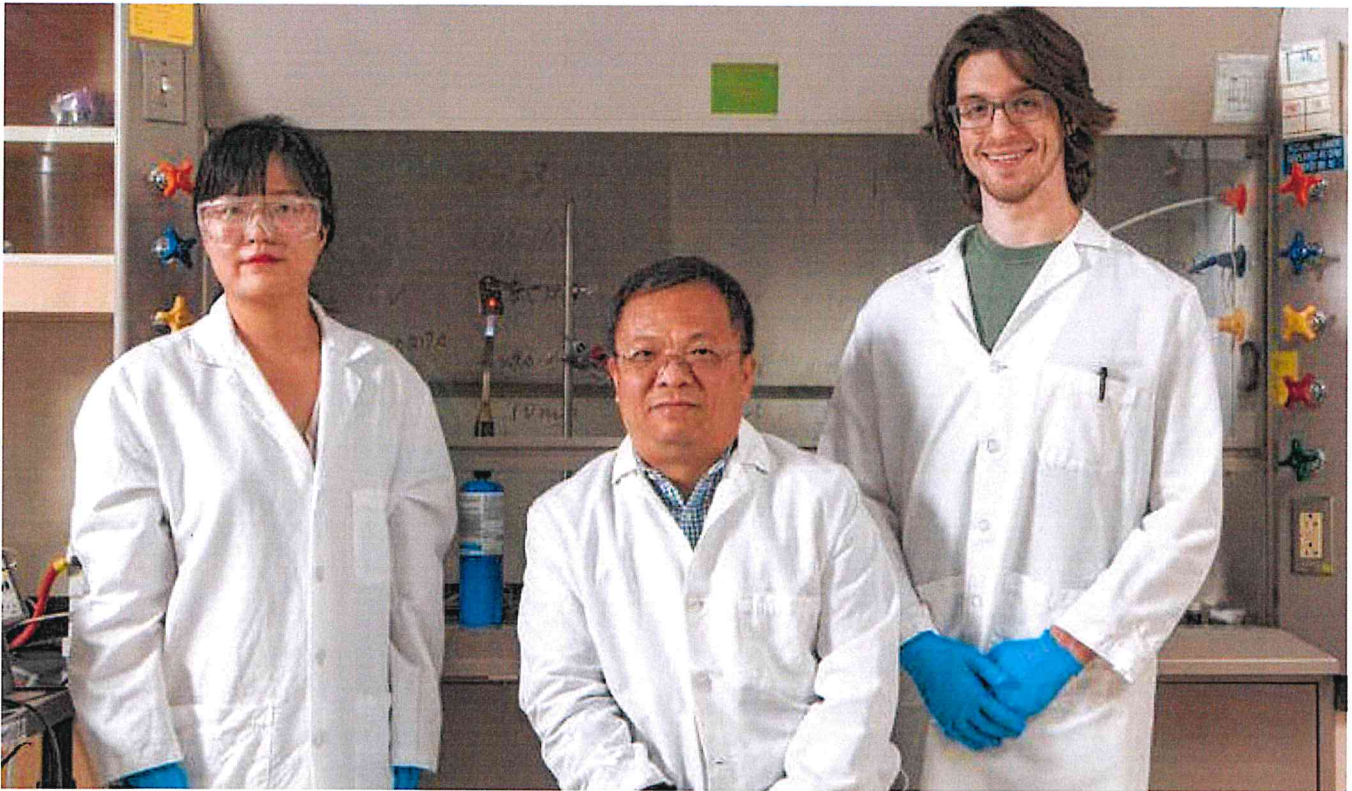
The background of the entire page is a photograph of four fighter jets flying in formation against a vibrant sunset sky. The jets are silhouetted against the bright orange and red light of the setting sun. The sky transitions from a deep red at the top to a lighter orange and yellow near the horizon. The jets are arranged in a staggered pattern, with one in the upper right, one in the middle right, one in the middle left, and one in the lower left.

# Thin- skinned strength

By soaking **buckypaper** in a resin made of a compound called **phenol**, the team created a lightweight, flexible material that is also **durable** enough to protect the body of an aircraft from the intense heat it faces while flying at high speeds.



# Researchers develop thin heat shield for superfast aircraft



**Ayou Hoa, Ph.D., Zhiyong (Richard) Liang, Ph.D.,** (director of the High-Performance Materials Institute) and doctoral candidate at HPMI  
**Yourri-Samuel Dessureault**

The world of aerospace increasingly relies on carbon fiber reinforced polymer composites to build the structures of satellites, rockets and jet aircraft. But the life of those materials is limited by how they handle heat.

A team of FAMU-FSU College of Engineering researchers from Florida State University's High-Performance Materials Institute (HPMI) is developing a design for a heat shield that better protects those extremely fast machines. Their work was published in the November 2019 edition of *Carbon*.

"Right now, our flight systems are becoming more and more high-speed, even going into the hypersonic range, which is five times the speed of sound," said Professor Richard Liang, industrial and manufacturing engineering faculty member and director of HPMI. "When you have speeds that high, there's more heat on a surface. Therefore, we need a much better thermal protection system."

The team used carbon nanotubes, which are linked hexagons of carbon atoms in the shape of a cylinder, to build the heat shields. Sheets of those nanotubes are also known as "buckypaper," a material with incredible abilities to conduct heat and electricity that has been a focus of study at HPMI. By soaking the buckypaper in a resin made of a compound called phenol, the researchers were able to create a lightweight, flexible material that is also durable enough to potentially protect the body of a rocket or jet from the intense heat it faces while flying.

Existing heat shields are often very thick compared to the base they protect, said Ayou Hao, a research faculty member at the center.

This design lets engineers build a very thin shield, like a sort of skin that protects the aircraft and helps support its structure.

After building heat shields of varying thicknesses, the researchers put them to the test.

One test involved applying a flame to the samples to see how they prevented heat from reaching the carbon fiber layer they were meant to protect. After that, the researchers bent the samples to see how strong they remained.

They found the samples with sheets of buckypaper were better than control samples at dispersing heat and keeping it from reaching the base layer. They also stayed strong and flexible compared to control samples made without protective layers of nanotubes.

That flexibility is a helpful quality. The nanotubes are less vulnerable to cracking at high temperatures compared to ceramics, a typical heat shield material. They're also lightweight, which is helpful for engineers who want to reduce the weight of anything on an aircraft that doesn't help the way it flies.

The project received second place among peer-reviewed posters at the 2019 National Space and Missile Materials Symposium and received third place at the Society for the Advancement of Material and Process Engineering 2019 University Research Symposium.

That recognition is helpful for showing the United States Air Force Office of Scientific Research, which partially supported the work, the promise of further research, Hao said.



# Heavy metal handling

# Microwave treatment is an inexpensive way to clean heavy metals from treated sewage

A team of FAMU-FSU Engineering researchers studying new methods to remove toxic heavy metals from biosolids—the solid waste left over after sewage treatment—found the key is a brief spin through a microwave.

The method removed three times the amount of lead from biosolids compared to conventional means and could reduce the total cost of processing by more than 60 percent, making it a possible engineering solution to help produce fertilizer and allow more people to live with clean soil and water. The research is published in the *Journal of Cleaner Production*.

“Biosolids are a valuable resource, but heavy metals prevent their use,” said Gang Chen, a professor of civil and environmental engineering.

As the human population of the planet grows and more people move to cities, sewage treatment plants around the world are producing more biosolids. Those byproducts are often disposed of in landfills or incinerators, but there are drawbacks to those solutions, such as high costs or secondary pollution from the treatment process itself.

Another option is to compost the biosolids, using them as an ingredient in fertilizer that finds a second life in agriculture. In the United States, about half of all biosolids are recycled.

Before disposal or recycling can happen, they need to be made safe to use. One obstacle is the presence of heavy metals, so named for their high atomic weight. Because these potential toxins can leach into the environment from biosolids, it’s important to extract them. However, that extraction can be expensive.

Chen and his team turned to their knowledge of energy to develop a more efficient process.

The investigation started from theory. They calculated the amount of energy that was needed to break the bonds that attached the heavy metals to the rest of the biosolid but would not destroy the biosolid itself. Somewhere on the electromagnetic spectrum, Chen’s group found the radiation with the right amount of energy.

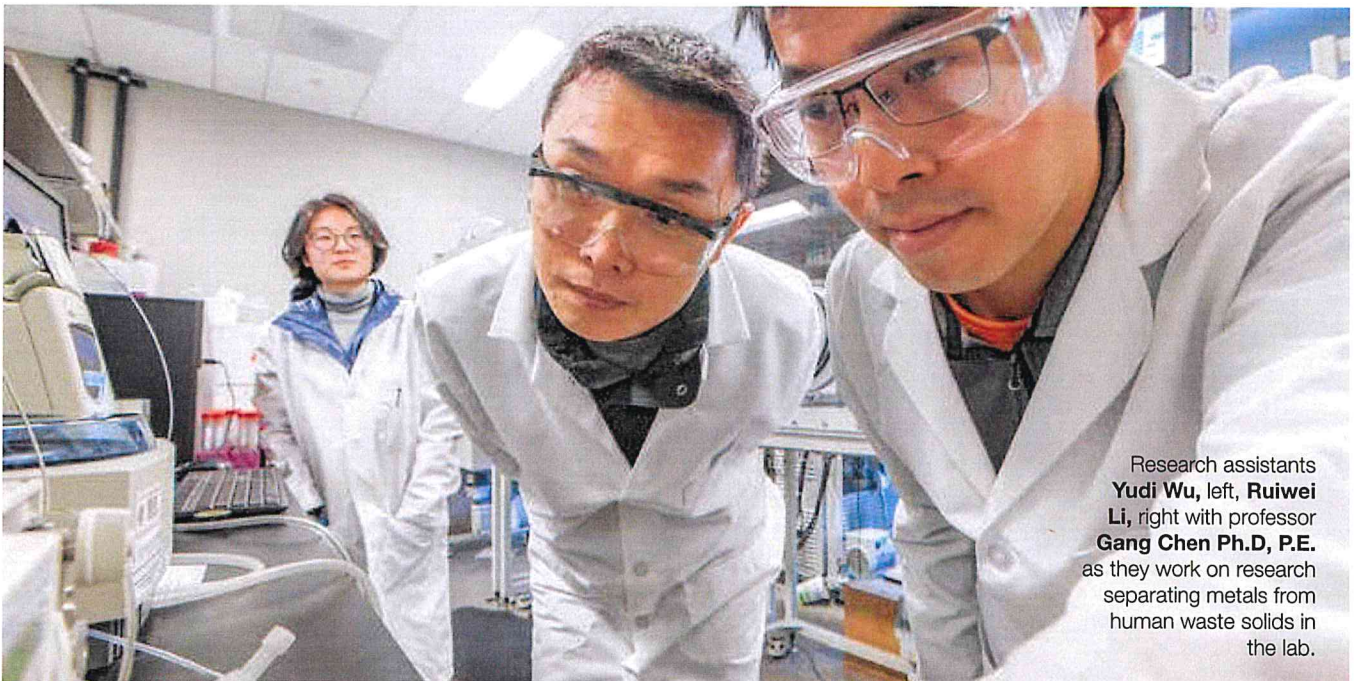
Microwave radiation seemed to be just right. After treatment in a microwave, researchers were able to remove the heavy metals from biosolids with a lower dosage of treatment chemicals than traditional extraction requires.

It’s a technique that can be scaled up to facilities that service a city or a region to give them a less expensive way to make biosolids safe, Chen said.

It’s important work, because if heavy metals remain in biosolids that are applied to soil, those metals can be absorbed by plants, which become part of the food chain for animals or humans. As they accumulate in the body, they can cause intellectual disability in children, dementia in adults, central nervous system disorders and damage to organs.

“We want to break the loop,” Chen said.

Former doctoral student Simeng Li, a current assistant professor in the Department of Civil Engineering at California State Polytechnic University, Pomona; Runwei Li, a doctoral candidate in the FAMU-FSU College of Engineering; and Youneng Tang, an assistant professor of civil and environmental engineering at the FAMU-FSU College of Engineering, contributed to this study. This research was supported by the Hinkley Center for Solid and Hazardous Waste Management.

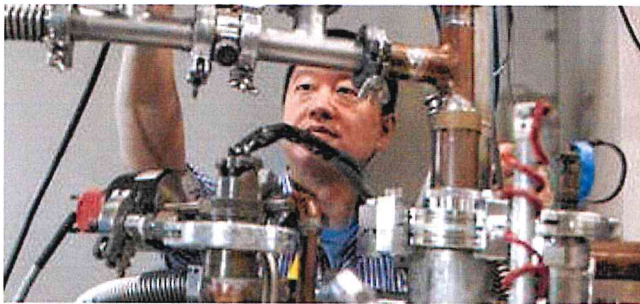


Research assistants **Yudi Wu**, left, **Ruiwei Li**, right with professor **Gang Chen Ph.D., P.E.** as they work on research separating metals from human waste solids in the lab.

## HIGH-IMPACT ENGINEERING RESEARCH

FROM PG. 7

gas pressure and density. By setting up a controlled failure experiment, these scientists calculate metrics involving airflow and heat deposition. This type of information is valuable and is relevant to the safe operation of those systems. // Another project supported by DOE is called “Quench spot detection.” Many modern particle accelerators utilize superconducting cavities to accelerate charged particles. There is a strong demand to reach higher accelerating fields in these cavities so that the particles can gain higher energies over shorter



distances. The prospect of shorter accelerators is significant due to their high costs, on the order of 1 billion U.S. dollars per mile. The maximum accelerating field is limited by cavity quenching caused by heating from tiny surface defects called quench spots. By locating and subsequently removing those defects, the maximum accelerating field can be significantly improved. There is a long-standing research effort in the accelerator field is to develop reliable methods to detect those sub-millimeter defects. // “The technique we plan to use is the molecular tagging velocimetry (MTV) method that we developed in our lab,” Guo said. “We are the only lab that is capable of performing MTV in helium in the world. Some groups in the U.S. and other countries are considering to construct a similar set up to ours, so we will be involved in some collaboration to help them set up their systems.”

### **MATERIALS** LIGHTWEIGHT COMPOSITES FOR DEFENSE

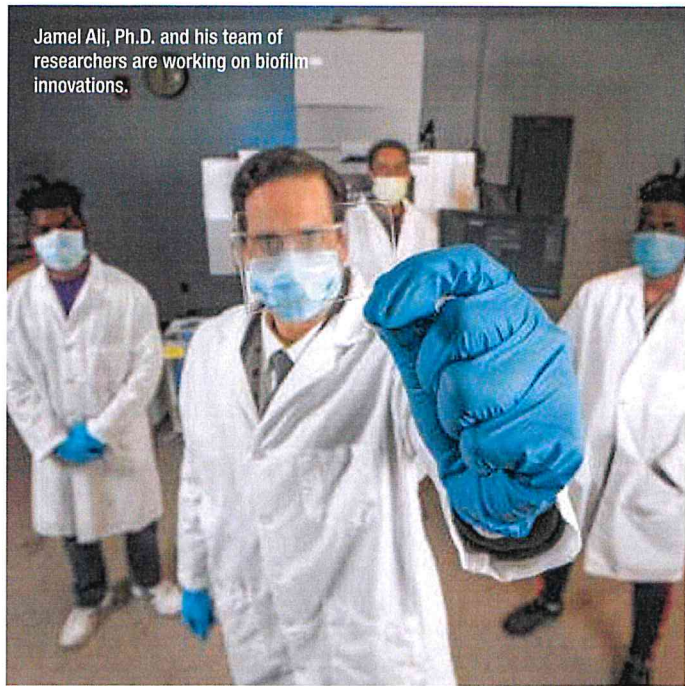
In a new study, researchers are collaborating with the Massachusetts Institute of Technology (MIT) and Brookhaven National Lab to study 3D printed composites. // **Subramanian Ramakrishnan**, a chemical engineering professor and researcher, and his team received \$659,000 from the Department of Defense to support discoveries for the next three years. Ramakrishnan explains the research is not only about making new materials, but also about providing scientists information and guidelines that will result in the development of lighter and stronger materials. // “We are asking the question of why and how things happen,” Ramakrishnan said. “We want to know how to develop novel materials, and help to advance design rules for processing them.” // Ramakrishnan’s collaborators at the college include **Theo Siegrist**, chemical and biomedical engineering professor and **Tarik Dickens**, associate professor of industrial and manufacturing engineering. At MIT, **James Swan**, associate professor of chemical engineering, is collaborating. // “We will be looking at thermoset resin, a polymer that can be 3D printed to produce devices,” Dickens said. “We want to see how properties develop during



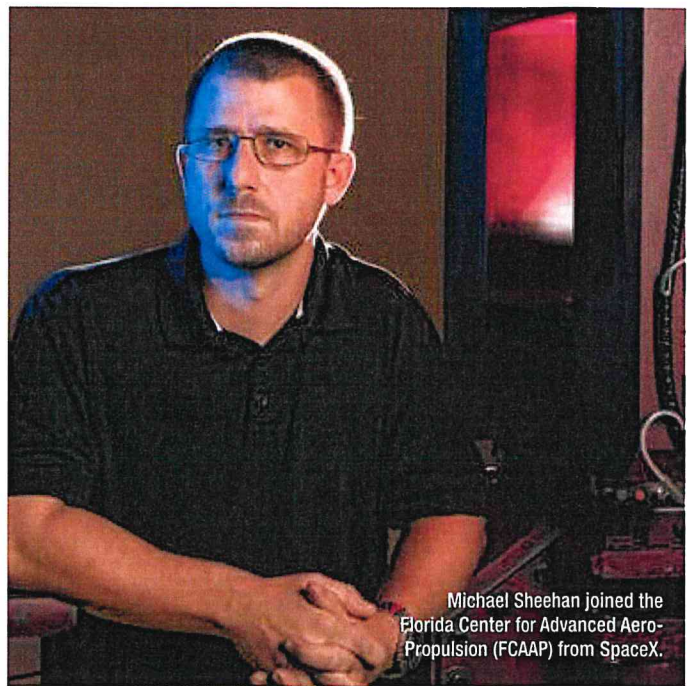
the print process and how we can control it to achieve the desired property.” // The materials have caught the eye of the Department of Defense and industry leaders such as Boeing for their combination of characteristics. Substantial attention from research by the Air Force Research Lab showed the 3D print process of thermosetting polymer matrix composite resins can produce high-temperature-capable, reinforced polymer composite parts for next-generation materials. These materials can withstand extreme conditions in high-temperature environments. // The material can play a role in increasing aircraft range and a reduction of fuel consumption because of these unique properties. The new manufacturing possibilities of the material show promise, but issues in the structure of these materials need further research. // The research team will conduct simultaneous 3D printing and x-ray scattering experiments at the Brookhaven National Lab to understand the processing of the materials. Swan will be performing theoretical simulations and calculations to predict material properties.

### **EDUCATION** BUILDING STUDENT SUCCESS & RETENTION

Thanks to a new \$1 million grant from the NSF, select engineering students at the FAMU-FSU College of Engineering have a new tool in their arsenal to help them overcome barriers to academic success. // The grant, called “Retaining Undergraduate Engineering Students through Experiences in Industry, Entrepreneurship, Community Engagement and Research,” supports a new program called Educating Engineering Students Innovatively (EESI). The program aims to improve the success and retention rates of Florida A&M University undergraduate engineering students at the joint college—specifically by targeting sophomores and juniors. // “The grant is based on a new program we piloted last year,” **Charmane Caldwell, Ph.D.**, the Director of Student Access and the principal investigator for the new NSF grant explains. “The idea is to introduce students to different engineering tracks based on their interests and to fund their passion with scholarships that allow them to focus on their studies.” // The grant provides multi-year scholarships for more than 40 students over the next five years. EESI targets sophomores and juniors because those are the years usually overlooked nationally when considering persistence of engineering students. In addition to scholarships, the program supports evidence-based academic and professional development activities within four major tracks: industry, entrepreneurship and innovation, community engagement and research.



Jamel Ali, Ph.D. and his team of researchers are working on biofilm innovations.



Michael Sheehan joined the Florida Center for Advanced Aero-Propulsion (FCAAP) from SpaceX.



(Above): Hui Wang, Ph.D. industrial and manufacturing engineering faculty member.



Okenwa Okoli, Ph.D., Industrial & Manufacturing Engineering chair



Rufina Alamo, Ph.D., (right) working alongside Ph.D. candidate Stephanie Marxsen

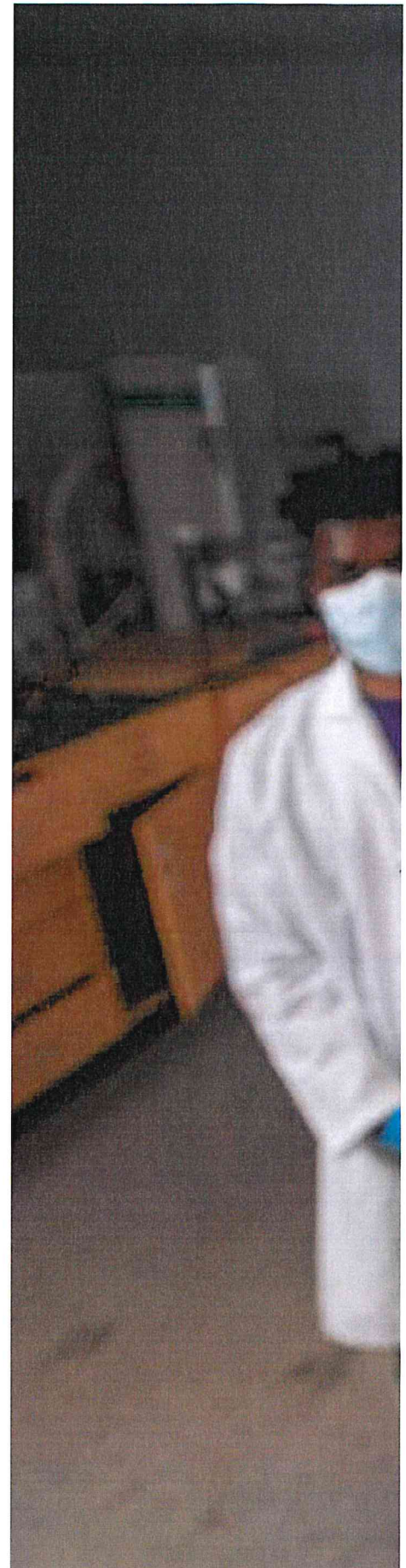


## FAMU-FSU Engineering

2525 Pottsdamer Street  
Tallahassee FL 32310  
[www.eng.famu.fsu.edu](http://www.eng.famu.fsu.edu)

One **college**,  
two **universities**,  
unlimited **opportunity**.

The FAMU-FSU College of Engineering is the joint engineering institution for Florida A&M and Florida State universities, the only such shared college in the nation. We are located less than three miles from each campus. After satisfying prerequisites at their home university, students learn together at the central engineering campus with its adjacent, associated research centers and a national laboratory.



**FAMU  
NONDISCRIMINATION  
POLICY REGULATION  
10.103**

**ATTACHMENT**

**I**

**Regulations of  
Florida A&M University**



**10.103 Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures.**

- (1) Florida A&M University is committed to providing an educational and work environment free from discrimination and harassment on the basis of sex, race, color, religion, national origin, disability, age, marital status, sexual orientation, gender identity, gender expression, military veteran status, as provided by law. This commitment applies to all educational and work environments affecting students, faculty, Administrative and Professional (A&P) employees, Executive Service employees, University Support Personnel System (USPS) employees, and Other Personal Services (OPS) employees and any employment conditions and practices. Vendors, independent contractors, visitors, and others who conduct business with the University or on University policy are also expected to comply with this Regulation.
- (2) This Regulation is designed to comply with multiple laws prohibiting discrimination including: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act Amendments Act; the Rehabilitation Act of 1973; the Age Discrimination in Employment Act of 1967; Title IX of the Education Amendments Act of 1972; the Pregnancy Discrimination Act of 1978; the Uniformed Services Employment and Re-employment Act; the Veteran's Readjustment Act of 1974; and the Genetic Information Non-discrimination Act of 2008.
- (3) **Definition of Discrimination and Harassment.**
  - (a) *Discrimination* shall include, but not be limited to:
    1. Limiting, segregating or classifying students, employees, applicants for admission, or applicants for employment, in such a way as to deprive individuals of educational or employment opportunities or otherwise adversely affect individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;



2. Denying educational or employment opportunities to individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;

3. Providing unequal educational or employment opportunities to individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;

4. Providing unnecessary separate educational programs or activities for individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;

5. Entering into contractual or other arrangements which utilize criteria or administrative methods which have the effect of subjecting individuals to discrimination or which otherwise adversely affect individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status; or

6. The application of any policy or procedure, or taking of any admission or employment action, that adversely affects a student, employee, applicant for admission, applicant for employment, a group of students, or a group of employees based on race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status.

(b) *Harassment* shall include, but not be limited to:

1. Any slurs, innuendoes or other verbal or physical conduct reflecting on an individual's race, ethnic background, gender, sexual orientation, gender identity, gender expression, or handicapping condition which has the purpose or effect of creating an intimidating, hostile or offensive educational or work environment; has the purpose or

effect of unreasonably interfering with the individual's work or school performance or participation; or otherwise adversely affects an individual's employment or educational opportunities.

2. The denial of or the provision of aid, benefits, grades, rewards, employment, faculty assistance, services, or treatment on the basis of sexual advances or requests for sexual favors.

3. Sexual harassment such as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational career; submission to or rejection of such conduct is used as a basis for educational or employment decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

4. Sexual misconduct including sexual assault, sexual violence, inducing incapacitation for sexual purposes, sexual exploitation, relationship or domestic violence, or stalking.

a. Sexual assault means an actual or attempted sexual contact with another person without that person's consent. This includes, but is not limited to:

- i. Involvement in any sexual contact when the victim is unable to consent;
- ii. Intentional unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's genital area, groin, inner thigh, buttocks, or breast; or
- iii. Sexual intercourse without consent.

b. Inducing incapacitation for sexual purposes includes drugs, alcohol, or other means with the intent to affect or having an actual effect on the ability of an individual to consent or refuse to consent to sexual consent.

- c. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples include, but are not limited to:
  - i. Prostitution of another person;
  - ii. Non-consensual visual or audio-recording of sexual activity; or
  - iii. Non-consensual distribution of photos, other images, or information of an individual's sexual activity.
  
- d. Relationship or domestic violence is abuse or violence between partners or former partners involving one or more of the following elements:
  - i. Battering that causes bodily injury;
  - ii. Purposely or knowingly causing reasonable apprehension of bodily injury;
  - iii. Emotional abuse creating apprehension of bodily injury or property damage;  
or
  - iv. Repeated telephonic, electronic, or other forms of communication – anonymously or directly – made with the intent to intimidate, terrify, harass, or threaten.
  
- e. Stalking includes repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device, or method that purposely or knowingly causes substantial emotional distress or reasonable fear of bodily injury or death.

**(4) Dissemination and Implementation of the Regulation.**

- (a) The Office of Equal Opportunity Programs shall disseminate this Regulation or portions of it to the University community which shall comply and adhere to its provisions. All units shall also take appropriate action to implement the provisions set forth in this Regulation.
- (b) All questions or concerns about this Regulation or conduct that may violate this Regulation should be directed to the Director of Equal Opportunity Programs/Title IX Coordinator:

Carrie Gavin  
Director of Equal Employment Opportunity Programs/ Title IX Coordinator  
Florida A&M University  
674 Gamble Street  
Tallahassee, Florida 32307  
(850) 599-3076  
carrie.gavin@famuedu

**(5) Procedures for Filing a Complaint.**

(a) Any individual who believes that he/she is a victim of discrimination or harassment may seek guidance from the Equal Opportunity Programs (EOP) Officer who has been delegated authority by the President to receive and investigate EEO and other protected class discrimination and harassment complaints based on a protected class issue. The EOP Officer shall inform prospective complainants of the formal and informal options by which his/her concern can be addressed and resolved. Issues handled informally will not normally invoke the investigatory procedures set forth in this Regulation. Issues handled formally, shall include the full range of processes and reviews that are necessary to ascertain the facts.

1. Complaints and reports against students may also be reported to the Office of Judicial Affairs. Students referred to the Office of Judicial Affairs for alleged violation of this Regulation will be subject to investigation and disciplinary action as provided by Regulation 2.012 – Student Code of Conduct and Regulation 2.013 – Due Process, Rights, and Responsibilities.

(b) A formal complaint shall be filed on the Charge of Discrimination/Harassment Form and submitted to the EOP Officer within sixty (60) calendar days after the alleged occurrence of the discrimination/harassment incident. The form may be obtained from the EOP Office.

(c) No formal action may be undertaken unless and until a formal complaint is filed. This provision shall not limit the University in any way from initiating its own review of the complaint and taking appropriate action should such be deemed warranted under the circumstances presented.

(d) After receiving the signed written complaint, the EOP Officer shall notify, in writing, the complainant and the person against whom the complaint was filed of the allegations; provide the person against whom the complaint was filed an opportunity to respond;

conduct a complete investigation; and, determine a resolution to the complaint within thirty (30) University business days of receipt of the written complaint. This time period may be extended by the EOP Officer should an extension be necessary in order to ensure a full, fair and complete investigation. The EOP Officer shall give notice to the parties if such an extension is deemed necessary.

- (e) The complaint will be dismissed if it is determined that the allegations are without merit. If disciplinary action is warranted, the EOP Officer shall prepare written notices to both parties (complainant and person against whom the complaint was filed). The written notice shall include the proposed disciplinary action, the reasons for the disciplinary actions, and the right of the person against whom the complaint has been filed to request, within ten (10) University business days of receipt of the proposed disciplinary action, an investigatory interview before a University hearing board.
- (f) The University hearing board, when charged to review the complaint, shall file with the President or President's designee their findings and recommendations. The hearing board will notify both parties of its recommendations.
- (g) The Complainant or the person against whom the complaint has been filed may upon receipt of the hearing board's decision make an appeal to the President, or the President's designee, for a review of the decision. Any appeals to the President or President's designee must be filed in writing within ten (10) University business days of receipt of the hearing board's written decision. Any additional information provided to the President or President's designee can only be provided in conjunction with the written appeal addressed to the President or President's designee. The President or President's designee shall render, within twenty (20) University business days of receipt of the hearing board's recommendation, a final written decision either dismissing the complaint or taking appropriate disciplinary action. The President or President's designee shall have the right to affirm, modify or reverse any prior decisions.

**(6) Disciplinary Actions.**

- (a) Any employee or student of the University who is found to have discriminated against or harassed a student, an employee or an applicant for admission or employment will be subject to counseling or disciplinary action. Disciplinary action may include a written reprimand, probation, suspension, expulsion, or termination. The nature of the counseling

or disciplinary action shall be guided by the seriousness of the offense.

(b) Any employee in a supervisory capacity who has knowledge of a complaint involving another supervisor, subordinate, employee(s) supervised by another supervisor, or student(s) in the class(es) of another supervisor and who does not take appropriate corrective action or report the matter directly to the President or University EOP Officer will be subject to counseling or disciplinary action. Disciplinary action may include a written reprimand, suspension, or termination. The nature of the counseling or disciplinary action shall be guided by the seriousness of the offense.

(c) All University employees must, within twenty-four (24) hours of receiving information, report information they have about alleged or possible sex-based discrimination, sexual harassment, and sexual misconduct discrimination involving students to the Director of EOP, the Office of Judicial Affairs, or the Department of Public Safety. Employees who are statutorily prohibited from reporting such information are exempt from this reporting requirement.

1. This subsection does not exempt the statutory obligation for any person who knows or has reasonable cause to suspect child abuse, abandonment, or neglect to report such information to the Department of Children and Families.

(d) Any employee or student who knowingly files a false complaint of discrimination or harassment or who knowingly provides false testimony under this Regulation shall be subject to disciplinary action. Disciplinary action may include a written reprimand, probation, suspension, expulsion, or terminated. The nature of the disciplinary action shall be guided by the seriousness of the offense.

**(7) Retaliation Procedure.**

(a) Complainants who feel that they have been retaliated against for exercising their rights under this Regulation shall have the right to file a retaliation complaint with the EOP Officer.

(b) Retaliation complaints shall be handled in the same manner and utilizing the same procedures set forth above in Section 5 of this Regulation.

**(8) Election of Remedies.**

(a) The doctrine of election of remedies shall apply to complaints filed pursuant to this Regulation. Should a Complainant elect to pursue an available alternative remedy,

including the filing of a grievance pursuant to the collective bargaining agreement, the filing of any such grievance shall operate as a waiver of the Complainant's right to file a complaint and avail the Complainant of the procedures available under this Regulation. Should a grievance be filed pursuant to an alternative remedy and subsequent to the filing of a complaint under this Regulation but before proceedings under this Regulation have been completed, the filing of any such grievance nonetheless will act as a waiver, and proceedings pursuant to this Regulation shall be terminated.

- (b) The doctrine of election of remedies shall also apply to appeals filed by persons against whom a complaint has been filed. The filing of an appeal pursuant to an alternative remedy by a person against whom a complaint has been filed, including the filing of a grievance under the collective bargaining agreement or the filing of a petition for a hearing pursuant to Section 120.569, F.S., shall operate as a waiver of the right to appeal to the President or President's designee pursuant to this Regulation.

*Specific Authority Article IX, Section 7(c), Florida Constitution and Board of Governors' Regulation 1.001 and 2.003. History – New May 6, 1982, Amended July 15, 1987, Amended June 27, 1996, Amended December 1, 2005, Amended May 2, 2014.*

**FAMU TITLE IX  
INFORMATION**

**ATTACHMENT**

**J**





(<http://www.famu.edu>)

# TITLE IX

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## TITLE IX INFORMATION

### Eliminating Discrimination Based on Sex: Responses to Allegations of Sexual Misconduct

***“No person in the United States shall, on the basis of sex; be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”***

Title IX of the  
Education Amendments of 1972 to the 1964 Civil Rights Act

Florida Agricultural and Mechanical University (FAMU) promotes access to its educational programs and activities consistent with federal statutes; state regulations; and University regulations, policies and procedures. The University takes prompt action to investigate complaints of sex discrimination pursuant to federal, state and local statutes.

### **Background**

Title IX of the Education Amendments of 1972 and its implementing regulations, prohibits discrimination on the basis of sex in educational programs or activities operated by recipients of Federal financial assistance. Title IX protects students from sexual harassment, which is one type of sex discrimination, prohibited by Title IX. The United States Department of Education, Office of Civil Rights, issued a "Dear Colleague" dated April 4, 2011. As of August 14, 2020, the Department of Education implemented a new regulation which affords additional due process rights for both parties.

### **University Assistance Provided to FAMU Students**

To faculty members, athletic coaches, administrators and staff who receive notice that a students and employees have been the victim of sexual misconduct, including sexual harassment; the University's practice is to offer the victim six resources:

- 1) **Affirmation.** The victim who discloses is sharing a confidence, perhaps for the first and only time. FAMU strongly encourages the following responses, "I am glad you shared this with me"; "I will do everything I can to assist you"; or "What would you like me to do next?" The University advises recipients of disclosure to avoid responses such as, "You should try to get over this" or "It is best to get on with your life." **The University prohibits employees who receive disclosures of sexual misconduct from withholding the information.**
- 2) **Safety.** The goal is to ensure that the victim has an opportunity to avoid contact with the alleged perpetrator. The University may need to prohibit contact between the victim and the alleged perpetrator, if necessary. The victim may need overnight shelter to avoid a residence hall or apartment where the alleged perpetrator also lives. The University may need to coordinate efforts with University Housing to separate the alleged perpetrator from the victim.
- 3) **Health Services.** A victim may need care for physical or mental injuries; testing for sexually transmitted diseases; or reproductive-related care, just as examples. If the student agrees, FAMU Student Health Services (Clinic) can provide such care at (850) 599-3777. For employees, the University suggests that the victim seek medical treatment with their local physician or at a medical facility as soon as possible.
- 4) **Counseling and Victim Advocate Program.** The victim may need counseling or psychological services, whether the sexual violence was recent or long ago. If the student agrees, FAMU Counseling Services can provide individual and group counseling. It is available to students at no charge. The contact number is (850) 599-3145. Employees may consult with Human Resources at (850) 599-3611, regarding counseling services available through the Employee Assistance Program (EAP). The Victim Advocate Program serves as a confidential resource and support resource for anyone in the University community who has been a victim of a crime. For more information about Victim Advocate Program, please call (850) 412-5667.

- 5) **Academic Adjustments.** The goal is to ensure that the student has an opportunity to avoid contact with the alleged perpetrator. The student who experiences trauma or who must relocate for some period may need to miss one or more classes without the results being punitive. The student may request administration of an exam at a location unknown to an alleged perpetrator who attends the same class; completion of the class via online assignments; or a grade of Incomplete with a schedule for making up coursework.
- 6) **Criminal or administrative options.** Victims of sexual harassment may choose one or more:
- File a police report with FAMU Police Department at (850) 599-3256
  - File a police report with the Tallahassee Police Department (or the local police department), if the sexual harassment occurred off-campus at 911
  - File a complaint with the FAMU Office of Student Conduct and Conflict Resolution at (850) 599-3541
  - File a discrimination complaint with the Office of Equal Opportunity Programs (850) 599-3076

### **Training Programs**

Florida A&M University will include the following in its training programs, but are not limited to:

- \* Title IX Recorded Training Sessions (<https://youtu.be/UeuaAxCHZsU>)
- \* training all university law enforcement personnel on the University's Title IX responsibilities and handling of sexual harassment or sexual misconduct complaints;
- \* training all employees who interact with students regularly on recognizing and appropriately addressing allegations of sexual misconduct under Title IX;
- \* training the Title IX Coordinator and any other employees who are involved in processing, investigating, or resolving complaints of sexual misconduct;
- \* informing victims of their options to notify proper law enforcement authorities, and the option to be assisted by University employees in notifying those authorities;
- \* designating an individual from the University's counseling center to be "on call" to assist victims of sexual misconduct whenever needed;
- \* offering counseling, health, mental health, or other holistic and comprehensive victim services to all victims affected by sexual misconduct, and notifying students of campus and community counseling, health, mental health, and other student services;

For more information regarding consent for sexual activity, please watch the video below:

[www.youtube.com/watch \(https://www.youtube.com/watch?v=fGoWLWS4-kU\)](https://www.youtube.com/watch?v=fGoWLWS4-kU)

### **Applicable Regulations and Policies**

**a) Title IX Sex Discrimination and Sexual Misconduct Prohibition, and Formal Hearing Process**

**Regulation 1.022:** <http://www.famu.edu/regulations/1.022%20Title%20IX%20100320%20FINAL.pdf>  
(<http://www.famu.edu/regulations/1.022%20Title%20IX%20100320%20FINAL.pdf>)

**b) University Board of Trustees Regulation 10.103, Non-Discrimination Policy**

and Discrimination and Harassment complaint Procedures:

[www.famu.edu/regulations/Amended%20Regulation%20%2010%20103%20FINAL%207%201%2014.pdf](http://www.famu.edu/regulations/Amended%20Regulation%20%2010%20103%20FINAL%207%201%2014.pdf)  
(<http://www.famu.edu/regulations/Amended%20Regulation%20%2010%20103%20FINAL%207%201%2014.pdf>)

**b) University Board of Trustees Regulation 2.012, Student Code of Conduct:**

[www.famu.edu/regulations/RegulationStudent%20Code%20of%20Conduct%207-2020.pdf](http://www.famu.edu/regulations/RegulationStudent%20Code%20of%20Conduct%207-2020.pdf)  
(<http://www.famu.edu/regulations/RegulationStudent%20Code%20of%20Conduct%207-2020.pdf>)

**c) University Board of Trustees Regulation 2.013, Due Process, Other Rights**

and Responsibilities: [www.famu.edu/regulations/Regulation%202.013%20Due%20Process%207-2020.pdf](http://www.famu.edu/regulations/Regulation%202.013%20Due%20Process%207-2020.pdf)  
(<http://www.famu.edu/regulations/Regulation%202.013%20Due%20Process%207-2020.pdf>)

**d) Sexual Misconduct Policy: Sexual Misconduct Policy.pdf (/titleix/Sexual Misconduct Policy.pdf)**

For additional questions and resources for filing a report or complaint, please contact:

***Office of Equal Opportunity Programs  
674 Gamble Street  
Florida Agricultural and Mechanical University  
Tallahassee, FL 32307  
(850)599-3076 or [titleix@famu.edu](mailto:titleix@famu.edu)***

Designated Title IX Coordinator: Carrie M. Gavin, Director of EOP/Labor Relations

**CONTACT INFO**

674 Gamble Street  
Tallahassee, FL 32307

P: (Phone) 850-599-3076

F: (Fax) 850-561-2997

**FAMU EQUAL  
OPPORTUNITY  
PROGRAMS**

**ATTACHMENT**

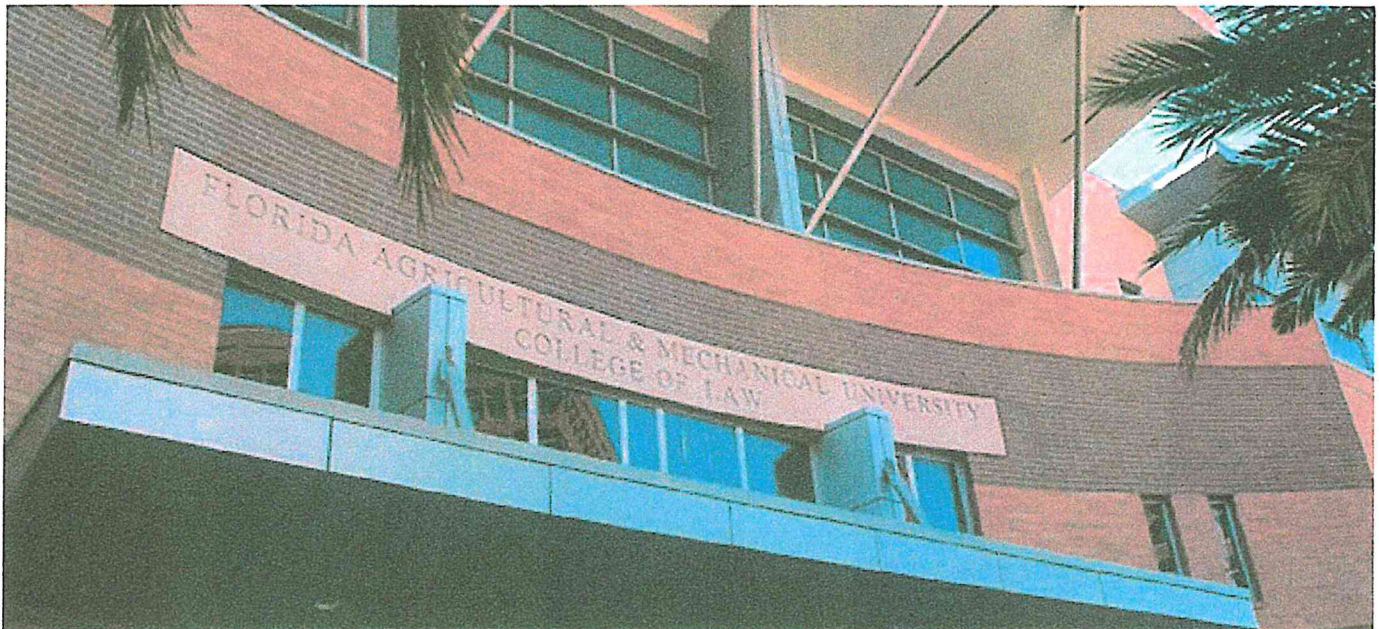
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(<http://www.famu.edu>)

# EQUAL OPPORTUNITY PROGRAMS

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## INTRODUCTION

### **MISSION STATEMENT FOR THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS**

It is the mission of the Office of Equal Opportunity Programs (EOP) to ensure the University

community operates within a system of equity for all its constituents and all its operation as it relates to federal and state laws.

### **VISION STATEMENT FOR THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS**

It is the vision of the Office of Equal Opportunity Programs to decrease the number of discrimination complaints through training methods and operations, and utilize proactive measures to promote a more diverse University Community.

### **RESPONSIBILITIES OF THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS**

Office of Equal Opportunity Programs is responsible for ensuring that employment at the University, as prohibited by state and federal statutes, continues to be on the basis of qualification without regard to race, religion, color, age, sexual harassment, sex, disability, national origin and veteran status.

### **RECEIVE, CONCILIATE AND INVESTIGATE COMPLAINTS OF DISCRIMINATION OR HARASSMENT**

The University's president has delegated to the EOP officer the authority and responsibility to receive, conciliate and investigate complaints of discrimination and/or harassment and to make recommendations concerning the disposition of complaints (Refer to **Policies and Procedures/Chapter 10/ Regulation 10.103** (<http://www.famu.edu/regulations/Amended%20Regulation%20%2010%20103%20FINAL%207%201%2014.pdf>))

(<http://www.famu.edu/EOP/Regulation%2010%20103.pdf>) employee or student who believes that he/she is a victim of harassment and wishes to seek guidance.

### **PROVIDE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS**

The Americans with Disabilities Act (ADA) of 1990 (<http://www.dol.gov/dol/topic/disability/ada.htm>) extends to individuals with disabilities comprehensive civil rights protection similar to those provided to persons on the basis of race, sex, national origin, and religion under the Civil Rights Act of 1964. Title III of the ADA prohibits discrimination on the basis of disability in places of public accommodation by any person who owns, leases(or leases to), or operates a place of public accommodation. Title III also establishes accessibility requirements for new construction and alterations in places of public accommodation and commercial facilities. The office of EOP, through the *Americans with Disabilities Act (ADA)* Coordinator, ensures that Florida A&M University is in compliance with the ADA Act.

The Office of EOP is responsible for completing and/or monitoring the following reports: Affirmative Action Plan (AAP) and the Florida Education Equity Act (FEEA).

**9443** (<http://www.hit-counts.com/>)

Visitor Counter (<http://www.hit-counts.com/>)

## CONTACT INFO

674 Gamble Street  
Tallahassee, Florida 32307

P: (Phone) (850)599-3076

F: (Fax) (850)561-2997

E: (Email) [carrie.gavin@famu.edu](mailto:carrie.gavin@famu.edu) (<mailto:carrie.gavin@famu.edu>)

## FAMU NEWS

FAMU Students Move-In Ahead of Fall Classes...more (<http://www.famunews.com/2021/08/famu-students-move-in-ahead-of-fall-classes/>)

FAMU Alumna Named Founding Director New Center for Media At North...more (<http://www.famunews.com/2021/08/famu-alumna-named-founding-director-new-center-for-media-at-northeastern-university/>)

Four FAMU Students Awarded Scholarships From The Links...more (<http://www.famunews.com/2021/08/four-famu-students-awarded-scholarships-from-the-links/>)

FAMU COVID-19 Vaccination Site Moved to Mobile Unit on Ardelia Co...more (<http://www.famunews.com/2021/08/famu-covid-19-vaccination-site-moved-to-mobile-unit-on-ardelia-court/>)

## FAMU EVENTS

PUBLIC MEETING, HEARING, OR WORKSHOP NOTICE...more ([http://www.famunews.com/?ai1ec\\_event=public-meeting-hearing-or-workshop-notice-28](http://www.famunews.com/?ai1ec_event=public-meeting-hearing-or-workshop-notice-28))

SGA Annual Crab Boil...more ([http://www.famunews.com/?ai1ec\\_event=sga-annual-crab-boil](http://www.famunews.com/?ai1ec_event=sga-annual-crab-boil))

FAMU vs. JACKSON STATE (Away)...more ([http://www.famunews.com/?ai1ec\\_event=famu-vs-jackson-state-away](http://www.famunews.com/?ai1ec_event=famu-vs-jackson-state-away))





(<http://www.famu.edu>)

# EQUAL OPPORTUNITY PROGRAMS

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## PROCEDURES FOR FILING A COMPLAINT

The University's President has delegated to the EOP officer the authority and responsibility to

receive, conciliate and investigate complaints of discrimination and/or harassment and to make recommendations concerning the disposition of complaints (refer to University Regulation 10.103 (<http://www.famu.edu/EOP/Regulation%2010%20103.pdf>).

A complaint of alleged discrimination and/or harassment may be filed by the affected individual pursuant to University Regulation 10.103. In order to initiate a formal complaint, the affected individual must complete a "Charge of Discrimination/Harassment" form (obtained from the Office of EOP) and return this form to the Office of Equal Opportunity Programs. The address and contact information are listed below:

Florida A&M University  
Carrie M. Gavin, Director  
Terence Davis, Assistant Director  
Equal Opportunity Programs and Labor Relations  
674 Gamble Street  
Tallahassee, FL 32307  
(850) 599-3076/3219  
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## CONTACT INFO

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(<http://www.famu.edu>)

# EQUAL OPPORTUNITY PROGRAMS

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## AMERICANS WITH DISABILITIES ACT (ADA)

It is the responsibility of the EOP Office, through the ADA Coordinator, to ensure the Florida

A&M University is in compliance with the Americans with Disabilities Act. The ADA provides civil rights protection for persons with disabilities. These rights are parallel to those rights that have been established by the federal government for women and minorities. A qualified individual with a disability cannot be denied admittance to participation in or benefit from goods services, facilities, programs, privileges, advantages, or accommodations at FAMU. Americans With Disabilities Act of 1990 (PL 101-336) Summary. The Americans with Disabilities Act (ADA) of 1990 (<http://www.dol.gov/dol/topic/disability/ada.htm>) extends to individuals with disabilities, comprehensive civil rights protection similar to those provided to persons on the basis of race, sex, national origin, and religion under the Civil Rights Act of 1964. Title III of the ADA prohibits discrimination on the basis of disability in places of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation. Title III also establishes accessibility requirements for new construction and alterations in places of public accommodation and commercial facilities.

#### **Disabled Student's Rights/Responsibilities Summarized**

##### **Rights**

- To not be denied access due to a disability
- To receive reasonable accommodations that provide equal opportunity.
- To have access to auxiliary aids/assistive technology.
- To not be counseled toward "more restrictive career objectives.
- To receive assistance from the Center for Disability Access and Resources (CeDAR (<http://www.famu.edu/index.cfm?cedar>)) in removing any physical, academic and attitudinal barriers.
- To not be discriminated against due to a disability any retaliatory discrimination.

##### **Responsibilities**

- To identify themselves to the disability service office, CeDAR.
- To provide documentation of disability.
- To initiate request for accommodations by providing a certification of disability letter to faculty within the first two weeks of the semester.
- To provide a minimum of a two-week notice for major accommodations request (special accommodations of equipment may need more time).
- To provide one week notice to the instructor and CeDAR when they will be testing in the center.
- To assume responsibility for testing procedures and notifying faculty and CeDAR accordingly.
- To provide for his/her personal independent needs or other disability related needs.
- To assume personal responsibility for meeting with faculty, requesting assistance through supplemental services and meeting university standards.

##### **Faculty Rights/Responsibilities Summarized (when accommodating disabled students)**

- Taped Lectures – It is the faculty member's right to request a written agreement

before allowing the student to tape record the class. Request would come from Disability Services.

- Classroom Behavior – All university students must adhere to the university code of conduct regardless of whether they have a disability. Infractions of this code should be directed to the Dean of Students in the Office of Student Affairs. If the student has been identified as a student with a disability, this information should be provided to the Dean to facilitate collaboration with the Director of Disability Services.
- Alternative Testing – An alternative testing site is provided by the CeDAR located at 667 Ardelia Court. Replicated research has been undertaken to determine the necessity of extended test-taking time for individual with disabilities.
- Challenge Accommodations – A faculty member has the right to challenge an accommodation request if she/he believes the student is not qualified, the accommodation would result in a fundamental alternative of the program, the institution is being asked to address a personal need, or the accommodation would impose an undue financial or administrative burden. Accommodation request are based on documentation on file in the CeDAR (If warranted, interim services are provided while documentation is being obtained). Due to confidentiality, the nature of the disability may not be disclosed to the faculty unless there is a specific need to know. When beneficial to the faculty/student academic relationship, students are encouraged to self-disclose.
- Shared Responsibility – As an employee of Florida A&M University who has compliance obligations under federal laws, it is the responsibility of the faculty to assume a shared responsibility in providing reasonable accommodation for students with disabilities. The university is responsible for implementation and, as an employee, faculty are required to adhere to the policies and procedures. The responsibility of meeting the academic needs of individuals with disabilities through reasonable accommodations has been assigned to the Director of the CeDAR.
- Referral – If a faculty member is notified by a student that she/he has a disability or if the student brings a medical statement to the instructor, it is the faculty member's responsibility to refer the student with his/her medical statement to CeDAR. Also, if an instructor notices that a student is not performing up to standards and suspects there might be a learning disability, he/she must also refer the student.

**Students with disabilities are protected under Family Educational Rights and Privacy Act (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) and the civil rights laws.**

A faculty member should never make any statements or implications that a disabled student is any different from the general student population.

- Do not ask the student to come to the classroom and then leave with the test in hand.
- Do not place the student in the hallway or any other obvious place to take an exam because you want to be close to them in case they have a question.
- Do not ask the student for documentation other than the letter from CeDAR.
- Do not discuss the student's needs or accommodation other than in a private place.

- Do not make comparisons between students and their needs.
- Do not use a grading standard that is any different from the rest of the class.
- Do not give students with disabilities an advantage over the rest of the class; the idea of the law is to give equal access or equal opportunity provided through the recommended accommodations.

### **EXAMPLES OF DISCRIMINATORY ACTS AGAINST DISABLED EMPLOYEES**

Discriminatory acts against employees are defined as the failure on the part of the employer to take positive steps to employ and advance in employment qualified individuals with disabilities.

Examples of discriminatory acts are:

- Making a decision concerning employment under any program or activity that limits, segregates, or classifies applicants or employees in any way and adversely affects their opportunities or status because of a disability.
- Participating in a contractual or other relationship that has the effect of subjecting applicants or employees with qualified disabilities to discrimination.
- This includes relationships with employment and referral agencies, with labor unions, with organizations providing or administering fringe benefits to employees of the university and with organizations, providing training and apprenticeship programs.
- Failure to recruit, advertise, process applications for employment, hire, upgrade, promote, or award tenure to a disabled person on the basis of a disability.
- Failure to make reasonable accommodations for job assignments, job classifications, organizational structures, position descriptions, lines of progression, sponsored activities, including social or recreational programs, leaves of absence, unless the employer can demonstrate that the accommodation would impose an undue hardship.
- Failure to consider a person for selection of financial support for training, including apprenticeship, professional meetings, Conferences, and any other related activities, terms, conditions, or privileges of employment on the basis of a disability.

### **CONTACT INFORMATION**

All employees and students requesting a reasonable accommodation under the Americans with Disabilities Act (ADA) must complete a Voluntary Self-Disclosure Statement and provide official documents pertaining to disability(ies).

### **EMPLOYEES MAY CONTACT:**

The Office of Equal Opportunity Programs (EOP)  
674 Gamble Street  
Tallahassee, Florida 32307  
carrie.gavin@famu.edu  
sylvia.barge@famu.edu

599-3076 (phone)

561-2997 (fax)

561-2998 (TDD)

### **STUDENTS MAY CONTACT:**

The Center for Disability Access and Resources (CeDar)

Deborah Sullivan, MA, Director

677 Ardelia Court

Tallahassee, Florida 32307

599-3180 (phone)

561-2512 (fax)

561-2783 (TDD)

*All request for parking accommodations based on disability and any physical access issues should be referred to the Office of Equal Opportunities Programs (850) 599-3076.*

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# EQUAL OPPORTUNITY PROGRAMS

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## TITLE IX INFORMATION

**Eliminating Discrimination Against Students Based on Sex: Responses to Sexual Violence Against a Student**

*"No person in the United States shall, on the basis of sex; be excluded from participation in, be denied the benefits of, or*



*be subjected to discrimination under any educational program or activity receiving Federal financial assistance."*

Title IX of the  
Education Amendments of 1972 to the 1964 Civil Rights Act

Florida Agricultural and Mechanical University (FAMU) promotes access to its educational programs and activities consistent with federal statutes; state regulations; and University regulations, policies and procedures. The University takes prompt action to investigate student complaints of sex discrimination pursuant to federal, state and local statutes.

### **Background**

Title IX of the Education Amendments of 1972 and its implementing regulations, prohibits discrimination on the basis of sex in educational programs or activities operated by recipients of Federal financial assistance. Title IX protects students from sexual harassment, which is one type of sex discrimination, which is prohibited by Title IX. The United States Department of Education, Office of Civil Rights, issued a "Dear Colleague" dated April 4, 2011. The Dear Colleague Letter (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>)(DCL) contained specific guidelines regarding university responses to reports of sexual violence against a student. Most significantly:

\*Provide immediate action to eliminate the harassment, prevent its recurrence, and address its effects. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature;

\*Disseminate a notice of nondiscrimination;

\*Designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX;

\*Adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee sex discrimination complaints;

\*Implement preventive education programs; and

\*Provide remedies to the complainant, including counseling.

### **University Assistance Provided to FAMU Students**

To faculty members, athletic coaches, administrators and staff who receive notice that a student has been the victim of sexual harassment, including sexual violence; the University's practice is to offer the student six resources.

- 1) **Affirmation.** The student who discloses is sharing a confidence, perhaps for the first and only time. FAMU strongly encourages the following responses, "I am glad you shared this with me"; "I will do everything I can to assist you"; or "What would you like me to do next?" The

University advises recipients of disclosure to avoid responses such as, "You should try to get over this" or "It is best to get on with your life." **The University prohibits employees who receive disclosures of sexual violence from withholding the information.**

- 2) **Safety.** The goal is to ensure that the student has an opportunity to avoid contact with the alleged perpetrator. The University may need to prohibit contact with the student by the alleged perpetrator, if necessary. The student may need overnight shelter to avoid a residence hall or apartment where the alleged perpetrator also lives. The University may need to arrange within campus housing to separate the alleged perpetrator from the victim.
- 3) **Health Services.** The student may need care for physical or mental injuries; testing for sexually transmitted diseases; or reproductive-related care, just as examples. If the student agrees, FAMU Student Health Services (Clinic) can provide such care at (850) 599-3777.
- 4) **Counseling.** The student may need counseling or psychological services, whether the sexual violence was recent or long ago. If the student agrees, FAMU Counseling Services can provide individual and group counseling. It is available to students at no charge. The contact number is (850) 599-3145.
- 5) **Academic Adjustments.** The goal is to ensure that the student has an opportunity to avoid contact with the alleged perpetrator. The student who experiences trauma or who must relocate for some period may need to miss one or more classes without the results being punitive. The student may request administration of an exam at a location unknown to an alleged perpetrator who attends the same class; completion of the class via online assignments; or a grade of Incomplete with a schedule for making up coursework. The Counseling Center or Student Clinic can document the student's request(s) to professors.
- 6) **Criminal or administrative options.** Students, who have victims of sexual harassment, may choose one or more:
  - File a police report with FAMU Police Department at (850) 599-3256
  - File a police report with the Tallahassee Police Department, if the sexual harassment occurred off-campus
  - File a complaint with the FAMU Office of Judicial Affairs at (850) 412-7223
  - File a discrimination complaint with the Office of Equal Opportunity Programs (850-599-3076).

### **Training Programs**

Florida A&M University will include the following in its training programs, but are not limited to:

- \* training all university law enforcement personnel on the university's Title IX responsibilities and handling of sexual harassment or sexual violence complaints;
- \* training all employees who interact with students regularly on recognizing and appropriately addressing allegations of sexual harassment or violence under Title IX;
- \* training the Title IX Coordinator and any other employees who are involved in processing, investigating, or resolving complaints of sexual harassment or sexual violence;

- \* informing students of their options to notify proper law enforcement authorities, and the option to be assisted by university employees in notifying those authorities;
- \* designating an individual from the university's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed;
- \* offering counseling, health, mental health, or other holistic and comprehensive victim services to all students affected by sexual harassment or violence, and notifying students of campus and community counseling, health, mental health, and other student services;

### **Applicable Regulations and Policies**

**a) University Board of Trustees Regulation 10.103, Non-Discrimination Policy and Discrimination and Harassment complaint Procedures**

**b) University Board of Trustees Regulation 2.012, Student Code of Conduct EOP/Regulation Student Code of Conduct 7-2020.pdf (/EOP/Regulation Student Code of Conduct 7-2020.pdf)**

**c) University Board of Trustees Regulation 2.013, Due Process, Other Rights and Responsibilities: EOP/Regulation 2.013 Due Process 7-2020.pdf (/EOP/Regulation 2.013 Due Process 7-2020.pdf) (/EOP/Regulation 2.013 Due Process 7-2020.pdf)**

**d) Sexual Misconduct Policy: Sexual Misconduct Policy.pdf (<http://www.famu.edu/EOP/Sexual%20Misconduct%20Policy.pdf>)**

For additional questions and resources for filing a report or complaint, please contact:

***Office of Equal Opportunity Programs  
674 Gamble Street  
Florida Agricultural and Mechanical University  
Tallahassee, FL 32307  
(850)599-3076 or [carrie.gavin@famu.edu](mailto:carrie.gavin@famu.edu)***

Designated Title IX Coordinator: Carrie M. Gavin, Director of EOP/Labor Relations

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Four FAMU Students Awarded Scholarships From The Links...more (<http://www.famunews.com/2021/08/four-famu-students-awarded-scholarships-from-the-links/>)

FAMU COVID-19 Vaccination Site Moved to Mobile Unit on Ardelia Co...more (<http://www.famunews.com/2021/08/famu-covid-19-vaccination-site-moved-to-mobile-unit-on-ardelia-court/>)

## FAMU EVENTS

PUBLIC MEETING, HEARING, OR WORKSHOP NOTICE...more ([http://www.famunews.com/?ai1ec\\_event=public-meeting-hearing-or-workshop-notice-28](http://www.famunews.com/?ai1ec_event=public-meeting-hearing-or-workshop-notice-28))

SGA Annual Crab Boil...more ([http://www.famunews.com/?ai1ec\\_event=sga-annual-crab-boil](http://www.famunews.com/?ai1ec_event=sga-annual-crab-boil))

FAMU vs. JACKSON STATE (Away)...more ([http://www.famunews.com/?ai1ec\\_event=famu-vs-jackson-state-away](http://www.famunews.com/?ai1ec_event=famu-vs-jackson-state-away))

PRESIDENT'S CONVOCATION...more ([http://www.famunews.com/?ai1ec\\_event=presidents-convocation](http://www.famunews.com/?ai1ec_event=presidents-convocation))

**Regulations of  
Florida A&M University**



**10.103 Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures.**

- (1) Florida A&M University is committed to providing an educational and work environment free from discrimination and harassment on the basis of sex, race, color, religion, national origin, disability, age, marital status, sexual orientation, gender identity, gender expression, military veteran status, as provided by law. This commitment applies to all educational and work environments affecting students, faculty, Administrative and Professional (A&P) employees, Executive Service employees, University Support Personnel System (USPS) employees, and Other Personal Services (OPS) employees and any employment conditions and practices. Vendors, independent contractors, visitors, and others who conduct business with the University or on University policy are also expected to comply with this Regulation.
- (2) This Regulation is designed to comply with multiple laws prohibiting discrimination including: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act Amendments Act; the Rehabilitation Act of 1973; the Age Discrimination in Employment Act of 1967; Title IX of the Education Amendments Act of 1972; the Pregnancy Discrimination Act of 1978; the Uniformed Services Employment and Re-employment Act; the Veteran's Readjustment Act of 1974; and the Genetic Information Non-discrimination Act of 2008.
- (3) **Definition of Discrimination and Harassment.**
  - (a) *Discrimination* shall include, but not be limited to:
    1. Limiting, segregating or classifying students, employees, applicants for admission, or applicants for employment, in such a way as to deprive individuals of educational or employment opportunities or otherwise adversely affect individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;

2. Denying educational or employment opportunities to individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;

3. Providing unequal educational or employment opportunities to individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;

4. Providing unnecessary separate educational programs or activities for individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status;

5. Entering into contractual or other arrangements which utilize criteria or administrative methods which have the effect of subjecting individuals to discrimination or which otherwise adversely affect individuals because of their race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status; or

6. The application of any policy or procedure, or taking of any admission or employment action, that adversely affects a student, employee, applicant for admission, applicant for employment, a group of students, or a group of employees based on race, religion, color, age, handicap, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, or veteran status.

(b) *Harassment* shall include, but not be limited to:

1. Any slurs, innuendoes or other verbal or physical conduct reflecting on an individual's race, ethnic background, gender, sexual orientation, gender identity, gender expression, or handicapping condition which has the purpose or effect of creating an intimidating, hostile or offensive educational or work environment; has the purpose or

effect of unreasonably interfering with the individual's work or school performance or participation; or otherwise adversely affects an individual's employment or educational opportunities.

2. The denial of or the provision of aid, benefits, grades, rewards, employment, faculty assistance, services, or treatment on the basis of sexual advances or requests for sexual favors.

3. Sexual harassment such as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational career; submission to or rejection of such conduct is used as a basis for educational or employment decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

4. Sexual misconduct including sexual assault, sexual violence, inducing incapacitation for sexual purposes, sexual exploitation, relationship or domestic violence, or stalking.

a. Sexual assault means an actual or attempted sexual contact with another person without that person's consent. This includes, but is not limited to:

- i. Involvement in any sexual contact when the victim is unable to consent;
- ii. Intentional unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's genital area, groin, inner thigh, buttocks, or breast; or
- iii. Sexual intercourse without consent.

b. Inducing incapacitation for sexual purposes includes drugs, alcohol, or other means with the intent to affect or having an actual effect on the ability of an individual to consent or refuse to consent to sexual consent.

- c. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples include, but are not limited to:
  - i. Prostitution of another person;
  - ii. Non-consensual visual or audio-recording of sexual activity; or
  - iii. Non-consensual distribution of photos, other images, or information of an individual's sexual activity.
  
- d. Relationship or domestic violence is abuse or violence between partners or former partners involving one or more of the following elements:
  - i. Battering that causes bodily injury;
  - ii. Purposely or knowingly causing reasonable apprehension of bodily injury;
  - iii. Emotional abuse creating apprehension of bodily injury or property damage;  
or
  - iv. Repeated telephonic, electronic, or other forms of communication – anonymously or directly – made with the intent to intimidate, terrify, harass, or threaten.
  
- e. Stalking includes repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device, or method that purposely or knowingly causes substantial emotional distress or reasonable fear of bodily injury or death.

**(4) Dissemination and Implementation of the Regulation.**

- (a) The Office of Equal Opportunity Programs shall disseminate this Regulation or portions of it to the University community which shall comply and adhere to its provisions. All units shall also take appropriate action to implement the provisions set forth in this Regulation.
- (b) All questions or concerns about this Regulation or conduct that may violate this Regulation should be directed to the Director of Equal Opportunity Programs/Title IX Coordinator:



Carrie Gavin  
Director of Equal Employment Opportunity Programs/ Title IX Coordinator  
Florida A&M University  
674 Gamble Street  
Tallahassee, Florida 32307  
(850) 599-3076  
carrie.gavin@famu.edu

**(5) Procedures for Filing a Complaint.**

(a) Any individual who believes that he/she is a victim of discrimination or harassment may seek guidance from the Equal Opportunity Programs (EOP) Officer who has been delegated authority by the President to receive and investigate EEO and other protected class discrimination and harassment complaints based on a protected class issue. The EOP Officer shall inform prospective complainants of the formal and informal options by which his/her concern can be addressed and resolved. Issues handled informally will not normally invoke the investigatory procedures set forth in this Regulation. Issues handled formally, shall include the full range of processes and reviews that are necessary to ascertain the facts.

1. Complaints and reports against students may also be reported to the Office of Judicial Affairs. Students referred to the Office of Judicial Affairs for alleged violation of this Regulation will be subject to investigation and disciplinary action as provided by Regulation 2.012 – Student Code of Conduct and Regulation 2.013 – Due Process, Rights, and Responsibilities.

(b) A formal complaint shall be filed on the Charge of Discrimination/Harassment Form and submitted to the EOP Officer within sixty (60) calendar days after the alleged occurrence of the discrimination/harassment incident. The form may be obtained from the EOP Office.

(c) No formal action may be undertaken unless and until a formal complaint is filed. This provision shall not limit the University in any way from initiating its own review of the complaint and taking appropriate action should such be deemed warranted under the circumstances presented.

(d) After receiving the signed written complaint, the EOP Officer shall notify, in writing, the complainant and the person against whom the complaint was filed of the allegations; provide the person against whom the complaint was filed an opportunity to respond;

conduct a complete investigation; and, determine a resolution to the complaint within thirty (30) University business days of receipt of the written complaint. This time period may be extended by the EOP Officer should an extension be necessary in order to ensure a full, fair and complete investigation. The EOP Officer shall give notice to the parties if such an extension is deemed necessary.

- (e) The complaint will be dismissed if it is determined that the allegations are without merit. If disciplinary action is warranted, the EOP Officer shall prepare written notices to both parties (complainant and person against whom the complaint was filed). The written notice shall include the proposed disciplinary action, the reasons for the disciplinary actions, and the right of the person against whom the complaint has been filed to request, within ten (10) University business days of receipt of the proposed disciplinary action, an investigatory interview before a University hearing board.
- (f) The University hearing board, when charged to review the complaint, shall file with the President or President's designee their findings and recommendations. The hearing board will notify both parties of its recommendations.
- (g) The Complainant or the person against whom the complaint has been filed may upon receipt of the hearing board's decision make an appeal to the President, or the President's designee, for a review of the decision. Any appeals to the President or President's designee must be filed in writing within ten (10) University business days of receipt of the hearing board's written decision. Any additional information provided to the President or President's designee can only be provided in conjunction with the written appeal addressed to the President or President's designee. The President or President's designee shall render, within twenty (20) University business days of receipt of the hearing board's recommendation, a final written decision either dismissing the complaint or taking appropriate disciplinary action. The President or President's designee shall have the right to affirm, modify or reverse any prior decisions.

**(6) Disciplinary Actions.**

- (a) Any employee or student of the University who is found to have discriminated against or harassed a student, an employee or an applicant for admission or employment will be subject to counseling or disciplinary action. Disciplinary action may include a written reprimand, probation, suspension, expulsion, or termination. The nature of the counseling

or disciplinary action shall be guided by the seriousness of the offense.

- (b) Any employee in a supervisory capacity who has knowledge of a complaint involving another supervisor, subordinate, employee(s) supervised by another supervisor, or student(s) in the class(es) of another supervisor and who does not take appropriate corrective action or report the matter directly to the President or University EOP Officer will be subject to counseling or disciplinary action. Disciplinary action may include a written reprimand, suspension, or termination. The nature of the counseling or disciplinary action shall be guided by the seriousness of the offense.
- (c) All University employees must, within twenty-four (24) hours of receiving information, report information they have about alleged or possible sex-based discrimination, sexual harassment, and sexual misconduct discrimination involving students to the Director of EOP, the Office of Judicial Affairs, or the Department of Public Safety. Employees who are statutorily prohibited from reporting such information are exempt from this reporting requirement.
  - 1. This subsection does not exempt the statutory obligation for any person who knows or has reasonable cause to suspect child abuse, abandonment, or neglect to report such information to the Department of Children and Families.
- (d) Any employee or student who knowingly files a false complaint of discrimination or harassment or who knowingly provides false testimony under this Regulation shall be subject to disciplinary action. Disciplinary action may include a written reprimand, probation, suspension, expulsion, or terminated. The nature of the disciplinary action shall be guided by the seriousness of the offense.

**(7) Retaliation Procedure.**

- (a) Complainants who feel that they have been retaliated against for exercising their rights under this Regulation shall have the right to file a retaliation complaint with the EOP Officer.
- (b) Retaliation complaints shall be handled in the same manner and utilizing the same procedures set forth above in Section 5 of this Regulation.

**(8) Election of Remedies.**

- (a) The doctrine of election of remedies shall apply to complaints filed pursuant to this Regulation. Should a Complainant elect to pursue an available alternative remedy,

including the filing of a grievance pursuant to the collective bargaining agreement, the filing of any such grievance shall operate as a waiver of the Complainant's right to file a complaint and avail the Complainant of the procedures available under this Regulation. Should a grievance be filed pursuant to an alternative remedy and subsequent to the filing of a complaint under this Regulation but before proceedings under this Regulation have been completed, the filing of any such grievance nonetheless will act as a waiver, and proceedings pursuant to this Regulation shall be terminated.

- (b) The doctrine of election of remedies shall also apply to appeals filed by persons against whom a complaint has been filed. The filing of an appeal pursuant to an alternative remedy by a person against whom a complaint has been filed, including the filing of a grievance under the collective bargaining agreement or the filing of a petition for a hearing pursuant to Section 120.569, F.S., shall operate as a waiver of the right to appeal to the President or President's designee pursuant to this Regulation.

*Specific Authority Article IX, Section 7(c), Florida Constitution and Board of Governors' Regulation 1.001 and 2.003. History – New May 6, 1982, Amended July 15, 1987, Amended June 27, 1996, Amended December 1, 2005, Amended May 2, 2014.*