

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

Academic and Student Affairs Committee Meeting
Thursday, September 24, 2020
8:30 a.m.
Conference Call

Committee Members: Nicole Washington, Chair
Ann Marie Cavazos, Kristin Harper, David Lawrence, and Xavier McClinton

AGENDA

- | | | |
|-----|---------------|-----------------------|
| I. | Call to Order | Trustee Washington |
| II. | Roll Call | Ms. Valeria Singleton |

ACTION ITEMS

- | | | |
|------|---|----------------------|
| III. | Textbook and Instructional Materials Affordability Annual Report | Dr. Maurice Edington |
| IV. | Tenure Upon Appointment <ul style="list-style-type: none">• Shelley Johnson | Dr. Edington |

INFORMATION ITEM

- | | | |
|-----|--|---|
| V. | FAMU Developmental Research School (DRS) Updates | Dean Allyson Watson
Supt. Michael Johnson
Asst. Supt. Patricia West |
| VI. | Adjournment | |

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

Academic and Student Affairs Committee

Thursday, September 24, 2020

Agenda Item: III

Subject: Textbook and Instructional Materials Affordability Annual Report

Proposed Board Action: Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability requires an annual submission of a Textbook Affordability Report each year. Approval of Florida A&M University's report for 2020 is recommended. Upon approval, the report will be submitted to the Chancellor of the State University System.

Attachment:

1. Textbook and Instructional Materials Affordability Annual Report

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30**

<u>Florida A&M University</u> University Submitting Report		<u>Fall 2019 and Spring 2020</u> Semester(s) Reported	
<hr/>		<hr/>	
Date Approved by the University Board of Trustees		Signature of Chair, Board of Trustees	Date
<hr/>		<hr/>	
Signature of President	Date	Signature of Vice President for Academic Affairs	Date
<hr/>		<hr/>	

1. Required and Recommended Textbooks and Instructional Materials for General Education Courses

a. Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.

Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

General Education

Consistent with the University's policy on academic freedom, faculty members have the opportunity to select their own textbooks and instructional materials. However, with all general education courses and high enrollment courses, it has been established institutionally that department chairs would meet with their faculty to collectively select a standard textbook(s) and/or instructional materials for every section of general education and high enrollment courses.

Additionally, FAMU's Textbook Affordability Committee (TAC) chair and representatives from the Provost's Office work closely with departmental leaders and program faculty on best practices for selecting textbooks with affordable options, including general education courses. The major charge of the committee is to provide recommendations on initiatives designed to provide affordable textbooks and instructional materials to FAMU enrolled students. The Division of Academic Affairs reviews the data and overall cost of all general education courses each year. Results from the data are shared with deans of each college and school in an effort to continually increase cost-savings for general education courses.

High Enrollment

High enrollment courses follow the same process as the general education courses and are calculated as the top 10% of the sum total of all general education courses with the highest enrollment. Duplicate courses with equivalent headcount of courses were removed as well as honor courses from the top 10% of the general education courses. In fall 2019, a total of 29 courses were considered high enrollment. For spring 2020, high enrolled courses were reduced to 23 total.

Fall 2019			Spring 2020		
EVR 1001	FUND OF ENVIRONMENTAL SCI	004	AFA 3104	THE AFRICAN AMER EXP	001
CHM 1025	FUND OF CHEMISTRY	002	AFA 3104	THE AFRICAN AMER EXP	002
PSY 2012	INTRO TO PSYCHOLOGY	003	AFA 3104	THE AFRICAN AMER EXP	004
CHM 1025	FUND OF CHEMISTRY	004	AFA 3104	THE AFRICAN AMER EXP	006
CHM 1025	FUND OF CHEMISTRY	005	AFA 3104	THE AFRICAN AMER EXP	007
CHM 1025	FUND OF CHEMISTRY	001	AMH 2020	US HISTORY 1865-PRES	001
CHM 1025	FUND OF CHEMISTRY	003	AMH 2020	US HISTORY 1865-PRES	003
AMH 2020	US HISTORY 1865-PRES	003	ANT 2000	INTRO ANTHROPOLOGY	001
AMH 2020	US HISTORY 1865-PRES	301	ANT 2000	INTRO ANTHROPOLOGY	002
PSY 2012	INTRO TO PSYCHOLOGY	002	CHM 1045	GEN CHEMISTRY I	001
PSY 2012	INTRO TO PSYCHOLOGY	004	CHM 1045	GEN CHEMISTRY I	002
PSY 2012	INTRO TO PSYCHOLOGY	013	CHM 1045	GEN CHEMISTRY I	004
PSY 2012	INTRO TO PSYCHOLOGY	014	EVR 1000	FUND OF ENVIRONMENTAL SCI	004
PSY 2012	INTRO TO PSYCHOLOGY	016	PHY 2053	COLLEGE PHYSICS I	003
PSY 2012	INTRO TO PSYCHOLOGY	005	PSY 2012	INTRO TO PSYCHOLOGY	002
AMH 2020	US HISTORY 1865-PRES	004	PSY 2012	INTRO TO PSYCHOLOGY	003
AMH 2091	US HISTORY 1865-PRES	001	PSY 2012	INTRO TO PSYCHOLOGY	004
AMH 2091	US HISTORY 1865-PRES	002	PSY 2012	INTRO TO PSYCHOLOGY	006
AMH 2091	US HISTORY 1865-PRES	004	PSY 2012	INTRO TO PSYCHOLOGY	007
AMH 2091	US HISTORY 1865-PRES	022	PSY 2012E	INTRO TO PSYCHOLOGY	001
BSC 2093	ANATOMY & PHYSIOLO I	001	PSY 2012E	INTRO TO PSYCHOLOGY	503
BSC 2093	ANATOMY & PHYSIOLO I	002	SYG 2000	INTRO TO SOCIOLOGY	003
BSC 2093	ANATOMY & PHYSIOLO I	004	SYG 2000	INTRO TO SOCIOLOGY	007
ANT 2000	INTRO ANTHROPOLOGY	004			
ECO 2013	PRIN ECONOMICS I	001			
ECO 2013	PRIN ECONOMICS I	002			
ECO 2013	PRIN ECONOMICS I	004			
ECO 2013	PRIN ECONOMICS I	005			
SYG 2000	INTRO TO SOCIOLOGY	004			

b. Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and instructional material(s).

Fall 2018		Spring 2019	
Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Section Number(s)	Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Section Number(s)
BSC 1011L (General Biology Lab)	6 (L02) (L03) (L04) (L05) (L06) (L07)	ARC 2701 (Architectural History I)	1 (301)
BOT 1010 Elementary Botany	1 (001)	BSC 1011L General Biology Lab	8 (L01) (L02) (L03) (L04) (L06) (L07) (L08) (L13)
BOT 1010L Elementary Botany Lab	1 (L01)	HSC 1000 Orientation to Health Sciences	3 (001) (002) (003)
HSC 1000 Orientation to Health Sciences	3 (001) (002) (003)	MUL 2010 Music Appreciation	1 (006)
PHH 2102 Ancient and Medieval Philosophy	1 (001)	REL 3145 Women in Religion	1 (001)
PHI 2010 Introduction to Philosophy	2 (002) (004)	THE 2000 Introduction to Theatre	1 (005)
Fall 2019		Spring 2020	
Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Section Number(s)	Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Section Number(s)
PHI 2010 Introduction to Philosophy	(002) (004)	MUL 2010 Introduction to Music I	(001) (002) (003) (006)
CHM 1025E	(503)	LIT 2110	(003)

Fundamentals of Chemistry	(504)	Introduction to Literature I	
ANT 2000E Introduction to Anthropology	(501)	PHI 2010 Introduction to Philosophy	(001)
AMH 2091HB Introduction to African American Studies	(501) (502)	ARC 2701 Architectural History I	(301)
WHO 1022 History of Civilization Since 1500	(002)	MUH 3116 Jazz History	(002)
BOT 1010 Botany	(001)	PHI 2101 Introduction to Logic	(001)
BOT 1010L Botany Lab	(L01)	PHI 3601HB Ethics	(501)
PHY 2049 General Physics II	(S01)	REL 3145 Women in Religion	(002)
		THE 3235 Contemporary Black Theatre	(001)
		MTG 2206 College Geometry	(001)
		BOT 1010 Botany	(001)
		BOT 1010L Botany Lab	(L01) (L02) (L03) (L04) (L05) (L06) (L07) (L08) (L09)
		ANT 2000 Introduction to Anthropology	(002) (501)
		AFA 3104E The African American Experience	(502) (504)
		AMH 2020 U.S. History 1865 to Present	(HS1) (501)

2. Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

a. Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

Florida A&M University has been very active in engaging its faculty and administration to participate in several initiatives throughout the 2019-2020 academic year to reduce the cost of textbooks and instructional materials. In 2019, FAMU was ranked third with the lowest average cost for textbook costs based on information from the College Board.

1. During AY2019-20, FAMU initiated discussions with a reputable textbook vendor, Cengage, to offer low-cost instructional materials to our students. Through this partnership, FAMU students will have access to over 22,000 ebooks for under \$125/year. A print rental copy can be obtained for \$7.99. This partnership was formalized late spring/early summer for implementation Fall 2020. A copy of the press release is included in Appendix A.
2. The theme for the 2019 Provost's Digital Learning Initiative was Open Educational Resources (OER). Through this faculty learning community, FAMU faculty utilized best practices and research to adopt OERs within their individual courses. A total of five faculty members employed active strategies to increase cost-savings for FAMU students by utilizing OERs instead of traditional textbooks. Those faculty were from the disciplines/departments: Physics (2), Music (1), Allied Health (1), and History (1).
3. As part of FAMU's Student Success Initiatives, course materials were purchased for students enrolled in ENC 1102. Cost-savings from this initiative resulted in a savings of \$74,060. The university is exploring additional cost-savings mechanisms for new incoming first-time-in-college students enrolled in ENC 1101.
4. FAMU is an active member of the FIU Affordability Counts Steering Committee (May 2019 – present). The Steering Committee is a working group to determine best practices for utilizing OpenStax as a mechanism for open education resources. FAMU shares best practices from this group to engage faculty on the use of OERs and as a resource to reduce the cost of textbooks.
5. FAMU University Libraries continues to work as a partner with the Provost's Office to lower the cost of textbooks for FAMU students. Each semester, FAMU Libraries has available to students several copies of general education textbooks that students can check out on a 4-hour interval per day.
6. The FAMU Textbook Affordability Committee (TAC) in conjunction with the Provost is exploring additional mechanisms to increase cost-savings, specifically for students enrolled in general education courses required for most majors at FAMU. In addition to support for students enrolled in ENC 1101 and ENC 1102, the University is examining the costs of purchasing several mathematic textbooks (College Algebra, Calculus I, Liberal Arts Math I and II, as well as Introduction to Statistics). The textbooks would not change for two years to reduce costs and provide savings to FAMU students.
7. FAMU's partner Barnes and Nobles offers cost savings through the FAMU physical and online bookstore for instructional materials through its price-matching program. Through this program, BN will match offers from differing competitors.

b. Is the opt-in provision an initiative implemented by the institution for the purchase of student materials? If yes, describe the impact this has had on student cost savings, if any.

During the 2019-2020 academic year the university did not utilize an opt-in provision.

3. University Policies for the Posting of Textbooks and Instructional Materials

a. Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

The Division of Academic Affairs instituted the FAMU Textbook Affordability Committee (TAC) to ensure continued compliance with the State's mandate on textbook affordability. The committee meets annually to discuss the University's guidelines and procedures regarding Textbook Adoption and Affordability. TAC is comprised of the deans for Science and Technology, as well as Social Sciences, Arts, and Humanities, the respective departmental chairperson, a representative from Barnes & Nobles, and representatives of the Provost's Office. This committee along with the Assistant Vice President of Program Quality through the Provost's Office works with program faculty and FAMU's bookstore manager on disseminating information each semester about the adoption process and deadlines for posting instructional materials.

Currently FAMU utilizes an electronic platform, Faculty Enlight, for adoption postings. However, the university is transitioning to a different platform, Adoption Insight Portal, beginning Fall 2020. Each term the FAMU Bookstore and Provost's Office sends communication via FAMUINFO of the deadlines for instructional materials. Faculty then have an identified time period before 45-days prior to the first day of class to adopt textbook materials.

- On or before October 1 for Spring semester (Spring 2021 adoption deadline extended to October 15th)
- On or before March 1 for Summer sessions
- On or before April 1 for Fall semester

Periodic updates are provided to the Provost's Office on adoption status to ensure timely adoptions.

b. Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the institution to increase faculty and staff compliance for meeting the reporting requirement?

FAMU's policies are effective in meeting the textbook instructional materials reporting requirement. For academic year 2019-2020, 96.5% of FAMU's course textbooks were adopted within 45-days of the first day of class. Results from previous years provide additional support for faculty working diligently to adopt their course materials by the required deadline. Approximately ninety-nine percent (98.88%) of all courses and course sections for the Fall 2018 semester met the University's deadline of July 14th for adopting and posting textbooks and instructional materials. Almost 100% percent (99.78%) of all courses and course sections including general education courses (n=1,820) for the Spring 2019 semester met the University's deadline of November 14th for adopting and posting textbooks and instructional materials.

FAMU continuously strives to enhance its adoptions processes and effectiveness. Transitioning to the Adoption Insight Portal will provide a more streamlined processes for communicating deadlines to faculty and generating reports for status updates systematically.

c. Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

Semester	Course Sections	On-Time Percentage
Fall 2019	1342	98.6%
Spring 2020	1485	94.7%
AY2019-2020	2827	96.5%

d. Report the number of course sections and the total percentage of course sections that necessitated change(s) in materials after the posting deadline. Provide an explanation for the change(s) in materials after the required deadline.

The table below shows the total percentage of course sections that necessitated a change due to the addition of a course to the semester or change to an existing course.

Semester	Course Sections	Late Adoption Percentage
Fall 2019	20	1.4%
Spring 2020	79	5.3%
AY2019-2020	99	3.5%

e. Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

The table below provides the total number of courses and percentage of courses that were not able to meet the posting deadline. Reasons for adoptions posted beyond the deadline include:

- New courses added to meet enrollment demand
- New instructor added to a course based on a recent hire
- Change in teaching assignments
- Change in textbook selection based on availability from the publisher

Semester	Course Sections	Late Adoptions
Fall 2019	20	1.4%
Spring 2020	79	5.3%
AY2019-2020	99	3.5%

f. Report the number of courses that received an exception to the reporting deadline. Describe the exception(s) provided.

Typically, FAMU faculty submit adoptions for all courses, including courses where a textbook is not required. There are instances of non-didactic courses that will receive an exception due to the nature of the course. Those courses usually are related to practicum, student internship experiences, auditions, and performances. The following courses for the Spring 2020 were considered exceptions.

Semester	Course Section	Course Title
CYP 6948	002	Intern Comm Psychology
EDG 5906	602	Independent Study
MVB 3333	302	Principles of Trombone

Great Things are Happening Every Day in Academic Affairs

Florida Agricultural and Mechanical University (FAMU) recently entered into an agreement with Cengage to offer subscription-based access to course materials through Cengage Unlimited. The partnership will allow FAMU students to obtain thousands of eBooks, study guides and other materials for less than \$125 each calendar year.

Beginning this fall, FAMU students will be able to purchase a subscription from FAMU's bookstore for \$123.36—less than the cost of most hardcover textbooks. The subscription will include course materials for many of the programs offered at FAMU.

“The partnership with Cengage allows FAMU to help students significantly reduce costs associated with obtaining the required textbooks for their courses,” said Sundra Kincey, Ph.D., assistant vice president of program quality for FAMU.

With the average student spending more than \$400 annually—and some spending significantly more—the cost of course materials is a top financial concern for students, according to a recent [Morning Consult survey](#). This partnership helps alleviate some of the financial stress by offering unlimited access to course materials across 70 disciplines and 675 courses.

“The cost of course materials are a barrier for many students and our partnership aims to address affordability issues while providing access to quality learning—whether in person or online,” said Fernando Bleichmar, executive vice president and general manager, higher education and skills at Cengage.

Last year, the Florida Board of Governors (BOG) approved a system-wide action plan to provide students with access to quality and affordable textbooks and instructional materials. The partnership with Cengage is one of FAMU's key strategic initiatives to address the goals and expectations of the BOG and FAMU Board of Trustees.

“FAMU has a strong commitment to ensuring our students have access to a high-quality, affordable education,” said Maurice Edington, Ph.D., provost and vice president for academic affairs. “This resource will help reduce some of the financial barriers our students encounter, providing access to modern educational technology offerings and enabling our students to become more successful during their educational tenure.”

To participate, FAMU students must purchase the subscription through FAMU's official bookstore. It will be available beginning Fall 2020 and may be accessed via a link on the University bookstore's webpage.

[Cengage](#) is the largest U.S.-based education and technology company serving the higher education market. It provides course materials to almost half of the 20 million students pursuing higher education.

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

Academic and Student Affairs Committee

Thursday, September 24, 2020

Agenda Item: IV

Subject: Tenure Upon Appointment – Shelley A. Johnson

Proposed Board Action: 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.

Attachment: Yes

1. Curriculum Vita for Dr. Shelley A. Johnson

Executive Administration – Nursing Education

Administrator and leader with demonstrated success in negotiation, budgeting, staff professional development, operations and strategic planning within nonprofit and for-profit organizations

Professional Experience

Academic Partnerships, Dallas, Texas 5/2018 to Present
Senior Director, Healthcare and Nursing

Lead new program and faculty development for 48 partners and 150 educational programs within the academic Healthcare and Nursing Vertical. Services also provided to the education and business verticals.

- Developed strategic plans that are building relationships and increasing the number of key partnerships for the Company
- Created processes that are instrumental in maintaining compliance with accreditation and regulatory bodies
- Developed healthcare and nursing playbook on scaling complex nursing hybrid programs (Ex. NP, CNS, and CNL programs)
- Designed continuing education for partners that is providing them with instructionally sound courses

Chamberlin College of Nursing, Phoenix, Arizona 12/2015 – 5/2018
National Dean, Curriculum and Instruction

Oversight of the national curriculum and faculty implementation of the curriculum for 19 campuses in the U.S.; led a team of 9 curriculum and instruction specialists and technology managers

- Designed a leadership development program that increased knowledge and socialization of values and culture
- Applied team development strategies that completed major LMS, game development, and policy change initiatives
- Completed the first curriculum alignment and review that strengthened curricula foundation and set the stage for stronger assessment and evaluation activities

National Dean, Assessment 5/2017 – 5/2018

Formed and led a new division that managed an assessment system for nursing and general education; completed annual systematic evaluation activities and data collection for HLC and state nursing boards

- Created the structure for the first assessment department, including assessment activities across all departments in alignment with NILOA
- Built the first assessment website and faculty trainings on assessment culture and best practices
- Developed student learning outcomes and collaborated to revise and gain consensus, helping to develop the first system-wide assessment process to meet HLC requirements

University of Phoenix, Tempe, Arizona 3/2015 – 12/2015
Program Dean

Managed both campus and online, undergraduate, nursing programs for 12 campuses; managed grievances and issues; reviewed research proposals

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

- Regained and maintained program compliance for the University
- Designed academic programs that increased enrollment while meeting University needs

Lincoln University, Lincoln University, Pennsylvania

9/2012 – 2/2015

Founding Director & Chair of Nursing & Health Science/Associate Professor

Created and launched the BSN and BSN Completion Program; hired and managed faculty and staff; developed courses and program proposals for high profile program initiatives

- Created and gained approval, in 8 months, for pre-license programs in 3 states – Pennsylvania, Maryland, and Delaware
- Created the first online RN-BSN program, including successful application to regional accreditor – MSCHE
- Designed and implemented the first high school to STEM program, enrolling 15 students for the first class

Rutgers University

1/2010 – 8/2012

Assistant Professor/Liaison/Advisor

Managing and revising the graduate education track; taught graduate courses; supervised upper division of the accelerated nursing program

- Partnered to develop first RN-MSN program between the University and major state hospital systems
- Served as liaison between the University and healthcare organizations in New Jersey ensuring adequate supply of clinical/practicum placements
- Served in the capacity of Stratford campus ombudsman

LaSalle University, Philadelphia, PA

8/2004 – 1/2010

Program Director

Marketed programs and recruited students; developed, implemented, and evaluated curriculum and community intervention projects; taught nursing coursing

- Developed curricula for multigeneration and nontraditional student groups that resulted in strong student engagement and retention
- Actively participated in assessment and evaluation, which contributed to programmatic alignment with national and programmatic accreditation
- Directed and implemented competitive interdisciplinary student experiences in collaboration with other universities, disciplines, and communities

EDUCATION AND CERTIFICATES

Executive Masters of Business Administration (May, 2019), Kellogg – Northwestern University, Chicago, Illinois

Community Participatory Nursing Action Research Fellow, University of Pennsylvania, Philadelphia, Pennsylvania

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

Doctorate of Education in Educational Leadership, University of Phoenix, Phoenix, Arizona
Masters in Community Health Nursing, Pennsylvania State University, State College, Pennsylvania
Bachelors of Science in Nursing, University of Pennsylvania, Philadelphia, Pennsylvania
Educational Leadership Certification, Harvard University, Cambridge, Massachusetts
Leading Equity, Diversity and Inclusion Certification, University of Michigan, Ann Arbor, Michigan

CERTIFICATIONS

Nurse Executive, American Nurses Credentialing Center
Certified Nurse Educator, National League for Nursing
Systematic Reviewer, Joanna Briggs Institute
CPR, American Heart Association

LICENSURE

Texas (multi-state)
Commonwealth of Pennsylvania
State of Arizona
State of New Jersey

SERVICE

Service to the Profession

	<u>Date</u>
Member, Sigma Theta Tau (UPENN)	1997 - Present
Xi Chapter – Fundraising Chair	2012 – 2014
Xi Chapter – President Elect	July 2014 – June 2016
President	June 2016 – 2018
NAACP	2014 – Present
Pinal County Branch – Board Secretary	2017 – 2018
American Nurses Association	2010 - Present
Joanne Briggs International Reviewer	2013 - Present
Journal of Leadership Reviewer	2013 – Present
PEPID Editorial Board (Medical Software & Drug Database)	2012 – 2017
Association of Black Nursing Faculty *Task Force to Preserve Nursing at HBCUs	2014 - 2017

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

Northeast Institute for Evidence Synthesis & Translation Facilitator at Lincoln University Joanne Briggs International	2012 – 2015
ISMHHD 2014– Abstract/Poster Reviewer Committee International Symposium on Minority Health and Health Disparities	2013 -2014
Member, INACSL	2012 -2013
Member, National Black Nurses Association	1999 – 2014

Service to the University

<u>Committee</u>	<u>Institution</u>	<u>Term</u>
EDGE (Empowerment, Diversity, Growth, Excellence):	Adtalem	2018
Assessment Committee: Deans and Leads	Chamberlain (Chair)	2017 – 2018
Systematic Review Committee (Member)	Chamberlain	2015 – 2018
Undergraduate Governance Committee Role: Ex-officio Administrator	Chamberlain	2015- 2018
Academic Steering Committee Role: Dean (Administrator)	Chamberlain	2015 – 2018
General Education Council Role: Dean (Administrator)	Chamberlain	2015 – 2018
Academic Standards Committee Role: Dean (Administrator)	Chamberlain	2015 – 2016
IRB (Internal reviewer)	UOPX	2015
Integrative Curriculum Sub-committee	Lincoln University	Fall 2013
Internal Review Board (Reviewer)	Lincoln University	Spring 2013 – Spring 2015
President’s Sustainability Counsel Role: Healthcare Administrator	Lincoln University	Spring 2013 – Spring 2015

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

Distance Learning Committee (Member)	Lincoln University	Spring 2013 - Spring 2015
Technology Committee (Member)	Lincoln University	Fall 2012 – Spring 2015
Nursing Advisory Board (Chair)	Lincoln University	Fall 2012 – Spring 2015
Pre-health Professions Advisory	Lincoln University	Fall 2012 – Spring 2015
Doctor of Nursing Practice Committee	UMDNJ/Rutgers	Spring 2011- 2013
Innovations in Patient Safety Symposium UMDNJ (Stratford) - Director	UMDNJ/Rutgers	April 2011
Peer Mentor Program Coordinator	UMDNJ/Rutgers	Spring 2011 – 2012
Curriculum Revision Committee	UMDNJ/Rutgers	2010 – 2012
Peer Review Committee	UMDNJ/Rutgers	2010 – 2012
Undergraduate Curriculum Committee	LaSalle University	2004-2009

SCHOLARLY AND PROFESSIONAL ACHIEVEMENT

Publications

BOOK CHAPTERS

*Johnson, S. A. (In press - 2019). Chapter 8: Organizational Culture and Behavior. *The Driver's Seat: Defining Organizational Culture, Climate, and Cultural Behavior*. Sigma Theta Tau International. (Second Edition).

*Johnson, S. A. (2014). Chapter 8: Your Road Map: Understanding Cultural and Climate Behaviors. *The Driver's Seat: Defining Organizational Culture, Climate, and Cultural Behavior*. Sigma Theta Tau International.

*Johnson, S. A. & Cantwell, E. R. (2014). Improving Outcomes of Collaborative Teaching Using a Contract Tool for Facilitation. *Nursing Education Perspectives Journal - Innovations in Nursing*, Volume 2. National League for Nursing.

REFEREED ARTICLES

*Clancy, C. & Johnson, S. A. (2014). Creating Positive Academic Environments in Nursing. *ADVANCE for Nurses*.

*Johnson, S. & Durfee, L. (2013). Using Lego Blocks to Teaching Leadership in an Accelerated Nursing Program. *Journal of Science*.

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

*Johnson, S. (2012). Innovations in Patient Safety: Planned Change and Knowledge Dissemination Project. QSEN Teaching Strategy: www.qsen.org

*Johnson, S. (January, 2012). Analysis of Integration of Transformational Leadership into Nursing Education. Dissertation Abstract Journal.

*Johnson, S. (January-April, 2007). Cultural Update: Elderly African American Males – A Vulnerable Population. PADONA Journal: The American Society for Long Term Care Nurses.

*Johnson, S. (March, 2007). Case Studies for Community Health Nursing: Caring for Populations by Mary Jo Clark. Upper Saddle River: Prentice Hall. http://wps.prenhall.com/chet_clark_community_5/0,13059,4135376-00.htm.

*Johnson, S. & Fisher, K. (2001). School Violence: An Insider Perspective. Journal of Maternal Child Nursing, 28 (2), 86-92.

*Johnson, S. & Fisher, K. (2001). An Analysis of Teacher's Perceptions on the Topic of School Violence. Eastern Nursing Research Society 2001 Conference Book of Abstracts.

RESEARCH AND SCHOLARLY PRESENTATIONS

Refereed

Johnson, S. A, McLaughlin, M. A., Downing, K. (ACCEPTED – June, 2019). Literature Review: Using Time-on-Task to Enhance Teaching Effectiveness and Student Outcomes. STTI 30th International Nursing Research Congress. Calgary, Canada.

Johnson, S. A. (2013/2014). MASH-RN Software Pilot. Lincoln University (IRB Approval May, 2013/Extended May2015). Best Practices Conference. Immaculata University.

Johnson, S. & Cantwell, R. (August 8, 2014). *Evaluation of Educational Strategies to Enhance Community Approaches to Reducing Sexually Transmitted Diseases: A Systematic Review*. Health Promotions and Health Outcomes Institute – National Black Nurses Association, 42nd Annual Institute & Conference, Philadelphia.

Johnson S. & Clancy, C. (May 31, 2013). *Practicing What We Preach*. Best Practices Conference. Immaculata University.

Johnson, S. & Clancy, C. (June 2012). Drexel University Nursing Education Institute (DUNEI)– Utilizing a Service Excellence Model – Drexel University in Atlanta, GA

Clancy C. & Johnson, S. A. (April, 2012). *Utilizing a Service Excellence Model Framework for Cultivating High Performance Outcomes in Nursing Academia*. 16th Annual Stratford Campus Research Day. UMDNJ, School of Osteopathic Medicine.

Johnson, S. A. (April, 2012). *Analysis of the Integration of Transformational Leadership into Nursing Education*. 16th Annual Stratford Campus Research Day. UMDNJ, School of Osteopathic Medicine.

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

Johnson, S. A. (April, 2012). Rutgers – Stuart D. Cook Master Educators' Guild: *Simulation in Interprofessional Education for Patient Centered Care*. Inter-School Tech Symposium. Using LEGO to Build Nursing Leaders”
<http://www.umdnj.edu/techweb/presenters.htm>

Johnson, S. & Durfee, L. (April, 2012). *Using LEGOs to build Nurse Leaders*. Simulation in inter-professional Education for Patient-Centered Care. Cook Master Educator's Guild Symposium (MEG Symposium). RWJF, New Brunswick, NJ

Johnson, S. & Durfee, L. (March, 2012). *Using LEGOs to build Nurse Leaders*. Invited presentation: NLN. Atlantic City, NJ.

Johnson, S. & Durfee, L. (June, 2011). *Using LEGOs to build Nurse Leaders*. Drexel University: DUNEI Conference.

Johnson, S., Lingham, B., Morrison, S., & White, H. (April 21, 2011). *Using Technology to Develop Life-long Learning Skills in an Accelerated BSN Program*. Abstract accepted (January, 2011) - ATI Nurse Educator Summit.

Johnson, S. (March 25, 2011). *Using Simulation to Teach Leadership in Undergraduate Nursing Education: A Systematic Review*. Drexel Stimulation Conference.

Johnson, S. (October, 2010). *Transformational Leadership in Nursing Education* – NJSNA

PRESENTATIONS – INVITED

Johnson, S. & Smith, C. (2016). Transformational leadership in the ever-changing healthcare environment. Webinar – *Sponsored by Omicron Delta, Xi, and Phi Gamma Chapters*. (1 CEU provided for STTI Members).

*Johnson, S. (November 14, 2014). *Nursing & Nursing Education*. Lincoln University- Coatesville Campus: Health Science Academy.

*McCoy-Jones, S. & Johnson, S. (November 8, 2014). *Building Your Brand*. 28th Annual Robert D. Lynch Student Leadership Development Institute: Building Excellence in Leadership on the Road to Greatness. Pennsylvania Black Conference on Higher Education, Inc.

*Johnson, S. (November 14, 2013). *Health Disparities in the US*. Lincoln University - Convocation. Lincoln University, Pennsylvania.

*Johnson, S. (January 31, 2013). *Nursing Integrated into Collegiate Education (N.I.C.E)*. Lincoln University - Convocation. Lincoln University, Pennsylvania.

*Johnson, S. [Keynote Speaker]. (August 15, 2012). *Protect Your Heart*. Grand United Order of Odd Fellows – 60th B. M. C. Grand Conference. Atlantic City, New Jersey.

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

- *Johnson, S., Brazeau, B., Jadotte, Y., & Holly, C. (June 6, 2012). *A Model for an Inter-professional Clinic*. Inter-professional Studies: The Power of Collaboration. School of Health-Related Professions at Rutgers University, Continuing Education Center.
- *Johnson, S. (June 1, 2012). *Role of a Nurse Educator*. Loring Fleming's 2012 Career Day Program.
- **Johnson, S & Clancy, C. (April, 2012). *Utilizing a Service Excellence Model as the Framework for Cultivating High Performance Management Outcomes among Students and Faculty in Nursing Academia*. 16th Annual Stratford Campus Research Day. UMDNJ
- *Johnson, S. (April, 2012). *Transformational Leadership in Nursing Education*. 16th Annual Stratford Campus Research Day. UMDNJ
- *Johnson, S. (March, 2012). Cultural Diversity. Pre-nursing program (NALC) – UMDNJ, Stratford, New Jersey
- *Johnson, S. (March, 2012). Goal Setting. Pre-nursing program (NALC) - UMDNJ, Stratford, New Jersey
- *Johnson, S. (March, 2012). Using Lego to Teach Nursing Leadership. NLN, Atlantic City, New Jersey.
- *Johnson, S. (April, 2011). Cultural Diversity. Pre-nursing program (NALC) – UMDNJ, Stratford, New Jersey
- *Johnson, S. (April, 2011). Goal Setting. Pre-nursing program (NALC) – UMDNJ, Stratford, New Jersey
- *Johnson, S. (April, 2011). Anatomy & Physiology Review: Neurology. Pre-nursing program (NALC) - UMDNJ, Stratford, New Jersey
- *Johnson, S. (April, 2011). Anatomy & Physiology Review: Neurology. Pre-nursing program (NALC) - UMDNJ, Stratford, New Jersey
- *Johnson, S. (March 31, 2011). Cultural Diversity. Pre-nursing program (NALC) – UMDNJ, Stratford, New Jersey
- *Johnson, S. (March 30, 2011). Using Meditation to Manage Stress. CDI Head Start - Blackwood Center
- *Johnson, S. (November, 2010). Cultural Diversity. Pre-nursing program (NALC) - UMDNJ, Stratford, New Jersey
- *Johnson, S. (August, 2009). A Recipe for Syllabus Creation. LaSalle University, Staff Development Day, Stratford, New Jersey
- *Johnson, S. (August, 2009). Healthcare Advocacy. PCOM – Bridging the Gaps Program.

COMPETITIVE (Peer-Reviewed Posters)

- *Johnson, S. A., Cantwell, R., & Wagner, P. (September, 2016). *Nursing Academic Leadership- Learning from the Past, Planning for the Future: A Systematic Review*. Sigma Theta Tau International: Leadership Connection 2016.

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

- *Johnson, S. & Clancy, C. (May 31, 2013 - *Practicing What We Preach: A Service Excellence Model for Cultivating Positive Environments in Nursing Academia* Chester County Health Partnership: Best Practices Across the Continuum. Location: Immaculata University.
- *Johnson, S., Clancy, C, Kelly, A. & O'Toole, M. (October, 2012). RN-to-MSN Pilot Program: Meeting the Needs of South Jersey Nurses. [Poster Presentation] Villanova University: Professional Nurse Educators Group. Philadelphia, PA
- *Johnson, S. (October, 2012). Consumerism: No Longer a Dirty Word in Nursing Academia [Poster Presentation]. Villanova University: Professional Nurse Educators Group. Philadelphia, PA
- *Johnson, S. (October, 2011). Practical Application of QSEN competencies through Leadership Development Activities in an Accelerated BSN Program. [Poster Presentation] – Villanova University
- *Johnson, S. (October, 2011). Utilizing a Service Excellence Model as the Framework for Cultivating High Performance Management Outcomes among Students and Faculty in Nursing Academia. [Poster Presentation] – Villanova University
- *Johnson, S. (August, 2009). Public Health Programming. PCOM – Bridging the Gaps Program.
- *Johnson, S. & Miller, M.E. (August, 2009). Health Literacy. PCOM – Bridging the Gaps Program.
- *Johnson, S. (March, 2002). Why Choose Nursing. Susquehanna Township High School, Hershey, PA
- *Johnson, S. (2002). Cultural Challenges in Home Care. In-service presented to staff at Bayada Nurses. Wynnewood, PA.

RESEARCH

- * Colorectal Cancer Initiative - Philadelphia and Coatesville, Pennsylvania. (Complete in 2015- IRB approved).
- *Johnson, S. A. (2013/2014). Mentorship to Advance Research Career. Lincoln University (IRB Approval November, 2013)
- * Johnson, S. A. & Cantwell, E. R. (2013). Systematic Review - Systematic Review: Using education as a primary prevention method against STDs.
- * Johnson, S. A. & Cantwell, E. R. (2012). Improving Outcomes of Collaborative Teaching Using a Contract Tool for Facilitation.
- * Johnson, S., Clancy, C, Kelly, A. & O'Toole, M. (October, 2012). RN-to-MSN Pilot Program: Meeting the Needs of South Jersey Nurses.
- *Primary Investigator: Shelley Johnson/ Investigator: Lisa Durfee completed April 2012 – Using Lego Blocks to Teaching Leadership in an Accelerated Nursing Program.

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

*Johnson, S., Lingham, B., Morrison, S., & White, H. (April 21, 2011). Using ATI to Develop Life-long Learning Skills in an Accelerated BSN Program

* Johnson, S. & Fisher, K. (March, 2002). Analysis of School Violence: Qualitative Research focused on Teachers' Perspective.

GRANTS

*Pennsylvania Department of Health – Colorectal Cancer Initiative. April 2014 – \$18,000.

*NIH – Sub-grant awardee – Encourage Research Career through Faculty Mentoring Training. Lincoln University - \$10,000

*RIMI – Systematic Review: Using education as a primary prevention method against STDs. Mini Grant – Lincoln University (2012-2013) – \$25,000

*AHEC Grant – Inter-professional Education and Service in collaboration with UMDNJ SOM (2.5 Million) – (2012)

*Foundation of UMDNJ's Excellence in Teaching (2010 – 2011). \$1000

*Grant Reviewer. (January, 2011). Workforce Diversity HRSA Grant. NALC Program Grant Application.

*City as a Classroom Grant (2009). Funded trips to local museums of nursing history in the Philadelphia area for Introduction to Nursing classes. \$500-\$700.

*Reach Out and Read. (1992-1994). Abbotsford Health Center literacy program. (\$2000 -\$2500).

Family Nurse Practitioner Research

Faculty Advisor Patient Satisfaction with Care Delivered by in a Rural Setting
Bryan Effner, Hassen Seid, & Mussie Mebrathu (Simmons College)
IRB approved: 01/2015

Dates

Fall 2014 – 2015

Faculty Advisor The Impact of Cost, Accessibility, and Compliance on the
Incidence of Unplanned Pregnancy in the United States
Andrea Hill & Julia Stallings (Simmons College)
IRB approved: 01/2015

Fall 2014 – 2015

Doctor of Nursing Practice Research

Committee (Subject Matter Expert)
Diane Smith-Levin (Grand Canyon University)
Faculty Descriptions of Strategies to Teach Professionalism to Pre-licensure Bachelor of Science in Nursing (BSN) Students

Fall 2018 – Present/**In progress*

Chair

Spring 2011 – Apr 2013

Shelley A. Johnson, EdD, RN-BC, NE-BC, CNE |

J. Sousou (Rutgers University)

Implementing Transformational Leadership in An Academic Nurse Peer Mentorship Program to Improve Clinical Leadership Skills

**Successful Defense April 2013*

Chair

C. Ford & G. Restrepo (Rutgers University)

Summ 2011 – July 2013

Using E-Mentoring to Promote the Growth and Development of Advanced Beginner Nurses

**Successful Defense July 2013*

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

Academic and Student Affairs Committee

Thursday, September 24, 2020

Agenda Item: V

Subject: Academic Affairs Update

Background Information and Summary: An update on the following item(s) will be provided:

- FAMU Developmental Research School (DRS) Updates