

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



Academic and Student Affairs Committee Meeting

December 4, 2019

8:30 a.m.

The Grand Ballroom

Committee Members: Nicole Washington, Chair
Ann Marie Cavazos, Kristin Harper, David Lawrence, and Rochard Moricette

AGENDA

- | | | |
|------|--|---------------------------|
| I. | Call to Order | Trustee Nicole Washington |
| II. | Roll Call | Ms. Valeria Singleton |
| III. | Approval of Minutes for September 18, 2019 Meeting | Trustee Nicole Washington |
| IV. | Approval of Minutes for October 17, 2019 Meeting | Trustee Nicole Washington |

ACTION ITEMS

- | | | |
|------|-----------------------------|------------------------------------|
| V. | Tenure Upon Appointment (2) | Provost Maurice Edington |
| VI. | Amended Regulation 2.015 | Vice President William Hudson, Jr. |
| VII. | Amended Regulation 2.030 | Vice President William Hudson, Jr. |

INFORMATION ITEMS

- | | | |
|-------|---|------------------------------------|
| VIII. | Academic Affairs Update | |
| | • Status Update on Key Initiatives | Provost Maurice Edington |
| | • New Program – B.S. Cybersecurity | Provost Maurice Edington |
| | • New Program – M.S. Cybersecurity | Provost Maurice Edington |
| | • Textbook Affordability Update | Associate Provost Carl Goodman |
| | • Medical Marijuana Education & Research Initiative | Dr. Patricia Green-Powell |
| IX. | Student Affairs Update | |
| | • Oracle Financial Aid Upgrade Contract | Vice President William Hudson, Jr. |
| | • Student Affairs Update | Vice President William Hudson, Jr. |
| | • Anti-Hazing Update | Mr. Bryan Smith |

- X. Adjournment



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

Academic and Student Affairs Committee

Date: December 4, 2019

Agenda Item: III

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

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Approved ____	Approved w/ Conditions ____	Disapproved ____	Continued ____	Withdrawn ____

Subject: Minutes for September 18, 2019

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

Attachment: Minutes for September 18, 2019

Recommendation: It is recommended that the Board of Trustees approve the minutes of September 18, 2019.

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



**Academic and Student Affairs Committee Minutes
Trustee Nicole Washington, Chair**

**September 18, 2019 @ 8:30 am
Grand Ballroom**

The meeting was called to order by Trustee Nicole Washington. Ms. Valeria Singleton called the roll and the following committee members were present: Ann Marie Cavazos, David Lawrence, Rochard Moricette, Nicole Washington, and Robert Woody. A quorum was established.

Trustee Lawrence moved to approve the minutes for the meeting on June 5, 2019. The motion was seconded by Trustee Moricette and the motion carried.

Student Affairs Updates – The following informational updates were provided:

- Updates were provided on the Financial Aid Debt Reduction Plan, the IGNITE program, and the Anti-Hazing Initiative:
 - Dr. William Hudson, Jr., provided an update relating to FAMU's debt reduction plan. FAMU has developed a three-pillar approach to guide the strategies for decreasing student debt and increasing student success. The three pillars are: Financial Aid Budgeting and Packaging; Education and Training; and Student Success.
 - Trustee Woody asked for an update regarding the hiring of the 17 new positions. Dr. Hudson stated that they are in the process of hiring the advisors, academic coaches, and career counseling for the 17 new positions.
 - Trustee Cavazos asked if the University was monitoring the students that were receiving scholarships and loans. Dr. Hudson stated that the University is monitoring the students' debt, but the federal guidelines does not allow the University to persuade the students from borrowing additional funds.
 - Trustee Washington noted the disparity between the undergraduate and graduate borrowing, and potential compounded debt for graduate students who have already accumulated undergraduate debt.
 - Dr. Hudson provided an update on the IGNITE program including the first annual Summer Summit hosted by FAMU for high school guidance counselors and community college liaisons. An update was given on the 15 articulation agreements with FCS partners. In addition, there are three institutions under discussion—Lake Sumter State College in Leesburg; College of Central Florida in Ocala; and Eastern Florida State College in Brevard County.
 - Trustee Lawrence asked why we did not have an agreement with all of the state colleges. Dr. Hudson stated that it's a process and we are trying to make sure that we grow in the areas of strategic emphasis. If we grow gradually, it will give more time to ensure that we are able to provide the services needed to make the transfer students successful.

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



- Mr. Bryan Smith provided an update on the hazing prevention initiatives.
 - National Hazing Prevention Week is September 23 through September 27.
 - It's early in the semester, so we are in our educational component. We have held or plan to hold safety meetings with organizations that plan to have intake this year.

Academic Affairs Updates – The following informational updates were provided:

- Provost Edington provided updates on the key initiatives.
 - A summary of the plan of action to move the needle on student success to include the Office of Freshmen Studies, Data Analytics, Academic Coaching, Early Alert & Tracking System, Math Boot Camp, Office of Undergraduate Research (OUR), and Peer Mentors.
 - Trustee Lawrence asked if incoming freshmen are required to enroll in classes for the summer semester prior to the start of classes in the fall semester. Dr. Edington stated that our at-risk students (incoming freshmen) are currently required to attend the summer semester and we are developing different strategies to enhance the students' deficiencies.
- Key strategies and best practices were provided for Physical Therapy, Nursing, Pharmacy, and Law.
 - A Licensure Pass Rate Task Force will conduct an in-depth evaluation of each of the programs and generate actionable recommendations to increase performance of first-time takes on licensure exams. In addition, the task force will provide ongoing monitoring and evaluation of program outcomes and achievement goals.
 - Trustee Cavazos asked about the academic success for the students to enhance the students' skills set. Interim Dean Boothe-Perry stated that the curriculum committee is looking at how the classes are taught. In addition, a consultant will be hired to evaluate the entire process of teaching the students the skills set needed to pass the Bar.

There being no further discussion, the meeting was adjourned at 9:50 a.m.

Respectfully submitted,

Nicole Washington, Committee Chair



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

Academic and Student Affairs Committee

Date: December 4, 2019

Agenda Item: IV

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

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

Subject: Minutes for October 17, 2019

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

Attachment: Minutes for October 17, 2019

Recommendation: It is recommended that the Board of Trustees approve the minutes of October 17, 2019.

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



**Academic and Student Affairs Committee Minutes
Trustee Nicole Washington, Chair**

**October 17, 2019 @ Noon
President's Conference Room – Conference Call**

The meeting was called to order by Trustee Nicole Washington. Ms. Valeria Singleton called the roll and the following committee members were present: Anne Marie Cavazos; David Lawrence, Rochard Moricette, Nicole Washington, and Robert Woody. A quorum was established.

Textbook Affordability Annual Report – Dr. Edington and Dr. Goodman presented and discussed the Textbook Affordability Annual Report. The Florida Statutes [subsection 1004.085(8)] on Textbook Affordability requires that each state university board of trustees submit an annual report to the Chancellor of the State University System. Dr. Goodman stated that FAMU is in compliance for the 2018-2019 annual report and this makes our fourth consecutive year being in compliance.

Trustee Mills asked about the University's goals as it relates to affordable textbooks in terms of quantitative data. Dr. Goodman stated FAMU's goal of being in the top four overall within the SUS for affordable textbooks cost that several of the institutions within the SUS are in the process of reviewing FIU's best practices as it relates to textbook affordability.

As a follow-up, Drs. Edington and Goodman were asked develop a plan for how the university will achieve the goal to reach the top four within the SUS as well as provide the "quantitative information as to where we are and where we need to be as it relates to cost." At the request of Trustee Moricette, the plan will be provided to the Board in November.

Trustee Moricette made a motion to approve the Textbook Affordability Annual Report to meet the November 1 deadline for BOG approval and it was seconded by Trustee Lawrence. The motion carried.

There being no further discussion, the meeting was adjourned at 12:13 pm.

Respectfully submitted,

Nicole Washington, Committee Chair



Florida Agricultural and Mechanical University
Board of Trustees Action Item

Academic and Student Affairs Committee

Date: December 4, 2019

Agenda Item: V

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

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

Subject: Tenure Upon Appointment for Dr. Richard Alo and Dr. Allyson Watson

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

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

Attachments: Curriculum Vita for Dr. Richard Alo and Dr. Allyson Watson

Recommendation: It is recommended that the Board of Trustees approve tenure for Dr. Richard Alo and Dr. Allyson Watson.

Curriculum Vita
Richard Alo

CURRICULUM VITA (with Publications attached)
RICHARD A. ALÓ, US CITIZEN
Dean, College of Science and Technology
Professor (tenured) of Computer and Information Sciences
Samuel P. Massie Chair of Excellence in Cyber Security (National Nuclear Security
Administration of US Department of Energy)
Florida A&M University
Richard.alo@famu.edu, [REDACTED]
richardaalo@gmail.com [REDACTED] cell, personal
)

EDUCATION: BA Mathematics; Engineering minor, Gannon College
MS, Ph.D. Mathematics (minor Computer Science), The Pennsylvania State University.

EXPERIENCE

ACADEMIC POSITIONS: PERTINENT TO CURRENT POSITION

1. FLORIDA A&M UNIVERSITY [8-2018 to Present]; DEAN, COLLEGE OF SCIENCE AND TECHNOLOGY, Professor of Computer and Information Sciences [tenured]; Samuel P. Massie Chair of Excellence in Cyber Security (National Nuclear Security Administration of US Department of Energy)
2. JACKSON STATE UNIVERSITY (10/1/2012 to 12/15/2017), DEAN, COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY (see below); Professor of Computer and Mathematical Sciences [tenured]; Executive Director, Institute for Big Data, Intelligence, Innovation and Entrepreneur [1-01-2018 to 8-2018];
3. PROGRAM DIRECTOR, EHR/DUE, National Science Foundation; 4201 Wilson Blvd, Arlington, VA (2010-2012), see below;
4. University of Houston Downtown:
 - o Chairman, Department Of Computer and Mathematical Sciences, (1982-1995);
 - o Professor (tenured) Computer and Mathematical Sciences (1982- 2012);
 - o Executive Director, Center for Computational Science and Advanced Distributed Simulation (CCSDS); www.uhd.edu/ccsds (1995- 2010);
 - o Executive Director Grants and Contracts (1995-2010);
 - o Executive Director (founder), Scholars Academy (1999-2010);
 - o President, South Central- Computational Science in Minority Institutions Consortium (SC-COSMIC) of the NSF Science/Technology Center for Research in Parallel Computing at Rice University, <http://www.crpc.rice.edu/education/summaries.html#SC-COSMIC>, 1998-2000;

PRIOR POSITIONS:

1. Mathematics Instructor, The Pennsylvania State University
2. Assistant/ Associate Professor, Mathematics, Carnegie-Mellon University (C-MU)
 - o Chairman-Faculty Organization of Mellon Institute of Science (College of Science for C-MU)
 - o Chairman-Elect - Faculty Organization- one year
 - o Visiting Professor Mathematics/ Computer Science, Indian Institute of Technology, Kanpur, India
5. Visiting Professor Mathematics, Universita' degli Studi di Siena, Italy; Visiting Professor Mathematics, Universita' degli Studi di Parma, Italy and Scuola Normale, Pisa, Italy (Over several years period)
6. PROFESSOR/HEAD, Department Mathematics/ Computer Science, Lamar University, Beaumont, TX

ADMINISTRATIVE ACCOMPLISHMENTS- SOME HIGHLIGHTS (reverse chronological order)

DEAN, COLLEGE OF SCIENCES, ENGINEERING AND TECHNOLOGY (CSET), Jackson State University, (2012-2017),

1. Fall Enrollment: 2016: 2,562 students, 440 graduate students.
2. Administrative, academic and budgetary oversight of:
 - a. Eight departments [Electrical and Computer Engineering, Civil and Environmental Engineering, Computer Science, Industrial Systems and Technology, Chemistry and Bio-Chemistry, Mathematical and Statistical Sciences, Physics and Astronomical and Geological Sciences, Biology, Aerospace], 28 degrees (14 BS; 10 MS; 4 PhD)
 - b. Ten Research Centers; nine Research Clusters
 - c. Five major research/education projects

- d. **Budget Summary**: E&G- \$14.4 million; Research- \$18 million acquired in 2015; \$31 million current aggregate funds.
3. During my tenure as Dean the following has been achieved:
- a. Two Departmental Chairs Retreats focused on developing CSET shared vision, core purpose and mission followed by reorganization of CSET administrative structure (3 Associate/ Assistant Deans, Development Officer, Executive Assistant and staff assistants);
 - b. Two departmental retreats (Biology and Technology) focused on evolving goals, core purpose and strategies for achieving objectives;
 - c. Obtained seven new degree programs (**BS Statistics, BS Biomedical Engineering, BS Bio-Technology, PhD Engineering and MS/ PhD Computational and Data Enabled Science and Engineering- CDS&E- Big Data, STEM MBA**);
 - d. Obtained \$9 million State of MS appropriation for construction of new wing to (four year old) Engineering Building;
 - e. Advancements in Recruiting (average 7% per year growth for last four years) and Retention (CSET entry level and gatekeeper courses retention improved by 15%);
 - f. Introduced Metacognitive Learning Strategies to Improve Intelligence, Student Retention and Persistence by annually engaging Sandra Yancy McGuire, PhD, Director Emerita, Center for Academic Success and Retired Assistant Vice Chancellor, Louisiana State University
 - g. Currently pursuing authorization for PhD /MS Chemical Engineering.
 - h. Undertook four trips to China resulting in:
 - i. Four university MOUs for 2+2, 3+2 programs;
 - ii. First Confucius Institute (housed at JSU) in Mississippi sponsored by Chinese government and Nantong University;.
 - iii. International Center for Nanomaterials and Security (JSU and GuanXi Universities) funding from provincial government.
 - i. Major Funds Raised:
 - i. \$9 million, MS State Legislature for 25,000 sq.ft. new building wing;
 - ii. \$25 million for completing diversity mandate;
 - iii. Lockheed Martin STEM Academy, \$300,000/year, 2014-present
 - iv. Nissan Saturday STEM Academy, \$300,000, 2014- present
 - v. Verizon Minority Male Initiative, \$400,000, 2015-present
 - vi. Engineer Research Development Corporation, US Army Corps of Engineers, Vicksburg, \$1.5 million/year, six year contract, 2015-present [foci: HP computing, \$500,000/year, CyberSecurity; \$750,000/year Big Data Analytics for Public Health Applications; \$250,000/year for HP Computing.
 - j. Grants:
 - i. Co PI: NSF-HRD: Implementation Project – Institutional Change through Faculty Advancement in Instruction and Mentoring, 2013- present, \$1,869,664
 - ii. Co PI: NSF-SDCI NMI From Desktops to Clouds- A Middleware for Next Generation Network Science, 2010- 2015, \$1, 350,000 (obtained while at UHD, released upon entry at NSF, re-engaged upon entry to JSU)
 - iii. PI, DOE NNSA, Samuel P. Massey Chair of Excellence in Cyber Security, 2012- present, \$3,000,000
 - iv. Co PI: ONR, Recruiting and Mentoring a Materials Research Faculty, 2015-2017, \$200,000

PROGRAM DIRECTOR (PD), NATIONAL SCIENCE FOUNDATION, EHR/DUE, 2010-2012; responsible for grant award, management, and negotiation;

- **Lead PD** for Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring in direct liaison with The White House Office of Science and Technology Policy;
- co Lead PD for Robert Noyce Teacher Scholarship and Fellowship Program- a bipartisan congressionally mandated program;
- PD for DUE programs:
 - TUES (Transforming Undergraduate Program in STEM),
 - S-STEM (Scholarships- Science, Technology, Engineering and Mathematics),
 - Liaison PD with:
 - CISE (Computer and Information Science and Engineering) Directorate's programs- SSI2-focused on software development and implementations;

- DMS (Division of Mathematical Sciences) program in CDS&E (Computational Data Enabled Science and Engineering or Big Data Science/Engineering); program solicitation creation and development;
- Office of CyberInfrastructure;
- Office of International Science and Engineering (coordinated with Organization of American States, US Department of Homeland Security, Colombia CoCiencia; Mexico CONACYT; Thailand Institute of Science and Technology Teaching). As a result evolved unsolicited grants for Thailand, Colombia, Mexico.

EXECUTIVE DIRECTOR, GRANTS AND CONTRACTS (1995-2010 upon assuming NSF position) and Executive Director, Center for Computational Science and Advanced Distributed Simulation (1995- 2012) at University of Houston-Downtown.

These positions allowed me to give guidance and direction to the university as a whole in the promotion of grantsmanship and development of fundable programs for the institution.

- Also I was managing, undertaking and directing the research of my major grants, which were focused on research and human resource development;
- Several grants provided REU experiences for undergraduates (20) and also faculty research development (3);
- Research was in Knowledge Base Tools, Distributed Environments, graphics and visualization, grid computing and CyberInfrastructure research/ curriculum;
- Devoted time to expanding outreach activities for the institution and its communities;
- Produced over \$35 million in grant awards for UHD.

EXECUTIVE DIRECTOR, CENTER FOR COMPUTATIONAL SCIENCES AND ADVANCED DISTRIBUTED SIMULATION (CCSDS), (UHD), (1995- 2012);

- Executive Director for Research, Grants and Contracts, UHD,1995-2010;
- Director and Founder, Houston Prefreshman Enrichment Program (Houston PREP, 1987- 2010) (summer enrichment program for minority middle and high school students);
- Assistant Director for Minority Institution Outreach, Department of Homeland Security Center of Excellence for Command, Control and Interoperability (2009- present) (VACCINE- Visual Analytics for Command, Control and Interoperability Network Environments at Purdue University);

CHAIRMAN, Department of Computer and Mathematical Sciences, University of Houston Downtown and Department Head, Department of Mathematics and Computer Science, Lamar University- see addendum: Responsibilities /Duties/ Achievements in Academic Positions

INDUSTRIAL EXPERIENCE:

- Western Electric Company (SAGE AIR Defense Project)/Bell Labs/Massachusetts Institute of Technology Lincoln Laboratories, Waltham, Massachusetts: Retrofit Systems Test Engineer and Senior Computer Systems Analyst; Bangor Air Defense Sector.
- During my academic career, in the development of senior theses projects and research experiences for undergraduates, I conducted projects with: Gulf States Utilities, St. Elizabeth's Hospital, Mobil Oil, Texaco (all of Beaumont, Texas), Johnson Space Center, The Texas Medical Center, University of Texas Graduate School of Public Health, Unisys, Mobil Oil Company, Inc., Dallas; Mobil Chemical; Houston; Lockheed Missile and Space Division, Tenneco; The US Army Research Office, The US Army STRICOM Laboratories, University of Central Florida Simulation and Technology Institute, Draper MIT Laboratories. These were serious industry/ business oriented requiring intensive independent collaborative practical experiences and supervised this both at Lamar and Univ. of Houston Downtown;
- Board of Directors, HHV Incorporated.

Details of non-academic experience:

- My undergraduate coursework was in engineering (three years) and mathematics (3.5 years), which opened for me an industrial fellowship to attend an intensive training school at MIT's Lincoln Laboratories (Co-sponsored by the consortium consisting of MIT, Bell Labs and Western Electric) to study hardware and software foundations for the development of "high speed digital computers" to be used by the US Air Force's Air Defense System (SAGE) utilizing the latest in "cutting edge" technology integrating large scale information networks (remote long range and short range radars on the continent and on the seas, all commercial and military aircraft etc.), defense systems (ICBM and short range missiles, submarines), offense systems, 21 direction centers, 150 control centers, and high speed processors. This projected into systems analysis involving developmental work with high-speed digital computers (including

numerical methods, systems test programming, compiler design, data reduction and analysis, large systems programming and analyses) and advanced systems radars (data links, testing, innovating methods for better systems integration). In today's world we call this Command, Control and Interoperability.

CONSULTING:

- Publishers (reviewer): Prindle, Weber, and Schmidt. Cambridge University Press, Scott Foresman, Addison Wesley, Prentice Hall, Goodyear Publishing, American College Testing
- University Consulting:
 - Through an NSF MII (Minority Institution Improvement) Program Visiting Scientist Grant (\$227,000 1995-2002) I provided top computer scientists to assist 35 minority institutions in the development of their computer related programs
 - Illinois Institute of Technology: NSF Project Developing Computer Interdisciplinary Instructional Modules, 1972-1976;
 - During tenure at Carnegie-Mellon University, C-MU appointed me as consultant for their US AID program with The Indian Institute of Technology, Kanpur, India for four years-during which time I recruited 12 faculty of native Indians completing PhDs in USA
 - Istituto di Chimica, Politecnico Milano; Indiana State University; University of Puerto Rico. Southwest Texas State University; Mathematical Association Of America; Mississippi State University; UT-El Paso; Southwestern University; University Of Dallas;

PANELIST:

- The National Science Foundation; Evaluation Panel For "Instrumentation And Laboratory Improvement Program", Division Of Undergraduate Science, Engineering And Mathematics Education/SEE;
- NSF Evaluation Panel "For Projects To Promote The Effective Use Of Technology In The Teaching Of Science And Education", Directorate For Science / Engineering Education;
- NSF Evaluation Panel for Undergraduate Curriculum; Proposal Writing Consultant;
- NSF Evaluation Panel for SBIR in Knowledge Base System.
- NSF Evaluation Panel for CREST program (two years)
- NSF Evaluation Panel for National Research Traineeship (two years)
- NSF Evaluation Panel for IGERT, 2009-2010
- DHS Evaluation Panel for Centers of Excellence, 2011.

ADVISORY BOARDS:

- Monsignor Kelly High School Board of Directors, Beaumont, Texas 1980-2000 (Treasurer for ten years)
- Aldine Independent School District (mathematics and science initiative)
- Carver Magnet School's Technology Initiatives;
- George I Sanchez High School, Houston, Texas (chartered school; formerly an alternative school for Hispanic community), 1994 - 2002;
- Houston Independent School District (HISD) National Science Foundation Project STAR
- HISD NSF Urban Systemic Initiative (for reform of K through 8 science and mathematics education) HU-LINC (1993-2004).
- Research Consortium of Minority Institutions- Translational Research Network, RCMI-TRN, National Mentoring Advisory Board, 2015- present.

HONORS AND GRANT AWARDS C-MU:

- Outstanding Educator of the Year- 2002 Hispanic Engineers National Award and Achievement Conference (HENAAC) Padre Island, Texas;
- National Science Foundation-Research Fellow, two Summers;
- Scaife Foundation Research Fellow, two summers, Carnegie-Mellon University;
- Fellow for C-MU ARPA Project on Parallel Processing;
- Consiglio Internazionale di Matematica Estivo-Faculty Fellow, two summers (Italy);
- Consiglio Internazionale di Matematica Estivo-Research Fellow (Italy);
- Two research grants from Istituto Nazionale di Alta Matematica, Roma;
- NATO Research Grant;
- National Academy of Sciences Visiting Fellow to Poland and Romania;
- Research award, Istituto Nazionale di Alta Matematica (Roma);
- Nominated by Mathematics Association of America as one of "more effective mathematics undergraduate teachers";

- NSF grant for the "Development of Computer Enriched Interdisciplinary Modules in Chemistry, Mathematics, and Physics";
- Lecture grants from Il Consiglio Nazionale delle Recerche (Italy) three times.
- Citations in: Men of Achievement, Who's Who in the East, American Men of Science, International Scholars Directory, Community Leaders of America, Dictionary of International Biography, American Men and Women of Science;

GRANTS: UNIVERSITY OF HOUSTON DOWNTOWN:

- Proposal Writing Workshops for Computer/ Information Science and Engineering Programs at Minority Institutions, NSF, \$55,000, 1990;
- Visiting Scientist Program for Computer/Information Science and Engineering Programs at Minority Institutions, NSF, \$75,000, 1990;
- NSF SCREMS Grant for Workstations, 1992, \$28,000;
- NSF Planning Grant for Institutional Infrastructure Development at Minority Institutions, 1992-93, \$49,700;
- NSF, IBM and the Mathematical Association of America Grant, Interactive Mathematical Text Regional Center and Project, 1991-1995, \$285,000;
- NASA Recruitment and Retention of Minority Students in Science and Engineering, 1992-1993, \$66,000;
- NASA Grant for the UH-D Saturday Academy, 1992-1993, \$24,000;
- Eisenhower Grants for Houston PREP in 1989, 1990, 1991 and 1992 for \$19,000, \$21,000, \$22,500 and \$25,580 respectively;
- DOE Grant for PREP, 1991-1993, \$49,000;
- Industrial Funding for 1991-1993, \$58,000;
- DOE Grant for PREP, 1995-1997, \$49,000;
- NASA Recruitment and Retention of Minority Students in Science and Engineering, 1992-1993, \$66,000;
- NASA Grant for the Retention of Minority;
- PI, NSF Computer and Information Science and Engineering Directorate Grant for Workshop on Undergraduate Computational Science, \$60,000, 1995, New Orleans;
- PI, NSF CISE Grant for SC-CoSMIC, Undergraduate Student Research Conference, \$30,000, 1995-1997;
- PI, NSF/CISE: Institutional Infrastructure for Minority Institutions Program, \$780,000/ 1995- 2002 (university matching of \$950,000);
- PI, Department of Defense, US Army Research Office, "Parallel and Distributed Evaluation, Visualization, and AI Reasoning to Advanced DIS Technology" to the Advanced Distributed Simulation Research Consortium, \$10,000,00, 1995- 2003 (\$2.4 million for UHD);
- PI, NSF Computer and Information Science and Engineering Directorate Grant for Visiting Scientist at Minority Institutions, \$285,000, 1995-1999;
- NSF/CONACyT Panel for Joint Programs (Mexico, USA) in Computer Science, 1996- 2003;
- PI, NSF Joint International Program with Mexico, 1997-2000, \$100,000;
- PI, National Computational Science Alliance, Education, Outreach, and Training Grant, 1997 (\$15,000 and \$15,000), 1998 (\$15,000 and \$30,000), 1999 (\$15,000 and \$30,000), 2000 (\$45,000), 2001 (\$45,000 and \$12,000);
- PI, NASA Headquarters, Integrated Pre-College Program with Teacher Training, 1997- 2000, \$298,286;
- Co-PI, Department of Defense, Office of Naval Research, "A Scholars Program in Computer Science, Mathematics, and Science at the University of Houston-Downtown," 1999-2004, \$1,456,000;
- Advisory Board Member, NSF, Urban Systemic Initiative awarded to the Houston Independent School District, \$15 Million, 1999, five year grant;
- IBM Shared University Research Grant, 1999- 2001, \$1.1 million;
- PI, NSF – Computer Science, Engineering, and Mathematics Scholarships Program, 2001-2003, \$269,350;
- PI, NSF- C-SEMs 2003-2008 \$400,000;
- DoD, ONR, Undergraduate Fellowship - Image and Signal Analysis, 2002-06, \$60,000;
- Undergraduate Fellowship - Computational Biology, 2002-06, \$60,000;
- NSF Houston Louis B. Stokes AMP, 1999-2010 co PI, \$13,500,000, co PI (PI – John Bear University of Houston);
- NSF, CI-T: Minority Serving Institutions CyberInfrastructure Institute [MSI C(I)2], 2005-06, \$250,000, co PI;

- NSF, BPC – The Computing Alliance of Hispanic Serving Institutions, 2005-15, \$6,300,000 (Phases I/II/III), co PI, (PI Anne Gates University of Texas El Paso);
- NSF, CI-TEAM Implementation Project: Minority Serving Institutions (MSI) CyberInfrastructure (CI) Empowerment Coalition (MSI-CIEC), 2006-12, \$900,000, PI;
- NSF BPC Advancing Females to Professoriate, \$590,000 PI;
- NSF S-STEM \$599,000 co PI; 2009-14;
- DHS Center of Excellence in Command Control Interoperability (PI, David Ebert, Purdue; Fred Roberts, Rutgers), 2009-2015, \$2.2 million;
- NSF Graduate Research Fellowship (Warith Featherstone Abdullah), \$230,000, 2015-2020;
- NSF MSP Implementation Project- Institutional Change through Faculty Advancement in Instruction and Mentoring, \$2 million, 2013-2018;
- US Department of Energy Samuel Massie Chair of Excellence in Cyber Security, \$2.5 million 2010-2015;
- US Office of Naval Research, Mentoring a Materials Science Faculty at JSU, \$200,000, 2015-2017;

RESEARCH: Current Interests: Big Data Analytics for Degenerative Diseases and other Public Health Applications, Artificial Intelligence [Decision Systems (Fuzzy Logics, Uncertainty), Exploratory/Discovery Big Data Analytics, Expert Systems, Knowledge Base Tools, Robotics]; Bio-Medical and Generalized Information Systems (Gesture Analysis, Facial Expression Recognition, Neuro-Modulation, Human-Computer Interfaces), Synthetic Environments and Distributed Simulations, Computer Science Education; Computational Science, grid computing, CyberInfrastructure; Text processing, Medical Applications, Visual Analytics. **Previous Interests:** Analysis (Functional, Numerical, Operator Theory, Measure Theory and Applications to Probability), Topology (General, Rings of Continuous Functions), Ordered Algebraic Structures, Mathematics Education, Mathematical Programming

DOCTORAL STUDENTS: Elias Deeba (CMU, DA); Linnea Imler Sennot (C-MU, Ph.D.); Maurice Weir (C-MU, DA.); Jogendra Kumar Kohli (IIT, Kanpur, India, Ph.D.); Arvind Kumar Misra (IIT, Kanpur, India, Ph.D.); Charles Cheney (C-MU, Ph.D.); Douglas Riddle (C-MU, D.A); Richard Gosser (C-MU, D.A.); Stephen Goodney (C-MU, PhD); Duber Gomez-Fonseca, Carlos Martinez, Kendrick Walker, Michael Ramsey, Warith Stone Abdullah, and Yohn Jairo Parra-Bautista (JSU students in PhD CDS&E)

CURRENT PhD GRADUATES [co-advised the following three doctoral students]. As of May 3, 2019, they are the first three students to graduate in the Computational and Data Enabled Science and Engineering Program instituted by Dr Aló at Jackson State University.

1. Roman Zubatiuk, PhD, 12-2018, Neural Network Potentials for Computational Chemistry - computational modeling of chemical /biological systems are crucial tools; Quantum Mechanical methods provide highest accuracy for simulating molecules but computationally expensive. Recent machine learning developments open path for molecular modeling to be on the verge of big data evolution [applications to pharmacy] [co advisor Jerzy Leszczynski, PhD Distinguished Professor of Chemistry, Jackson State University]
2. Duber Gomez-Fonseca, PhD, 5-2019, Molecular Quantitative Trait Loci Analyses on the Interplay of Environmental /Genetic Factors Associated with Prostate Cancer-[Genetic Epidemiology: 44 environmental / genetic factors identified for PC, subset for Breast Cancer; subset for Acute Myelogenous Leukemia] Hung-Chung Huang PhD, Assistant Professor Bioinformatics, Jackson State University]
3. Yohn Jairo Parra Bautista, 5-2019, Sentiment Analysis of Consumer Complaints into Debit/Credit Consumption: Lexicon-Based and Deep Learning Approach- Utilizing Unsupervised Lexicons Approach and Supervised Naïve Bayes & Word2Vec Neural Net Algorithm, a model collects sentiment & semantic words between financial services and Predatory Lending Practices (PLP). GOAL- determine how to detect customers' signals buried in behavioral data coming from complaint data [co Advisors Ningning Wang PhD, Assistant Professor Mathematics, Jackson State University; David Olson PhD, Chancellor's Distinguished Professor, University of Nebraska, Lincoln]

POSTDOCTORAL STUDENTS: Peter Nyikos (C-MU); Steven Fesmire (C-MU); Rodolfo Talamo (Universita degli Studi di Torino); Charles Cheney (Indiana State University).

RESEARCH SUPERVISION: Senior Practicum (Undergraduate Applied Research) every semester, 1976 to 1995. Yearlong Research Experiences for Undergraduates 2000- present, currently about 15 to 20 per semester jointly with other faculty using Affinity Research Group Model.

CONFERENCES ORGANIZED:

1. Indian Institute of Technology, Kanpur, India, "Functional Analysis Conference", Chairman, Organizing Committee: Carnegie-Mellon University /University of Institutions, Houston, June 25, 1998 (<http://www.crpc.rice.edu/CRPC/SC-COSMIC-ADMI98/>);
2. General Co-Chair, ACM Richard Tapia Celebration in Diversity Symposium, Houston, October 18-20, 2001;
3. co Chair Education Committee, Supercomputer Annual Conference 2002 (SC02);
4. General Chair, International Conference on Intelligent Technologies, Intech 2004, Houston,
5. Pittsburgh, "Topology Conference", Co-chairman, Organizing Committee; Carnegie-Mellon University,
6. "Category Theory Conference", Co-chairman, Organizing Committee; Regional NSF Conference in Mathematics, Director.
7. "Semester-Year in Topology-Analysis", Chairman, Organizing Committee;
8. General Chairman: "South Central Regional Association for Computing Machinery Annual Conference";
9. Conference on Pre Computer Science and Engineering Education for Minority Institutions, New Orleans, August, 1992;
10. Tribal College Planning Conference, Albuquerque, November, 1992;
11. "Promoting Computational Science Programs", Annual Workshop for Association of Departments of Computer and Information Science at Minority Institutions, New Orleans, August, 1995, Program Chair and Proposal Writer, funding NSF, \$60,000;
12. The Consortium of the South for Undergraduate Computational Science, Organizational Meeting, January, 1995, PI,
13. SC-COSMIC Undergraduate Student Paper Conferences, Oct 1995;
14. SC-COSMIC Undergraduate Student Paper Conferences, Oct 1996;
15. Association of Departments of Computer and Information Science and Engineering at Minority Institutions, Conference on Assessment and Vision, Houston, Texas, June 26- 28, 1998;
16. SC-COSMIC Conference on Assessment of Minority Texas;
17. Chair Special Session, "Fuzzy Logic and Knowledge Discovery Tools Applied to National Security, 7th International Conference on Fuzzy Systems and Knowledge Discovery, Yantai, China, August 2010;
18. General Chair International Workshop on Security Technologies and Applications, Intech 2010, December, 2010;

ACADEMIC: SOME COURSES TAUGHT:

- Programming Languages and Data Structures, Computer Programming (FORTRAN, ALGOL) Data Processing, Structured Languages, Systems Programming, Theory and Design of Compilers, Concepts of Artificial Intelligence, Digital Logic, Computer Organization, Design and Analysis of Algorithms (Theory of Computing); Operating Systems;
- Combinatorics, Mathematical Statistics, Modeling (Graduate and Undergraduate),
- Linear Programming, Mathematical Programming;
- Institutes for Middle School and High School Teachers,
- Calculus; Calculus-Physics;
- Numerical Analysis - graduate and undergraduate;
- Linear Algebra - undergraduate;
- Topology - first and second year - graduate and undergraduate;
- Linear Analysis and Integration - full year graduate course in measure theory and functional analysis;
- Spaces of Continuous Functions; Rings of Continuous Functions;
- Lattice Theory and Boolean Algebras; Modern Algebra; Concepts of Algebra (1 semester Algebra with applications to Computer Science);
- Ordinary and Partial Differential Equations.

PROFESSIONAL INTERACTIONS:

Professional Societies:

- American Association of University Professors,
- American Mathematical Society,

- Mathematical Association Of America,
- Society of Sigma Xi,
- Pi Mu Epsilon, Phi Kappa Phi,
- Society of Industrial and Applied Mathematics,
- Association For Computing Machinery,
- National Council of Teachers of Mathematics,
- Texas Academy of Sciences,
- Texas Association Of Academic Administrators In The Mathematical Sciences,
- IEEE Computer Society,
- Association Of Computer Science And Engineering Departments At Minority Institutions (Vice President for Programs- 1990-2000) (ADMI);
- South Central Computational Science at Minority Institutions Consortium (SC-COSMIC) (President, 1991--2000);
- MSI Outreach, NSF EOT-PACI (for entire NSF PACI existence),
- Mathematical Association of America.

BOARD MEMBERSHIPS, NATIONAL COMMITTEES AND MEMBERSHIPS:

- Center for Education in International Community, Founding Member and Member of the Board of Directors (for this and the following see "Pertaining to Position at C-MU);
- University Oratory of the Pittsburgh Roman Catholic Diocese, Founding Member and Parish Council Member;
- American Mathematical Society Student Advisory Panel;
- Committee on Exchange of Information for Mathematics of the Mathematical Association of America (MAA) (Member);
- Chairman - Task Force on Expository Writing (Mathematical Association of America);
- Committee for the Undergraduate Program in Mathematical Sciences (CUPM) of the Mathematical Association of America;
- Co-Chairman, National Panel on Design of Undergraduate Programs (of the CUPM);
- Steering Committee for the Design and Construction of St. Jude Thaddeus Church, Beaumont, Texas;
- St. Jude Thaddeus Parish Council- four years;
- Chairman, National Panel on Statistics Major in Mathematical Sciences Program (MAA);
- Chairman, Finance Committee, St. Jude Thaddeus Parish October;
- Committee On Computerization, Monsignor Kelly High School, Beaumont, Texas, 1985;
- Board Of Directors, Monsignor Kelly High School, Beaumont, Texas, ten years;
- Treasurer Of The Board, Kelly High School; Board Of Directors-five years;
- Chairman, Southeast Texas Hospice Association, 1980-82;
- Executive Advisory Board, Hispanic Engineers National Award and Achievement Conference (HENAAC), 1990- present;
- Co Academic Sponsor (representing University of Houston Downtown in collaboration with Rice University, Houston), HENAAC annual meeting, 1990-2000;
- HENAAC Hall of Fame Selection Committee, 2000-2006, member.
- GPRA (Government Performance and Results Act) Oversight Committee for National Science Board (NSB) of the National Science Foundation, 2002-04.

OTHER EXPERIENCES

UNIVERSITY OF HOUSTON DOWNTOWN:

- United Way Campaign, University Of Houston-Downtown, Chair, 1985.
- Member Of Mathematics Association Of America Committee For Undergraduate Program In Mathematics' Panel On Mathematical Sciences Program, 1990;
- Steering Committee Of The National Science Foundation, Computer And Information Science and Engineering Directorate, 1990-92,
- Founding Member of The Computer Society Of The IEEE'S New Initiative To Form An Association For Computer Science And Engineering Departments At Minority Institutions, ADMI, 1990, Treasurer, 1990-2000;
- NSF, University Of Illinois-Chicago Mathematicians And Education Reform Network, member, 1999-2004;
- South Main Civic Organization, Houston, Texas, member, 2002:
- Planning Committee for the development of proposals to the National Science Foundation for the American Indian Higher Education Consortium (these are proposals to develop and improve the academic infrastructure of computer science and engineering programs and offerings at the tribal colleges), 1990 to 1996;
- Steering Committee for the Houston Urban Systemic Initiative (a proposal from the city to the NSF for systemic improvements in mathematics and science education, 1992-1997);
- Italian Cultural Union (Houston), Federation of Italian Societies;
- Association for the Advancement of Mexican Americans;
- Joint Coalition to Promote Underrepresented Minorities and Women in Computer Science (an activity of the ACM, IEEE Computer Society and the Computing Research Associates), 1996 to 2005;
- Advisory Board for Houston Independent School District National Science Foundation Project STAR (1999-2005);
- Advisory Board for Houston Independent School District's NSF Urban Systemic Initiative for reform of K through 12 science and mathematics education (1997 to 2005);
- Executive Board, Sandra Organ Dance Company, (1997- 2001);
- President, Houston International Dance Coalition (2004 – present);
- National Science Foundation Computer and Information Science and Engineering Policy Board for Minority Education Funding (1999 to 2005);
- National Computational Science Alliance (NCSA), Education, Outreach and Training (EOT) (1997-2006).
- Houston Ballet Ambassadors (1998- 2008).
- Institute for Academic Achievement (1997-2005).
- National Partnership for Advanced Computational Infrastructure (NPACI) (1994-2006);
- CRA Coalition for Diversity in Computing (1995-2003 co Chair 2001-2003);
- TeraGrid Education Outreach and Training, 2006 – present;
- American Indian Higher Education Consortium, Education and Outreach, 2003- present;
- Hispanic Association of Colleges and Universities (HACU), Science, Technology, Engineering and Mathematics Advisory, 2004- 2007;
- Latin American and Caribbean Consortium of Engineering Institutions (LACCEI), founding member, 2001, Board of Directors, 2001- present, Treasurer 2009-2011;

University Committee Service (prior to UHD):

- Carnegie- Mellon University (C-MU) Mellon Institute of Science (MIS) Graduate Studies Committee- Mathematics Representative, two years;
- MIS Faculty Organization -Chairman of Faculty, one year;
- MIS Faculty Organization -Chairman-Elect, one year;
- MIS Constitution Committee Member, one year;
- MIS Ad Hoc Committee to Study Promotion and Tenure Document, Member, one year;
- MIS College Council, Member, two years;
- Kanpur Indo-American Program, Mathematics and Computing Consultant on behalf of C-MU US AID Contract, four years;
- Mathematics Colloquium, Chairman, five years;
- Doctor of Arts Steering Committee, representing Mathematics and Computer Science;
- Graduate Student Advising Committee Member, four years;
- Faculty Senate Senator-Mathematics, two years,
- Faculty Senate Ex-Officio Member, one year;
- Faculty Affairs Council (member); Committee on Curricula Study for 3-2 Programs and Two Year Interdisciplinary Master's Program in Mathematics;
- Undergraduate Advisor for Computer Science Majors and Mathematics Majors with option in Managerial or Social Sciences;

- Computer Science Curriculum Committee, two years;
- Engineering Core Curriculum Committee, two years;
- Chairman President's Committee on Statistics, one year;
- Executive Committee of Council of Instructional Department Head, two years;
- Search Committee for Dean of College of Engineering, one year.

UNIVERSITY of Houston Downtown (UH): Department Head,

- Council of Instructional Department Head's Committee on Academic Goals, 1990-1992;
- UHD, Task Force on General Education, 1993-1995;
- Faculty Professional Development Committee, 1998-2000;
- Faculty Affairs Committee, 1988-1987;
- Vice President's Task Force on High Technology Degree Programs, 2001-2003;
- Chairman, Chancellor's Task Force on Computer Intensive Educational Environment, 1985-1987;
- Chairman, Vice President For Academic Affairs Search Committee, 1990-1991;
- Chairman, University-Wide Computer Services Committee, 1991-1993;
- University of Houston System Computer Services Committee, 1997-2000,
- Co-Chairman United Way Campaign, 1999-2000;
- Academic Affairs Council, 1993-1996;
- Founder and Executive Board member, UHD Scholars Academy 1999- 2010;
- Chairman of UHD Art Acquisition Committee, 1998 to 2005;
- The Texas Higher Education Coordinating Board Greater Houston PK-16 Council Member (Executive Board 2007- 2010), 2005-2010;
- UHD President's Leadership Team 2008- 2010;
- UHD President's Leadership Steering Committee 2009- 2010;
- West Houston Center for Science and Engineering STEM Advisory Board 2008 –2010.

CITATIONS:

- American Men in Science;
- Who's Who in the South and Southwest;
- Who's Who; International Scholar Directorate;
- Community Leaders of America,
- Newsletter for the National Science Foundation/University of Illinois-Chicago Mathematics and Education Reform Network, Spring, 2002;
- Hispanic Engineers National Achievement and Awards Conference Outstanding Educator of the Year, 2002. .

INTERESTS: photography, music, opera, ballet, musicals, art (paintings, sculptures, cottage industries, church art, artifacts, handicrafts), history (Renaissance, Pre-Renaissance, modern), hiking, aerobics, weight training, romance languages. Proficient in English, I

ADDENDUM TO CURRICULUM VITA: Richard A. Aló, PhD. Dean, College of Science, Engineering and Technology, Jackson State University

PUBLISHED PAPERS IN REFEREED PROCEEDINGS/ JOURNALS (Last Seventeen Years):

1. Extending Jain's Maximization Principle to Fuzzy Sets and Controllers with Continuous Support, R. Alo', A. de Korvin and R. Kleyle, Proceedings of the Sixth Ibero-American Conference on Artificial Intelligence, Lisbon, Portugal, October 5-9, 1998.
2. Spinal Cord Stimulation for Chronic Pain Management: Towards an Expert System, Kenneth M. Aló, Richard Aló, André de Korvin, and Vladik Kreinovich, Proceedings of the World Congress on Expert Systems, Mexico City, March 16--20, 1998, Vol. 1, pp. 156-164.
3. Adding Fuzzy Integral to Fuzzy Control, R. Alo', H. T. Nguyen, V. Kreinovich; Kenneth Aló. Proceedings of the International Conference on Information Processing and Management of Uncertainty in Knowledge-Based Systems (IPMU'98), Paris, France, July 6-10, 1998.
4. Computer Security Model For Users With Uncertain Trustworthiness, R. Aló, A. Berrached, M. Beheshti, A. de Korvin, C. Hu, O. Sirisaengtaksin Proc. International Conference on Expert Systems, Paris 1998.

5. Some Undergraduate Research Projects on High Performance Computing at the University of Houston-Downtown, Richard A. Aló and Chenyi Hu, Proc. 1996 Computing Research Conference, April 18, 1996, Mayaguez, Puerto Rico, pp. 32-33. 263.
6. An Adaptive Environment Modeling Method Under Uncertainty, R Aló, A. Berrached, M. Beheshti, A. de Korvin, C. Hu, O. Sirisaengtaksin, Proc. Sixth Conference, Computer Generated Forces and Behavioral Representation, July 23-25, 1996, Orlando, Florida, pp. 573-581.
7. Precollege and College Research Experiences at UHD, Proc. US Army Research Office ADSRC Annual Review, Tallahassee, FL, and Nov. 5, 1998.
8. Some New Tools for Knowledge Bases, Proc. US Army Research Office ADSRC Annual Review, Tallahassee, FL, and Nov. 5, 1998. (Co-author A. de Korvin).
9. Task Overview for the Tools for DIS-HLA, Proc. US Army Research Office ADSRC Annual Review, Tallahassee, FL, and Nov. 5, 1998.
10. "Comparing Values Arising From Imprecise Information," Proc. of 1998 Conference On Simulation Methods and Appl., The Society for Computer Simulation, Orlando, FL, (November 1998) 188-196, (Co-authors A. de Korvin, Ratan Guha, and Clement Allen).
11. Intelligent Control in Data Distribution Management of HLA, Conference on Simulation Methods and Applications, CSMA'98, pp. 227-230, Orlando, FL, November 1998. R. Alo', A. Berrached, M. Balaram, U. Vemulapati, D. Williams).
12. Knowledge Base Tools Development at the University of Houston-Downtown, Minority University Space Interdisciplinary Network (MU-SPIN) 8th Annual Users Conference, Albuquerque, NM, October 20-24, 1998.
13. Towards Intelligent Virtual Environment for Training Medical Doctors in Surgical Pain Relief, R. Alo'; K.M. Alo' Proc. of IFSA International Fuzzy Systems Assoc., Taiwan, August 17-20, 1999.
14. Estimating Fuzzy Quantities Based On Uncertain Information, R. Alo', A. Berrached, A. De Korvin) Info Processing and Management under Uncertainty in Knowledge Systems, IPMU 2000.
15. An Access Control Model Based On Fuzzy Set Theory, R. Alo, A. De Korvin, A. Berrached, Information Processing and Management under Uncertainty in Knowledge Systems, IPMU 2001.
16. Design of Unmanned Vehicle Controller, R. Alo', A. Berrached, A. de Korvin. Fifth Annual International CSI Computer Conference, Orlando, Florida, July 2001.
17. MSI-CIEC: MSI CyberInfrastructure Empowerment Coalition and the TeraGrid (May 2006) R. Aló, K. Barnes, D. Baxter, Geoffrey Fox, A. Kuslikis, C. Lowe, A. Ramirez, S. Singleton;
18. Bilinear Models from System Approach Justified for Classification, with Potential Applications to Bioinformatics, R Aló, F Modave, V. Kreinovich, D. Herrera, X Wang, IPMU Proc., July 2006
19. Computing Variance under Interval Uncertainty: A New Algorithm and Its Potential Application to Privacy in Statistical Databases' R. Aló, M. Beheshti, G. Xiang, IPMU Proceedings, July 2006
20. The Computing Alliance of Hispanic-Serving Institutions: Interventions to Increase Hispanic Participation in Computing, R Aló, M. Adjouadi¹, M Beheshti, J. Fernandez, N. Santiago, FIE 2006
21. MSI-CIEC: MSI CyberInfrastructure Empowerment Coalition and the TeraGrid. Aló, R, K. Barnes, D. Baxter, G. Fox, A. Kuslikis, C. Lowe, A. Ramirez, S. Singleton. 2006. Proceedings of the 2006 TeraGrid Conference.
22. Bilinear Models from System Approach Justified for Classification, with Potential Applications to Bioinformatics Aló, R., F. Modave, V. Kreinovich, D. Herrera and X. Wang. 2006. IPMU Proceeding, July 2006
23. Optimization Techniques under Uncertain Criteria and their Possible Use in Computerized Education, R.Alo, Olga Kosheleva, [NAFIPS 2006. Annual meeting of the North American Fuzzy Information Processing Society, 2006](#)
24. Towards Economics of Education: Optimization under Uncertainty. Kosheleva, O. and R. Aló. 2006 Proceedings Conference on Interval Computation, St. Petersburg, June 2006
25. Aló, R., M. Beheshti and G. Xiang. 2006. Computing Variance under Interval Uncertainty: A New Algorithm and Its Potential Application to Privacy in Statistical Databases. IPMU Proc., July 2006

26. The Computing Alliance of Hispanic-Serving Institutions: Interventions to Increase Hispanic Participation in Computing. R. Aló, M. Adjouadi, M. Beheshti, J. Fernandez, D. Novick and N. Santiago. *Frontier in Education* 2006.
27. Work-In-Progress: Peer-Led Team Learning Implementation in Computer Science, R Aló, M Beheshti, J Fernandez, A Q Gates, D Ranjan, Milwaukee, WI, Oct. 10 – 13, 2007, FIE07.
28. Workshop-Engaging Undergraduate Students in Research Using the Affinity Research Group Model, R Aló, M Beheshti, J Fernandez, M. Adjouadi, A Q Gates, 38th ASEE/IEEE Frontiers in Education Conference, Saratoga Springs, NY October 22 – 25, 2008, FIE 08.
29. The Computing Alliance of Hispanic Serving Institutions: Supporting Hispanics at Critical Transition Points, A. Gates, R. Aló, S. Hug, H. Thierry, M. Adjouadi, M. Beheshti, J. Fernandez *Trans ACM, Broadening Participation in Computing*, (special issue, Summer 2010)
30. Aló, R., M. Beheshti, *Computational Thinking – An Introductory Course for STEM and Business Students*, IATED, EDUlearn 2010, Barcelona, July, 2010 (to appear)
31. Aló, R, K. Barnes, D. Baxter, J. Foertsch, G. Fox, A. Kuslikis, A. Ramirez. *A Model for LACCEI: Minority Serving Institutions and CyberInfrastructure Research/ Education*, Proc. Latin American and Caribbean Consortium of Engineering Institutions, LACCEI, Arequipa, 2010.
32. Aló, R, K. Barnes, D. Baxter, J. Foertsch, G. Fox, A. Kuslikis, A. Ramirez. *Advancing Computational Science, Visualization and Homeland Security Research/ Education at Minority Serving Institutions, A National Model Promoted/ Implemented by MSI-CIEC (Minority Serving Institutions-CyberInfrastructure Empowerment Coalition)*, Proc. ICCS 2010, Amsterdam.
33. From Language to Vision: A Case Study of Text Visualization, R. Alo, Ping Chen, Justin Rundell, *International Conference on Artificial Intelligence, Knowledge Engineering and Data Bases, AIKED 2010*, Cambridge, February, 2010, Proceedings AIKED.
34. Assignment of ICD-9-CM Codes to Clinical-Free Text R. Alo', P. Chen, Walter Garcia, Annual US Department of Homeland Security University All Hands Meeting, Washington, DC, Proceedings DHS University Programs. March 2010.
35. Fully Unsupervised Word Sense Disambiguation Using Dependency Knowledge, R. Alo, D. Brown, P. Chen, A. Tran, Annual US Department of Homeland Security University All Hands Meeting, Washington, DC, Proceedings DHS University Programs. March 2010.
36. Advancing Computational Science and Visualization and Homeland Security Research/ Education at Minority Serving Institutions, ' A National Model Promoted/Implemented by MSI-CIEC (Minority Institutions CyberInfrastructure Empowerment Coalition), R. A. Alo', D. Baxter, K Barnes, G Fox, A Kuslikis, A. Ramirez, *International Conf. Computer Science, ICCS 2010, May 2010*.
37. CyberInfrastructure Research /Education Development at Minority Serving Institutions, High Performance Computing Grids and Clouds, R. A. Alo', D. Baxter, K Barnes, G Fox, A Kuslikis, A. Ramirez, HPCC, 2010, Cetraro, Italy, June, 2010.
38. The Computing Alliance of Hispanic-Serving Institutions: Supporting Hispanics at Critical Transition Points, Ann Q. Gates, Richard Alo' et.al.; *The ACM Transactions on Computing Education*, 2010
39. CINET: A CyberInfrastructure for Network Science, R.Alo et al, 2012 IEEE 8th International Conference on e-Science, V.11 (3) Article 16, October 2011
40. CI-NET 2.0: A CyberInfrastructure for Network Science, R. Alo et al, *e-Science (e-Science)*, [2014 IEEE 10th International Conference on e-science](#) (Volume: 1)
41. Testing Hypotheses on Simulated Data: Why Traditional Hypotheses-Testing Statistics Are Not Always Adequate for Simulated Data and How to Modify Them, Richard Aló, Valdik Kreinovich, Scott A. Starks; *J. Applied Computational Intelligence and Intelligent Informatics*, Vol.0 No.), 200x
42. Assessing Racial and Ethnic Disparities in Breast Cancer Mortality in the United States, R. Aló et al, *International Journal of Environmental Research and Public Health*, 14[5] 486.
43. Health and Racial Disparity in Breast Cancer, C.G. Yedjou, D. Gomez-Fonseca, R. Alo, et al, Chapter in Book: *Breast Cancer Metastasis and Drug Resistance*, 2nd Edition, Springer Verlag [to appear 2019]
44. Retaining and Recruiting CS Students via Computational Thinking, R. Alo', M. Beheshti, [to appear]

B PUBLISHED PAPERS IN REFEREED PROCEEDINGS:

45. "Statistics in the Two Year Curriculum," *The Future of College Mathematics, Proceedings of Conference/Workshop on First Two Years of College Mathematics*, Springer-Verlag, 1983.

46. "Student Group Efforts in Studying Numerical Analysis", Proceedings of the Conference on Computers in Undergraduate Curricula. Institute for Educational Computing, Claremont, 1973, 108-113.
47. "The Topological Dual, The Algebraic Dual and Random-Nikodym Derivatives", Proc. Functional Analysis Conference, Madras, 1973, Lecture Notes in Mathematics, 399, Springer-Verlag, 1974.
48. "Topologies Induced by Banach Function Spaces", Proceedings of the Second Pittsburgh International Conference, TOPO 72, (General Topology and its Applications), December, 1972, Lecture Notes in Mathematics, 378, Springer-Verlag, Berlin, 1974.
49. "Compact Topologies Associated with Banach Function Spaces", Topology and its Applications, Budva, 1972, (Beograd, 1973), Savez drustva matematicara, fizicara i astronoma, Yugoslavia, 20-24.
50. "Some Tietze-Type Extension Theorems", General Topology and its Relations to Modern Analysis and Algebra III, Proceedings of the Third Prague Topology Symposium 1971, Academia, 1972, 23-27.
51. "Representation Theorems for Linear Operators", Proceedings international Conference on Functional Analysis and its Applications, Kanpur, India, 1969, IIT Kanpur Press, 1971, 1-12 (with A. de Korvin).
52. "Realcompactness and Representation Theorems", Proceedings International Conference on Functional Analysis and its Applications.
53. "Wallman Compact and Realcompact Spaces", Proceedings of the First International Symposium in Topological Extension Theory, VGEB. Deutscher Verlag der Wissenschaften, Berlin (1969), 9-14, (with H.L. Shapiro).
54. "Uniformities and Embeddings", Proceedings of Kanpur Topological Conference, 1968, General Topology and its Relations to Modern Analysis, Academic Press, 1971, 17-32.
55. "Extensions of Uniformities", Proceedings of the International Symposium on Topology and its Applications, Herceg-Novi (Yugoslavia) 1968; Savez Drustava Matematicara, Beograd, 1969, p. 44.

UNPUBLISHED RESEARCH REPORTS:

1. "Development of Resolvent Techniques for Computer Languages", Lamar University
2. "Utilization of PASCAL for", Lamar University
3. "Expansive Programming Languages for Fast Algorithms", Lamar University

TEXTBOOKS:

1. Normal Topological Spaces, Cambridge Tracts in Mathematics, 65 Cambridge University Press, Cambridge, 1974, pp. 306, (with H.L. Shapiro).

LECTURE NOTES:

1. Projective Topological Spaces
2. A Socratic Approach to Topology (to be developed into a text-penultimate draft)
3. Rings of Continuous Functions
4. Uniformities and Embeddings

October 2016

Curriculum Vita
Allyson Watson

ALLYSON LEGGETT WATSON, PhD

ALLYSON.WATSON@FAMU.EDU

TALLAHASSEE, FL 32311

EXECUTIVE SUMMARY

- Educator, higher education leader and scholar with 20 years of professional experience
- Collaborator, team player, encourager, supporter, collegial and respected leader in organizational initiatives
- Visionary leadership and goal driven commitment to strategic and long range planning
- Innovative thinker, self-starter, active listener and trailblazer for global and international equity, first generation students and diverse student initiatives

PERSONALITY DESCRIPTORS

- Meyer-Briggs | ENTJ | Extraversion, Intuition, Thinking, Judgement
- Clifton-Strengths | Achiever | Consistency | Intellection | Input | Activator
- DISC | ID-Influence-Dominance | Results | Action | Enthusiasm | Accuracy

ACADEMIC LEADERSHIP EXPERIENCE

Florida Agricultural and Mechanical University

Florida Agricultural and Mechanical University (FAMU) is a public, historically black university in Tallahassee, Florida. It is the 5th largest historically black university in the United States by enrollment and the only public historically black university in Florida. It is a member institution of the State University System of Florida, as well as one of the state's land grant universities, and is accredited to award baccalaureate, master's and doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools. The 2020 edition of the U.S. News & World Report college rankings placed the university in Tier 1 among "national universities" (254th), 7th among all HBCUs and 2nd among all public HBCUs. The university is classified as an R2 Doctoral Research University under the Carnegie Classification of Institutions of Higher Education, which denotes higher research activity. For 2017, the National Science Foundation ranked Florida A&M University 216th nationally and 2nd among HBCU for total research and development expenditures.

College of Education

July 2019-present

Dean, College of Education

- Develop, implement and evaluate a visionary and strategic plan for the College of Education,
- Increase visibility with internal and external university relations for the college
- Provide strategic leadership and vision that enhances the College of Education's impact on the local, regional, and national educational landscape;
- Build and lead a strong network of supporters and partners across campus and the educational community including the Florida A&M University Developmental Research School (FAMU DRS); •
- Foster a collaborative, innovative, inclusive, and supportive culture in the College with students, staff, faculty, and administrators;
- Create an educational environment that supports student success as outlined in the College of Education's Strategic Plan (2017-2022);
- Manage and enhance the financial resources of the College of Education using creative and imaginative strategies; Implementing effective team-building initiatives among the staff, faculty, and administrators; •
- Lead the planning and provisions required for the upcoming state (Florida Department of Education 2020) and national accreditation (CAEP 2019; CACREP 20XX) site visits;
- Champion innovative and effective approaches to increase recruitment, retention, and graduation rates (e.g., increase student passage rates of the Florida Teacher Certification Examinations - FTCE); and
- Serve as an advocate for new, technology-rich, undergraduate and graduate program development in areas of high employer demand.

University of South Florida St. Petersburg

The University of South Florida St. Petersburg is a regional public institution affiliated with the University of South Florida and a part of the Florida State University System. USFSP is separately accredited by the Southern Association of Colleges and Schools. USFSP is a master's degree granting institution with 4,900 full time students enrolled.

Office of Academic Affairs

January 2019-June 2019

Interim Chief Academic Officer

- Represent the interests of Academic Affairs in on-going planning and providing leadership and expertise for planning initiatives,
- Develop, implement, promote, and evaluate both the undergraduate and graduate academic programs and procedures, and ensuring compliance with the institutional and state guidelines, as well as regional and national SACSCOC accreditation criteria,
- Preparing applicable information and reports on academic matters,
- Assume primary responsibility for recruitment, appointment, annual review, and tenure and promotion of faculty members at USFSP,
- Develop, promote, and support an institution-wide research agenda consistent with the mission of the university.
- Develop and nurture partnerships with selected, public and private sector community agencies,
- Maintain close and regular liaison and leadership with the college deans and chair of the faculty senate,
- Provide leadership in continuing to refine plans to reward faculty for excellence in teaching, research, and service,
- Provide leadership and oversight for Academic Affairs units including the colleges, but excluding units reporting to the Interim Assoc RVCAA,
- Serving as the USFSP primary liaison with academic affairs professionals system-wide,
- Work with the campus community to establish a USFSP technology plan,
- Work collaboratively with campus and university leaders in the furtherance of the educational, research, and outreach goals of the campus.
- Address other responsibilities as deemed appropriate by the Regional Chancellor.

College of Education

July 2017-present

Dean, Professor (Tenured)

Develop a new college with a ten year history and create programs for sustainability and excellence. The USFSP College of Education offers unique programs that are selective and meet the needs of the teacher leader workforce. The education preparation program offers 6 graduate programs and 2 undergraduate programs including content specialized areas.

Major Duties/Responsibilities

- Co-lead institutional system consolidation efforts on the General Education and Curriculum Alignment (GECA) subcommittee
- Planned and implemented education based STEM INQ. laboratory construction project, \$872K renovation for 100 seat capacity in robotics, AutoCAD, coding, augmented and virtual reality (AR/VR), and 3D and laser printing
- Collaborate with external and governmental affairs to secure state legislation for College of Education STEM funding initiatives \$250K
- Oversee leadership and staff for \$4.8M in Florida Department of Education and the US Department of Education grants
- Establish and maintain outreach programs for faculty and staff to recruit students in surrounding communities through regional, state and federal grants
- Lead 47 faculty and staff, 17 (tenured/tenure-track) education and social science full time and 25 adjunct faculty representing the college and branch campuses
- Lead new and innovative efforts to market and promote all College of Education programs
- Develop and nurture partnerships with school districts to support clinical experience and clinical practice opportunities
- Strengthen and promote USFSP's unique undergraduate and post-baccalaureate initial certification programs in dual track elementary education, literacy and exceptional student education
- Foster growth in the Graduate Programs (certificates/master's degree): Exceptional Student Education, Middle Grades STEM Education with an emphasis in English for Speakers of Other Languages (ESOL), Advance the

Leadership, Educational Leadership and Leadership Studies Programs (certificates/master's degree):
Reading/Literacy Specialization

- Cultivate non-degree certification programs
- Augment K-12 teacher professional development partnerships and promote them as stepping-stones to USFSP's certificates and master's degrees
- Advocate for culturally responsive practice and socially just education policies
- Steward, cultivate, develop and increase donor support and external giving
- Increase visibility in community and business partnerships
- Implement STEM initiatives and promote the Innovation lab housed in the College of Education
- Practice and model servant leadership for faculty staff and students

Northeastern State University

Northeastern State University is a state regional public institution with over 8,000 full time students enrolled. NSU is a master's-granting institution with a foundation in service to humanity. With roots from the Cherokee heritage, NSU values the history which developed into a thriving community for higher learning.

College of Education

2013-June 2017: Eddings Endowed Chair for Urban Education, Outreach & Research/Assistant Dean

2012-2013 Assistant Dean

June 2012-August 2012 Interim Assistant Dean

Largest college within the university, 1900 full time students enrolled with 200-350 program graduates each academic year. The education preparation program offers 10 graduate programs and 7 undergraduate programs including secondary specialized areas. There are five departments within the unit: Teacher Education, Educational Foundations and Leadership, Curriculum and Instruction, Health and Kinesiology and Psychology and Counseling.

Major Duties/Responsibilities:

- Establish and maintain outreach programs for faculty and staff to recruit students in surrounding communities
- Supervise 52 education and social science full time and adjunct faculty representing 4 departments within the branch campus
- Develop comprehensive planning for department chairs related to scheduling and course rotation
- Mediate faculty and student issues and concerns above department chair level
- Identify research needs of future teachers in urban school settings
- Initiate and foster strong relationships with K-12 school partners and administrative and teacher faculty
- Collaborate as the institutional liaison delegate for the Higher Ed Forum northeast partnership
- Uphold strong research record and produce grants and research publications
- Serve as a member of the leadership team and advise the Dean and team members on current research and highlights in urban education, innovative pedagogical practice and equitable practice
- Prepare AACTE PEDS report
- Plan and evaluate college-wide meetings
- Assist department chairs in faculty/student issues
- Prepare and produce College of Education (COE) annual report
- Serve as key delegate for NE Oklahoma Higher Education Forum (8 represented institutions)
- Serve as a key higher education delegate for the Tulsa County Area Superintendents Association
- Work within academic unit/programs and SPA's for NCATE report
- Gather and analyze data for COE faculty feedback
- Meet with new faculty in order to review tenure and promotion process
- Development of video assessment and pre-service teacher review and performance
- Serve as COE liaison for outreach opportunities and collaborative initiatives
- Act as chief correspondent for public relations issues within the Broken Arrow and Tulsa community
- Serve as an administrative liaison at department meetings; inform and update chairs and faculty of all new developments within the college
- Lead and coordinate all unit committee meetings and review meeting minutes/reports
- Write and prepare communication with faculty, staff and students on behalf of the unit leadership
- Assist with budget allocation and identification of priority items for purchase
- Collaborate with internal and external constituents regarding K-12 education and teaching and leadership practices
- Work with campus administrator, student affairs and enrollment management to monitor enrollment, prerequisites, and student issues

2010-2017: Founder/Consulting Director for Northeastern State University | Teaching & Urban Reform Network (TURN)

Major Duties/Responsibilities:

- Facilitate partnerships with local urban school administration, faculty and staff
- Identify regional educational challenges in urban schools and define teaching and learning strategies for pre-service teachers
- Initiate relationships with legislators and city leaders to discuss issues and challenges surrounding urban education areas
- Provide a lectureship series covering community and historical factors surrounding urban education
- Solicit federal and private grant funding to support outreach and professional development programs
- Develop pedagogical strategies for successful teaching in urban schools
- Monitor and track program graduates and provide support for retention in the teaching profession

ACADEMIC APPOINTMENTS

University of South Florida

2017-present Full Tenured Professor

- Department of Educational Leadership

Northeastern State University

2015 Full Tenured Professor (Granted in two separate departments)

- Department of Educational Foundations and Leadership
- Department of Teacher Education

- **2010-2014 Associate Professor and Graduate Faculty Appointment**

- **Founder/Director for Teaching & Urban Reform Network (TURN)**
- Department of Educational Foundations and Leadership
- *TURN is the first program of its kind at Northeastern State University, a proposal for this initial pilot program established momentum within the urban community. The program design allows for pre-service teachers to focus educational practice in urban schools and attend core courses specific to the needs of teaching urban students. The program success is now recognized in Oklahoma and within Tulsa as one of the leading urban education preparation programs in the state. Since its founding in 2009 and the launch in 2010, there are 141 TURN teacher candidates.*

- **2003-2010 Assistant Professor and Graduate Faculty Appointment**

- Department of Educational Foundations and Leadership, College of Education
- Northeastern State University, Tenure-Track

EXTERNAL ACADEMIC LEADERSHIP/ADMINISTRATIVE/ACCREDITATION EXPERIENCE

2013-present: National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) Board of Examiners (National/State)

NCATE - National Council for Accreditation of Teacher Education

CAEP - Council for the Accreditation of Educator Preparation

- *Serve in a reviewer capacity for teacher educator preparation programs throughout the United States and as an in-state reviewer for Oklahoma schools.*
- *CAEP Standard 3: Candidate Quality, Recruitment and Selectivity Chair, Northeastern State University*

2000-2002: University of Oklahoma, Norman, Oklahoma

Assistant Director

- Center for Educational & Community Renewal (Currently K-20 Center)

1998-2002: Tulsa Public Schools, Tulsa, Oklahoma

Department Head/Team Leader

- Managed multi-age program and acted as school site coordinator
- Led upper grade school team as Language Arts/Reading Coordinator
- Headed 8th Grade Language Arts/Reading Department

NATIONAL LEADERSHIP EXPERIENCE

2010-2015: Gates Millennium Scholars Program Alumni Association

2013-2015 Immediate Past President

2010-2013 Inaugural President

- Presided over 14,000 GMS Alumni representing each partner organization
- Developed governance procedures and bylaws
- Established a visionary agenda for the newly adopted alumni program
- Managed program development and oversaw subcommittees relating to communications, finance, technology and outreach
- Acted as ex-officio advisor/leader for four chaired programs
- Established monthly leadership meetings with regional and national GMS advisory board
- Served as GMS Alumni Executive on Gates Millennium Scholars Program national advisory board

Funded by the Bill & Melinda Gates Foundation

Administered by United Negro College Fund (UNCF)

Partnered with: American Indian Graduate Center Scholars (AIGCS)

Asian Pacific Islander American Scholars Fund (APIASF)

Hispanic Scholarship Fund (HSF)

AWARDS AND HONORS

- 2019 Legacy Award Honoree and Annual Recipient, Legacy Week Honors of St. Petersburg
- 2018 STEM Woman of the Year, Girls Incorporated Pinellas County
- 2016 Sam Kirk Educator of the Year, Nominee, Learning Disabilities Association of America
- 2015 Mayor's Commission on Women Pinnacle Award in Education
- 2014 Williams Company and Tulsa Shock WNBA "Woman of Inspiration" Nominee
- HBCU Digest 2014 Genesis Scholar Inaugural Class
- Oklahoma Regents for Higher Education - OK Teacher Connection TeachLink Special Edition Celebrating African American Educators in Oklahoma 1907-2014
- Outstanding Faculty in Service Award, Recipient, Northeastern State University College of Education 2012-2013
- Circle of Excellence in Service, Northeastern State University, Nominee 2011 (*Most prestigious Faculty Award for NSU*)
- 40 Under 40 Most Influential People in Oklahoma, Oklahoma Magazine, Award/Article 2009
- Circle of Excellence in Research, Northeastern State University, Nominee 2009 (*Most Prestigious Faculty Award for NSU*)
- Martin Luther King Jr., Leadership Award, Northeastern State University 2009
- Circle of Excellence in Teaching, Northeastern State University, Nominee 2007 (*Most Prestigious Faculty Award for NSU*)
- David L. Clark Outstanding Dissertation Nominee (2002)
- Gates Millennium Scholar (2000-2002)
- American Association of Colleges for Teacher Education (AACTE) Holmes Scholar (2000-2002)

RESEARCH EXPERTISE

- Urban education reform
- Educational research
- Women of color in higher education
- Innovation and STEM Education
- Leadership Development

RESEARCH THROUGH OUTREACH EXPERTISE

- Minority Scholarship Services
- Foundation/Non-Profit Alliances
- Board Governance
- Global/International Program Capacity Building

PUBLICATIONS (REFEREED JOURNALS AND BOOK CHAPTERS)

- Watson, A.L., (accepted). A seat at the table and right where you belong: The importance of Black women administrators bringing their authentic voice to impact and improve their community and the nation. In Cobb-Roberts, D. and Esnard, T. (Eds.). *Mentoring as Critically Engaged Praxis: Storying the Lives and Contributions of Black Women Administrators*. Information Age Publishing.
- Sider, S., Desir, C., Jean-Marie, G., & **Watson, A. L.** (2019). Re-imagining and providing academic opportunities toward gender equity for girls in Haiti. In Szymanski, C. S. and Mutua, K. (Eds.). *Transforming Public Education in Africa, the Caribbean and the Middle East*. Information Age Publishing.
- Watson, A. L. (2019). My life ain't been no crystal stair: Personal reflections through the professoriate as an African American Woman. In Kemp, A. (Ed). *The dignity of the calling: Educators share the beginnings of their journeys*. Information Age Publishing.
- Watson, A. L., Moreland, M., & Smith, M. (2017 accepted). It's not just teaching: Understanding how knowledge and skills inform teaching practice in K-12 schools. In Mense, E. G. and Crain-Dorough, M. (Eds.). *Data*

- leadership in K-12 schools in a time of accountability*. IGI Global Publishing.
- Watson, A. L., Moreland, M., & Smith, M. (2017). Realizing their potential, shaping their greatness: Using Self-Efficacy in a graduate reading program to shape K-6 student success. In Black, R. C. (Ed.). *Critical assessment and strategies for increased student retention*. IGI Global Publishing.
- Watson, A. L. (2016). Developing a practice of cultural awareness in pre-service teachers by promoting positive dialogue around diversity. In Leavitt, L., Wisdom, S. and Leavitt, K. (Eds). *Cultural awareness and competency development in higher education*. IGI Global Publishing.
- Watson, A. L., & McGowan, O. (2016). Introducing readers theatre using preservice teachers to elementary students in an urban school. *The Oklahoma Reader*. 52(2), (pp. 29-32).
- Watson, A. L. (2016). This girl is on fire and so is the kitchen! The real balance of wife-mommy-scholar. In Thompson, G., Bonner, F., and Lewis, C. (Eds.). *Reaching the mountaintop of the academy: Personal narratives, advice and strategies from Black distinguished and endowed professors in education*. Information Age Publishing.
- Watson, A. L. (2014). Definitions of culturally diverse practice. In Cousins, L. and Golson, G. J. (Eds). *Encyclopedia of Human Services and Diversity*.
- Watson, A.L. (2014). Race, power and ethnicity. In Cousins, L. and Golson, G. J. (Eds). *Encyclopedia of Human Services and Diversity*.
- Watson, A. L., Starker, T., & Walrond, H. (submitted). The answered prayer to a dream, fulfilling the legacy of Dr. Bethune: A mixed method study of persistence, triumph and challenge in the lives of Black teacher education graduates from a HBCU.
- Starker, T., Waldron, H., & **Watson, A. L.** (2014). The legacy lives, "I leave you a thirst for education" - Dr. Bethune's vision in action: A study of the impact of a HBCU on teachers and educational leaders. In Sealey-Ruiz, Y., Lewis, C., and Tolson, I. (Eds). *Teacher Education and the Black Community: Implications for Access, Equity, and Achievement*. United States: Information Age Publishing.
- Shealey, M. W., **Watson, A. L.**, & Qian, Z. (2011). Your story is my story: Examining the research on Black women in teacher education. In Jean-Marie, G., and Lloyd-Jones, B. (Eds). *Women of Color in Higher Education: Turbulent Past, Promising Future* 8(1), (pp. 127-145). United Kingdom: Emerald Publishing.
- Watson, A. L., & Shealey, M. W. (2011). *Black women speak: Examining the experiences of black women in teacher education*. In Moore, S., Alexander, R., and Lemelle, A. (Eds). *The Dilemma of Black Faculty at Predominantly White Institutions in America: Issues for Consideration in a Post-Multicultural Era*. (pp. 267-282) United States: Edward Mellon Press.
- Watson, A. L. (2007). *A vision to serve: The experiences of five teachers committed to teaching and leadership in urban schools*. Journal of Urban Research, Teaching, and Leadership. California.
- Watson, A. L. (Fall, 2007). *The college connection: A pilot study regarding reaching urban students through school-university partnerships*. Linking Academic Scholars to Educational Research Monograph. University of South Florida, Tampa.

PUBLICATIONS (NON-REFEREED)

- Watson, A. L., Landry, D., & Anton, V. (September, 2013). Transforming clinical teacher preparation and performance: A pilot project using video assessment and feedback. Oklahoma Commission for Teacher Preparation. 2013 Transforming Educator Preparation Grant Report.
- Watson, A. L. (August, 2012). *Ideas for iPads: NSU teacher candidates use technology to capture teaching observations in real time*. Center for Teaching and Learning Newsletter. Northeastern State University, Oklahoma.
- Watson, A. L. (January, 2012). Martin Luther King, Jr. asks "What are you doing for others?" Broken Arrow Ledger. Guest Editorial.

INTERNATIONAL TEACHING, RESEARCH AND OUTREACH

- Watson, A. L., Anton, V., Ferrell, J., & Bisogno, L. (2016). *Inquiry and exploration in building capacity and sustainability in Managua, Nicaragua and surrounding areas*. JustHope.org, Managua, Nicaragua.
- Watson, A. L. (May, 2015). Teaching and learning styles: Reaching students potential despite poverty. Trou du Nord School, Haiti.
- Watson, A. L., Fuller, B., & Roberts, M. J. (October, 2015). Introduction to robotics, teaching and training with sustainable robotics lab creation. College Regina Assumpta, Cap Haitian, Haiti.
- Watson, A. L. (April, 2016). Coaching and critical thinking in robotics. Site Visit, World VEX Robotics Championship, Louisville, Kentucky.
- Watson, A. L., & Fuller, B. (July-August, 2016). *Introducing preservice teachers to global teaching and learning*. College de Notre Dame, Cap Haitien, Haiti.

- Watson, A. L., Fuller, B., Roberts, M.J., & Schoten, W. (August, 2016). *Creating a sustainable robotics program for girls*. College Regina Assumpta, Cap Haitian, Haiti.
- Watson, A. L. (August, 2016). *Potential over poverty: You are the change agent*. Opening Session Plenary Speaker. First Annual Leadership Institute Northern Haiti. College de Notre Dame, Cap Haitian, Haiti.
- Watson, A. L. (December, 2016). *Exploratory capacity building for students in poverty*. Managua, Nicaragua.

RESEARCH PROJECTS

- Fuller, B., **Watson, A. L.**, Roberts, M. J., & Scholten, W. (2015-2018). *Building capacity and sustainability through critical thinking: Developing a robotics program for girls*. Cap Haitian, Haiti.
- Fuller, B., **Watson, A. L.**, Anton, V., Landry, D., & Fries, L. (2016). Working in collaboration to bring critical thinking and STEM to the College of Education. American Association of Colleges for Teacher Education 69th Annual Meeting. Tampa, Florida. Selected program highlight at Innovations Inventory.
- Urbano, D., Morgan, M., & **Watson, A. L.** (2012-2013). *A pilot study: A comparative analysis of personality attributes in pre-service teachers and indicators of success in teaching in low income areas*. Northeastern State University Undergraduate Research Day: A Celebration of Scholarly and Creative Activity. Tahlequah, Oklahoma.
- Shealey, M. W., & **Watson, A. L.** (2010-2011). *Black women faculty: Underrepresentation in teacher education*. Literature review.
- Watson, A. L., Bass, L., & Curry, K. (2009-2010). Qualitative inquiry: Teacher perception and parent perception of student success in community schools. Tulsa County Schools and University of Oklahoma, Tulsa, Oklahoma.
- Adams, C., Jean-Marie, G., **Watson, A. L.**, & Bass, L. (2009-2010). Tulsa area community schools' initiative. Tulsa Public Schools and University of Oklahoma, Tulsa, Oklahoma.
- Adams, C., Jean-Marie, G., Sargent, S., & **Watson, A. L.** (2008-2009). *Differences in school programs and school choice*. Tulsa Public Schools and University of Oklahoma, Tulsa, Oklahoma. Completed-Revised due to new TPS administration.
- Sawyer, J., Cambiano, R. C., & **Watson, A. L.** (2007-2009). *Understanding predictors of success on standardized tests in middle school students*. Union Public Schools, Tulsa, Oklahoma. Completed-data submitted to Union Public Schools.

RESEARCH AND PROFESSIONAL PRESENTATIONS (REFEREED)

- Watson, A.L. (2018). The keys to academic success: Understanding how to navigate to and through college. Take Stock In Children Annual Success Conference Monroe County, Key West, Florida.
- Watson, A.L. (2017). *Higher education and colleges of education: How to impact and shift the paradigm to affect positive change*. K-16 Educational Justice Conference, Orlando, Florida.
- Watson, A. L., Starker-Glass, T., & Waldron, H. (2016). *The impact of HBCU teacher preparation on educators: Living the legacy, fulfilling the dream*. K-16 Educational Justice Conference, Orlando, Florida.
- Watson, A. L. (2015). *Teaching to their potential: Breaking the educational barriers of poverty in Oklahoma and abroad*. Oklahoma Annual Reading Conference, Oklahoma City, Oklahoma.
- Watson, A. L. (2014). Indications of pre-service teacher success: A pilot study using the Haberman star teacher survey. Oklahoma Research Day 2014, Edmond, Oklahoma.
- Watson, A. L., Landry, D., & Anton, V. (2014). Transforming clinical teacher preparation and performance: A pilot project using video assessment and feedback. Oklahoma Research Day 2-14, Edmond, Oklahoma.
- Watson, A. L. (2014). *Not Your Mother's Classroom: Preparing Pre-Service Teachers for the Next Generation of Teaching in Urban Schools*. The Hawaii International Conference on Education, Honolulu, Hawaii.
- Watson, A. L. (February, 2014). "You want me to teach there?" Preparing Pre-service Teachers for Successful Careers in Urban Schools. The Association of Teacher Educators Annual Conference, St. Louis, Missouri.
- Starker-Glass, T., Waldron, H., **Watson, A. L.**, & Scott, L. (April, 2014). *Relevance and Rigor in the 21st Century. An Examination of the Impact of HBCU's on Teacher Preparation*. American Educational Research Association Conference, Philadelphia, Pennsylvania.
- Starker-Glass, T., Waldron, H., **Watson, A. L.**, & Scott, L. (February, 2014). *History in Action The Legacy Lives: A Study of the Impact of a HBCU on Teachers*. The Association of Teacher Educators Annual Conference, St. Louis, Missouri.
- Starker-Glass, T., Waldron, H., **Watson, A. L.**, & Scott, L. (January, 2014). *A Legacy in Action, Living the Dream: A Study of the Impact of a HBCU on Teachers and Educational Leaders*. The Hawaii International Conference on Education, Honolulu, Hawaii.
- Shealey, M. W., & **Watson, A. L.** (2014). Where are our Stories? Examining the Research Literature on Black Women in Teacher Education. American Educational Research Association Conference, Philadelphia, Pennsylvania.

- Shealey, M. W., White-Smith, K., Wood, K., **Watson, A. L.**, & Green, S. (2013). Leading from the margins: Examining the lived experiences of Black women in higher education administration. American Educational Research Association Annual Conference, San Francisco, California. Roundtable Presenter.
- Pittman, P., Weeks, J., **Watson, A. L.**, Blum, D., Varner, M., & Wurr, A. (2013). Regional and national partners of the higher education forum of northeastern Oklahoma: Six vignettes of anchor institutions through service learning and community engagement. Campus Compact Heartland Conference, Tulsa, Oklahoma.
- Watson, A. L., & Hunt, R. (2012). LCT E² Style. National Learning Centered Teaching Conference. Langston University and Purdue University. Tulsa, Oklahoma. Session Presenter.
- Hunt, R., McGowan, O., & **Watson, A. L.** (2010). LCT Education Style Pt. 1. National Learning Centered Teaching Conference. Langston University and University of Oklahoma Community Engagement Center. Tulsa, Oklahoma. Session Panelist.
- Watson, A. L., & Fries, C. (2010). Shake, Rattle, and Roll: Creative Teaching Strategies for Graduate and Undergraduate Students. Center for Teaching and Learning Conference. Northeastern State University, Broken Arrow, Oklahoma. Session Presenter.
- Watson, A. L. (2009). Creating and Sustaining Partnerships from Middle School through College. 1st Annual Community Partnership Conference. University of Oklahoma Community Engagement Center. Tulsa, Oklahoma. Session Panelist.
- Watson, A. L. (2008). Leadership preparation: Listening to student voices. University Council for Education Administration 22nd Annual Conference, Orlando, Florida. Session Discussant.
- Watson, A. L. (2008). Standards, accountability, and democracy in the preparation of educational leaders. University Council for Education Administration 22nd Annual Conference, Orlando, Florida. Session Chair.
- Watson, A. L. (2008). Integrating learning styles in graduate level courses. Oklahoma Higher Education Teaching and Learning Conference. Northeastern State University, Tahlequah, Oklahoma.
- Shealey, M. W., **Watson, A. L.**, & Hunter, M. T. (April, 2007). It makes me want to holler: Stories from African American women in teacher education. Annual American Educational Research Association, Chicago, Illinois.
- Hunter, M. T., Griffin, D., Middleton, R., & **Watson, A. L.** (February, 2007). Professoriate sisterhood: Strategies for mentoring women in higher education. Annual American Association of Colleges for Teacher Education, New York, New York.
- Shealey, M. W., **Watson, A. L.**, & Hunter, M. T. (February, 2007). Sisterhood of scholars: African American women in the academy. Annual Holmes Partnership Conference, San Antonio, Texas.
- Watson, A. L., Hunter, M. T., & Shealey, M. W. (February, 2006). *The success of faculty of color in higher education*. Annual Holmes Partnership Conference, Chicago, Illinois.
- Watson, A. L., Hunter, M. T., & Shealey, M. W. (February, 2006). *Collaborating in higher education*. Annual Holmes Partnership Conference, Chicago, Illinois.
- Watson, A. L. (January, 2005). *Reaching urban communities through school and university partnerships*. Annual Holmes Partnership Conference, Philadelphia, Pennsylvania.
- Watson, A. L., Cambiano, R., & Goins, G. (April, 2004). *Working smart, working hard, achieving results: A focus on educators interested in optimal learning outcomes*. Oklahoma Higher Education Teaching and Learning Conference. Northeastern State University, Tahlequah, Oklahoma.

PROFESSIONAL PRESENTATIONS (REFEREED)

- Watson, A. L. (June, 2014). *Giving the best you! Providing a transformational learning environment for all students*. Tulsa Community College Faculty Professional Development. Tulsa, Oklahoma.
- Watson, A. L. (November, 2012). *NSU Gates scholar's final report*. Gates Millennium Scholars Advisory Council. Atlanta, Georgia.
- Watson, A. L. (November, 2011). *NSU Gates scholars' year in review*. Gates Millennium Scholars Advisory Council. Los Angeles, California.

RESEARCH GRANTS AND PRIVATE FUNDING

PRIVATE FUNDING

For the 2017-2018 Academic Year, in the role of Dean at USF, St. Petersburg, I lead and acquired 860K in state supported and private funding for the College of Education in one academic year.

- *Development of an applied research study proposal and approved implementation of the research project.*
- *Amended 150K Duke Energy, STEM Funding Purpose to increase scholarships for STEM graduate research and programs*
- *375K Legislative Support for Prison Literacy Program*
- *275K of 1M Legislative Support for STEM Initiatives at USFSP*

- Established 3 scholarship funds
- 29K Privately Funded Student Scholarship for Education Majors
- 10K Privately Funded Student Scholarships for Senior Interns
- 10K Privately Funded Scholarship for Dean's Fund for Excellence
- 10K Wells Fargo Grant for Inaugural STEM Camp for 5th-8th Grade Students

RESEARCH GRANTS

Co-Principal Investigator 2.2M average

- Watson, A.L. Townsend-Walker, B., Pierre, D.F., Lane, T., Thomas, S. Hardrick, J., Montas-Hunter, S., Cooper, A., Thompson, H., and Walrond, H. (2019-2023). *AGEP transformation alliance: Improving pathways in the professoriate for minority women in STEM*. National Science Foundation, Alliances for Graduate Education and the Professoriate. Washington, DC. (4 year award, 2.4M-500K FAMU, Subaward).
- Knab, J., Zenn, N. & **Watson, A.L.** (2018). Youth and Mental Health Awareness Teacher Training. Florida Department of Education. Office of Special Education. (2.2M, 3 year funded grant).
- Watson, A.L. Pierre, D.F., Lane, T., Thomas, S. Hardrick, J., Montas-Hunter, S., Cooper, A. (2018 Not-funded). *AGEP transformation alliance: Improving pathways in the professoriate for minority women in STEM*. National Science Foundation, Alliances for Graduate Education and the Professoriate. Washington, DC. (3 year application).
- Knab, J. & **Watson, A.L.** (2018). *K-16 Education Initiatives, Florida Consortium on Inclusive Higher Education*. University of South Florida, St. Petersburg, St. Petersburg, Florida. (2.4M, 3 year funded grant).
- Watson, A. L., Muskogee Community Foundation, & Muskogee Public Schools. (2015-2018 funded). *Project CREATE A 21st Century Learning Community Grant*. Muskogee, Oklahoma.
- Watson, A. L., Jean-Marie, G., Desir, C., & Sider, S. (Not funded). *Expose, Engage, Empower & Educate E⁴: Using Robotics to Support Science, Technology, Engineering, and Mathematics (STEM) Opportunities for Girls in Haiti*. USAID/Haiti Broad Agency BAA-521-DG-2015-02
- Watson, A. L., & Starker-Glass, T. (Submitted 2014). Efficacy Building Field Placements in Urban Schools. American Association for Colleges of Teacher Education Research Fellowship.
- Watson, A. L., Landry, D., & Anton, V. (2013). Transforming clinical teacher preparation and performance: A pilot project using video assessment and feedback. Oklahoma State Regents for Higher Education.
- Payne, J., & Watson, A. L. (2013). Urban teachers for urban teachers: Transforming Educator Preparation Grant. Oklahoma State Regents for Higher Education.

Principal Investigator 39K average

- Watson, A. L. (2016-2017). Project HOPE (Helping Outstanding Professional Educators) with Persistence and Retention in Urban, Rural, and Hard to Staff Schools. Oklahoma State Regents for Higher Education. Oklahoma Teacher Connection.
- Watson, A. L. (2015-2016). *Making college connections through the urban pipeline*. Oklahoma State Regents for Higher Education. Oklahoma Teacher Connection.
- Watson, A. L. (2013-2014). TURN to teaching: Providing college connections and preparation for future urban educators. Oklahoma State Regents for Higher Education. (1 year funded grant).
- Watson, A. L. (2012-2013). TURN to teaching: Providing college connections and preparation for future urban educators. Oklahoma State Regents for Higher Education. (1 year funded grant).
- Watson, A. L. (2011-2012). TURNing pre-service teachers into effective urban educators. Oklahoma State Regents for Higher Education. (1 year funded grant).
- Watson, A. L. (2010-2011). TURN-Teaching & Urban Reform Network: Establishing ongoing partnerships through teacher preparation in Tulsa Public Schools. Inasmuch Foundation. (Not funded).
- Watson, A. L. (2007-2008). Reaching urban students through school-university partnerships, Northeastern State University Faculty Research Committee. (Not funded).
- Watson, A. L. (2004-2006). *Project TOUCH-Teaching for Optimal Urban Cultural Humanitarianism*. Laser Project, U.S. Department of Education Office of Special Education. (2 year funded grant).

TEACHING ENHANCEMENT GRANTS

Co-Principal Investigator

- Watson, A. L., & Fries, C. (2009-2010). *Shake, Rattle and Roll: The fundamentals of learning styles in higher education classrooms*. Center for Teaching and Learning Fellowship. Northeastern State University, Tahlequah, Oklahoma. (1 year funded fellowship).

Principal Investigator

- Watson, A.L. (2018). *Colleges of education in the 21st century: A new narrative and vision for the future*. Town and Gown Presentation. University of South Florida, St. Petersburg, Florida. (\$8,000)
- Watson, A.L. (2018). *Increasing the STEM pipeline through longitudinal education initiatives*. Wells Fargo Financial. University of South Florida, St. Petersburg, Florida. (\$10,000)
- Watson, A. L. (2007-2008). *Creating a learning style centered graduate curriculum*. Center for Teaching and Learning Fellowship. Northeastern State University, Tahlequah, Oklahoma. (1 year funded fellowship).

TEACHING EXPERIENCE

Student Evaluation Summary 4.75/5.0 Cumulative Average

Courses Taught

Graduate

2003-2010: Education Research EDUC 5103, Course Coordinator

- *Educational Research is a core graduate course for all education programs which details each component of research including methodology, data analysis and the literature review. To successfully complete the requirements for this course the student must develop a research question and extensive literature review. At the end of the course each student prepares a research prospectus.*

2005-2010: Applied Research EDUC 5253

- *Development of an applied research study proposal and approved implementation of the research project. Successful completion in this course requires each research study group/individual to be approved by the Institutional Review Board. The final requirement allows students to present findings and share data analysis.*

2003-2010: Instructional Strategies EDUC 5463, Course Coordinator

- *An analysis of selected instructional strategies. Emphasis given to theory and philosophy of teaching, learning styles, instructional innovations, instructional techniques, and learning tasks with application to the improvement of teaching skills.*

2003-2010: Advanced Educational Measurements EDUC 5483, Course Coordinator

- *Measurement of educational achievement; evaluation and use of data. Especially designed for practical use by classroom teachers. Successful completion of this course requires a research project submitted and approved by the Institutional Review Board. The final requirement allows students to present findings and share data analysis.*

2006-2012: Directed Research EDUC 5733

- *This course is designed to provide graduate students with learning opportunities in such areas as directed research, field experiences, individual studies, and obtaining National Board Certification.*

2006-2008: Public School Relations EDUC 5573

- *Interrelationship of school and community as to respective movements, organizations, and activities; effect of community problems on educational policy.*

Undergraduate

2006-present (special lecturer): Educational Psychology EDUC 3113

- *Course emphasis is placed on developmental and behavioral learning theories and theorist, diversity, learning styles, and assessment.*

2010-present (special lecturer): Clinical Teaching and Pre-Internship I EDUC 3313

- *This course is a study of the role of school in a democratic society and teaching as a profession. All students enrolled in the course are required to complete a field-based clinical experience in the public schools for a minimum of 8 days during the semester. The clinical experiences include classroom observation and participation in activities at different grade levels under the supervision of a professional educator.*

STUDENT ACADEMIC ADVISEMENT

Master's in Collegiate Scholarship and Services (26 graduate advisees)

Master's in Higher Education and Student Services (12 graduate advisees)

Master's of Teaching (18 graduate advisees)

TURN Fellows Spring 2011 (82 undergraduate teacher candidates)

STUDENT MENTOR AWARDS

The DaVinci Institute Scholar Nominator/Mentor:

- Student Rebecca Manness - DaVinci Scholar Recipient 2013
- Student Taylor Kearney - DaVinci Scholar Recipient 2012

PREPARATION OF INSTRUCTIONAL MEDIA

- Achieved Quality Matters QM™ Certification-Online/Hybrid Rubric training for faculty and course review
- Designed ITV and hybrid course development for satellite teaching on dual campuses
- Collaborated on the NSU faculty webpage development for NSU's website
- Participated in Blackboard course development and integration for online communication; customized course development and grading

RESEARCH SUPERVISION (Selected Thesis/Capstone Chair/Co-Chair Work)

University of Tulsa - Research Colloquium

Research Project Judges Panel

- Research Project Judges Panel
April 1-4, 2014

Dissertation Committee External Member

University of Oklahoma - Educational Leadership and Policy Studies

- Valerie Willis (*doctoral student at the University of Oklahoma*)
Spring 2012-Fall 2013

Master's Thesis/Capstone 1st Reviewer for 12 graduate students

CROSS-UNIVERSITY LEADERSHIP AND SHARED GOVERNANCE

Throughout a fifteen-year career in higher education, I have worked within and outside of the College of Education to develop a collaborative leadership and team based platform.

Accenture, Women and Leadership

Oklahoma Women in Higher Education Organization Job Shadow Program, Mentoring partnership (Spring 2017) with Oral Roberts University, Dr. Kim Boyd - College of Education Dean

Director of Teacher Education, Search Committee, Chair (Fall, 2016)

Dean of Broken Arrow Branch Campus Search Committee, Member (Spring, 2016)

Center for Tribal Studies Director Search Committee, Chair (Fall, 2014)

Provost/VP Academic Affairs Search Committee, Member (Spring, 2014)

College of Education Endowed Chair for Leadership Search Committee, Member (Spring, 2013)

Department Chair Psychology/Counseling Department Search Committee, Chair (Fall, 2012)

Provost/VP Academic Affairs Search Committee, Member (Summer, 2012)

Union Public Schools Collegiate Academy, Faculty (2010-2012)

UNIVERSITY COMMITTEE SERVICE

Florida A&M University

- FAMU Facilities Search Committee (Fall, 2019)

University of South Florida

- USF Presidential Appointed General Education and Curriculum Alignment Task Force Co-Chair (2017-2018)
- USFSP Enrollment Response Committee | Renamed PRESS (Persistence, Retention, Enrollment and Student Success) (2017-2019)
- USFSP Chancellor's Action for Diversity and Inclusion Committee
- USFSP Institutional Effectiveness Committee 2017-2019
- COQEBS Institutional Member (Concerned Organization for the Quality Education of Black Students, Inc.)

Northeastern State University

- NSU Diversity and Equitable Task Force, Member (2013-2017)
- NSU Affirmative Action Committee, Member (2012-2017)
- NSU Gates Millennium Scholars Student Organization, Co-Advisor/Founder (2010-2017)
- NSU Institutional Review Board, Member (2010-2013)
- NSU Higher Learning Commission (HLC) - Acquisition, Discovery, and Application of Knowledge, Appointed Member (2010-2011)
- NSU College of Education NCATE/CAEP Committee (Diversity), Member (2009-2017)
- NSU College of Education Professional Development Committee, Chair
- NSU Educational Foundations & Leadership Search Committee, Member (2009-2010)
- NSU Faculty Research Committee, Member (2008-2009)
- Center for Teaching and Learning Technology Committee, Member (2008-2009)
- Muskogee Public Schools/NSU ACE Legislation Committee, Member (2007-2008)
- NSU Minority Teacher Recruitment Task Force, Member (2006-2008)

- NSU-KIPP Tulsa Academy 1st Day of School, Originator/Coordinator (Annual)
- NSU Celebration of Teaching, Annual Presenter
- NSU Martin Luther King Day of Service, Coordinator for Broken Arrow Campus (Annual)
- Black Heritage Committee, Member (2004-2005)
- Miss NSU Committee, Member (2004-2004, 2015-2017)

COMMUNITY SERVICE

- YWCA Women in Leadership, St. Petersburg, Program Welcome
- NSU Riverhawk Readers Outreach - Coordinator with Miss NSU
- Tulsa Public Schools Teacher Leader Effectiveness Task Force (2010-present)
- MLK 2013 Day of Service Leisure Park Elementary - Project Peaceful Playground
- 2012 1st Annual High School Leadership Conference, Chairperson - Higher Education Forum of Northeast Oklahoma
- Greater Tulsa Christian Ministers Alliance - Saving Our Kids Annual Gala, Program Emcee
- Urban Education Pipeline - Value Added Research - Tulsa Public Schools Steering Committee - Invited Higher Education, Member
- Common Core Strategic Planning Task Force - Tulsa Public Schools - Invited Higher Education, Member
- Union Collegiate Academy, Presenter (3 week section Fall 2009 and Fall 2010)
- Gates Millennium Scholars Alumni Ambassador, NSU Liaison
- Gates Millennium Scholars Alumni Association - Executive Council, National President
- Gates Millennium Scholars - Bill & Melinda Gates Foundation Advisory Council, Member
- Selected Membership as a National Representative Northeastern State University/Gates Millennium Scholar Campus Organization, Advisor

PROFESSIONAL CONSULTATION

- Watson, A. L. (Annual Commitment). Mentoring and leadership. Annual National Gates Millennium Leadership Conference, San Diego, California.
- Watson, A. L. (Annual Commitment). Mentoring and leadership. Annual National Gates Millennium Leadership Conference, Washington, DC.
- Watson, A. L. (February, 2007). *Gates millennium scholarship review*. United Negro College Fund and the Bill and Melinda Gates Foundation. Invited Consultant and Scholarship Reader.
- Watson, A. L. (March, 2006). *Gates millennium scholarship review*. United Negro College Fund and the Bill and Melinda Gates Foundation. Invited Consultant and Scholarship Reader.
- Watson, A. L. (2005 Conference). *Faculty life: Productivity, satisfaction, and roles*. American Educational Research Association, Division J2, Invited Session Chair.
- Watson, A. L. (2004). *“Setting Goals...Reaching Dreams...Fulfilling Destiny”* at John 3:16 Mission, Tulsa, Oklahoma.
- Watson, A. L. (2003). Burroughs Elementary Site Improvement Committee for 2003-2004 school year and 2004-2005.

PROFESSIONAL PRESENTATIONS (NON-REFEREED)

- Watson, A. L. (May, 2011). What is a scholar? Annual Oklahoma Scholars Banquet. Tulsa Chamber of Commerce. Keynote Speaker, Tulsa, Oklahoma.
- Watson, A. L. (May, 2008). The courage to reach your goals. Tulsa Public Schools Commencement Speaker, Margaret Hudson Program, Tulsa, Oklahoma.
- Watson, A. L. (May, 2007). Dream big: Turn obstacles into stepping stones. Tulsa Public Schools Commencement Speaker, Margaret Hudson Program, Tulsa, Oklahoma.
- Watson, A. L. (May, 2005). Commencement special platform guest, opening remarks. Tulsa Public Schools, Hawthorne Elementary, Tulsa, Oklahoma.

UNIVERSITY/K-12 PROFESSIONAL DEVELOPMENT

- Watson, A. L. (Fall, 2012). INTASC standards, technology and outreach within the college. NSU College of Education Fall Meeting, Tahlequah, Oklahoma.
- Watson, A. L., & Hancock, K. (Fall, 2006). Data driven decision making: Interpreting data at the middle school level. Tulsa Public Schools Professional Development, Tulsa, Oklahoma.
- Watson, A. L. (Fall, 2006). Now what? Knowing why it is important to use data to make decisions. Tulsa Public Schools Professional Development, Tulsa, Oklahoma.
- Watson, A. L. (Fall, 2006). Working with urban youth and their parents. Muskogee Public Schools Professional Development, Muskogee, Oklahoma.
- Watson, A. L. (Spring, 2005). Assisting at-risk students. Muskogee Public Schools Professional Development,

Muskogee, Oklahoma.

Watson, A. L. (Fall, 2004). Classroom management and at-risk students. Muskogee Public Schools Professional Development, Muskogee, Oklahoma.

Watson, A. L. (Summer, 2004). Preparing the classroom for at-risk students. Muskogee Public Schools Professional Development, Muskogee, Oklahoma.

PROFESSIONAL MEMBERSHIPS/BOARDS, HONORARY, AND OTHER LEARNED SOCIETIES

Years of Service	Organization/Status
2014-2016	Tulsa Education Reform Steering Committee/Appointed Member
2013-2016	Journal of Educational Research Editorial Consultant
2007-2008	Southwest Educational Research Association (SERA)
2002-2003	University Council for Educational Administration (UCEA) (Reviewer)
2001-2010	American Educational Research Association (AERA), Member/Reviewer/ Chair/Discussant Division K Teaching and Teacher Education Research on Women in Education (Special Interest Group) Urban Teaching, Research and Learning (Special Interest Group) Reviewer (2000-2006 various divisions and SIG's)
2000-2002	AACTE National Holmes Partnership Scholar/Member
2000-present	AACTE National Holmes Scholar Alumni Association

BOARD GOVERNANCE/ SERVICE

Each board requires fiduciary oversight, volunteer contributions and service commitment, and leadership guidance.

Boards Average FY Annual Budget: ±\$1.5-7.2M

- **2017-2019: Florida Holocaust Museum**
Genocide and Human Rights Committee
- **2018-present: Alliance International Architecture, Tampa Bay Foundation for Architecture and Design**
- **2014-2017: KIPP Tulsa College Academy**
Chair, Education Committee
- **2013-2016: Clarehouse Tulsa**

Social Hospice and Palliative Care

Board of Directors - Secretary

Co-Chair Education and Outreach Committee

- **2013-present: Tulsa School for Arts & Sciences**

Board of Directors

Chair, Executive Director Evaluation Committee

- **2012-2013: Gates Millennium Scholars Alumni-Special Alumni Task Force**

National Immediate Past President

PERSONAL ENRICHMENT

Alpha Kappa Alpha Sorority, Inc., Alpha Epsilon Omega Chapter

National Council of Negro Women

Spiritually centered, happily married with three children, and great personal health.

Enjoy perusing local antique shops, scrapbooking, cooking and sewing.

EDUCATION

University of Oklahoma, Norman, Oklahoma

PhD - Doctor of Philosophy, Educational Administration, Curriculum & Supervision
Educational Leadership & Policy Studies June 2002 (*with honors*)

M.Ed. - Master of Education, Educational Administration, Curriculum & Supervision
Educational Leadership & Policy Studies May 2000 (*GPA 3.89/4.0*)

Bethune-Cookman University, Daytona Beach, Florida

B.S. - Bachelor of Science, Elementary Education May 1998 (*cum laude*)

Columbia University, Teachers College, New York, New York

Post Baccalaureate Special Non-degree Program, Multicultural Education Summer 1997



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

Academic and Student Affairs Committee

Date: December 4, 2019

Agenda Item: VI

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

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

Subject: Admissions

Rationale: This amended regulation updated the regulation with current requirements to include readmission of service members.

Attachments: Proposed Amended Regulation 2.015

Recommendation: It is recommended that the Board of Trustees approve the Proposed Regulation 2.015 for notice and adoption after the expiration of the thirty (30) day notice period, provided there are no public comments, in accordance with the Florida Board of Governors' Regulation Development Procedure.

Regulations of Florida A&M University



2.015 Admissions

(1) General Policies

- (a) Florida A&M University uses the CollegeNet Apply web system ~~common application form~~ for undergraduate admission ~~to any one of the state universities~~. Applications ~~may be~~ are located at <http://admissions.famu.edu/>.
- (b) Each applicant must submit an admission application along with the requisite nonrefundable fee. Fee waivers are accepted from First-Time-in-College Florida residents who can document that they have received a fee waiver based on economic need as determined by the College Board or the American College Testing Program. Submission of applications may be as early as twelve (12) months prior to the anticipated enrollment date and by the deadline stated in the university calendar.
- (c) The selection of applicants for admission to the University is within the jurisdiction of the University subject to the minimum standards adopted by the Board of Governors.
- (d) No student shall be admitted, enrolled, or matriculated who has not received a high school diploma or its equivalent (e.g., General Education Diploma (GED), except as provided in Section 1007.271, F.S., as now or as hereafter amended.
- (e) Each student applicant accepted for admission shall, prior to enrolling, submit a FAMU Health History and Immunization form signed by the applicant. All entering applicants born in or after 1957 must provide proof of immunizations which is mandatory prior to enrollment. The University reserves the right to refuse admission and/or registration is to any applicant whose

2.015 Admissions

health record indicates the existence of a condition that may be harmful to members of the University community.

(f) All applicants applying for admission are required to disclose on the admission application prior criminal conduct and prior educational misconduct. The University reviews all applications in which a student discloses misconduct at an educational institution as outlined in BOG Regulations 6.001 sections (7) and (8), in which a student discloses prior criminal conduct as to determine whether the admission of the applicant is in the best interest of the University.

1. Misconduct at a previous educational institution which must be disclosed by applicants includes behavioral misconduct (such as fighting) and academic misconduct (such as plagiarism or cheating on an exam) whether it occurred on or off campus. For purposes of this requirement, misconduct includes conduct that resulted, or if still pending, could result in probation, suspension or expulsion from an educational institution but does not include conduct which resulted in or could result in only high school level detention. Misconduct at a previous educational institution does not include academic dismissal, suspension or probation that was due entirely to poor grades.
2. Criminal conduct which must be disclosed includes all felony and misdemeanor convictions and any driver's license revocation or suspension, regardless of the jurisdiction. This includes cases in which the applicant pled *nolo contendere* and also cases in which adjudication was withheld. Applicants are also required to disclose any pending criminal charges. Applicants are not required to disclose a conviction or charges which were expunged or sealed by the court. Applicants are not required to disclose traffic citations which result only in a fine.
3. Applicants who fail to give complete and accurate responses to the conduct section or otherwise provide false, fraudulent, or misleading information regarding their

- admissions application, residency declaration, or supporting documentation may be subject to denial of admission, or if already admitted, may be subject to disciplinary action up to and including expulsion, denial of further registration, or invalidation of credits or degrees earned.
- (g) Admission to the University shall be on a selective basis within curricula, space, and fiscal limitations. The selection process shall include consideration of multiple factors including, but is not limited to: grades; test scores; educational objectives; college preparatory courses completed; past misconduct; recommendations; and other substantiating documentation for admissions. Admission is contingent upon the subsequent receipt of official high school and college or university transcripts and verification of high school diplomas, baccalaureate and master's degrees. Applicants who are dual enrolled in any course work at a college or university or as a special student must submit an official transcript from the institution attended. If these documents are not received, it will result in cancellation of admission or registration.
- (h) Admission to the University does not guarantee admission to a specific school, college, or limited access program that may have additional or higher requirements that the applicant must meet. Admission to a specific school, college, or limited access program is published in the General Catalog of the University.
- (i) Applicants who are denied admission will be notified in writing within a reasonable time period following the admission decision.
- (j) Applicants denied admission to the university may appeal the admissions decision to the Admissions Committee if there are extenuating circumstances or information not revealed during the initial application. Appeals for exception shall be in writing and directed to the Office of Admissions and a minimum of three letters of recommendation from teachers, counselors, or principal are required. Petitioning for admission does not guarantee approval, and the decision of the Admissions Committee is final.

(k) Applicants with a disability that have been denied admission to the University may appeal the decision to the Admissions Committee. Appeals for exception must be in writing and directed to the Office of Admissions and a minimum of three letters of recommendation from teachers, counselors or principal are required above. In determining eligibility for admission, reasonable substitution or modification for any requirement for admission into the University requires collaboration with the Center for Disability Access and Resources (CeDAR). Documents required by CeDAR include, but are not limited to, assessments administered and interpreted by a licensed psychologist or interns supervised by a licensed psychologist; a physician or other qualified professional's statement; vocational rehabilitation records; school records maintained as a result of the exceptional child provisions of Public Law 94-142; Military/Veterans Administration records; Board of Governors Regulations; or statewide articulation documents. Petitioning for admissions does not guarantee approval, and the decision of the Admissions Committee is final.

(l) Confirmation of financial aid, a scholarship, fellowship, or grant-in-aid does not guarantee admission to the University.

(m) Any undergraduate applicant admitted without two years of one foreign language or American sign language or the equivalent of such instruction at the post-secondary level (except those exempted in Florida Board of Governors Regulations 6.004(2)(e) and 6.002 (1)(h), must complete eight semester hours in one foreign language prior to graduation.

(n) Application Deadlines:

Fall Term (~~end of second week in May~~) May 1st

Spring Term (~~end of second week in November~~) November 1st

Summer Sessions (~~end of third week in March~~) May 1st (for Summer Term B)

(o) Transfer Applicants Deadlines:

Fall Term July 15th

Spring Term November 1st

Summer Term March 1st

Pharmacy Fall Semester, February 1

(2) Freshman Applicants (First-Time-in-College).

- (a) For purposes of this Regulation, a Freshmen or First-Time-In-College (FTIC) applicant is defined as an applicant who has earned a standard high school diploma from a public or regionally accredited high school, or its equivalent, and has earned fewer than twelve (12) semester hours of transferable college credit since receiving a high school diploma or its equivalent.
- (b) Applicants seeking admission as beginning freshmen require a diploma from a Florida public or regionally accredited high school, an accredited out-of-state high school or, if foreign, its equivalent. Applicants admitted under accelerated mechanisms are exempted from this requirement.
- (c) Applicants applying for admission must submit test scores from the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or from the American College Testing (ACT) program. International applicants must present scores from the Test of English as a Foreign Language (TOEFL) if the native language is not English as indicated: Paper based examination – 550; ~~computer based – 213~~; Internet based – 79-80.
- (d) Students must have a 3.0 recalculated GPA (weighted) in the academic core courses to be admitted to Florida A&M University. The academic courses include: English, math, social sciences, natural sciences, and foreign language. A weighted GPA takes into account the difficulty of honors, AP, AICE, IB, and dual enrollment courses.
 1. International Baccalaureate (IB), Advanced Placement (AP), Advanced International Certification of Education (AICE), and Dual Enrollment are assigned an additional weight of 1. Pre-International Baccalaureate (IB), Pre-Advanced Placement (AP), Pre-

Advanced International Certification of Education (AICE), and Honors are assigned an additional weight of .5.

~~(e) Applicants who have at least a “B” average (3.0 on a 4.0 scale) in core academic units completed in grades 9 through 12, and who submits other appropriate evidence that indicates successful academic progress is academically eligible for admission. When computing the grade point averages, applicants receive additional credit for International Baccalaureate (IB), honors, advanced placement courses, and dual enrollment when indicated on the transcript.~~

(e) An applicant applying for admission, who has less than a “B” average (2.5 – 2.99 on a 4.0 scale) in the required academic units described herein, must present a combination of the minimum high school grade point average (GPA) and entry-level test scores as indicated on the list below. Academic eligibility for admission will be determined according to the following criteria:

1. Applicants Entering High School July 1, ~~2007~~2019, or Later -

Academic Subject	Core Academic Units Required
English: (Three of which must have included substantial writing requirements) <u>Includes substantial writing.</u>	4 <u>units</u>
Mathematics: (At the Algebra I and above levels) <u>Preferably: Algebra 1 and above, Geometry, Pre-Calculus or other advanced math.</u>	4 <u>units</u>
Natural Science: (Two of which must have included substantial laboratory requirements) <u>Preferably: Biology, Chemistry, and Physics, with two in a laboratory science.</u>	3 <u>units</u>
Social Science: (Includes: history, civics, political science, economics, sociology, psychology and geography)	3 <u>units</u>
Foreign Language World Language (must be sequential): <u>Preferably: Spanish 1 and 2, French 1 and 2, and Latin 1 and 2 or other languages.</u> <u>Both credits must be in the same language. American Sign Language will be accepted in place of a foreign language.</u>	2 <u>units</u>
<u>Electives:</u>	2 <u>units</u>

Preferably: English, Mathematics, Natural Science, Social Science, or a Foreign Language core course.

~~Additional Academic electives from the above five subject areas and courses to be recommended by the Florida Association of School Administrators, or other groups, and approved by the Articulation Committee of the Department of Education—~~

TOTAL

18

2. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each SAT Reasoning Test or ACT section as outlined below:

SAT – Critical Reading Sub Score \geq ~~460~~ 24 or ACT – Reading \geq 19,

SAT – Mathematics Sub Score \geq ~~460~~ 24 or ACT – Mathematics \geq 19, and

SAT – Writing and Language \geq ~~440~~ 25 or ACT – English/Writing \geq ~~18~~ 17

(f) The Admissions Committee, which is appointed by the Vice President for Student Affairs, may consider any applicant that does not meet the above requirements but has other important attributes or special talents. If, in the judgment of the Admissions Committee, it is determined from appropriate evidence that the applicant can be expected to do successful academic work, the committee may recommend admission. The University must also comply with any Alternative Admissions Regulations, if any, as approved by the Board of Governors.

(g) Home Education or Other Non-Traditional High School Program

1. Home Education: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be equivalent to those described in this regulation. A brief description of the methods used for evaluation should accompany the homeschooled transcript. If homeschooled applicants previously attended another school, or completed courses through the Florida Virtual School or dual enrollment at a local college or university, official transcripts are required, and those courses should also be reflected on the homeschooled transcript. A student whose high school educational program is not measured in Carnegie Units must present a test score of at least 1010 on the SAT I, a combined test score of at least 1010 on

~~the SAT Reasoning Test Critical Reading and Mathematics portions, a minimum composite score of 21 on the ACT Plus Writing, or an overall combined test score of 1450 on the SAT Reasoning Test (all three portions). Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT Plus Writing and/or SAT results. The student must have a minimum high school grade point average of a 3.00 (recalculated academic core), 18 core academic units, SAT 1060 and/or ACT of 21, and 500 word essay (The essay is part of the application). The each University shall determine equivalencies based on its minimum standards.~~

2. Other Non-Traditional High School Program participants: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be equivalent to those described in this regulation. A student whose non-traditional high school program is not measured in Carnegie Units must present a test score of at least 1450 on the SAT (reading, writing, math), a minimum composite score of 21 on the ACT. The University reserves the right to require a student to take an updated version of a test. Official transcripts must be certified through the school district.

~~(d) In determining eligibility for admission, reasonable substitution or modification for any requirement for admission into the university requires approval from the Center for Disability Access and Resources. Documents required include, but are not limited to assessments administered and interpreted by a licensed psychologist or interns supervised by a licensed psychologist; a physician or other qualified professional's statement; vocational rehabilitation records; school records maintained as a result of the exceptional child provisions of Public Law 94-142; Military/Veterans Administration records; Board of Governors regulations; or statewide articulation documents.—~~

(3) Undergraduate Transfer Applicants.

- (a) A transfer is any student who has attended a college or university and earned twelve (12) or more semester hours (except as high school dual enrolled students).
- (b) All transfer applicants must submit a complete official academic transcript from each postsecondary institution attended, as well as a complete official transcript of all secondary work when applicable.
- (c) Transfer applicants are required to be in good standing and eligible to return to the last postsecondary institution attended as a degree-seeking student and have a grade point average of at least 2.00 on a 4.00 scale on all college-level academic courses attempted. Applicants who fail to give complete and accurate responses to the conduct section, submit transcripts from all schools previously attended or otherwise provide false, fraudulent, or misleading information regarding their admissions application, residency declaration, or supporting documentation may be subject to denial of admission, or if already admitted, may be subject to disciplinary action up to and including expulsion, denial of further registration, or invalidation of credits or degrees earned.
- (d) An international transfer applicant, whose native language is not English, must present a satisfactory score on the TOEFL or a certificate from an English Language Institute.
- (e) To meet graduation requirements for the baccalaureate degree, a student must earn at least thirty (30) semester hours at the University.
- (f) Transfer students entering the University must have completed two (2) years of foreign language in high school or eight (8) semester hours (or the equivalent) of a foreign language at an accredited undergraduate institution prior to enrollment.
- (g) Some academic programs have limited enrollment and student demands exceed available resources. Due to instructional facilities, laboratory space, equipment, faculty, etc., these programs use selective admission criteria to limit enrollment. Architecture, Journalism, ~~and~~

Nursing, and Pharmacy are Florida Board of Governors approved limited access programs. In addition, Pharmacy and Nursing require applicants to complete departmental applications. Therefore, admission to the University does not guarantee admission to any specific school, college, or limited access program.

- (h) Any transfer applicant with a disability shall be eligible for reasonable substitution or modification of any requirement for admission as stated in Board of Governors Regulation 6.018.
- (i) The University subscribes to the Articulation Agreement between the State University System and the Florida College System. Under this agreement, graduates of Florida public community colleges are eligible for admission to non-limited access upper-division programs if the students have completed the university parallel program and have received the Associate of Arts (AA) degree and will receive priority admission over out-of-state transfer students. In accordance with the Articulation Agreement, the AA degree must be awarded on the basis of the following:
 - 1. At least sixty (60) semester hours of academic work exclusive of occupational courses;
 - 2. Approved general education program semester hours as determined in section 1007.25, Florida Statutes, and BOG Regulation 6.004;
 - 3. Twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives; and
 - 4. Overall grade point average of at least 2.0 on a 4.0 system.
- (j) Undergraduate transfer applicants who receive the AA degree from a state university in Florida must meet the same minimum requirements as undergraduate transfers who receive the AA degree from the Florida College System.
 - 1. Transfer applicants who have earned at least 60 semester hours and at least a “C” average (2.0 on a 4.0 scale) in all college work attempted from an accredited institution.

2. Must submit official college transcripts from all regionally accredited institutions attended. Submission of the high school transcript and SAT/ACT scores are not required.
 3. Transfer applicants with less than sixty (60) semester hours must meet first-time-in-college admission requirements in accordance with Admission regulations and policies.
- (k) The University requires provisionally admitted transfer students to provide proof of sixty (60) semester hours from previous institution(s) prior to registration.
- (l) Awarding of credit for military service school courses is based on recommendations of the American Council of Education (ACE Manuals) when official credentials have been properly presented. However, recommendations by ACE are not binding upon the University. Applicants should request military service school course credits at the time of admission.
- (m) The Associate of Science (AS) degree is a two (2)-year terminal degree and does not assure admission or certify the applicant as having completed the general education requirements, or qualify for upper division status. Accordingly, final determination of AS degree credits rests with the dean of the college or school as applicable.

(4) Early Admission.

The university provides an early admission program for outstanding high school students who demonstrate potential to do college-level work. Applications for early admission should be submitted during the junior year along with high school transcripts and SAT or ACT scores. A recommendation from the principal (or designated representative) is required. Additional requirements are as follows:

- (a) A “B” or better high school average in the core academic subjects;
 - (b) Meet the minimum SAT or ACT test score requirements for undergraduate FTIC admission;
- and
- (c) Eighteen (18) core academic units as indicated under paragraph (2)(e) of this regulation.

(5) Transient Students.

Students from other colleges and universities may be permitted to enroll for one term only. Each

applicant is required to complete a Special Student Application approved by the parent institution at the time of registration. Enrollment as a transient student in no way implies future admission as a regular student at Florida A&M University.

(6) International Applicants.

(a) International student applicants are obligated to follow the laws and regulations set by the United States Citizenship and Immigration Services and the United States Department of State.

(b) International students must submit the following for admission to Florida A&M University:

1. Application for admission with the requisite non-refundable application fee.
2. In order for the university to issue a Certificate of Eligibility (Form I-20) to an international applicant, the student must provide documentation showing sufficient resources to cover tuition, fees, books, room and board, health insurance, and other living expenses while enrolled at the university. The documents must be certified by a financial institution or if a scholarship from the University, an official letter is required indicating the amount and duration of the scholarship.
3. Each international applicant determined to be academically and financially eligible for admission must submit a health history form including proof of immunizations as required by the university prior to enrollment at the university.
4. Academic credentials must be certified true copies from the high school, college or university and bear the original signature of the certifying official. Credentials must also be certified by an official translation agency and documents submitted by the agency. The student should submit certified or attested credentials in the form of mark sheets or examination reports that detail results of all exams. The credentials should be certified by university personnel or government officials. An applicant may not certify his or her own credentials.
5. Scores resulting from the SAT or ACT (College Entrance Examination-no exceptions or

waivers);

6. Scores resulting from the TOEFL (i.e., paper-based examination – 550; ~~computer-based – 213~~; internet-based – 79–80 for undergraduates).
 - a. An applicant transferring from another college or university in the United States must submit an official transcript(s) of final grades reflecting at least sixty (60) semester or ninety (90) quarter hours and at least a “C” average. In addition, the applicant must have been interviewed and filed Form I-538 (application for school transfer).
 - b. Each international student accepted for admission shall, prior to registration, submit proof of compliance with the mandatory health and accident insurance requirement. Written proof of insurance must be provided from an American-based company and valid for one year from the date of first enrollment and each year thereafter.
 - c. The Office of International Education and Development is responsible for administering special programs for all sponsored international students. There is a requisite administrative cost per student per semester to the sponsoring agency for these required programs.

(7) Readmission of Former Students.

Students not in attendance during two consecutive terms (exclusive of the summer semester), must apply for readmission to the ~~University~~ University. Students can apply on-line by visiting the website at www.famu.edu/admissions. An \$20 nonrefundable fee is required. ~~application fee is not required for returning students~~. Applications from students who have permanent ~~University~~ University holds or who are not in good standing with the university will not be processed. The file for students on final academic suspension must be completed six (6) weeks prior to the term of planned enrollment, except Florida College System “AA” degree recipients. Returning students who fail to give complete and accurate responses or otherwise provide false, fraudulent, or misleading information on their application, residency declaration, or supporting documentation may be subject to denial of

readmission, or if readmitted, may be subject to disciplinary action up to and including expulsion, denial of further registration, or invalidation of credits or degrees earned.

(8) Readmission for Servicemembers.

Servicemembers who are required to stop attending classes because of military service will be granted readmission in accordance to 34 C.F.R. § 668.18.

(9) Graduate Studies.

(a) Minimum University ~~Admissions~~ admissions ~~Requirements~~ requirements ~~For~~ for ~~Graduate~~ graduate ~~Students~~ students ~~To~~ to be granted admission to a graduate degree program, applicants must either:

1. Hold a baccalaureate degree from an accredited institution of higher education and have earned a Grade Point Average (GPA) of 3.0 or higher in the last 60 credit hours of undergraduate work taken while enrolled as an upper-division student working towards a bachelor's degree OR
2. Hold a graduate degree in a related field from an accredited institution of higher learning with a cumulative GPA of 3.0 or better. Hold a graduate degree in a related field from an accredited institution of higher learning with a cumulative GPA of 3.0 or better.
3. Demonstrate potential for successful graduate study;
4. Submit Graduate Record Examination (GRE) or General Management Admission Test (GMAT) scores; GRE scores are required for doctoral applicants and for those applying to master's programs that require admissions test scores.
5. Submit Test of English as a Foreign Language (TOEFL = 550/paper-based; 80 internet-based) or International English Language Testing System (IELTS) scores (6.5) sent directly to FAMU from the Testing Service, if an applicant is from a country where English is not the official language or when an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only

official language or from a university where English is the only official language of instruction; and

6. Submit three letters of recommendation;
7. Submit a résumé, an essay, or other materials, if required by the program; and
8. Submit a completed Immunization form.

(10) Post-Baccalaureate Non-Degree Seeking Students.

A person who holds a bona fide baccalaureate degree but who is not officially admitted to or approved for graduate study may be permitted to take a limited number of graduate courses up to 12 semester hours. Successful completion of such post-baccalaureate coursework shall have no affirmative bearing on the student's admissibility to graduate study, and may, or may not, at the discretion of the appropriate officials of the University, be used for graduate degree credit when or if such student subsequently gains admission to graduate study. *Any student, who attempts to exceed the 12 credit hour limit without being accepted into a degree-seeking program at the University, will be placed on a registration hold. The hold can only be cleared upon producing evidence of admission to a degree seeking program.*

(11) Transfer of Credits.

- (a) At the discretion of the appropriate academic unit, a maximum of six (6) semester hours at the master's level and twelve (12) semester hours at the doctoral level of graduate course work taken prior to the term of admission into a graduate program may be accepted by the University at the master's and Ph.D. levels, respectively, from another accredited graduate school in the United States, provided that the grades are "B" or better, the subjects are acceptable to the department or program concerned, as a part of the student's graduate program, and the courses are not counted toward a previous degree at the accredited university.
- (b) Transfer credits that are not counted toward a previously earned degree within Florida A&M University are limited to twelve semester hours, except when the credit hour requirement for

the graduate program exceeds the University-wide minimum requirement of thirty-six (36). In this case, additional transfer credits up to a maximum of fourteen (14) semester hours may be allowed to the extent of the additional required hours by the program. The University does not accept experiential learning for transfer credit.

(12) College of Law Admissions.

(a) The following admission requirements apply to all applicants to the College of Law:

1. All applicants for admission must have a bachelor's degree from an accredited institution of higher education prior to enrollment or have credentials consistent with ABA Standard 502(a).
2. All applicants must submit a completed Application for Admission, along with the requisite non-refundable application fee.
3. All applicants must take the Law School Admission Test (LSAT). For admission purposes, LSAT scores are valid for five (5) years from the test date. Applicants are encouraged to take the LSAT no later than December for admission in the following fall semester.
4. All applicants must register for the Credential Assembly Service (CAS) of the [Law School Admission Council \(LSAC\)](#). CAS information and registration materials may be obtained from ~~Law School Admission Services, Box 2000, Newton, PA 18940~~ [LSAC's website at https://www.lsac.org/applying-law-school/jd-application-process/credential-assembly-service-cas](#) or by calling (215) 968-1001.
5. All applicants are required to submit two personal statements and two letters of recommendation.

(b) For admission to the fall entering class, applicants must submit their applications by the published deadline in the LSAC website. Application files cannot be reviewed until the files are complete. Admissions decisions will be made on a rolling basis after all required materials have been received.

(13) In accordance with section 487 (a) (20) of the Higher Education Act and with Federal Regulation, Florida Agricultural and Mechanical University does not provide any commission, bonus or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any individual or entity in recruiting or admissions activities or in making decisions about awarding Federal Student Aid program funds.

Specific Authority: Article IX, section 7, Florida Constitution, Board of Governors Regulations 1.001, 6.001, 6.002, 6.003, 6.004, and 6.009. History – New October 1, 1975, Amended July 12, 1976, November 4, 1979, November 10, 1982, September 14, 1987, January 26, 2004, June 29, 2006, September 16, 2013; July 23, 2015;_____.



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

Academic and Student Affairs Committee

Date: December 4, 2019

Agenda Item: VII

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

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

Subject: Student Activities

Rationale: This amended regulation clarifies committees, reporting structures, and processes.

Attachments: Proposed Amended Regulation 2.030

Recommendation: It is recommended that the Board of Trustees approve the Proposed Regulation 2.030 for notice and adoption after the expiration of the thirty (30) day notice period, provided there are no public comments, in accordance with the Florida Board of Governors' Regulation Development Procedure.

Regulations of Florida A&M University



2.030 Student Activities

Student Organizations

(1) Student Organization Registration and Recognition Process.

- (a) New student organizations must complete registration online at www.famu.edu/istrike to be considered for recognition at the University. A recognized student organization is defined as a group of students that have been approved by Efferson Student Union & Activities to function on campus as a group under one name, reserve space on campus, sponsor campus activities, participate in University sponsored activities and apply for funding from the Student Government Association. The following information is required to complete the registration:
1. A PDF version of the organization's constitution and by-laws which should include an anti-hazing section and a section fully incorporating Regulation 2.028.
 2. A roster of proposed officers, general members, and a faculty or staff advisor. All persons must have an active iStrike account.
 3. A statement of intent indicating how the organization will meet an unfulfilled student need on campus and how it will enhance campus life overall.
 4. A list of proposed community service, educational and social activities to be sponsored by the organization. The list must include detailed descriptions of the activities.
 5. Regional and national office contact information, if applicable.
- (b) The Student Organization Committee, ~~designated by the~~ comprised of the Director of Efferson Student Union & Activities, Coordinator of Clubs & Organizations,

Coordinator of Fraternity & Sorority Life, Associate Vice President/Dean of Students or designee, and representative from the Student Government Association or designee will meet to consider an organization for approval or disapproval. After the committee meets, the organization will be notified of the decision in writing within five (5) business days.

- (c) If the Student organization is approved, then it is considered to be "recognized" and has all of the privileges of a recognized student organization at FAMU.
- (d) All recognized student organizations shall follow the procedures and guidelines as set forth in the Efferson Student Union & Activities Student Organization Handbook, incorporated herein by reference; the Student Handbook, the FANG; and all University Regulations and Policies. For information about recognized student organizations, contact Efferson Student Union & Activities. In cases of conflict, the University's regulations supersede Efferson Student Union & Activities Student Organization Handbook and the Student Handbook.
- (e) Two officers and one advisor of each student organization must attend the annual Rattler Round Up and other student organization trainings.
- (f) The University will require all recognized student organizations to execute disclaimer forms, which relieve the University of responsibility for acts committed by recognized student organizations that might result in personal injuries or damages sustained or alleged by a complaining party.
- (g) The Vice President for Student Affairs may summarily suspend the intake/recruitment period of a recognized student organization if he/she believes any provision of the University Student Code of Conduct, Regulation 2.012, Anti-Hazing Regulation 2.028, state and/or federal laws have been violated.
- (h) The Director of Efferson Student Union & Activities may adopt additional guidelines and/or procedures governing recognized student organizations including fraternities and sororities, provided the guidelines and/or procedures are in writing and approved by the Vice President for Student Affairs or his/her designee. The organizations will be properly notified of the guidelines and/or procedures at least 30 calendar days prior to implementation, except when such guidelines address health, safety, and welfare.

(2) Student Organization Renewal

- (a) Previously recognized student organizations are required to complete an application for renewal every Fall and Spring semester through iStrike. In the application, the student organization will be required to provide updated documents and rosters.

- (b) If the organization renewal is approved, then it is considered to be a recognized student organization and has all of the privileges of a student organization at FAMU.
- (c) If a previously recognized student organization fails to complete the online application by the posted deadline in iStrike or the application is denied, the organization loses its privileges as a recognized student organization, to include being able to reserve space or host events on campus as well as apply for funding through student government.
- (d) If a student organization is not recognized for reasons stated above in section (c), it will have to complete the online application and provide updated documents and rosters during the next registration period.

(3) Role of the Faculty or Staff Advisor.

- (a) Every recognized student organization must have a faculty or staff advisor whose purpose is to assist the recognized student organization in providing an educational experience for the individual members and the University as a whole.
- (b) All advisors must be a full-time (FTE 1.0) employee with the University, at least five (5) years removed from undergraduate studies, and must have been employed at the University for at least one (1) year. The responsibilities of the advisor shall include without limitation:
 - 1. Provide counseling, leadership and direction regarding the interpretation of University policy and the mission of the recognized student organization.
 - 2. Ensure the recognized student organization's adherence to University policies and guidelines.
 - 3. Ensure the membership eligibility of each student is in accordance with the requirements of the recognized student organization and the University.
 - 4. Assist the recognized student organization with the formulation and implementation of all academic, service and social activities.
 - 5. Ensure the members of the recognized student organization are made aware of regulations, policies, procedures, goals and objectives of the University.
 - 6. Immediately report infractions of University rules, regulations, policies or procedures to the ~~Director of Efferson Student Union & Activities~~ appropriate student affairs coordinator.
 - 7. Request for the recognized student organization to receive a cease and desist order

from the ~~Dean of Students~~ Vice President of Student Affairs or designee when the student organization violates its own internal rules.

8. Attend all meetings and activities sponsored by the recognized student organization that are directly related to membership intake/recruitment, annual elections, or as required by the Facility Request Review Committee.
 9. Ensure that all members of the student organization have completed the required Anti-Hazing Training Course.
- (c) The advisor's foremost concern is their relationship to the student, the development of the student's self-awareness, and the development of the student's maturity as they make decisions or assume responsibility.
- (d) The advisor must be willing and free to express his/her ideas and attitude and always governed by a respect for the individuality of the student. The student is under equal obligation to respect the advisor's individuality.
- (e) Advisors to Recognized Student Organizations are to be selected by student groups and/or appointed by the Director of Efferson Student Union & Activities. The Vice President for Student Affairs or his/her designee may remove any advisor when it is in the best interest of the University.
- (f) University Advisors of Fraternities and Sororities must be selected from among faculty, administrators, and staff at FAMU; must be at least 5 years removed from their undergraduate studies, and they must be a full-time employee (FTE 1.0); have been employed by the University for at least one (1) year. Any exceptions must be in writing, demonstrate extenuating circumstances, and be approved by the Vice President for Student Affairs or his/her designee.
- (g) The Director of Efferson Student Union & Activities may impose additional guidelines and/or procedures governing advisors provided the guidelines and/or procedures are in writing and approved by the Vice President for Student Affairs or his/her designee. All advisors must be properly notified of the guidelines and/or procedures at least 30 calendar days prior to implementation, except when such guidelines address health, safety, and welfare.
- (4) General Membership Student Organizations. All currently enrolled full-time and part-time students are eligible to participate in an open membership student organization that does not have a membership intake process or membership recruitment process.
- (a) Hazing is prohibited by State law and University regulation. Refer to Section 1006.63, Florida Statutes, and FAMU Regulation 2.028.

- (5) Fraternity and Sorority Membership Intake Process. The Director of Efferson Student Union & Activities along with the Coordinator of Fraternity & Sorority Life will determine the beginning and ending dates for the membership intake period, which shall not exceed a total of twelve weeks.
- (a) All recognized student organizations that have an intake process must conform to all regulations, procedures, guidelines and standards as set forth by the University.
 - (b) Any full-time student may be eligible to apply for intake into a recognized fraternity or sorority when he/she has earned 30 FAMU credit hours and a minimum of 2.5 cumulative grade point average. Any full time transfer student may be eligible to apply for intake into a recognized fraternity or sorority when he/she has earned 15 FAMU credit hours and a minimum of 2.5 cumulative grade point average. Fraternities and sororities are permitted to require higher academic averages than those set by the University. Acceptance into recognized fraternities and sororities shall be in accordance with the policies and regulations of said organization. Academic fraternities and sororities are subject to the respective organization's national guidelines and the guidelines of the respective school/college.
 - (c) All intake activities with potential members must take place within the intake period. This includes, but is not limited to, interest meetings, rushes, trainings, workshops, initiations, step practices, probate/peepshows/presentations, etc.
 - (d) Recognized fraternities and sororities requesting grade point averages of students from the Office of the University Registrar for membership intake must adhere to the Federal Education Rights and Privacy Act (FERPA) and Section 1002.225, Florida Statutes, and must complete a form so designated by the Director of Efferson Student Union & Activities. Efferson Student Union & Activities staff will only verify the eligibility of students for intake. Actual grade point averages will not be shared with the fraternity or sorority.
- (6) Membership Recruitment. The Director of Efferson Student Union & Activities along with the appropriate student affairs coordinator and review by the Associate Vice President/Dean of Students will determine the recruitment periods for all student organizations, which shall not exceed a total of four (4) weeks. The approved recruitment period will be published on iStrike and/or any other medium determined by the ~~Director of Efferson Student Union and Activities~~ University Officials listed above.
- (a) Currently enrolled students may be eligible to apply for recruitment into a recognized student organization when he/she has earned at least 15 FAMU credit hours and a minimum of 2.0 cumulative grade point average. Student organizations are permitted to require higher academic averages than those set by the University.

- (b) All recruitment activities with potential members must take place within the recruitment period. This includes but is not limited to: interest meetings, auditions, trainings, workshops, practices, initiations, presentations, etc.
 - (c) Recognized student organizations requesting grade point averages of students from the Office of the University Registrar for membership recruitment must adhere to the Federal Education Rights and Privacy Act (FERPA) and Section 1002.225, Florida Statutes, and must complete a form so designated by the Director of Efferson Student Union & Activities. Efferson Student Union & Activities staff will only verify the eligibility of students for membership recruitment. Actual grade point averages will not be shared with the student organization.
 - (d) Hazing is prohibited by State law and University Regulation. Refer to Section 1006.63, Florida Statutes, and FAMU Regulation 2.028.
- (7) Recognized Student Organization Sponsored Activities:
- (a) All recognized student organizations are required to comply with all facility use requirements as set forth by the Facility Request Review Committee and campus facility managers/coordinators. This includes but is not limited to: security requirements, liability/insurance requirements, safety requirements, facility fees and equipment fees.
 - (b) Recognized student organizations shall not hold themselves out as representatives of the University.
 - (c) No student organization may sponsor activities or functions such as auctions, raffles, gaming events, or popularity contests.
- (8) Liability: Recognized Student Organizations are responsible for their events and activities, as well as the actions or negligence of their respective membership.
- (9) Insurance: The University does not have insurance coverage for the activities of recognized student organizations, and is unable to provide insurance that covers any recognized student organization or activity. Approval of a recognized student organization does not establish liability coverage by the University for that recognized student organization or activity.
- (a) The University and/or the State of Florida cannot defend the activities of the recognized student organization under its present insurance coverage or defray the costs, including attorney fees, of defending any lawsuit or claim against the recognized student organization, its officers, or members.

- (10) Responsibility: The recognized student organizations and their respective individual members have both organizational and personal legal responsibility to adhere to all local, state, and federal laws, and the University's and the Florida Board of Governors' policies and regulations.
- (11) Enforcement/Disciplinary Responsibilities: The Vice President of Student Affairs or assigned designee may designate a committee, council or board to oversee disciplinary/conduct cases involving recognized student organizations. The Clubs and Organizations Review Board (CORB) has been established for this purpose. CORB is a part of the University's Student Conduct process and its procedures, which can be found in the Efferson Student Union & Activities Student Organization Handbook, and is incorporated herein by reference.
- (12) Cease and Desist Letters: The Vice President for Student Affairs or his/her designee and in his/her discretion may send a cease and desist letter to the recognized student organization if there is an alleged CORB or Student Code of Conduct violation. The cease and desist will remain in force until such time that an investigation is completed. A cease and desist letter requires a recognized student organization to cease all operations. The recognized student organization will be unable to meet, have activities, select new members, elect new officers, etc. If an organization receives a cease and desist letter, the only communication will be from the University to the organization's president on record and the advisor on record.
- (13) In any case, the Vice President for Student Affairs or his/her designee reserves the right to refer any case or matter of a disciplinary nature regarding any recognized student organization including fraternities and sororities, and/or its members, to the Office of Student Conduct and Conflict Resolution for review and/or adjudication under University Regulation 2.012 Student Code of Conduct and/or University Regulation 2.028 Anti-hazing.
- (14) Freedom of Assembly Policy. Refer to [Regulation 5.005 Freedom of Expression and Assembly Rights and Responsibilities](#).
- (a) No one has the right to disrupt the operation of the University or to interfere with the rights of other members of the University Community. It is also agreed that the legal rights of students or other members of the University body, as those of any citizens, must not be abridged. This policy statement shall not be used in any way to infringe upon the legitimate freedoms of any person or group of persons, and this policy will be impartially enforced with due process afforded to all.
- (b) Florida A&M University prescribes the following guidelines: demonstrations, picketing, and speeches must not be in violation of the federal, state, or local statutes, FAMU Board of Trustees, University, or Florida Board of Governors' policies, or regulations governing unlawful assemblies.
- (c) Demonstrations, picketing, and speeches may be held on campus as long as they do not

impede or disrupt the normal operation of the University or infringe on the rights of other members of the University community in accordance with this Regulation and [Regulation 5.005 Freedom of Expression and Assembly Rights and Responsibilities](#). Demonstrations, picketing, and speeches are not permitted inside of University buildings; blocking the ingress or egress to University buildings, streets, or sidewalks; or on the grounds surrounding the Educational Research Center for Child Development, the Student Health Services' primary care clinic, and dormitories/housing facilities.

- (d) In the event of disruptive action, students and student organizations involved in demonstrations shall identify themselves by presenting appropriate documents such as ID cards when requested to do so by the President or President's designee, and such designee shall identify him/herself when making this request.
- (e) Students and student organizations who participate in protest marches, protest picketing and demonstrations are hereby notified that each student is held accountable for any actions that violate University Regulations and Policies, Florida Board of Governors' Regulations, and federal, state and local laws.
- (f) Students and student organizations who intentionally act to impair, disrupt, interfere with, or obstruct the orderly conduct, processes, and functions of the University shall be subject to appropriate disciplinary action by the University authorities. Refer to University [Regulation 2.012, Student Code of Conduct](#), for further information. Publicity – Representatives of the University, any departmental agency, organization of the University, students, and/or recognized student organizations shall not use the name, copyright, or trademarks of Florida A&M University while engaging in any off-campus activity unless written authorization has been granted by the University's Office of Communications. Recognized student organizations shall not hold themselves out as representatives of the University.

(15) **Publicity:** Representatives of the University, any departmental agency, organization of the University, students, and/or recognized student organizations shall not use the name, copyright, or trademarks of Florida A&M University while engaging in any off-campus activity unless written authorization has been granted by the University's Office of Communications. Recognized student organizations shall not hold themselves out as representatives of the University.

(16) **Use of Campus Bulletin Boards Policy:** Florida A&M University maintains a General Information Center and bulletin boards throughout the campus for the use and benefit of students, faculty and staff. Listings on the boards include information regarding campus events and activities, general information, and classified advertisements. Such listings are limited to the Quadrangle Information Center and bulletin boards. Listings may not be displayed, for example, on trees, buildings, fences, or road signs, except where approval has been obtained from University's Office of Communications.

- (17) Popular Concerts and Activities – Refer to University [Regulation 2.025](#).
- (18) Commercial Solicitation on Campus – Refer to University [Regulation 3.011](#).
- (19) In accordance with FAMU [Board of Trustees Policy Number 2006-05](#), use of University Vehicles by Recognized Student Organizations is prohibited.
- (20) The Efferson Student Union & Activities Student Organization Handbook can be found at <http://studentactivities.famu.edu/>.

Specific Authority Article IX, Section 7(c), Florida Constitution, Board of Governors Regulation 1.001. History–New 9–14–87, Amended June 29, 2006, Amended January 12, 2016, Amended May 2, 2019, Amended _____.



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

Academic and Student Affairs Committee

Date: December 4, 2019

Agenda Item: VIII

Subject: Academic Affairs Update

Summary:

- Status Update on Key Initiatives
- New Program – B.S. Cybersecurity
- New Program – M.S. Cybersecurity
- Textbook Affordability Update
- Medical Marijuana Education & Research Initiative



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

Academic and Student Affairs Committee

Date: December 4, 2019

Agenda Item: IX

Subject: Student Affairs Update

Summary:

- Oracle Financial Aid Upgrade Contract
- Student Affairs Update
- Anti-Hazing Update