

Florida Agricultural and Mechanical University  
Board of Trustees



Academic Affairs Committee  
Alfred Lawson, Jr., Multipurpose Center  
January 8, 2014

Committee Members: Marjorie Turnbull, Chair  
Torey Alston  
Glen Gilzean  
Narayan Persaud  
Anthony Siders

**AGENDA**

I. Call to Order

**Action Items**

- |   |                               |
|---|-------------------------------|
| II. Approval of Minutes for October 2, 2013 Meeting | Chairman Marjorie Turnbull    |
| III. Tenure Upon Appointment                        | Interim Provost Rodner Wright |
| IV. Accountability Report                           | Dr. Gita Pitter               |
| V. College of Pharmacy – Tuition Increase           | Interim Provost Rodner Wright |

**Information Items**

- |                            |                    |
|----------------------------|--------------------|
| VI. ABA Update             | Dean Leroy Pernell |
| VII. Accreditation Updates | Dr. Gita Pitter    |
| VIII. Adjournment          |                    |



Florida Agricultural and Mechanical University  
Board of Trustees Action Item

Meeting Date January 8, 2014

Agenda Item \_\_\_\_\_

**Item Origination and Authorization**

Policy \_\_\_\_\_ Award of Bid \_\_\_\_\_ Budget Amendment \_\_\_\_\_ Change Order \_\_\_\_\_  
Resolution \_\_\_\_\_ Contract \_\_\_\_\_ Grant \_\_\_\_\_ Other \_\_\_\_\_

**Action of Board**

Approved \_\_\_\_\_ Approved w/ Conditions \_\_\_\_\_ Disapproved \_\_\_\_\_ Continued \_\_\_\_\_ Withdrawn \_\_\_\_\_

**Subject:** Academic Affairs – Minutes (October 2, 2013)

**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.

**Recommendation:** Approve the minutes of October 2, 2013.



**Minutes**  
**Academic Affairs Committee**  
**October 2, 2013**

The meeting was called to order by Committee Chair Marjorie Turnbull. The following Trustees were present: Torey Alston, Glen Gilzean, Narayan Persaud, Anthony Siders, and Marjorie Turnbull. A quorum was established.

Trustee Turnbull asked the members to review the minutes of the August 7, 2013, committee meeting and asked if there were any corrections. Trustee Siders moved approval of the minutes. The motion was seconded by Trustee Alston and the motion carried.

The Committee heard from Dr. Gita Pitter regarding the Performance Funding Model. Dr. Pitter discussed the three proposed institution-specific metrics: (1) Percent of R&D Expenditures Funded from External Sources; (2) Percent Research Doctoral Degrees Awarded in STEM; and (3) Total Research Expenditures.

The committee, by a vote of 3 to 2, recommended the Percent of R&D Expenditures Funded from External Sources and the associated performance thresholds for improvement and excellence scores as the institution-specific measure be submitted to the Board of Governors' staff for negotiations. The recommendation was moved by Trustee Alston and seconded by Trustee Siders. The motion carried.

Next, Provost Wright recommended the *Tenure Upon Appointment* for Professor Joseph Grant. Professor Grant's curriculum vita was reviewed by the College of Law committee, the dean, the University Tenure and Promotion Committee, the Provost, and the President. The CV was reviewed for evidence of highly competent teaching and research and other scholarly activities, services, and contributions to the University and to society. Based upon mutual agreement, Professor Joseph Karl Grant was nominated for tenure upon appointment. Trustee Persaud moved the approval of the *Tenure Upon Appointment* for Professor Joseph Grant. The motion was seconded by Trustee Siders and the motion carried.

As the final action item, Dr. Ann Kimbrough who serves as the Dean of the School of Journalism & Graphic Communication and the Honorable J.C. Watts, Jr., who serves as Chairman of the Black Television News Channel presented additional information about the proposed partnership. A request was made to authorize the president to enter into negotiations of the management agreement. Trustee Alston moved the approval to authorize the president to enter into negotiations of the management agreement. The motion was seconded by Trustee Siders and the motion carried.

The first informational item was regarding the SACS Update. Dr. Edington briefly discussed the SACSCOC Special Committee On-Site Visit on September 24-26, 2013. The Special Committee will issue a draft report within the next few days and the university will review the report for error of fact and determine if a response is needed. A decision on the probation sanction will be rendered at the SACSCOC Annual Meeting in December 2013.



The final informational item discussed was the specialized accreditation issues. There was a brief discussion of the accreditation review of the Doctor of Pharmacy program. One of the areas of concern addressed the low salaries for faculty, which are well below the state and national averages and considerably less than the 25<sup>th</sup> percentile. Dr. Thompson, Dean of the College of Pharmacy and Pharmaceutical Sciences, presented two proposed options for removing the noncompliant status. The options were to request special appropriation or to request tuition increase. The options for providing the salary equity will be included in the response to the Accreditation Council for Pharmacy Education.

In addition, Dean Yeboah discussed the low salaries for faculty at the FAMU/FSU College of Engineering. The salaries are also well below the national average for all ranks (Assistant Professor, Associate Professor, and Professor).

There being no further discussion, the meeting was adjourned at 11:15 a.m.

Respectfully submitted,

Marjorie Turnbull, Committee Chair





Florida Agricultural and Mechanical University  
Board of Trustees Action Item

**Meeting Date:** January 8, 2014

**Agenda Item:** \_\_\_\_\_

**Item Origination and Authorization**

Policy \_\_\_\_\_ Award of Bid \_\_\_\_\_ Budget Amendment \_\_\_\_\_ Change Order \_\_\_\_\_  
Resolution \_\_\_\_\_ Contract \_\_\_\_\_ Grant \_\_\_\_\_ Other \_\_\_\_\_

**Action of Board**

Approved \_\_\_\_\_ Approved w/ Conditions \_\_\_\_\_ Disapproved \_\_\_\_\_ Continued \_\_\_\_\_ Withdrawn \_\_\_\_\_

**Subject: Tenure Upon Appointment**

**Rationale:** In accordance with Article 15.08, Collective Bargaining Agreement (2010 – 2013), “Tenure may be granted to a faculty member by the Board at the time of initial appointment, upon recommendation of the appropriate administrator. The administrator shall consider the recommendation of the department or equivalent unit prior to making his/her final tenure recommendation.”

Tenure Upon Appointment is a condition of employment that is offered to a faculty member who has previously held a tenured position. Requests for Tenure Upon Appointment are approved by the Provost and the President. As a practice, the university-wide tenure and promotion committee has completed courtesy reviews of the documentation. Prior to the review of the documentation by the university-wide tenure and promotion committee, the documentation has been reviewed by both the school/college tenure and promotion committee and the dean of the school/college.

**Recommendation:** The following applicants are recommended for approval of tenure:

<b>Name</b>	<b>College/School</b>
1. Victor Ibeanusi	Environment
2. Jenny Jones	Social Sciences, Arts, and Humanities
3. Sylvester Young	Social Sciences, Arts, and Humanities

Attachments

Curriculum Vitae

for

Victor M. Ibeanusi, Ph.D.



Victor M. Ibeanusi, PhD  
Dean School of the Environment  
Florida A&M University  
Tallahassee, FL 32307-6600  
Telephone: (850) 599-3521  
Facsimile: (850) 599-8183  
Email: [victor.Ibeanusi@famu.edu](mailto:victor.Ibeanusi@famu.edu)  
Citizenship - USA

**Education:**

Ph.D. Molecular Biology (Research area: Applied Environmental Microbiology).  
Atlanta University, Atlanta, GA. 1988; Thesis title: "Mechanisms of Heavy Metal Uptake in  
Microbial System" (Research Advisor include Dr. Joe Gould, Georgia Tech)  
Ms. Biology (Area of Research: Environmental Biology). Atlanta University, Atlanta, GA.  
Thesis: "Water Purification Using Cyanobacteria" 1986  
B.Sc. Microbiology (Area of research: Environmental Microbiology)  
University of Lagos, Lagos Nigeria; Thesis: "Evaluation of *Escherichia coli* and *Bifidobacterium*  
*bifidus* as indicators of Fecal Pollution of Water in the Tropics" 1979

**Experiences at US Government National Laboratories**

- U.S. Environmental Protection Agency, Region 5. *Putting Microbes to Work on Subsurface Contaminants: A Focus on LNAPLs*. USEPA Land and Chemical Division, Region 5, EPA Publication Number 905-B-11-001
  - U.S. Environmental Protection Agency, Region 5, Superfund Division, Innovative Systems and Technology Branch, Field Services Section, Chicago, IL Investigation on vapor/volatile intrusions and assessments of water quality policies
  - National Exposure Research Laboratory, Research Triangle Park, Durham North Carolina. Investigation on bacterial degradation of Perfluorinated Compounds (PFC) and Methods Development of PFCs in biological and environmental matrixes (Summer 2007).
  - Space and Naval Warfare Systems Center (SPAWAR) Summer 2006, San Diego CA [Developed a research proposal in collaboration with the Applied Environmental Branch on 1,2,3-Trichloropropane, titled "Extraction, Kinetics and Biodegradation Studies of 1,2,3-Trichloropropane in Soil and Sediments: A Comprehensive Studies of An Emerging Contaminant"]
  - Oak Ridge National Laboratory, summer 2005, Oak Ridge, TN. Worked on Micro-array analysis project of bacterial communities and bacterial film formation
  - Oak Ridge Institute for Science and Education. Fellow. Summer 2004, Chicago, IL. [Through this fellowship, I had the opportunity as the primary author to prepare the ***Radionuclide Biological Remediation Resource Guide for the U.S. EPA***. This *guide* is part of a series of technology-focused documents prepared by the EPA, designed to address specific contaminants. The present guide outlines various potential phytotechnology and bioremediation methods for treating radioactive wastes.
- Radionuclide Biological Remediation Resource Guide**  
**US Environmental Protection Agency, Region 5**
- EPA National Exposure Research Lab, Athens, GA, 2000. Used the opportunity to conduct a field-based bioremediation demonstration using my patented bioremediation system developed in my lab at Spelman
  - Department of Energy Savannah River Site, Aiken, SC, 1995-1999. This was the site for the field demonstration of my patent on bioremediation of toxic metals and hazardous wastes

**Job Experiences and Employment**

Aug 1, 2013-present

Dean School of the Environment, Florida A&M University



Aug, 1998-July 30, 2013	Founding Chair Environmental Science and Studies Program, Spelman College
Aug, 2005-2013	Professor of Biology, Spelman College
Aug, 1998- July, 2005	Associate Professor of Biology, Spelman College
Aug, 1991-July 1998	Assistant Professor of Biology Spelman College
Aug, 1990-July, 1991	Lecturer, Biology Department. Spelman College
May 1988-July 1990	Research Associate/Post Doc. Biology Department, Morehouse College
Jan, 1981- July,1982	Microbiologist. United Nations-UNICEF Assisted Rural Drinking Water Supply and Sanitation Project for Developing Countries. Nigeria.
June 1979-June 1980	Epidemiological Studies on the spread of meningitis through portable water supplies. A World Health Organization sponsored project. Nigeria

**Scholarly and Programmatic Achievements**

**Programmatic**

- Founding Chair Environmental Science and Studies Program Spelman College
- Initiated and led the efforts for developing the Environmental Health Minor at Spelman College

**Pending Grant**

Title: Target Infusion Project through STEM To-Achieve-Results (TIP-STARs)

Funding Source: NSF

Amount: \$399,140; Project Period: 09/01/2013 - 08/31/2015

Overview. The proposed Target Infusion Project through *STEM To-Achieve-Results (TIP-STARs)* was submitted prior to coming to Florida A&M University. As proposed, the project will focus on restructuring and developing curriculum in Environmental Health to meet accreditation requirements with the National Environmental Health Science and Accreditation Council (EHAC). Through this opportunity the project will: (a) Enhance the quality of undergraduate training in environmental health using specific student training-research activities. The outcome from these research activities will be used to re-structure and develop courses in environmental health curriculum to meet accreditation requirements, and (b) Up grade laboratory infrastructure to support new advances in environmental health research

**Funded Grants and Fellowships**

Enhancement of Environmental Management Technology Using an Engineered Microbial Bioremediation System

Agency: US Department of Energy

Amount: \$200,000

Period: Aug 2008-Sept 2010

Assessment of Environmental Impacts in Coal Mining Sites Using a Predictive GIS-Based Environmental Mining Decision Support System (EMDSS)

Agency: Office of Surface Mining

Amount: \$229,367

Period: Sept 2008-Aug 2010

Enhancing Quality Undergraduate Training Through Advanced Mass Spectrometry

Agency: US Department of Defense/Department of the Army

Amount: \$217,286

Period: August 1, 2007-July 31, 2008

Degradation of Munitions Waste Using a Consortium of Bacterial Strains



Agency: US Department of Defense/Department of the Army  
Amount: \$103,678  
Period: June 2004-June 2006.

International Conference on Safe Water, South Africa  
Agency: Exxon Mobil  
Amount: \$20,000; Period: Sept 1, 2004-August 2005

Senior Fulbright Fellow. March 2004 - 2008

Center for Environmental Sciences  
Agency: US Department of Energy  
Amount: \$500,000; Period: June 2000-June 2002

Providing a Scientific Base for the Combined Use of Bioremediation and Phytoremediation Processes in Removing Contaminants from Soil and Water  
Agency: USEPA  
Amount: \$20,000; Period: January 5-May 31, 2000

Center for Environmental Sciences  
Agency: US Department of Energy  
Amount: \$2.5M; Period: June 1996-June 2000

Enhancing Environmental Science Education at Spelman College  
Agency: Rockefeller Foundation  
Amount: \$124,680; Period: June 1999- June 2000

Bioremediation of heavy metals in coal pile runoffs.  
Agency: US Department of Energy  
Amount: \$363,010; Period: 1995-1999

Enhancing Environmental Science Education and Activities  
Agency: Xerox Corporation;  
Amount: \$5,000; Period: 1997-1998

Bioremediation of Heavy Metals from Contaminated Soil and Water Using an Integrated Mixed Microbial System: A Cost-Effective Ecosystem Approach.  
Agency: AT&T Foundation; Amount: \$100,000; Period: 1993-1995

Undergraduate Research Opportunity Program  
Agency: US EPA  
Amount: \$1.58M; Period: 1993-2012

Enhancing Environmental Education  
Agency: US EPA  
Amount: \$20,000; Period: 1993-1994

**Refereed Publications**

- Ibeanusi, V.M., Ruth Wangia, Marie Wells, and Morayo Adebisi,  
Enhancement of a microbial-bioengineered process in crude-oil clean-up from the Michigan oil spill (2013). Submitted: Journal of Bioremediation & Degradation



- Ibeanusi VM, Jackson E, Coffen J, Jeilani Y (2012) Assessing Bioremediation of Acid Mine Drainage in Coal Mining Sites Using a Predictive Neural Network-Based Decision Support System (NNDSS). *J Bioremed Biodegrad* 3:148. doi:10.4172/2155-6199.1000148. .
- Ibeanusi, Victor (October 2011) *Putting Microbes to Work on Subsurface Contaminants: A Focus on LNAPLs*. USEPA Land and Chemical Division, Region 5, EPA Publication Number 905-B-11-001
- Yassin Jeilani, Beatriz Cardelino, and **Ibeanusi**, Victor. *Ring-Cleavage Rearrangement Reactions of Progesterone by Density Functional Theory and Triple Quadrupole Mass Spectrometry*. *Journal of Mass Spectrometry* April 2011.
- N. Ravi, V. Ibeanusi, Y. Jeilani. "Gas Phase Fragmentation Reactions of Phthalates" Book Chapter in "Phthalates: Chemical Properties, Impacts on Health and the Environment," Invited contribution, *manuscript accepted March 2012*.
- Yassin A. Jeilani, Beatriz Cardelino and Victor Ibeanusi "Density Functional Theory and Mass Spectrometry of Phthalate Fragmentations Mechanisms: Modeling Hyperconjugated Carbocation and Radical Cation Complexes with Neutral Molecules," *Journal of the American Society of Mass Spectrometry* **2011**, 22(11), 1999-2010.
- Yassin A. Jeilani, Beatriz Cardelino and Victor Ibeanusi "Hydrogen and Ring-Cleavage Rearrangement Reactions of Progesterone by Density Functional Theory and Triple Quadrupole Mass Spectrometry," *Journal of Mass Spectrometry* **2011**, 46 (7), 625-634.
- Yassin A. Jeilani, Beatriz H. Cardelino and Victor M. Ibeanusi "Positive Chemical Ionization and Collision Induced Dissociation of Phthalates by Triple Quadrupole Mass Spectrometry: Multipathway Fragmentation Mechanism and Ab Initio Computational Studies." *Journal of Mass Spectrometry* **2010**, 45( 6), 678-685.
- Victor Ibeanusi, Y. Jeilani, Samantha Houston, Danielle Doss, and Bianca Coley Sequential anaerobic-aerobic degradation of munitions waste, *Biotechnol Lett* (2009) 31:65-69, Springer Science-Business Media
- Spelman College Recycling Inventory . Victor Ibeanusi, Bridgette Fountain, Charita Montgomery, Elizabeth Adeyemi, Tiara Cunningham, and Topaz Sampson. *environmental biology (2009) 1: 1-6 Environmental Science & Studies Program, Spelman College Received November 24, 2009 /Accepted November 24, 2009 – This is a special in-class publication written by students in my Environmental Biology class (fall 2009)- attached*
- Jeilani, Y., and Ibeanusi VM. (2008) Advances in Sample Extraction Methods of Endocrine Disrupting Chemicals in Aquatic Environmental Matrices" In review
- **Editor** – Safe Water and Health: Rural Communities at Risk- Published as a special edition of the *Journal of Environmental Monitoring and Restoration*. ISSN 1542-7102; ISBN 0-9724579-0-9
- Ibeanusi Victor and Bernice Scott. 2004. A Cost-Analysis of a Bioremediation System Used in the Treatment and Removal of Metals from Wastewater. *Journal of Environmental Monitoring and Restoration*. Volume 1:139-144
- Ibeanusi VM, and Grab, DA. August 2004. *USEPA Radio nuclide Remediation Resource Guide*. EPA-905-B-04-001. *Superfund Division*. [www.epa.gov/region5superfund](http://www.epa.gov/region5superfund)
- Ibeanusi, V. Donna Piney, and Michelle Thompson "Removal and Recovery of Metals from a Coal Pile Run off". *International Journal for Environmental Monitoring & Assessment*. Published by Culver Academic Publishers Groups, Correct, And The Netherlands. 84: 35-44, 2003.
- Ibeanusi, V., April Hines, Adriana Solar, Laotian Hannon, Erica Garry, and E. Archibald. "Bioremediation of Metals from an Acid Mine Drainage at Cane Creek, Coal Valley Site". *Bioremediation of Inorganic Compounds* pp 53-59.



- Ibeanusi, V., Piney, D., Thompson, M., Jones, S., Gist, L., Buzzer, D., Smith, A., and Wilburn, B. 1999. "Assessment of Metal Recovery from Coal Pile Run Off Waters". *In Environmental Remediation Science and Technology*. ISBN 1-57477-069-1. PP 81-88. **Battle Press.**
- Ibeanusi, V.M. "Biological Process of Remediation Chemical Contamination of a Pond". 1998. **U.S. Patent NO 5,736,048.**
- Ibeanusi, V.M., and E.W. Wilde. 1998. "Bioremediation of Coal Pile Runoff Waters Using an Integrated Microbial Ecosystem" **Biotechnology Letters**. 11:1077-1079
- Ibeanusi, V.M., and E.R. Archibald. "Mechanisms of Heavy Metal Uptake in Mixed Microbial Ecosystem". **Bioremediation of Pollutants in Soil and Water**. American Society for Testing of Materials (ASTM) Publication. PP 191-203. 1995
- Ibeanusi, V.M., and E.R. Archibald. "Coupled Reduction and Removal of Heavy Metals from a Wastewater Using a Mixed Microbial Ecosystem". **Biodeterioration Research** 4:403-407. 1994.
- Ibeanusi, V.M., and E.R. Archibald. "Chromate Reduction and Removal from Simulated Pond Systems". **World Environment**. A Publication of the International Association of Science and Technology for Development. PP 140-142. Acta Press. Anaheim, Calgary, and Zurich. ISBN 0-88986-143-9. 1991.
- Bender, J., E. Archibald, V. Ibeanusi, and J. Gould. "Lead Removal from Contaminated Water by a Mixed Microbial Ecosystem" **Water Science and Tech.** 22:1661-1664. 1989
- Archibald, E, V. Ibeanusi, J. Bender, and J. Gould. "Use of Mixed Microbial Systems for the Removal of Metals from Contaminated Water" **Biodeterioration Research** 2:161-174. 1988
- Bender, J., and Ibeanusi, V.M. "Effects of Supplements on the Bioaccumulation of Lead in *Anabaena spp*" **Environ. Contam. Toxicology** 33:209-213.

#### **SELECTED SCHOLARLY PAPERS PRESENTED**

- The Water Crisis: The Challenges and Opportunities for Increased Access to Safe Drinking Water in Africa. A plenary speaker presentation At the International Water Nexus Summit March 5-7, 2013. A presentation in commemoration of United Nation's 2013 Year of Water, North Eastern University, Illinois , Chicago
- The Role of Microbial Systems in Environmental Restoration and Sustainability After Natural Disasters, A plenary speaker presentation at the International Conference on Clinical Microbiology & Microbial Genomics, Nov 11-14, 2012, San Antonio, TX
- Sustainable Development Thematic Clusters: Transport, Mining Chemicals, Waste Management, Sustainable Consumption and Production, Forests and Natural Resources, Water. 2011. Presented at Capacity Building for the Environmental Protection Agency of Liberia. Organized by the National Council for Science and the Environment
- The High Level National Economic Forum: Liberia's Transformation: Exploring Strategic Option for Inclusive Economic Growth and Sustainable Development in Liberia. Monrovia, Liberia, 2011
- Remediation Technologies and Environmental Management of Groundwater Contaminants, 10<sup>th</sup> Annual U.S. Department of Energy Small Business Conference, August 11-14, 2009, Long Beach CA
- V. Ibeanusi and Y. Jeilani, Mechanistic Insight in Fragmentation Characteristics of Macrolide Antibiotics, Oral Presentation, Georgia Academy of Science Annual Meeting, Atlanta (GA), April 3-4, 2009.
- J. Coffen, Y. Jeilani, V. Ibeanusi, Fragmentation Pathways of Flurotelmor Alcohols by Triple Quadrupole Mass spectrometry, Oral Presentation, Georgia Academy of Science Annual Meeting, Atlanta (GA), April 3-4, 2009.



- S. Mohammed, Y. Jeilani, and V. Ibeanusi, Tandem Mass Spectrometric Fragmentation of Erythromycin by Direct Insertion Probe: a Study of  $m/z$  158 Precursors, Poster Presentation, Georgia Academy of Science Annual Meeting, Atlanta (GA), April 3-4, 2009.
- M. LaFrance, Y. Jeilani, and V. Ibeanusi, Collision Induced Dissociation of Fenbutatin Oxide using Triple Quadrupole Mass Spectrometry, Poster Presentation, Georgia Academy of Science Annual Meeting, Atlanta (GA), April 3-4, 2009.
- Y. Jeilani, M. Allen, V. Ibeanusi "Tandem Mass Spectrometric Fragmentation of Phthalate Esters," Oral Presentation, 60th Southeastern Regional Meeting of the American Chemical Society (SERMACS), Nashville (TN), November 12-15, 2008.
- Y. Jeilani, V. Ibeanusi "Collision Induced Dissociation of Fluorotelomer Alcohols" Poster, 60th Southeastern Regional Meeting of the American Chemical Society (SERMACS), Nashville (TN), November 12-15, 2008.
- Y. Jeilani, V. Ibeanusi "Implementation of Precursor Ion Scanning in the Identification of Multi Pathways in Mass Spectrometric Fragmentation," Oral Presentation, Southeast Region Meeting NOBCCChE, Atlanta (GA), November 7-8, 2008.
- J. Coffen, Y. Jeilani, V. Ibeanusi "Fragmentation of Fluorotelomer Alcohols by Triple Quadrupole Tandem Mass Spectrometry," Poster Presentation, Southeast Region Meeting NOBCCChE, Atlanta (GA), November 7-8, 2008.
- Y. Jeilani, V. Ibeanusi "Laboratory Infrastructure to Enhance Undergraduate Education," Oral Presentation, HBCU-UP National Research Conference, Atlanta (GA), October 23-26, 2008.
- J. Coffen, Y. Jeilani, V. Ibeanusi "Negative-ion Chemical Ionization Tandem Mass Spectrometry of Fluorotelomer Alcohols," Poster, HBCU-UP National Research Conference, Atlanta (GA), October 23-26, 2008.
- V. M. Ibeanusi, Y. A. Jeilani, D. Doss, S. Houston, Identification of shock stress proteins in response to RDX. Poster, *Southern Regional Meeting of the American Chemical Society*, Augusta (GA), November 2007.
- V. M. Ibeanusi, D. Doss, S. Houston, Y. A. Jeilani, Improved degradation of RDX with an RDX-tolerant bacterial isolate. *Southern Regional Meeting of the American Chemical Society*, Augusta (GA), November 2007.
- V.M. Ibeanusi and Y. A. Jeilani. Correlation of shock stress proteins with RDX degradation in bacteria, Oral presentation, *Safewater 2006*, Rio de Janeiro (Brazil), October 23-27, 2006.
- Victor M. Ibeanusi, Bianca M. Coley, Yassin A. Jeilani. Bioremediation of RDX with a Consortium of Bacteria Isolated from Activated Sludge. Poster, 2006 *Society for Industrial Microbiology Annual Meeting*, Baltimore (MD), July/August 2006.
- Yassin A. Jeilani, Deanna D. Cochran, Victor M. Ibeanusi. Anaerobic Degradation of RDX with Activated Sludge. Poster, *EPA Region 4 Symposium*, Atlanta (GA), April 2006.
- Y. A. Jeilani, V. M. Ibeanusi. Degradation of Munitions Waste Using a Consortium of Metal Resistant Bacterial Strains, Poster, International Conference of *Safewater 2005*. San Diego, CA, October 2005.
- Microbiological Examination of Water and Wastewater: A laboratory and field techniques workshop conducted at Mangosuthu Technicon, Durban, South Africa, January 24-Feb 2, 2003
- Tertiary Linkage Program; faculty training workshop for faculty and students at Mangosuthu Technicon (MANTEC) Durban, South Africa, April, 2002
- Ibeanusi, V. Fares Elkatri, April Hines, Adrienne Harris, and Adriana Sola. "Use of an Integrated Bioremediation System in Metal Removal from Wastewater." Presented at the



**6<sup>th</sup> International Symposium on Environmental Geotechnology and Global Sustainable Development.** Seoul, Korea July 2-5, 2002.

- Ibeanusi, V., Hines, A, Sola, A., Griffin, M., Jones, C., Harris, A., Garry, E., and Hannon, L. National Council for Science and the Environment, Dec. 7-8, 2001. Washington DC.
- Ibeanusi, V., Hines, A, Sola, A., Jones, C., Harris, A., Garry, E., and Hannon, L. National Council for Science and the Environment, Dec. 7-8, 2001. Washington DC. National Council for Science and the Environment (NCSE) Dec. 7-8, 2000. Washington DC.
- Environmental Career Organization. Atlanta, October 26-28, 2000.
- Model of Excellence Conference, Atlanta, GA. April, 2000. Student participants: LaToya Hannon and Adrienna Sola
- Ibeanusi, V., Phinney, D., Thompson, M., Smith, A., and Wilborn. "Assessment of Metal Removal from Coal Pile Run off Waters". National Conference on Environmental Remediation Science and Technology. Greensboro, NC. Sept. 9-10, 1998.
- Ibeanusi, V.M., Goodwin, S., and Brandon Wilborn. "The Impact of Coal Pile run-offs on Agricultural Crop Development". 97<sup>th</sup> General Meeting of the American Society for Microbiology. Atlanta, GA. May 17-21, 1998.
- Ibeanusi, V.M., Michelle Thompson, and Amy Smith "Bioremediation of Coal Pile run-off Basins Using an Integrated Microbial Ecosystem". 97<sup>th</sup> conference of the American Society for Microbiology. Atlanta, GA. May 17-20, 1998.
- Model Institution for Excellence (MIE) Conference, April 3—May 2, 1998. San Juan, Puerto Rico.
- "Reduction, Treatment, and Disposal of Hazardous Wastes". Visiting Professor, University of Wisconsin - Madison. November 10-14, 1997.
- Ibeanusi, V.M., and Michelle Thompson. "Bioremediation of Heavy Metals". Savannah River Site (SRS), Aiken, SC. August 1997.
- Ibeanusi, V.M. "In-Situ Bioprecipitation of Heavy Metals from Sediment and Water by a Sulfate-Reducing Metal Resistant Bacterium". International Association and Technology for Development Conference. May 6-9, 1996. Gold Coast, Australia.
- Ibeanusi, V.M., L.Gist, S. Jones, and E. Wilde. "Restoring Ecosystem Integrity of Heavy Metal Contaminated Sites Using an Integrated Ecosystem. International Conference on Bioremediation. European Society for Microbiology. Aberdeen, Scotland. September 10-12, 1995.
- Ibeanusi, V.M., T. Heinemann, S. Jones, K. Eastern, and D. Cash. "Regression Analysis of Major Environmental Parameters Support Enhanced Bioremediation of Conglomerate of Heavy Metals Using an Integrated Ecosystem". Special Symposium on Emerging Technologies in Hazardous Waste Management".
- Ibeanusi, V.M., T. Heinemann, and NaTakie Osborne. "Regression Analysis Supports Enhanced Bioremediation". 95<sup>th</sup> General Meeting of the American Society for Microbiology. May, 1995. Washington, D.C.
- Ibeanusi, V.M., and Bernice Scott "Concepts in Industrial Ecology" AT&T Industrial Ecology Symposium. AT&T Bell Laboratories, Newark, NJ. June 5-6, 1995.
- Ibeanusi, V.M., and Bernice Scott. "Mechanisms of Bioremediation of Toxic Metals: A cost-effective Approach" AT&T Bell Laboratories, Murray Hill, NJ. June 8-9, 1994.
- Ibeanusi, V.M. "Concepts for Developing a Center for Environmental Studies at Spelman". 1994.
- Ibeanusi, V.M., and Lynette Thomas\* (student presenter). "Bioremediation of Lead and Organic wastes using an Integrated Mixed Microbial Ecosystem" American Society for Testing and Materials (ASTM). October 14-15, 1993. Fort Worth, Texas.



- Ibeanusi, V.M., and E. Archibold. "Coupled Reduction of Metal-Organic Pollutants by a Pb-Resistant Bacterium". May 1992. New Orleans. Presentation made at the national meeting of American Society for Microbiology.
- Ibeanusi, V.M., and E. Archibold. "Detoxification and Removal of Hexavalent Chromium from Metal-Contaminated Effluents". World Environmental Conference. April 8-10, 1991. Calgary, Canada.
- Ibeanusi, V.M., and E. Archibold. "Removal of Lead from Contaminated Soil and water using a Mixed Microbial Ecosystem". A national meeting of American Society for Microbiology (ASM). Anaheim, Ca. May 13-17, 1990.

**Sample of Student Presentations. Over 200 undergraduate students have completed research in my laboratory**

- Fragmentation mechanisms of steroid hormones using tandem mass spectrometry. Elizabeth I. Adeyemi\*, Shanon Belle, Yassin A. Jeilani, and Victor M. Ibeanusi
- Lead Removal with Metal Resistant Bacterial Strain in an Aquatic Environment. Samaira Dumpson, Shanon Belle, Yassin Jeilani, and Victor Ibeanusi
- Detoxification and Removal of Selenium from Aquatic Systems. Asia Bright, Shanon Belle, Yassin Jeilani, Victor Ibeanusi (Advisor)
- Mechanisms of Arsenic Detoxification and Removal from the Environment. Cheryl Triplett, Shanon Belle, Yassin Jeilani, and Victor Ibeanusi (Advisor)

This is only a sample of students. At least ten students are actively engaged in research in my lab every year and each student is required to present their findings at a national conference. Ultimately, these student efforts lead to a publication.

**Awards, Recognitions, and Honors Related to Area of Expertise**

- *The Fannie Lou Hamer Achievement Award* – For significant contributions to the community beyond the Spelman Gates made in the spirit of service, justice, love and progress exemplified in the life of activist Fannie Lou Hamer, April 11 2006
- *African-American Pioneer in Water & Environmental Sciences*. Exhibition on displayed at the Atlanta City Hall Atrium. March 8, 2005. Honored by the Mayor of Atlanta, Shirley Franklin and the City of Atlanta Department of Watershed Management. An honor in celebration of Black History Month, highlighting the accomplishments of African-Americans who have made significant contributions to the water and wastewater industries and environmental sciences.
- Senior Fulbright Fellow, 2004-2009
- Conference Chair, *4<sup>th</sup> International Conference on Safe Water: Protecting the Watersheds in South America*. Oct 23-25, 2006, Rio de Janeiro, Brazil
- Conference Chair, *3<sup>rd</sup> International Conference on Safe Water: Safe Water and Health: Exploring the Impacts of Global Demands and Natural Disasters*, Oct 20-21, San Diego Hilton Resort, San Diego, California.
- Conference Chair *2<sup>nd</sup> International Conference on Safe Water* Johannesburg, South Africa, November 4-7, 2004
- Conference Chair *1<sup>st</sup> International Conference on Safe Water*, Atlanta, October 30-November 1, 2003.
- Member Council of Environmental Deans and Directors, National Council for Science and the Environment.
- Research presentation at the American Society for Microbiology (ASM) entitled "Removal of Metals from an Acid Mine drainage using a pH-Redox- Driven Bioremediation Process". Released to the Press for its contributions to the scientific and general communities, May 2001
- Presidential Scholarly Award. Spelman College. 1999
- Fulbright Scholar. "Environmental Protection and Alternative Forms of Energy" Germany and Austria. June 1999



- Ibeanusi, V.M. "Biological Process of Remediating Chemical Contamination of a Pond". 1998. U.S. Patent NO 5,736,048.
- Faculty Development Award. EPA National Exposure Research laboratory, Athens Georgia. 2000.
- Advisory Board Member, Savannah River Environmental Sciences Field Station, Aiken South Carolina. Managed by the US Department of Agriculture, the Forest Service, and Department of Energy. 1996-present.
- Invited to chair a special session on marine ecology at Denmark International Studies Program, with Special Emphasis on Environmental Studies. June 4-12, 1997
- AT&T Foundation Industrial Ecology Fellow. 1993-1995
- Research Paper Titled "Removal of Lead from Contaminated Soil and water using a Mixed Microbial Ecosystem". 1990. [Selected by the American Society for Microbiology as a press release to scientific and lay press]

#### **Editorship**

- Chief Editor, Journal of Bioremediation and Degradation. OMICS Publishers
- Environmental Biology: Applications and Global Responses to Major Environmental Issues – In progress.
- Radionuclide Biological Remediation Resource Guide  
US Environmental Protection Agency, Region 5
- Editor – Safe Water and Health – a special edition of the *Journal of Environmental Monitoring and Restoration*.
- Editorial Board Member – Journal of Environmental Monitoring, Restoration, and Sustainability (JEMRES)
- Editor, Science and the Environment, *The African Quest*

#### **Global and International Programs**

These are summaries of global and international efforts that I initiated and directed:

- **ECOWAS 2007.** *The International Conference on Safe Water: Building Sustainable Communities through Networks.* Abuja, Nigeria. This conference was focus on the ECOWAS (Economic Communities of West African States) region, where as in many parts of the world, open streams still serve as a one-stop-shop for drinking water, laundry, and recreational activities. This forum was to promote the Oguta Lake Watershed Project as a Model of Excellence for Lake Revitalization in Africa.
- **Safe Water 2006.** Rio de Janeiro, Brazil. Through VISION 21, the world community hopes by 2025 to have achieved a universal access to hygiene, sanitation and water services. We believe that this goal could only be attained through increased global awareness of the magnitude of the problem and finding regional solutions. The *Safe Water 2006* International Conference in, titled "*Safe Water and Health: Protecting Watersheds in South America* was focused on protecting the watersheds in South America while addressing the impacts of the lack of access to safe water on public health. Additional details could be found at [www.safewater2006.com](http://www.safewater2006.com)
- **Safe Water and Health:** Exploring Global Demands and Impacts of Natural Disasters, San Diego, California 2005. Focused on the increase in populations, global conflicts, and natural disasters, such as the Tsunami, which have compounded existing problems in many rural and urban communities of the world. Solutions to these issues were addressed.
- **Safe Water and Health:** Water for Life Water for all People. 2004, Johannesburg, South Africa. A focus on regional African problems on access to safe water and health
- **Safe Water and Health:** Rural Communities at Risk. 2003. Atlanta. Focused on global assessments of safe water issues of various regions of the world. Recommendations of solutions to solving these problems were presented and suggestions for creating a model for regional implementation were addressed.



### Published Articles in the *African Quest* for General Audience

- *Endangered Ecosystems: The Impact of the New Millennium on the Environment* November 1998. Vol. 2 No 10, page 12  
[A review of global environmental challenges in this new millennium]
- *Cherry Blossoms in Winter: From El Nino With Love.* Jan. 1998. Issue 10, page 12.
- *Cloning and the Human Spirit: Have Scientists Crossed the Ethical Boundary* Feb. 1998 Issue 11, page 12.
- *The Global Environment: Africa Faces a Race Against Time.* Sept.15, 1997. p9
- *Greenhouse Gases and Global Warming: The African Dimension.* Issue 6, p 9.
- *The Final Countdown to Tokyo Global Warming Conference.* Nov. 15 1997. Issue 8, Page 9.
- *Climate Changes: The El Nino Fury.* Dec. 1, 1997. Issue 9. Page 9
- *River Blindness: An Ancient Scourge Continues to Devastate Africa.* April 1998. Vol. 2. No 4, page 9
- *Providing Good Water Quality in Africa: The Challenges and Solutions.* May 1998. Vol. 2 No 5, page 12.
- *Water Quality in Africa: African Villages and Rural Communities at Risk.* June 1998. Vol. 2 No. 6, pages 12.
- *Availability of Good Water Quality: African Villages and Rural Communities at Risk.* July 1998, page 12.
- *Human Ancestor from Africa – DNA.* August 15, 1997.

### Invited Professional Presentations

- Special Lecture and IMAX Film Presentation. Fernbank Museum of Natural History. Life After Hurricane Katrina. February 7, 2007
- Discussant, *Climate Change and Hurricane Katrina*, Annual Conference of the National Conference for Science and the Environment, Washington DC, January , 2007
- Panel Presenter at the Annual Conference of the National Council for Science and the Environment. **Water for a Sustainable and Secure Future** . Washington DC Jan. 29-30, 2004
- Denmark International Education Conference. Copenhagen, Denmark. June 5-11, 1997.
- Ibeanusi, V.M., "Interdisciplinary Curriculum Development in Industrial Ecology" **AT&T Foundation Industrial Ecology Symposium** June 5-6, 1995.
- "Preserving our Future Today" Campus Executive Forum Academic Relations Program. USA EPA. Virginia, April 26-27, 1994.
- "Blueprint for a Sustainable Future with a Focus in Making Environmental Education a Top Priority. **Campus Earth Summit.** Yale University. January 18-20, 1994.
- "Protecting the Environment: Politics and Policies. Sao Paulo, Brazil. June 1993.
- "Chromate Reduction and Removal in Simulated Pond Systems" World Environment. Calgary, Canada. April 8-10, 1991.

### Workshops/Seminars Conducted

- Environmental Awareness Week "Safe Water and Health: Rural Communities at Risk". April 18, 2004
- Creating Change: Environmental Studies and the Arts. April 4-5, 2003–
- Environmental Justice and Urban Development. April 2002
- Energy Demand: Politics and Policies. April, 2001
- Societal Impact on Energy and Climate Change. April 17-21, 2000
- Information and Technological Applications in Environmental Science Research and Education. April 23-24, 1999.
- Enhancing Liberal Arts Education through Environmental Sciences. April 21, 1998.
- Environmental Awareness Week. April 21-26, 1997.



- "Spelman College Environmental Leadership and Organizing Training Session. March 9, 1996.
- Population Growth and Development: The Role of African American Women April 3-7, 1995.
- Environmental Awareness Week. March 20-25, 1994.
- Enhancing Environmental Education. February 25, 1993.
- Spelman College Environmental Task Force Day". October 21, 1992.

#### **Reviews/Consultations**

- Review Panelist. EPA GRO Program/STAR Program. 1993-2007
- Review Panelist. The Jack Kent Cooke Graduate Fellowship Program. March 15-17, 2002.
- Representative. Udall Foundation. Review of Scholarship applications for Environmental Science and Policy awards. 2001-Present
- Chapter reviews from *Conservation Biology: Concepts and Application* by George Cox. October 1996.

#### **Teaching Effectiveness**

##### **Courses Developed and Taught**

- General Biology 112 – a second tier course for Biology majors
- Cell and Molecular Biology – a senior-level core course requirement for Biology majors
- Environmental Biology – a junior-level course – cross registered in Biology and Environmental Science
- Ecology – a core requirement for Environmental Science majors and an elective for Biology students
- Principles of Bioremediation – a field-based course on hazardous waste management and treatment
- Industrial Ecology
- Introduction to Environmental Science – a core requirement for Environmental Science majors
- Applications in Environmental Science

##### **Courses Reviewed**

- Sustainable Development
- Global Environmental Change
- Introduction to Environmental Health
- Introduction to Toxicology
- Toxicology – an elective course for environmental science and chemistry majors
- Environmental Chemistry – a core requirement for Environmental Science majors and as an elective for Chemistry students
- Soil and Atmospheric Science – an elective for Environmental Science majors, and elective for all science majors
- Introduction to Geosciences- an elective course for Environmental Science majors

##### **Professional Memberships**

- American Society for Microbiology
- Society for Industrial Microbiology
- International Society for Industrial Ecology

##### **Board Membership**

- Upper Chattahoochee Riverkeeper
- The Green Youth Foundation
- Savannah River Field Station

Curriculum Vitae  
for  
Jenny L. Jones, Ph.D.



**JENNY L. JONES, PH.D., M.S.W., A.C.S.W.**  
**Florida A&M University**  
**Department of Social Work**

**Business address:**  
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**Tallahassee, FL 32307**  
**850-412-7787**  
**Jenny.jones@famu.edu**

**Home address:**  
**1632 Osprey Pointe Dr.**  
**Tallahassee, FL 32308**  
**850-6923554**  
**ionesjenny5610@comcast.net**

**EDUCATION**

- Ph.D.**      **Clark Atlanta University**, (WMYJ) School of Social Work, 2002  
Dissertation Title: *Selected Mental Variables and the Impact of Maternal HIV/AIDS Diagnosis on African American Children and Youth.*
- M.P.H.**      Morehouse School of Medicine, (25 hours completed) Concentration:  
Health Policy & Administration, 2001-2002
- M.S.W.**      California State University at Long Beach, 1991  
Concentration: Children, Youth, & Families
- B. A.**      Valdosta State (College) University, 1979  
Major: Psychology; Minor: Special Education

**CERTIFICATES OR LICENSURE**

- ACSW**      **Academy of Certified Social Workers**, 1997-present  
National Association of Social Workers (NASW)

**ACADEMIC POSITIONS**

**Tenured/Tenure earning Appointments**

Associate Professor (tenured-awaiting Board approval) and Chair, Florida A&M University, Department of Social Work, August 2013-present

Associate Professor (tenured-awaiting Board approval) Director, MSW Program Florida A&M University, Department of Social Work, January 2013-present.

Graduate Affiliate Faculty, Virginia Commonwealth University, (2013-present).

Associate Professor (tenured), Virginia Commonwealth University, School of Social Work, 2009-2012.

Assistant Professor (tenure-earning), Virginia Commonwealth University, School of Social Work, 2006-2009.

Assistant Professor (tenure-earning), University of Tennessee, College of Social Work, 2002-2012

**Dissertation and Thesis Committees**

Ben Rosen, Member (VCU Department of Psychology) (2011-present)

Abigail Whyte, Chair (VCU School of Social Work) (Spring 2009-2012)

Derrick Gervin, Member (Clark Atlanta University-W. M.Y. Jr. School of Social Work) (2008-2009)

Samson Chama, Member (VCU School of Social Work) Fall 2007-Fall 2008)

Tracey Jackson, Member (VCU School of Public Policy) (2007-2013)

Em Parente, Member (VCU School of Social Work (Fall 2006-2011)

Andridra Mapson, Member (University of Tennessee) (Fall 2005-Spring 2006)

Kate Chaffin, Thesis Chair (University of Tennessee) (Fall 2004-2005)

**Courses Taught**

Community Org & Policy Practice, I & II (MSW)

Field Liaison (BSW/MSW)

Concentration Social Policy

Child and Family

Child and Adolescent

Legislative Policy Advocacy (new prep)

Strategies in Social Work Administration, Planning, and Policy (MSW)

Social Work Practice and Child Welfare Services (MSW)

Child Welfare Practice (BSW)

Social Welfare Policy and Services (BSW/MSW)

Social Work Practice with Communities and Organizations (MSW)

Leadership and Management in Human Services Organizations (MSW)

**Courses Developed**

Child Welfare Policy and Services (MSW)

Social Work Practice with Individuals and Families (MSW)

Child Abuse and Neglect (BSW)

**Directed Research Studies**

Carmen Monico (PhD)

Jody Hearn (PhD)

**Web-based Courses**

Social Work Practice and Child Welfare Services



## ADMINISTRATIVE APPOINTMENTS

**Chair, Department of Social Work, Florida A&M University, Tallahassee, FL. (August, 2013-present).**

Provide day to day oversight and leadership of department to include both MSW and BSW program, faculty and support personnel.

**MSW Program Director, Master of Social Work Program, Florida A&M University, Tallahassee, FL. (2013-present).**

Provide day to day oversight of the MSW program to include curriculum management and development, course scheduling, student advisement, supervision of MSW program faculty and support personnel.

**Program Director, Council on Social Work Education—Minority Fellowship Programs. (CSWE-MFP) 2007-2010.**

Provided administrative oversight to the Minority Fellowship Programs; responsible for coordination of professional and career development trainings for current fellows (doctoral students), mentoring, grant writing, monitoring program evaluation activity, and report writing.

## PROFESSIONAL EXPERIENCE

**Social Work Consultant (2001-present).** Provide services and consultations to professionals and human services organizations, including workshops, trainings, grant-writing, and program evaluation.

**Clinical Social Work Practice (1992-2001).** Provided clinical services and consultation to professionals and human services organization including direct clinical practice, group facilitation, supervision, program development, coordination and management, and case management. See below the list of organizations:

Jerusalem House Inc. Atlanta, GA, 1999-2001

Positive Impact, Inc., Atlanta, GA, 1999-2000

Drew Child Development Corp., Los Angeles, CA, 1992; 1995-1998

Dangerfield Institute of Urban Problems, Los Angeles, CA, 1993-95

Maternal Child Health Bureau (Ryan White Care Act, Title IV Programs), Bethesda, MD, 1994- 1995

Los Angeles Pediatric AIDS Network (LAPAN). Los Angeles, CA, 1992-1994

Institute for Black Parenting, Los Angeles, CA, 1990-1992

Associated Social Resources, Los Angeles, CA, 1992

UCLA-Focus Project (grant-funded research project), Los Angeles, CA 1992

Children's Home Society of California, Los Angeles, CA, 1999-1998

Los Angeles County Department of Children's Services, Los Angeles, CA, 1984-1988

Department of Health and Rehabilitation Services/CYF, Tallahassee, FL, 1983-1984

Gadsden County School Board, Quincy, FL, 1980-1983



## RESEARCH GRANTS and CONTRACTS

- 2011      Title: Improving Service Delivery to Youth in the Child Welfare System  
 Funding Source: Administration of Children, Youth and Families (ACYF)  
 Role: Lead Evaluator, (PI: John Dougherty)  
 Amount: \$325,000 (150,000) School of Social Work  
 Status: Not funded
- 2011      Title: Inhalant Use among School Aged Children in Chesterfield County  
 Funding: Virginia Commonwealth University, Presidential Research  
 Initiative Program (PRIP)  
 Role: Principal Investigator  
 Amount: \$50,000  
 Status: Not Funded
- 2010      Title: Pregnancy Prevention Project  
 Funding Source: Office of Adolescent Health (OAH)  
 Role: Co-Investigator, (PI: Faye Belgrave)  
 Amount: \$5.5 mil (\$750,000) School of Social Work  
 Status: Not funded
- 2010      Title: HIV and Child Welfare Project  
 Funding Source: National Institute for Health (NIH) R-21  
 Role: Co-Investigator, (PI: Binta Alleyne)  
 Amount: \$250,000 (\$125,000) School of Social Work  
 Status: Not funded
- 2008-2010      Title: Minority Fellowship Program  
 Funding Source: Substance Abuse and Mental Health Services  
 Administration (SAMHSA) T-32  
 Role: Project Director, (PI: Julia Watkins)  
 Amount: \$2,812,164 (\$170,000) School of Social Work (over 3 yrs.)  
 Status: Contract awarded
- 2008      Title: Affected Children's Group  
 Funding: Children Affected by AIDS Foundation (CAAF)  
 Role: Principal Investigator  
 Amount: \$25,000  
 Status: Not funded
- 2007      Title: Home Buy5 Program  
 Funding: Virginia Supportive Housing  
 Role: Principal Investigator  
 Amount: \$5,500  
 Status: Funded



- 2002-2006 Title: Child Protective Services Supervisors Development Project, TN  
Funding Source: AYF/Children's Bureau/ TN Department of Children Services  
Role: Principal Investigator  
Amount: \$500,050  
Status: Funded
- 2003-2004 Title: Middle Tennessee HIV/AIDS Prevention  
Funding Source: Ryan Community AIDS Partnership  
Role: Co-Investigator (PI: Sam MacMaster)  
Amount: \$ 72,000  
Status: Contract awarded
- 2003-2007 Title: Evaluation Project  
Funding Source: First Response Center  
Role: Principal Investigator  
Amount: 25,000  
Status: Contract awarded
- 2001 Title: Transitional Foster Care  
Funding Source: Casey Family Program/CAU School of Social Work  
Role: Research Assistant (PI: Dan Young)  
Amount: \$1,500  
Status: Contract awarded
- 1998 Title: Welfare Reform Project  
Funding Source: CAU, school of social work  
Role: Research Assistant (PI: Dan Young)  
Amount: \$1,500  
Status: Contract awarded
- 1995 Title: HIV Project  
Funding Source: Michigan Public Health Institute, Detroit, MI  
Role: Principal Investigator  
Amount: \$3,500  
Status: Contract awarded

### **NON-RESEARCH RELATED CONTRACTS AND GRANTS**

- 2010-2011 Title: Teaching Strategies for Reducing Disaster Risk With International  
Disaster Case Studies: Beyond the Haiti Earthquake  
Funding Source: Center for Teaching Excellence, Virginia Commonwealth University  
Role: Co-Investigator  
Amount: \$3,500 (\$1700) SSW



## SCHOLARSHIP

### Authored Book

Thomas, J., Horton, L., Jeppson, E., & Jones, J. (1996). *Making connections—Building family support networks for families living with HIV*. Maryland: Institute for Family-Centered Care.

### Edited Book

Jones, J.L. & Sundet, P. (Eds.). (2007). *Developing an empirically-based practice initiative: A case study in CPS supervision*. Haworth Press, Inc.: New York.

### Book Chapters \* Journal articles

- \*Jones, J.L. (2008). The prevalence of HIV-infection among African American substance abusing women: A qualitative investigation. In Bride, B., & MacMaster, S. (Eds). *Stress, trauma, and crisis: An international focus* (pp. 53-64). Routedledge Press: PA.
- \*Bride, B.E., Jones, J.L., & MacMaster, S.A. (2007). Correlates of secondary traumatic stress in child protective services workers. In Jones, J. & Sundet, P. (Eds.). *Developing an empirically-based practice initiative: A case study in CPS supervision*. Haworth Press: New York.
- \*Jones, J. L., Washington, G., & Steppe, S. (2007). The role of the supervisor in developing clinical decision-making skills in child protective services (CPS). In Jones, J. & Sundet, P. (Eds.). *Developing an empirically-based practice initiative: A case study in CPS supervision*. Haworth Press: New York.
- \*Steppe, S., Jones, JL. (2007). Challenges to conducting evidence-based practice research in public child welfare: A case study. In Jones, J. & Sundet, P. (Eds.). *Developing an empirically-based practice initiative: A case study in CPS supervision*. Haworth Press: New York.
- Jones, J.L., Carter, C.S. (2005). HIV disease and women. In Carter, C.S. (Ed.), *Social work and women's health: Resources on health empowerment advocacy and literacy*. Washington, DC: CSWE Press.
- \*Jones, J. (2005). Permanency planning and HIV affected families: Options for care. In Dulmus, C. N., & Sowers, K. M. (Eds.). *How institutions are shaping the future of our children: For better or worse?* Haworth Press: New York.

### Refereed Journal Articles

#### Child Welfare Affiliates

Stokes, C., Hong, J.S., Algood, C., & Jones, J.L. (under review). Understanding Infant/Child Mortality in Developing Countries: A Neglected Area of Social Work Practice.



Jones, J.L. (2012). Supervisory support in preventing and ameliorating secondary traumatic stress among child welfare workers. *CW 360° Magazine*. Center for Advanced Studies in Child Welfare (CASCW), University of Minnesota. (Invited Publication)

\*Jones, J. L., Washington, G., & Steppe, S., (2007). The role of the supervisor in developing clinical decision-making skills in child protective services (CPS). *Journal of Evidence-Based Social Work Practice*, 4 (3/4).

\*Bride, B., Jones, J. L., & MacMaster, S. A. (2007). Correlates of secondary traumatic stress in child protective services workers. *Journal of Evidence-Based Social Work*, 4 (4/3).

\*Steppe, S., Jones, JL. (2007). Longitudinal research design and the realities of changing practice environments: The difficulty in testing models doe evidence based practice ---A cased study. *Journal of Evidence-Based Social Work*, 4(4/3).

Bride, B., & Jones, J. L. (2006). Secondary traumatic stress in child workers: Exploring the role of supervisory culture. *International Journal of Continuing Social Work Education*, 9 (2/3).

Jones, J. L., & Cho, S. (2006). The impact of organizational culture on intention to remain in public child welfare: A case study in Tennessee. *International Journal of Continuing Social Work Education*, (9) 2/3.

Washington, G., Johnson, T., Jones, J. L., & Langs, S. (2006). African-American boys in relative care and a culturally-centered group mentoring approach. *Social Work and Groups*, 30 (1), 45-70.

Jones, J. L., Alexander, D., & Patterson, N. (2003). The Tennessee child protective services supervisor's development project. *International Journal of Continuing Social Work Education*, 6 (1/2), 74-78.

Bride, B., Jones, J. L., MacMaster, S., & Shatila, S. (2003). The Tennessee child protective services supervisors' development project: Evaluating process, outcome, and the role of secondary traumatic stress and burnout. *International Journal of Continuing Social Work Education*, 6 (1/2), 79-84.

#### HIV/AIDS Affiliates

Jones, J.L, MacMaster, S.A., Rasch, R.F.A., Cooper, R.L. (2009). The Experiences of African American Male Commercial Sex Workers At-Risk for HIV: Accessing Outreach Services. *Journal of Gay and Lesbian Social Services*, 21, (1-2).

MacMaster, S. A., Jones, J. L., Rasch, R., Crawford, S. L., Thompson, S., & Sanders, E.M. (2007). Evaluation of faith-based culturally relevant services for African American substance users at risk for HIV in the Southern United States. *Research on Social Work Practice*, 1 7(2), 229-238.



MacMaster, S., Crawford, S., **Jones, J. L.**, Rasch, R.F.R., Crawford, S., Thompson, S., Sanders, E.M. (2007). Metropolitan community AIDS network: faith-based culturally relevant services for African American substance users at risk for HIV. *Journal of Health and Social Work*.

\***Jones, J.L.** (2005). The prevalence of HIV-infection among African American substance abusing women: A qualitative investigation. *Stress, Trauma, and Crisis: An International Journal*, 8 (2/3), 131–142.

Shatilia, S., MacMaster, S. A., **Jones, J. L.**, & Chaffin, K. (2005) CRACK: Unethical? What about misogynist, racist and classist? *Journal of African American Studies*, 9 (1), 32–42.

**Jones, J.L.** (2004). Permanency planning and HIV affected families: Options for care. *Journal of Human Behavior in the Social Environment*, 9 (1/2), 57–68.

#### **Evaluation Practice Affiliates**

Jones, J.L. (2013). Walking the Talk. *American Evaluation Association Newsletter*, Vol. 13(2).

Jones, J.L., (2012). Think Tank Honors Asa Hilliard & Explores Culturally Responsive Evaluation. *American Evaluation Association Newsletter*, Vol 12(9.2).

Jones, J.L., (2012). AEA 365 Blog: A Tip A Day For and By Evaluators. Cultural Competence Week: Jenny Jones on the Fifth Annual Asa G. Hilliard III Think Tank on Relational Ecosystems. [www.aea365.org](http://www.aea365.org)

**Jones, J.L.** & Meeks, G. (revise/resubmit). Conducting program evaluation in community-based organizations when the data already exist; Lessons learned. *Evaluation and Program Planning: An International Journal*

Gervin, D., **Jones, J.L.**, Spriggs, M., Farris, K. (2010). Evaluation Development and Use in Social Work Practice. *Journal of Multidisciplinary Evaluation*, 6 (14), 85-101.

#### **Social Work Teaching and Practice Affiliate**

Leisey, M., Cole, P., Hopkins, K., **Jones, J.L.**, Kim, Y., Mulroy, E., Netting, F.E., O'Connor, M.K., Rotabi, K.S., Thomas, M.L., Weil, M.O., & Wike, T. (2013). On the making of female macro social workers. *Reflections: Narratives of the Helping Professions*, (18)4.

Jones, J.L., (2013). *Help Starts Here*. National Association of Social Workers. <http://www.helpstartshere.org/tag/dr-jenny-jones>

**Jones, J.L.**, Rotabi, K.S., Levy, J., Gray, L.A. (2012). An Interdisciplinary approach to developing innovative teaching strategies for responding to global disasters. *Advances in Social Work Global Problems Local Solutions*



<http://advancesinsocialwork.iupui.edu> , 13(2), 262-278.

**Jones, J.L.**, (2010). Help Starts Here. National Association Social Workers.  
<http://www.helpstartshere.org>

### **Technical Reports/Monographs**

**Jones, J. L.** (2008-10). Substance Abuse Mental Health Services Administration (SAMHSA) T-32 Training Grant for CSWE-Minority Fellowship Program Final Progress Report. Unpublished document

**Jones, J. L.** (2008-10). National Institutes of Mental Health (NIMH) T-32 Training Grant for CSWE-Minority Fellowship Program Progress Report. Unpublished document.

**Jones, J. L.** (2008). Virginia Supportive Housing, Home Buy5 Program Evaluation Report. Unpublished document.

**Jones, J.L.** (2007). *Evaluation Report: Methadone Outreach Retention Enhancement (MOORE)*. Unpublished document.

**Jones, J. L.** (2006). *The Tennessee Supervisors Project Final Evaluation Report*. Unpublished document.

**Jones, J.L.** (2005). *Mobilizing communities for HIV prevention: community capacity building assistance initiative (MICTAN) Evaluation Report*. Unpublished document.

MacMaster, S. A. **Jones, J. L.**, Bride, B. E. (2004). *United Way of Middle Tennessee (Ryan White Consortium of AIDS Programs) Evaluation Report*. Unpublished document.

MacMaster, S. A., **Jones, J. L.**, Bride, B. E. (2003). *United Way of Middle Tennessee (Ryan White Consortium of AIDS Programs) Evaluation Report*. Unpublished document.

### **Curriculum Development**

**Jones, J. L.** (2005). *Child Welfare Supervision: University-Community Partnerships in the Development of a Child Welfare Training Certificate*. Child Welfare Gateway Information. [www.childwelfare.gov](http://www.childwelfare.gov)

## PEER REVIEWED PRESENTATIONS

### Paper Presentations

- Jones, J.L.,** Gervin, D., Toure, I., Crusto, C. (2012). *Complex Ecologies: Relational Ecosystems - An Interrelated Worldview of Environmental Dynamics (5<sup>th</sup> Annual Think Tank)*. The American Evaluation Association, Minneapolis, MN.
- Jones, J.L.,** Washington, G., Johnson, T.K. (2012). *Applying to Doctoral Program: What you Need to Know*. National Association of Black Social Workers Annual Conference, Atlanta, GA.
- Jones, J.L.,** Rotabi, K.S., Levy, J., Gray, L.A. (2011). *Teaching Strategies For Reducing Disaster Risk*. CSWE-APM, Atlanta, GA.
- Jones, J.L.,** Gervin, D., Toure, I., Crusto, C. (2011). 4<sup>th</sup> Annual *Asa Hiilard Think Tank*. Diversity Committee: The American Evaluation Association Annual Conference, Anaheim, CA.
- Jones, J.L., (2010). *HIV/AIDS and Women's Health: Implications for Social Work Practice*. 6<sup>th</sup> Annual Changing Health Conference, Dublin Ireland.
- Roberts-Lewis, A., **Jones, J.L.**, & Carlton-LaNey, I. (2010). *Acculturation, Barriers, and Challenges of the Academy: Crafting a Successful Research Career – Specific Considerations for Minorities*. CSWE-APM, Portland, OR.
- Crusto, C., **Jones, J.L.**, Toure, I., Tibbets, K. (2010). 3<sup>rd</sup> Annual *Asa Hiilard Think Tank*. Diversity Committee: The American Evaluation Association Annual Conference, San Antonio, TX.
- Jones, J.L.,** Washington, G., & Johnson, T. (2010). *Maximizing your Ph.D. inside and outside of the academy (Part II)*. National Association of Black Social Workers 42<sup>nd</sup> Annual Conference, Philadelphia, PA.
- Johnson, T., & **Jones, J.L.**, (2010). *Increasing African Americans' Involvement in Asset Building Programs: Applications of the Institutional Perspective*. National Association of Black Social Workers 42<sup>nd</sup> Annual Conference, Philadelphia, PA.
- Farris, K., Robinson, J., **Jones, J.L.**, & Davis, S.K. (2009). In living color: Black women in evaluation, teaching, and praxis (Multi-paper presentation). American Evaluation Association Annual Conference, Orlando, FL.
- Jones, J.** Toure, I., Tibbets, K., Jones, L. (2009). 2<sup>nd</sup> Annual *Asa Hiilard Think Tank*. Diversity Committee: The American Evaluation Association Annual Conference. Orlando, FL.



- Jones, J.L., Meeks, G., Johnson, S. (2008). *Achieving homeownership for families at risk of homelessness via asset building: Does it really work?* American Evaluation Association Annual Conference. Denver, CO.
- Jones, J.L., Johnson, T.K., & Washington, G. (2008). *Maximizing your Ph.D. inside and outside of the academy (Part I)*. National Association of Black Social Workers 40<sup>th</sup> Annual Conference, Los Angeles, CA.
- Jones, J.L. (2007). *Demystifying the myths about HIV transmission*. 7<sup>th</sup> Annual African American Families Conference, University of Georgia. Athens, GA.
- Jones, J.L. & Washington, G. (2007). *Implementing structured casework supervision among frontline CPS supervisors in a public child welfare setting*. National Association of Black Social Workers 39<sup>th</sup> Annual Conference. Detroit, MI.
- Jones, J. L. (2006). *Structured casework supervision among frontline CPS workers in Tennessee*. American Evaluation Association Annual Conference. Portland, OR.
- Tucker-Brown, A., Jones, J.L. (2006). *HIV Prevention Programs [Roundtable Discussion]*. American Evaluation Association Annual Conference Portland, OR.
- Jones, J. L., Davis, S., Tungate, S. (2005). *Issues in ethics and valuation: crossing borders, crossing boundaries*. American Evaluation Association Annual Conference. Toronto, Canada.
- Jones, J. L., Hampton, J., Crawford, S.L., & Sanders, E. (2005). *Mobilizing communities for HIV prevention: community capacity building assistance initiative*. Society for Social Work Research Annual Conference). Miami, FL.
- Graves, N., Reynolds, J., Jones, J. L., & Collins-Camargo, C. (2004). *Enhancing supervisory practices in child welfare: Partnerships for professional development and positive outcomes [multi-paper]*. (OCAN) Annual Conference. Boston, MA.
- MacMaster, S., Bride, Jones, J. L., & Crawford, S.L. (2004). *Methodological issues in assessing the social services needs of individuals with HIV/AIDS*. American Evaluation Association Annual Conference. Atlanta, GA.
- Davis, S., Kirkhart, K., Jones, J. L., & Kazi, M. (2004). *Strategies for teaching social work students about evaluation [multi-paper]*. American Evaluation Association Annual Conference. Atlanta, GA.
- Davis, C., MacMaster, S., Jones, J. L., & Scruggs, J. (2004). *Social Workers as Advocates: The Forgotten Role?* Tennessee Conference on Social Welfare (TCSW). Nashville, TN.



- MacMaster, S. A., Jones, J. L., & Crawford, S. (2004). *Culturally relevant, federally funded faith-based substance abuse treatment services for substance users at risk for HIV/AIDS*. The Lonnie E. Mitchell National HBCU Substance Abuse Conference. Washington, DC.
- Jones, J.L. (2003). *Building skills among child welfare supervisors and case manager*. Tennessee Conference on Social Welfare Annual Conference. Nashville, TN.
- Jones, J.L. & Cummings, S. (2003). *HIV/AIDS and older clients*. NASW-Tennessee Annual Conference. Nashville, TN.
- MacMaster, S. A., Crawford, S., & Jones, J. L. (2003). *Federally funded faith based substance abuse treatment services for African American heroin and cocaine users at risk for HIV*. Society for Social Work Research Annual Conference. New Orleans, LA.
- Jones, J.L., Washington, G., & Chaffin, K. (2003). *Mentoring techniques applied with child protective services supervisors (CPS) in public child welfare settings*. 17th Annual Conference of the American Evaluations Association. Reno/Sparks, NV.
- Jones, J.L. (2003). *A study of mental health factors in healthy African-American children and adolescents affected by maternal HIV/AIDS diagnosis*. East Tennessee Conference on Social Welfare Regional Conference. Knoxville, TN.
- Jones, J.L. (2000). *Adoption & foster care services for African American children: Is kinship care the answer?* UGA's 4<sup>th</sup> Annual Conference on African-American Families. Athens, GA.

### Poster Presentations

- Gervin, D., & Jones, J.L. (2009). *Factors that Facilitate Development of Evaluation Knowledge and Skill: Mapping the Responses of Social Work Field Instructors*. CSWE APM Annual Conference, San Antonio, TX.
- Jones, J. L. (2007). *Women and HIV disease*. Institute of Women's Health Research Day. Virginia Commonwealth University, Richmond, VA.
- Jones, J. L., Page, P., & Washington, G. (2006). *Mentoring CPS supervisors in public a child welfare setting: A process evaluation*. CSWE: Annual Program Meeting, Chicago, IL.
- Bride, B. E., Jones, J. L., MacMaster, S. A., Shatila, S. (2004). *Prevalence and correlates of secondary traumatic stress in CPS case managers and supervisor*. Society for Social Work Research Annual Conference. New Orleans, I.A.



- Jones, J.L.** (2003). *African American women and HIV disease: Coping with disclosure*. NIMH Research Conference on the Role of Families in Preventing and Adapting to HIV/AIDS. Washington, DC.
- Jones, J.L.** (2002). *African American women and HIV disease: A system's response*. American Evaluations Association Annual Conference. Washington, DC.
- Jones, J.L.** (2002). *A study of mental health needs in healthy African American children and adolescents affected by maternal HIV/AIDS diagnosis*. NIMH Research Conference on the Role of Families in Preventing and Adapting to HIV/AIDS. Miami, FL.
- Jones, J.L.** (2002). *A program evaluation of the efficacy of an HIV support group for women*. Society for Social Work and Research Annual Conference. San Diego, CA.
- Jones, J.L., & Mapson, A.** (2001). *A program evaluation of Jerusalem House HIV support group*. American Evaluations Association Annual Conference. St. Louis, MO.
- Jones J.L., & Mapson, A.** (2001). *A program evaluation of the efficacy of a residential support group for HIV positive women*. NIMH Research Conference on the Role

### INVITED PRESENTATIONS

- Jones, J.L., (2012). *Ten Tips for Academic Job Search*. Minority Fellowship Program, CSWE Annual Program Meeting, Washington, DC.
- Jones, J.L. (2011). *Mentoring for Career Success*. Minority Fellowship Program, CSWE-Annual Program Meeting, Atlanta, GA.
- Jones, J.L., Hatcher, S., & Piedra, L.** (2011). *Preparing For An Academic Position: What Do You Need Know?* Minority Fellowship Program Annual Luncheon (Panel Presentation), Society For Social Work Research Annual Conference. Tampa, FL.
- Jones, J.L. (2010). *Multiethnic Issues in Evaluation (TIG) Professional Development Seminar*. The American Evaluation Association Annual Conference, San Antonio, TX.
- Crusto, C., Bledsoe, K., **Jones, J.L.**, Kirkhart, K., Whitmore, E., Tibbets, K. (2010). *Cultural Competency in Evaluation: Discussion of the American Evaluation Association's Public Statement on the Importance of Cultural Competence in Evaluation*. (Invited Presidential Strand) American Evaluation Association Annual Conference, San Antonio, TX.



- Jones, J.L. (2009). *Dynamics of Family Preservation Services: Office of Student Affairs Annual Luncheon (Panel Presentation)*. National Association of Black Social Workers 42<sup>nd</sup> Annual Conference, Louisville, KY.
- Jones, J.L. (2008). *Results of the in-house evaluation of the Minority Fellowship Programs (MFP)*. GADE annual meeting. Salt Lake City. Utah.
- Jones, J. L., Washington, G. (2007). *The impact of structured clinical casework supervision on organizational practice and client outcomes*. The Children's Bureau Quality Improvement Centers and Technical Assistance Networks. Crystal City, VA.
- Jones, J. L. & Bride, B. (2006). *Results of a - year longitudinal study among CPS supervisors in Tennessee*. Child Welfare Summit. Memphis, TN.
- Jones, J.L. (2006). *Disproportionate Minority Confinement: A Game Plan for Judges*. 22<sup>nd</sup> Joint Conference on Juvenile Justice. Tennessee Council of Juvenile and Family Court Judges. Chattanooga, TN.
- Jones, J.L. (2005). *Pioneering Efforts of African American Social Work Pioneer*. NASW Black History Month Program. Nashville, TN.
- Jones, J. L. (2004). *Evaluation: A Tool for Decolonizing and Transforming Social Work Instruction, Practice and Research*" (Keynote address). The Whitney M. Young, Jr., School of Social Work, Clark Atlanta University. Atlanta, GA.
- Raheim, S., Lazzari, M., & Jones, J. (2004). *Diversity and Social and Economic Justice*. (Panel Presentation). CSWE-APM. New York.

## SESSION ORGANIZER/DISCUSSANT

- October 2012      *Hindsight is 20/20: Reflecting on Missed Opportunities, Missteps, and Successes in Attending to Culture and Context in Evaluation Practice (think tank)*. The American Evaluation Association Annual Conference, Minneapolis, MN.
- October 2012      *Adoption of the AEA Public Statement on Cultural Competence in Evaluation: Moving From Policy to Practice and Practice to Policy (think tank)*. The American Evaluation Association Annual Conference, Minneapolis, MN.
- October 2011      *Practical Applications of the AEA Public Statement on Cultural Competency In Evaluation (think tank)*. The American Evaluation Association Annual Conference, Anaheim, CA.
- October 2011      *The Measurement of Issues Affecting the African American*



- Population: Uncovering the Value (multi-paper session).* The American Evaluation Association Annual Conference, Anaheim, CA.
- November 2009 *Culture is Context: The Role of Intersectional Theories in Framing HIV Substance Abuse Interventions Targeting African American Women (multi-paper session).* The American Evaluation Association Annual Conference, Orlando, FL.
- November 2009 *Child Welfare Work Force Development (Multi-paper session).* CSWE-APM, San Antonio, TX.
- November 2008 *Evaluation Policy and Practice: Its Impact on African American Women's Sexual and Reproductive Health (multi-paper).* American Evaluation Association Annual Conference. Denver, CO.
- November 2008 *Asa Hiilard Think Tank.* The American Evaluation Association Annual Conference, Denver, CO.
- October 2008 *Finding A Job: Underrepresented Job Seekers (Panel Discussion).* CSWE-APM, Philadelphia, PA.
- October 2008 *Writing for Publication (Panel Discussion).* CSWE-APM, Philadelphia, PA.
- October 2007 *Finding A Job: For Underrepresented Job Seekers (Panel Discussion).* CSWE-APM, San Francisco, CA.
- February 2007 *Leadership Skills and Tools in a Diverse Environment: A Panel Presentation.* CSWE-Leadership Meeting. Charleston, SC.
- October 2005 *Evaluation in Child Welfare Services (mult-paper):* Social Work TIG American Evaluations Association Annual Conference. Toronto, Canada.
- October 2005 *Partnership and Capacity Building: Multi-Ethnic Issues* TIG American Evaluations Association Annual Conference, Toronto, Canada.
- February 2005 *The Center for Diversity and Social and Economic Justice: Planning and Implementation.* CSWE-AMP, New York, NY.
- November 2004 *Child Welfare Evaluation: Social Work TIG* American Evaluators Association Annual Conference, Atlanta, GA.



## PROFESSIONAL TRAININGS

- Summer 2007 Tools for Evaluating Home-Ownership Program. Virginia Supportive Housing. Conducted workshop to Board and program staff regarding participatory evaluation practices. Richmond, VA.
- Spring 2005 Cultural Competency Training. First Response Center (FRC). Conducted training for faith-based organization program staff. Training content included: definition of cultural competency, cultural competency and faith, etc. Nashville, TN.
- Fall 2004 HIV/AIDS Disclosure Training. Meharry Medical School. Conducted training for HIV/AIDS prevention program staff. Training content included: facts about HIV/AIDS, disclosure process, and cultural sensitivity in talking about disclosure. Nashville, TN.

## PROFESSIONAL CONSULTATIONS

- Spring 2008 National Association of Black Social Workers (NABSW) Annual Conference. Consulted with doctoral students regarding effective strategies to navigate and enhance and their doctoral program experience. Los Angeles, CA.
- Spring 2007 National Association of Black Social Worker (NABSW) Annual Conference. Consultation with Child Welfare Track organizer to discuss trends in supervision, and ways to enhance conference sessions related to child welfare.
- Summer 2007 Virginia Institute for Social Services Training Activities. Reviewed supervisory training curriculum and provided feedback designed for child welfare supervisors. Richmond, VA.
- Summer 2007 Massachusetts Dept of Social Services. Reviewed supervisory training curriculum and provided feedback designed for child welfare supervisors.
- September 2002 "Brian-A. Racial Disparities Initiative". One-year initiative to investigate racial disparities among African American children in Dept of Children Services' custody Nashville, TN.



## PROFESSIONAL DEVELOPMENT

- 2011 Robert Woods Johnson Research Symposium, Princeton, New Jersey.
- 2010 African American Aging Research, Institute for Social Research, Michigan Center for Urban African American Research, University of Michigan, Ann Arbor MI.
- 2009-2010 Virginia Women's Network for Higher Education, Virginia Commonwealth University
- 2009 Center for Teaching Excellence Technology Institute—The Networked Generation, Virginia Commonwealth University, Richmond, VA
- 2008 Research and Empirical Applications for Curriculum Enhancement in Social Work (REACH-SW), CSWE-APM. Philadelphia, PA
- 2008 Reaffirmation Workshop (revised EPAS) Council on Social Work Education, Office of Social Work Accreditation and Educational Excellence, Alexandria, VA
- 2007 Integrating Technology into the Classroom, Center for Teaching Excellence, Virginia Commonwealth University, Richmond, VA
- 2006 Jr. Faculty Mentoring Program—Center for Teaching Development, Virginia Commonwealth University, Richmond, VA
- 2005 Qualitative Data Coding and Software Use, Toronto Canada
- 2004 Teaching Seminars: CSWE—APM, Anaheim, CA.
- 2004 Ethics Training: NASW—TN statewide conference, Nashville, TN
- 2004 Qualitative Data Analysis, Evaluators Institute, Washington, DC
- 2003 Qualitative Methods, Evaluators Institute, Washington, DC
- 2001 Logic Modeling for Beginners, American Evaluators Association, St. Louis, MO
- 2000 Ethical Issues in Research Services: National Institute of Health and Department of Mental Health Law and Policy, University of South Florida



## FELLOWSHIPS AND AWARDS

- 2011 Council on the Role and Status of Women in Social Work Education Mentor Award, CSWE-APM, Atlanta, GA
- 2006 Research Fellow, ICPSR Summer Program in Quantitative Methods of Social Research, Univ. of Michigan, Ann Arbor, MI
- 2006 Social Worker of the Year Award, NASW-TN Chapter
- 2006 Honorary Membership—Alpha Delta Mu National Membership, Tennessee State University, BSW Social Work Program
- 2001 Scholarship Recipient, Cenie Jumo Williams Scholarship, National Association of Black Social Workers.
- 1999-2002 Pre-doctoral SAMHSA (Clinical) Fellow, Minority Fellowship Program, Council on Social Work Education.
- 1996 Honorary Doctoral Degree: Doctor of Letters, Outstanding Community Service Award. St. Stephen's Education Bible College, Los Angeles, CA.
- 1990 Outstanding Graduate Award (Social Work)—California State University, Long Beach, CA.
- 1984 Outstanding Service Award—Los Angeles County Department of Children and Family Services.

## PROFESSIONAL AFFILIATIONS

National Association of Social Workers (NASW), member  
National Association of Black Social Workers (NABSW), member  
Council on Social Work Education, member  
Society for Social Work Research, member  
American Evaluators Association, member  
Delta Sigma Theta, Inc., member



Jones, JL



**SERVICE TO THE VCU SCHOOL OF SOCIAL WORK**

*MSW Program:*

Admission's Committee, member (2010-2011)

Folder review (2007-2008; 2009-2010; 2010-2011; 2011-12)

Faculty mentor for Adjunct Faculty (2008-2009; 2010-2011, 2011-12)

MSW Program Committee, member (2006-present)

Distance Education Committee (2009-2010)

Leadership Ad Hoc Committee, Chair (2007-2009)

Macro Content Group, member (2006-present)

Chair, Marco Content Group (2010)

*PhD Program:*

Doctoral Student Advisor: Cynthia George (2011-2012)

Doctoral Comprehensive Examination Substantive Area Committee member for Jenny Shadick (Fall 2010)

Doctoral Comprehensive Examination Substantive Area Committee member for Jody Hearn (Spring 2007)

PhD Brown-Bag Series presentation for doctoral students: Multiculturalism in Research (Fall 2009)

Independent Study Faculty mentor for Carmen Monico (Spring 2008)

Independent Directed Research mentor for Jody Hearn (Fall 2006)

PhD Brown-Bag Series presentation for doctoral students: Establishing your Career Trajectory (Spring 2007)

Supervised GRAs: Hsing Hung (2006-2007) & Carmen Monico (2007-2008); Johnny O'Neal (2009); Bryan Boyles (2010); Lisa Gray 2010-2011); Collin Overby (2012)

**Other Service to the School**

Faculty Search Committee (2010-11)

University Grievance Committee (Alertante-2010-2011)

Faculty Rights and Responsibilities (2008-2010; 2011-12)

Governance Document rewrites Sub-committee, Member (2011-2012)

Roles and Rewards Sub-committee, Member (2009-2010)  
Governance Subcommittee, Co-Chair (2008-2009)

Member, Dean's Search Committee (2008, & 2009-2010)

Member, Sub-committee charged with developing SSW profile to submit to Provost's office regarding Dean's position (Spring 2008)

Academic Standards Committee, member (2006-2008)

Faculty Advisor, Association of Black Social Worker's student chapter (2007-2012)

### University Service

University Alumni Relations (2011-present)

University Council (2010-2012)

University Senate (Alternate 2010-2012)

University Grievance Panel (Alternate 2010-12)

University Graduate Council (2007-2009)

- Program and Courses Committee

Preparing Future Faculty Program (2007)

- Faculty Mentor to doctoral student (Tracey Jackson) in the school of public policy.

### **SERVICE TO THE UNIVERSITY OF TENNESSEE, COLLEGE OF SOCIAL WORK**

#### MSW Program:

Member, Curriculum Innovation Committee (College-wide), (2005-2006). Macro representative; Committee charged with research and developing new curriculum for the college

Faculty Mentor for Two Adjuncts (2004-2005): Mary Gormley & Ann Rawlins

Admissions Committee Chair, (Nashville Campus) (2003-2004)

Admission Committee member, (Nashville Campus) (2004-2006)

Phi Alpha Honor Society (Nashville Campus), Faculty Advisor (2004-2005; 2005-2006)



Faculty Governance Committee (College-wide), member (2004–2006)

Minority Affairs Committee (Nashville Campus), member (2002–2003)

Lucille Evans Dean Symposium (Nashville Campus), Faculty Coordinator (2002–2003; 2003–2004)

Independent Study Faculty Mentor:

Kate Chaffin (Summer 2004)

Jennifer Scruggs (Fall 2005)

*PhD Program*

Doctoral Comprehensive Examination Substantive Area Committee member for Adridra Mapson (Spring/Summer 2005)

**SERVICE TO THE PROFESSION**

American Evaluation Association

- Board Member (2011-2013)
  - Co-Chair PAT retreat on member engagement
- Member, Cultural Competency Dissemination Work Group (2011-present)
- Member, Cultural Competency Task Force (2008-2011)
  - Development of Public Statement on Cultural Competency
- Member, Diversity Committee (2007–2010)
  - Chair Elect, Diversity Committee (2007)
  - Chair, Diversity Committee (2008-2009)
  - Mentor, Duquesne University Internship Program (2007-2008)
- Member, Social Work Topical Interest Group [SW-TIG] (2002–present)
  - Program Chair, Social Work Topical Interest Group [SW-TIG] (2005–2006)

Council on Social Work Education

- Member, Minority Fellows Program Advisory Board (2010-present)
- Center for Diversity and Social and Economic Justice; Coordinated activities for Center development (2007-2008)

Commission for Diversity, and Social and Economic Justice, member, 3 yr. term (2004–2007)

- Diversity Center, work group member
- Co-authored, proposal for Diversity Center development
- Reviewer, Cultural Competency pamphlet developed by NASW—submitted recommendations to CSWE Board regarding endorsement
- Co-authored FDI proposal “Undoing Racism” for APM 2007

NASW-TN Chapter, Board of Directors' (Member-at-large), 2 yr. term (2003–2005; 2005–2006).

- Co-Chair—Social Work Day on Hill Program (2005; 2006)
  - Revised program format, which ultimately resulted in an increase in attendance by 200%
  - Consultant on Title Protection Legislation—subsequently passed by Tennessee General Assembly (2005–2006)

#### Influencing State Policy (ISP)

- Executive Transition Board (2007–2008)
- Policy abstract reviewer (2004–2009)

#### Policy Practice Forum (PPF)

- Planning Committee (Spring 2007–2008; 2009-2010)

### **SERVICE TO THE COMMUNITY**

National Association of Black Social Workers (2011)

- Planning committee for regional symposium

Virginia Supportive Housing, Board Member (2008–2010)

- Evaluation and research committee

Prevent Child Abuse of Tennessee

- Board member (2004–2006)
- Board President (2005)

Tennessee State University (BSW Program)

- Advisory Board member (2004-2006)
  - Co-developed proposal for development of MSW program
  - Guest Speaker, Alpha Delta Mu Honor Society (2006)

Tennessee Statewide Disproportionate Minority Confinement (DMC)

- Task Force, Member, (2003–2006)
  - Chair, Sub-Committee on Cultural Competency
  - Developed and implemented survey on Cultural Competency for Family Court Judges
  - Presented workshop on cultural competency to DMC members

#### **Other Professional Service**

- Promotion and Tenure Committee, Department of African American Studies (Fall 2011)



- Promotion and Tenure (External Reviewer for Lionel James, Georgia State University) (2011)
- Invited Guest Lecturer: VCU-SSW BSW program “direct practice” class (topic: PTSD and child welfare workers) (Spring 2007)
- Invited Guest Panelist: VCU-SSW MSW program “supervision course” (Spring 2007)
- Invited Guest: Friends Association for Children’s Lunch with the Board (invited to participate in monthly lunch series as prospective board member) (2007)
- Invited Guest Lecturer: Tennessee State University-BSW Program, Senior Seminar course (topic: writing a personal statement for graduate school) (Spring 2005)
- Invited Guest Lecturer: Georgia State University- MSW Program, Nonprofit Management course (topic: how to partner with the community) ( Fall 2000)

### Editorial Experience

- ❖ **Abstract Reviewer,**
  - Council on Social Work Education-APM (2010; 2007)
  - American Evaluation Association (2006, 2005, & 2004)
- ❖ **Invited Reviewer,**
  - Journal of Social Work (On-line journal) (2009, 2010)
  - American Journal of Evaluation (2009-10)
  - International Social Work Education Exchange: Study Abroad and International Field Placements (2007)
  - Anxiety, Stress, & Coping: An International Journal (2006)
- ❖ **Editorial Board,** Journal of HIV/AIDS Prevention (2006–2009)
- ❖ **Guest Co-Editor,** *Journal Evidence-Based Social Work* (Special Edition) Developing an Empirically Based Practice Initiative: Case Study in CPS Supervision (2005)
- ❖ **Invited Book reviewer,**
  - Child Welfare Services, Allyn & Bacon Publishing Company (2005)
  - Social Work Management: Allyn & Bacon (2005)

Curriculum Vitae  
for  
Sylvester Young, Ph.D.



**SYLVESTER YOUNG, Ph.D.**  
**Professor of Music**  
**Florida A. and M. University**  
**Tallahassee, Florida 32307**

## **EDUCATION**

### **UNIVERSITY OF MISSOURI-COLUMBIA**

Columbia, MO; Ph.D. in Music Education and Higher Education

### **BOWLING GREEN STATE UNIVERSITY,**

Bowling Green, OH; Graduate Assistant in Trombone Performance; Masters of Music Degree; 1973.

### **UNIVERSITY OF SOUTH CAROLINA**

Columbia, SC; Graduate Courses in Music Education; 1970.

### **FLORIDA A. AND M. UNIVERSITY**

Tallahassee, FL; Bachelor of Science in Music Education; 1969.

## **TEACHING EXPERIENCE**

### **OHIO UNIVERSITY,**

Athens, OH; Associate Professor of Music; 1990-2011.

**Duties:** Conducted the Marching Band (Marching "110"), Basketball Pep Bands, which performed for both the women and men games, and the University Band; actively recruited students for the School of Music and the Marching Band.

**Courses taught:** Marching Band Techniques, Jazz Ensemble Methods, Trombone Methods, Music, Fundamentals (non music major course), and Music in Multicultural United States, Exploring Musical Styles, Instrumentation, and Computer Skills for Musicians, Computer Skills for Music Educators.

**Director of Bands-1990-1996;**

**Associate Director of the School of Music-2000-2006;**

**Chairman, Music Education and Music Therapy-2006-2011.**

### **HAMPTON UNIVERSITY**

Hampton, VA; Director of Bands/Assistant Professor of Music; 1982-1990.

**Duties:** Conducted the 220-piece Hampton University Marching Band (The "Force"), Basketball Pep Band, the Hampton University Symphonic Band and the Hampton University Brass Ensemble.

**Courses taught:** Conducting, Applied Trombone, Instrumental Methods, Marching Band Techniques, Instrumentation; Recruited students for the Department of Music and the Marching Band.

### **LINCOLN UNIVERSITY**

Jefferson City, MO; Director of Bands/Assistant Professor of Music; 1978-1982.

**Duties:** Conducted the Lincoln University Blue Tiger Marching Band, Concert Band, the Jazz Ensemble, and the Basketball Pep Band.



**Courses taught:** Lower Brass and Percussion Applied Lessons, Instrumental Methods and Materials; Recruited students for the Department of Music and the Marching Band.

#### **HAMPTON INSTITUTE**

Hampton, VA; Assistant Marching Band Director/ Instructor of Music; 1974-1978.

**Duties:** Assisted with the Marching Band (wrote all of the precision drills movement)

**Courses taught:** Lower Brass and Percussion Applied Lessons, Instrumental Methods and Materials, Brass wind Instruments, Percussion Instruments, Trombone Choir.

#### **HOWARD HIGH SCHOOL**

Chattanooga, TN; 1973-1974.

**Duties:** Conducted the Marching Band, Concert Band, Pep Band and Jazz Ensemble

**Taught:** Elementary and Junior High Band.

#### **UNIVERSITY OF TENNESSEE AT CHATTANOOGA**

Chattanooga, TN. 1973-1974.

**Duties: Taught:** Private trombone lessons.

#### **SCHOFIELD HIGH SCHOOL,**

Aiken, SC; 1969-1972.

**Duties:** Conducted the Marching and Concert Bands.

**Taught:** Junior High Band.

### **SELECTED TROMBONE PERFORMANCE EXPERIENCES**

- 1968 (summer) Toured United States with Young People of (Trombone) America. Played 1st Trombone.
- 1969-1972 Played trombone for the Augusta Symphony Orchestra of Augusta, Georgia
- 1973 presented a Graduate Trombone Recital at Bowling Green State University.
- 1976 and 1978 presented a Faculty Recital at Hampton Institute and Lincoln University, respectively.
- 1978 - 1982 Played trombone for the MOSPAC Symphony of Columbia, MO. (Special orchestra of off-season professional musicians from around the country).
- Played professional jobs with Ray Charles, Bobby Rydel, Nancy Wilson, The Four Tops, The Spinners, Ray Price, the Dells, Hank Williams (Country/Western), and others.
- Played with national tour shows such as the Ice Capade, Barnum and Bailey Circus, Long Horn Rodeo, and others.

### **SPECIAL MARCHING BAND PERFORMANCES**

- 1993-Ohio University Marching Band was the only marching band to represent the State of Ohio in President Clinton's Inaugural Parade in Washington, D.C.
- 1992 and 1995-Ohio University Marching Band performed for the Detroit Lions.
- 1991 and 1994-Ohio University Marching Band performed for the Cincinnati Bengals and the Cleveland Browns.



- 1991-Ohio University Marching Band performed for the Governor's Inauguration Parade in Columbus, OH.
- 1990-Ohio University Marching Band performed for the Buffalo Bills.
- 1990-Hampton University Marching Band performed for the Governor's Inauguration Parade in Richmond, VA.
- 1986 & 1988-Hampton University Marching Band performed for the Washington Redskins.
- 1984-Hampton University Marching Band performed for the Philadelphia Eagles.
- 1983-Hampton University Marching Band performed for the Pittsburgh Steelers.
- 1981-Lincoln University Marching Band performed for the St. Louis Cardinals.
- 1980-Lincoln University Marching Band performed for the Governor's Inauguration Parade in Jefferson City, Missouri.

### PROFESSIONAL ACTIVITIES

- February 4, 2005 – OMEA Convention, Cincinnati, OH – Professional session for band directors: *Strategies for Integrating Corps Style and Show Style Elements into Your Halftime Show*
- February 4, 2005 - OMEA Convention, Cincinnati, OH – Research Poster Board *An Investigation of the Effect of Service Learning on the Student Teaching Experience in Music Teacher Education (co-authored with Dorothy Bryant)*
- March 4, 2005 - Eastern Division Music Educators National Conference, Baltimore, MD - Professional session for band directors: *Strategies for Integrating Corps Style and Show Style Elements into Your Halftime Show*
- April 17, 2005 - Pennsylvania Music Educators Associate (PMEA); Hershey, PA - Professional session for band directors: *Strategies for Integrating Corps Style and Show Style Elements into Your Halftime Show*
- September 16 and 17. Two presentations at the 2005 Symposium on Music Teacher Education, University of North Carolina at Greensboro. Presentation abstract: *A Response to the Mandate for State Licensure Requirements for Music Teachers: Ohio University's Master of Music Degree in Music Education at a Distance*, Best Practice Presentation: *An Investigation of the Effect of Service Learning on the Student Teaching Experience in Music Teacher Education*, both presentations were co-presented with Dorothy Bryant.
- October 1, 2005, Southeastern Scholarship Conference on E-Learning, Macon State College, Macon, GA. *A Response to the Mandate for State Licensure Requirements for Music Teachers: Ohio University's Master of Music Degree in Music Education at a Distance*, co-presented with Dorothy Bryant.
- Been accepted to present a Poster Board at the National MENC Convention in Salt Lake City, Utah in April, 2006
- Submitted paper for consideration of becoming a "John Glenn Scholar for Service Learning."



## PROFESSIONAL ACTIVITIES

- January 26-28 Ohio Music Education Association (OMEA) (Cleveland, OH) Professional Conference: Presented two research papers at the Research Poster Session with Dorothy Bryant and Louise Steele, respectively. (1) *Instrumental Music Methods Courses in the Undergraduate Curriculum: Content and Application* (2) *A Comparison of Music Education and Music Therapy Majors: Personality Types as Described by the Myers-Briggs Type Indicator and Demographic Profiles*.
- Board member of the Ohio Chapter of the Society of Music Teacher Education (SMTE)
- Member of the Area of Strategic Planning and Action (ASPA) committee of the Society of Music Teacher Education (SMTE). Currently involved in national survey on colleges and universities' music admission programs. Results will be presented at the SMTE conference in Greensboro, NC in September 2007
- April 19-23 Music Educators National Conference (MENC) (Salt Lake City, UT) National Conference: Presented research paper at Research Poster Session: *An Investigation of the Effect of Service Learning on the Student Teaching Experience in Music Teacher Education*.
- October 12-17 Presented power point lecture at the Music of Ohio Valley conference at Ohio University: *The Struggle of Jazz to Become a Part of the Culture of the United States*
- November 17 American Music Therapy Association (AMTA) (Kansas City, KS) Professional Conference: Presented research paper at the Research Poster Session: *A Comparison of Music Education and Music Therapy Majors: Personality Types as Described by the Myers-Briggs Type Indicator and Demographic Profiles*
- Serve on the editorial team for the Multimedia Educational Resource for Learning and Online Teaching (MERLOT). Responsibilities: Interacting with other reviewers in my discipline via email and monthly conference calls and applying scholarly criteria to learning. I completed 2 reviews in 2006.

## RESEARCH

- *Instrumental Music Method Courses in the Undergraduate Curriculum: Content and Application*. This research was initially a pilot study limited to the state of Ohio, which presented some significant results, but later it became a national research project. Over 500 band directors were randomly selected to participate in this research. The results of this research were presented at the Eastern Music Educators National Conference in March 2007, which was held in Hartford, CT. The results of this survey will be submitted for publication in a referred journal.
- *A Comparison of Music Education and Music Therapy Majors: Personality Types as Described by the Myers-Briggs Type Indicator and Demographic Profiles*. American Music Therapy Association Journal, May 3, 2008. This research was inspired when Louise Steele (music therapist) and myself saw a large number of students moving from Music Therapy to Music Education and



visa versa. We wanted to determine the similarities and differences in the personality types of those students as to provide information for high school guidance counselors in advising students in regards to these majors. Initially, this was a pilot study limited to Ohio University. However, we completed a national study, which included 11 colleges and universities from around the country. The results of the national study were selected for presentation at the Poster Board Session of the Southern Music Educators National Conference, which was held in Charleston, SC on February 8-10, 2007.

- *A Descriptive Study of Myers-Briggs Personality Types of Professional Music Educators and Music Therapists with Comparisons to Undergraduate Majors.* Louise Steele and Sylvester Young. Journal of Music Therapy, spring, 2011, Vol. 48, p55-73, 19p. 6 Charts

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## **PERSONALS**

Spouse – Marie C. Young  
Son – Corey S. Young  
Son – Christopher M. Young  
Daughter – Courtney N. Young  
Born – Pompano Beach, Florida  
High School – Carver High School; Delray Beach, Florida





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

**Meeting Date** January 8, 2014

**Agenda Item** \_\_\_\_\_

**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:** FAMU Accountability Report 2012-13

**Rationale:** The Board of Governors Regulation 2.002 requires that the Board of Governors institute a planning and performance monitoring system "...that includes the submission of university work plans and annual reports designed to inform strategic planning, budgeting and other policy decisions for the State University System." The University's Annual Accountability Report, which conforms to the required elements, metrics and format provided by the Board of Governors, identifies key achievements and narrative related to Board of Governors goals on Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement. The report also includes dashboard data and data tables relating to financial resources, personnel, enrollment, undergraduate and graduate education, and research and economic development. The report requires Board of Trustee approval prior to the Board of Governors meeting on January 15-16, 2014.

**Recommendation:** It is recommended that the Florida A & M University Board of Trustees approve the 2012-13 Annual Accountability Report of the University, to be submitted to the Board of Governors for consideration at its January 2014 meeting.

2012-13

Annual Accountability Report

# FLORIDA A&M UNIVERSITY

PENDING BOARD OF TRUSTEES APPROVAL



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors





## TABLE OF CONTENTS

### **EXECUTIVE SUMMARY**

DASHBOARD	p. 2
KEY ACHIEVEMENTS	p. 5
NARRATIVE	p. 6

### **DATA TABLES**

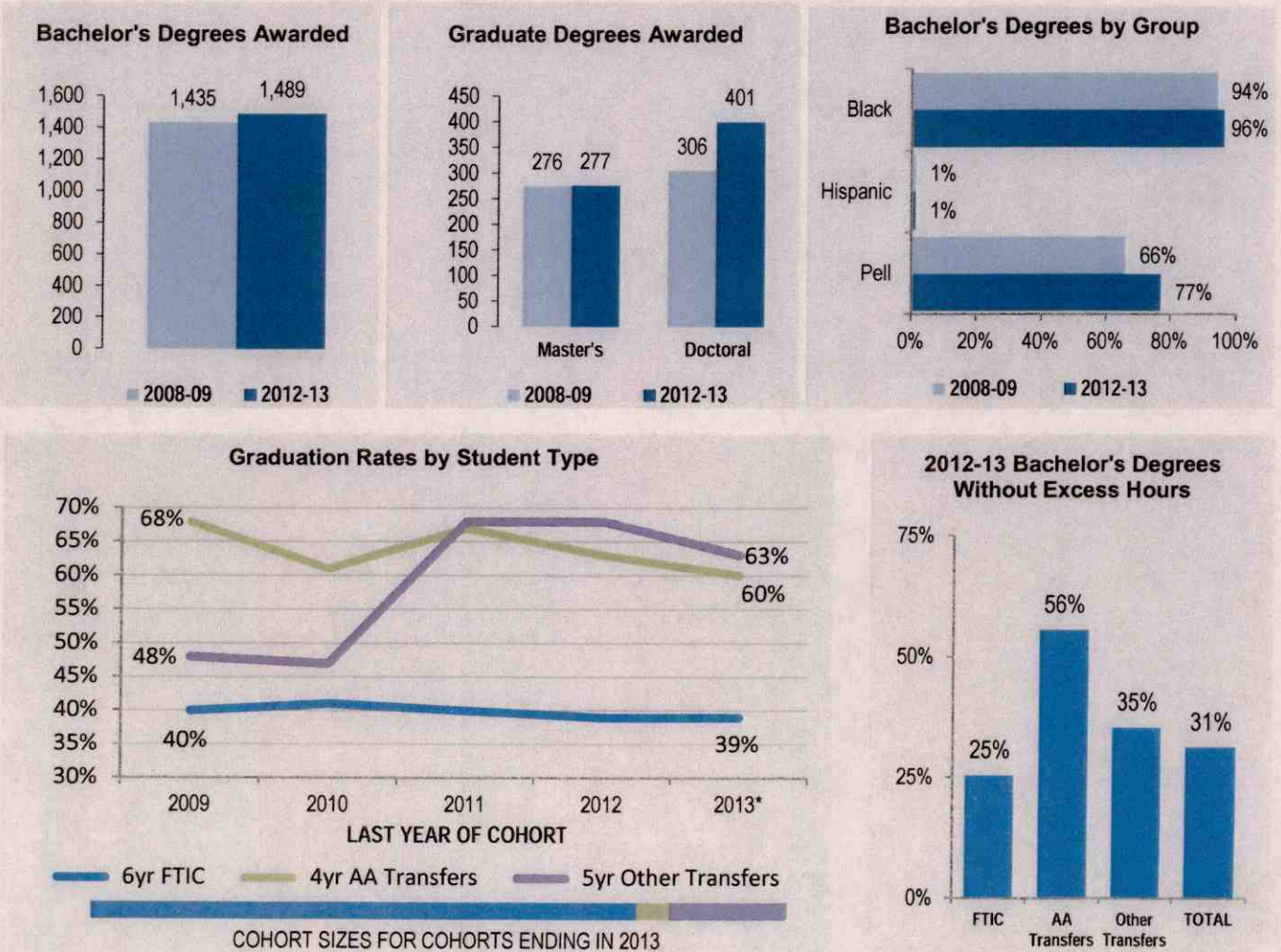
SECTION 1. FINANCIAL RESOURCES	p. 16
SECTION 2. PERSONNEL	p. 20
SECTION 3. ENROLLMENT	p. 21
SECTION 4. UNDERGRADUATE EDUCATION	p. 23
SECTION 5. GRADUATE EDUCATION	p. 32
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT	p. 35



# Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2012)	Full-Time	Part-Time		
<b>TOTAL</b>	<b>12,051</b>	<b>100%</b>	<b>4%</b>	<b>TOTAL (as of Spring 2013)</b>				
White	603	5%	7%	Baccalaureate	51		Basic:	Doctoral/Research Universities
Hispanic	228	2%	-2%	Master's	28		Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Black	10,935	91%	5%	Research Doctorate	12		Graduate Instructional Program:	Doctoral, professions dominant
Other	285	2%	-19%	Professional Doctorate	3		Size and Setting:	Large four-year, highly residential
Full-Time	10,807	90%	7%	<b>TOTAL</b>	<b>552</b>	<b>15</b>	Community Engagement:	n/a
Part-Time	1,244	10%	-15%	Tenure & Ten. Track	398	6		
Undergraduate	9,928	82%	3%	Non-Tenured Faculty	154	9		
Graduate	1,976	16%	16%					
Unclassified	147	1%	-37%					

## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



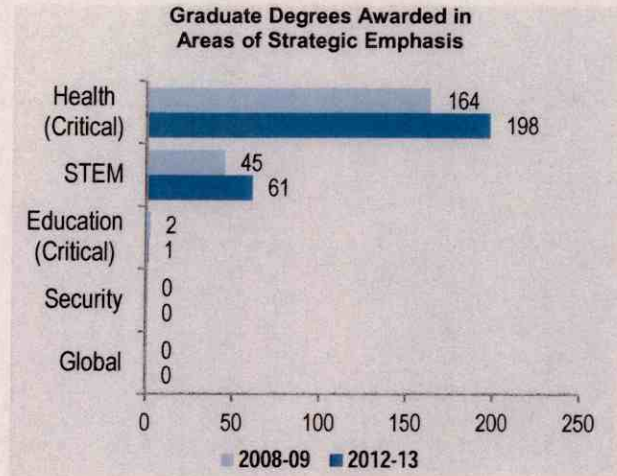
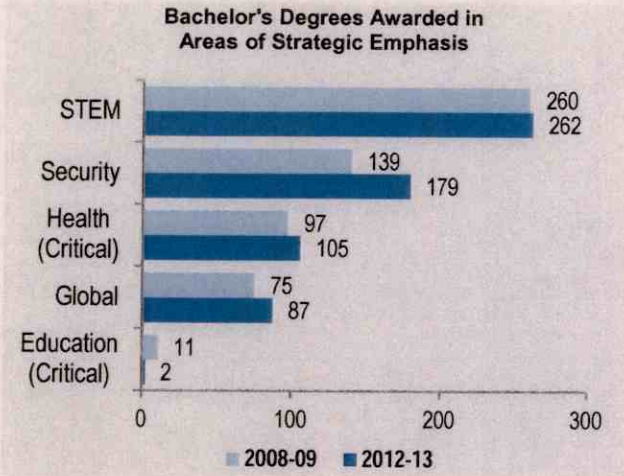
\* Based on 2013 preliminary data



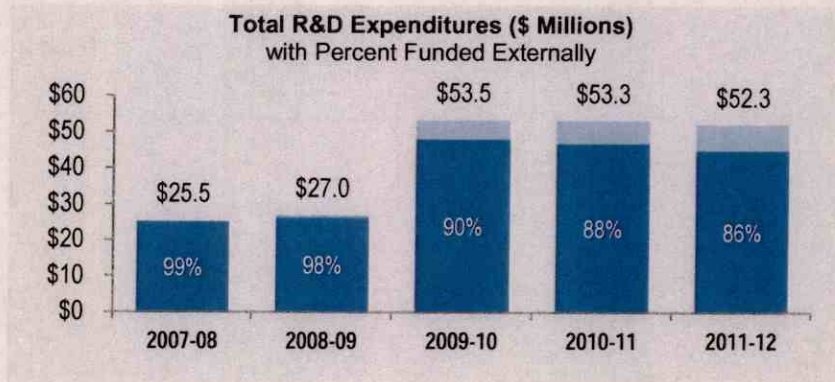


# Dashboard

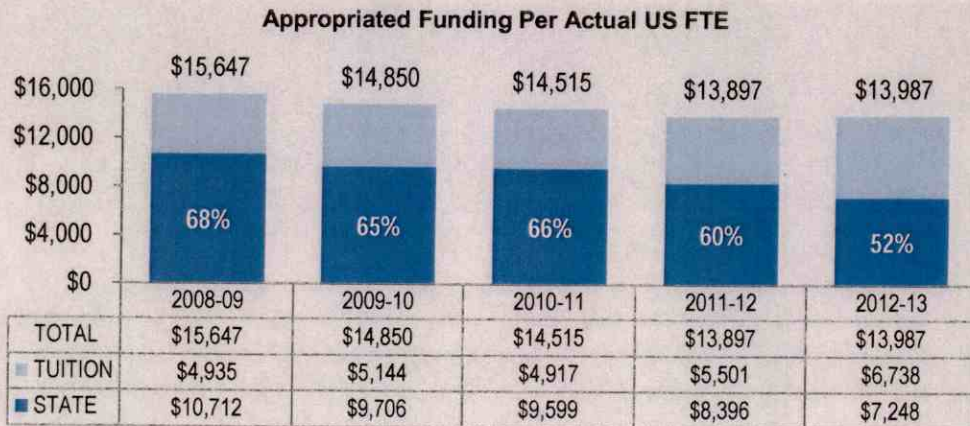
## DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS



## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs that follow the student are included in tuition data. Student FTE are actual (not funded) and based on the national definition.

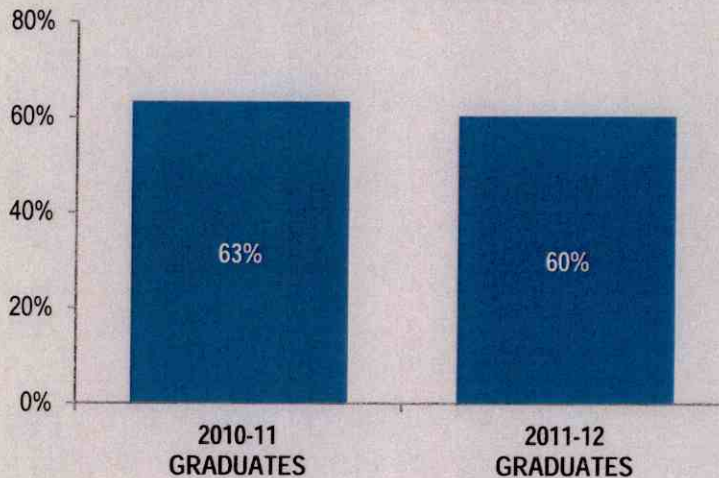




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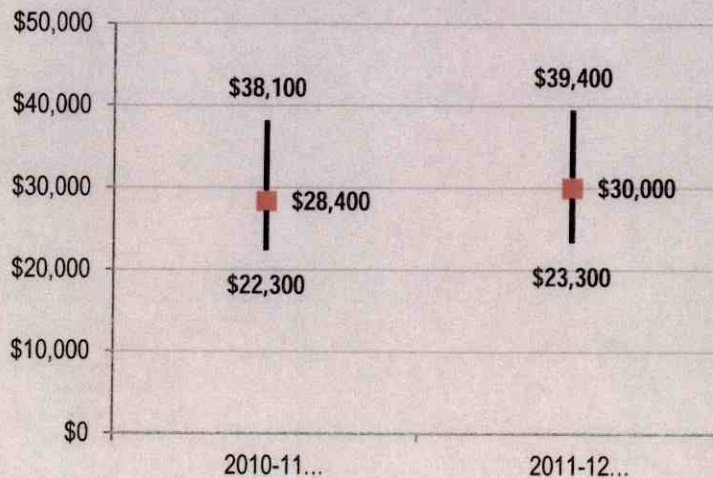
## POST-GRADUATION METRICS

**Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 90% and 83% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.

**Wages of Full-time Employed in Florida Baccalaureates One Year After Graduation**  
25th, 50th and 75th Percentiles



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 42% and 39% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.





## Key Achievements (2012 -2013)

### STUDENT AWARDS/ACHIEVEMENTS

1. Two broadcast journalism students were honored at the 34th Annual College Television Award Gala with a gold statue commonly referred to as a Student Emmy from the Academy of Television Arts and Sciences Foundation.
2. School of Business and Industry (SBI) students placed First and Second at the 2012 Globe Without Borders Business Case Competition.
3. Saundra Wheeler, a student in the College of Agriculture and Food Science, won the Friends of Integrated Pest Management graduate student award in the master's category for her research. She is the first African American female and first student from a 1890s land grant institution to win this award.

### FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Sungmoon Jung, Assistant Professor of Civil and Environmental Engineering, won a National Science Foundation CAREER Award based on his work on Offshore Wind Turbines.
2. Dr. Jennifer Cherrier, associate professor in the School of the Environment, was selected as a 2013 Leopold Leadership Fellow, one of 20 environmental researchers to receive this recognition.
3. FAMU faculty and students were issued five patents in 2012-13 (College of Pharmacy (3), College of Agriculture and Food Sciences (1) and one patent to three students).

### PROGRAM AWARDS/ACHIEVEMENTS

1. The Ph.D. program of the FAMU-FSU department of Mechanical Engineering ranked 27<sup>th</sup> in the country based on the NRC S-Rankings as reported in PhDs.org.
2. SBI was granted initial accreditation by the Accreditation Council of Business Schools and Programs (ACBSP) and selected as "Best-in-Class" for 2013 Undergraduate and Graduate schools initially accredited by ACBSP.
3. The National Science Foundation awarded \$1.6 million to the College of Science and Technology to support Student Centered Active Learning and Assessment Reform.

### RESEARCH AWARDS/ACHIEVEMENTS

1. FAMU received \$13 million in funding from various agencies to provide education and training for underrepresented minority students pursuing the Ph.D. in STEM and professional disciplines to strengthen ongoing research in plant and animal sciences.
2. The National Institutes of Health awarded the College of Pharmacy and Pharmaceutical Sciences a \$5.6 million grant over five years to study novel approaches to treating breast and lung cancer.
3. The U.S. Department of Defense awarded over \$1.8 million to support research on High Temperature Supersonic Jet; Flow Separation Control; Ultra-light Weight Hybrids; and Fluid-Structure Interaction for High-Reynolds-Number Compressible Flow.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FAMU was named one of Forbes magazine's America's Top Colleges in its ranking of the top colleges, and the list for "Best Research Colleges".
2. FAMU was recognized by The College Database in 2013 for "Highest Starting Salaries" in Florida. FAMU, with an average starting salary of \$41,000, was ranked no. 4 overall and no. 2 for public institutions in Florida.
3. FAMU's first year retention rate increased from 79% in 2010-11 to 82% in the preliminary 2012-13 data. Similarly, the percent retained with GPA of 2.0 or higher increased from 59% in 2010-11 to 72% in the preliminary 2012-13 data, exceeding the goals for these metrics.





## Narrative

On October 3, 2012, Florida A&M University (FAMU) celebrated 125 years of existence. Over the 125 years, FAMU has served as a beacon of hope for thousands of talented young men and women seeking to improve their lives through the pursuit of a college education. To celebrate its rich history, a year-long series of special events were planned to celebrate the aspirations and accomplishments achieved over the past 125 years as well as illuminate the university's vision for its future. The University is proud of its history and is dedicated and committed to providing "Excellence with Caring" to a new generation of scholars. FAMU continues to boast an extraordinarily diverse student body including citizens from across the State of Florida and the globe.

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

- The top priority of the University in enhancing teaching and learning is increasing student retention and graduation rates. The University continued to implement its Retention and Debt Reduction Plan which was presented to the Board of Governors at the September 2012 meeting. The activities undertaken are broad and far reaching, as described in the Plan submitted to the BOG. In 2012-13, the University created 25 new faculty lines using tuition differential funds and hired faculty to fill these positions. The University also hired 49 additional tutors, 19 additional advisors (including 6 who had previously been on temporary lines), implemented a new online Academic Mapping/Academic Advisement Module, hired two new advisors to staff this system, hired two debt counselors and two career counselors. The University implemented the Academic Success Program (ASP) as the umbrella under which FAMU streamlined support services for all students to increase retention, progression and graduation, including intrusive advising, tutoring and the First Year Experience Course, and implement a number of enhancements and new initiatives. The Academic Advisement Module (AAM) is a tool used to track the requirements and policies that a student must satisfy in order to graduate. As a student progresses towards graduation, AAM analyzes those courses completed by the student-both successfully and unsuccessfully-and determines what requirements are still outstanding. This keeps students on track and avoids excess credit hours. Also, Blackboard is now used to track student usage of tutorial services and course pass rates.
  - The University dramatically decreased the number of profile admits to no more than 500 of fall freshmen class. In fall 2012, only 388 FTIC students were profile admits.
  - The First Year Experience course, piloted in 2011-12, was fully implemented in 2012-13. Preliminary results indicate that a higher percentage of students who took the course had a subsequent college GPA of 2.0 or greater (85%) compared to students who did not take the course (76%). These results indicate that the FYE course is having a significant positive impact on students' academic performance.
  - Data analyses indicate that even in this early period of implementing the retention and debt reduction plan, the initiatives are having a significant positive impact. As evidenced in Table 4B of this Accountability Report, the first year retention rate increased from 79% in 2010-11 to 80% in 2011-12 and 82% in the preliminary 2012-13 data. Similarly, the percent retained with GPA of 2.0 or higher increased from 59% in 2010-11 to 65% in 2011-12 to 72% in the preliminary 2012-13 data. This is a dramatic increase, far surpassing the university goals for these metrics.
  - University's SCALE-UP project utilizing innovative teaching methods to engage students was implemented in calendar year 2012 and is already yielding very





encouraging results, indicating decreases in D, F and W grades in courses which previously had high failure rates.

- FAMU prides itself on the high percentage of accredited programs it offers, as verification of the quality of its academic programs. The percentage of eligible programs with specialized accreditation is 85%. In 2012-13, FAMU programs in Pharmacy, Public Health, Architecture, and Biological and Agricultural Systems Engineering were reaccredited. In addition, the School of Business and Industry (SBI) received initial accreditation for its undergraduate and graduate business programs and was selected "Best-in-Class" for 2013 by the Accreditation Council of Business Schools and Programs (ACBSP). Also in SBI, the new Facilities Management Program received provisional accreditation by the International Facilities Management Association (IFMA) in October 2012 and is the only accredited facilities management degree program in the State of Florida and the only such program at a historically black college or university in the nation. This is the first time in the history of SBI that its programs have been accredited. FAMU implemented a new Pharmacy program in Crestview, Florida in Fall 2012, and it was deemed by the accrediting body to meet all standards.
- The University has utilized its Quality Enhancement Plan (QEP) required for SACS accreditation to create transformative change in teaching and learning through numerous initiatives and partnerships across the campus. The QEP, titled "Enhancing Performance in Critical Thinking", is credited for significant changes in student performance evidenced by the cohorts of students entering FAMU since the inception of the QEP, in relation to prior cohorts. In some cases, these students are outperforming graduating students, who entered prior to the QEP, on reasoning tests.
- FAMU's online Master of Public Health, implemented in Fall 2011, was cited as one of the best online programs by Master's Degree Online in June 2013. FAMU was ranked 27<sup>th</sup>, ahead of online public health master's programs offered by institutions such as Yale University, University of Massachusetts, Pennsylvania State University and SUNY at Albany and New York University. Master's Degree Online rankings are based on teacher surveys, student feedback, and reviews by experts in the field. The methodology includes data from hundreds of universities around the country for the most accurate results possible.
- Several FAMU faculty and administrators have assumed leadership positions in their respective disciplines, helping to enhance the reputation of FAMU and their specific programs.
  - Interim President Larry Robinson was appointed to the National Action Council for Minority Engineers (NACME) Board of Directors and the USDA/1890 Task Force.
  - Dr. Roscoe Hightower, Professor of Marketing in the School of Business Industry is the president elect and Spring 2014 conference program chair for the Marketing Management Association, an international organization. This position will enhance the reputation of FAMU in the field of Marketing and Management and allow Professor Hightower to provide FAMU researchers with access to a multitude of scholarly marketing and management activities, while being responsible for an international marketing organization.
  - Dr. Cynthia M. Harris was selected as a member of the U.S. Environmental Protection Agency's (EPA) Science Advisory Board for a three-year term ending September 30, 2015. Harris will serve as a special government employee and will provide independent advice on technical issues underlying the EPA's policies and decision-making.
  - Dr. David H. Jackson Jr., chair of Department of History, Political Science, Public Administration, Geography and African American Studies, has been selected as





president of the Southern Conference on African American Studies, Inc. (SCAASI) for 2013-2014.

- Dr. Robert Taylor, Dean of the College of Agriculture and Food Sciences, was appointed to an extended term with the USDA National Agricultural Education, Extension and Economics (NAREEE) Advisory Board to the Secretary of Agriculture.
- Dr. Margaret Gitau of the Department of Biological and Agricultural Systems Engineering was elected Chair of the Environmental Quality Coordinating Committee of the American Society of Agricultural and Biological Engineers, and appointed to the Editorial Board of the Journal of Soil and Water Conservation.
- Dr. Jennifer Taylor, Coordinator of FAMU Statewide Small Farm Programs, currently serves on the National Organic Standards Board as chair of the NOSB Genetically Modified Organisms Ad hoc Subcommittee, and member of the Materials Subcommittee, and Policy Development Subcommittee. Her designated role on the National Organic Standards Board is advocate for national consumer and public interests.

#### INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

- FAMU graduated its first cohort of students in the School of Business and Industry (SBI) (Online MBA), School of Nursing (Master in Nursing), and College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (Masters in Public Health).
- FAMU now offers a new major in Facilities Management within the existing BS in Business Administration. This new major has been created, planned, and developed with SBI, the School of Architecture, and the professional organization International Facilities Management Association (IFMA).
- FAMU also implemented a new concentration in Jazz Studies within the existing BS/BA Music program effective Spring 2013.
- Successfully managing one's finances while in college is an important factor influencing student progression and graduation. In addition to several university initiatives to decrease student debt, the University has also sought external funding to assist in this effort. FAMU was one of 15 universities to receive a grant from the Council of Graduate Schools to design the "Enhancing Student Financial Education" initiative, a program that prepares students to play an active role in managing their personal finances and make informed decisions about saving, spending and borrowing.

#### INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

- The Board of Trustees approved a new Bachelor of Science in Pharmaceutical Sciences that will create a new avenue for more undergraduate students to major in a STEM program and prepare them to enter graduate STEM programs. FAMU also implemented a new Environmental Sustainability Science Concentration within the existing BS Environmental Science in Fall 2012.
- In calendar year 2012, the University implemented a SCALE-UP project to enable faculty to utilize innovative teaching methods to enhance student performance through increase student engagement in the classroom. The project initially targeted STEM courses with high failure rates in order to increase production of STEM graduates, as well as help all undergraduate students in STEM courses. The project is already yielding very encouraging results, indicating decreases in D, F and W grades in courses that previously had high failure rates.





- On the strength of the SCALE-UP project, the College of Science and Technology applied for and received a \$1.6 million from the National Science Foundation to implement active learning into STEM curricula. It is expected that this grant will significantly increase the implementation of active learning strategies in STEM courses, thereby increasing student performance and successful completion of STEM degrees.

## Scholarship, Research and Innovation

### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

- The National Institutes of Health (NIH) awarded the College of Pharmacy and Pharmaceutical Science a \$5.6 million grant over five years to study novel approaches to treating breast and lung cancer — two of the leading causes of cancer deaths among African Americans. The funds will also support the establishment of sustainable organizations through university and community partnerships to reduce health disparities in African-American communities and to train more health-care professionals from neighborhoods that suffer from health disparities.
- Associate Professor Dr. Jennifer Cherrier, in the FAMU School of the Environment, was selected as a 2013 Leopold Leadership Fellow, one of 20 environmental researchers to be awarded. The Leopold Leadership Program provides outstanding academic researchers with the skills, approaches, and theoretical frameworks for translating their knowledge to action and for catalyzing change to address the world's most pressing sustainability challenges.

### INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

#### Technology Transfer, Licensing and Commercialization Initiatives

- The Office of Technology Transfer, Licensing and Commercialization continues to assist faculty, staff and students with the transfer of novel research results and other innovative and creative ideas to commercial markets for public use. During the 2012-13 academic year, the Office processed over eleven disclosures, twelve (12), patent applications, five patents and two trademarks. These tangible performance metrics, along with presentations/workshops, commercialization activities, reports submitted, and related marketing activities have contributed to FAMU's success in commercialization.
- During the 2012-13 academic year, several faculty and students were issued patents:
  - Dr. Elizabeth Mazzio, Research Associate College of Pharmacy and Pharmaceutical Sciences and Karam Soliman, Distinguished Professor, College of Pharmacy and Pharmaceutical Sciences received a patent for Nutraceutical Agent for Attenuating the Neurodegenerative Associated with Parkinson's disease.
  - Dr. Kinfe Ken Redda, Interim Vice President and Professor, Dr. Nelly Mateeva, Associate Professor, Department of Chemistry, College of Science and Technology, and Mrs. Chavonda Mills, received a patent for Synthetic Flavonoids and Pharmaceutical Compositions and Therapeutic Methods of Treatment of HIV Infection and Other Pathologies.
  - Dr. Seth Ablordeppey, Professor and Division Director, Basic Pharmaceutical Sciences, College of Pharmacy and Pharmaceutical Sciences received a patent for the treatment of MRSA Infection.
  - Dr. James Muchovej, Professor of Plant Pathology, College of Agriculture and Food Sciences and Oghenekome U. Onokpise, Professor of Agronomy, Forestry, and Natural





Resources/Associate Dean, College of Agriculture and Food Sciences, received a patent for Mycoherbicide for Controlling Congongrass.

- Mr. Malcolm Kelly, Ms. Nordin Brown and Ms. Leitoya Snelling, received a patent for Collapsible, Sanitized Straw Assembly.

### INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- Faculty from the FAMU School of Allied Health Sciences Divisions of Occupational Therapy and Health Care Management recently collaborated with the FAMU/FSU College of Engineering and the FSU Departments of Psychology and Urban Planning for a Tier 1 University Transportation Center. The grant was funded by the Department of Transportation and the faculty of the colleges and schools are now collaborating in multidisciplinary research.
- The Division of Research initiated the formation of "Research Focus Groups" to form cross-disciplinary collaborations among the various colleges, schools, and departments. This initiative has just begun and the intent is to form teams of researchers that may work together effectively on topics that span a number of disciplines.
- Collaboration with the Federal University of Technology, Nigeria  
FAMU and the Federal University of Technology, Akure, signed a Memorandum of Understanding (MOU) to establish and strengthen scholarly academic opportunities. FAMU and the Federal University of Technology, Akure agreed to exchange faculty and staff for short, medium or long-term periods, which will enhance and guarantee further scientific and scholarly cooperation in teaching and research. In addition, the collaboration also includes the following:
  - Increase student and faculty global research development in the science, technology, engineering and mathematics (STEM);
  - Increase international student enrollment at FAMU at the master's and doctoral levels;
  - Increase FUTA graduate students' research capability using state-of-the-art research equipment at FAMU; and
  - Pursue joint research opportunities to fund students/faculty research, curriculum and institutional capacity development at both universities.

This partnership provides the FAMU faculty opportunities to expand their research and educational activities and prepares our students to more effectively compete in the global marketplace.

- Collaboration with the United Arab Emirates  
FAMU and the TLB Enterprises Group Holding Ltd. (United Arab Emirates) signed a Memorandum of Understanding to implement programs such as promoting research and economically sustainable development, providing technical assistance to support the production, trade and marketing of agriculture products by small farmers and strengthening farmer organizations in Abu Dhabi, the United Arab Emirates and surrounding developing areas to gain, develop and improve the quality of agricultural products. The parties also share the common goal of empowering individuals through education and training and improving their livelihoods through sustainable agriculture resources. Collaboration will include, but not be limited to, research and educational cultural exchanges, which will include research promotion and exchange, joint research and development projects and other scholarly pursuits.
- Collaboration with the University of Florida  
The Prostate Cancer Research Training Opportunities for Outstanding Leaders (ReTOOL) Program is a partnership program between FAMU and the University of Florida (UF) to address the lack of well-trained minority prostate cancer scientists in Florida. The ReTOOL program was established in February 2012 with funding support from the Department of Defense (DOD) Prostate Cancer Research Program (PCRP) of the office of the Congressionally Directed Medical Research Programs (CDMRP) to train at least 10 FAMU minority students to create opportunities





and promote prostate cancer research careers for these students in the areas of basic, behavioral, biomedical and clinical sciences. The Program held its first Research Showcase in July 2012.

## Community and Business Engagement

### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

- The College of Pharmacy and Pharmaceutical Sciences launched a Center for Health Equity to improve health care of medically underserved populations through research, education and service.
- The Small Business Development Regional Center (SBDC) at FAMU continues to target and deliver services to Small to Medium Enterprises (SMEs) through outreach, education, and the provision of technical assistance. SMEs benefit greatly from the one-on-one consultation services provided through the Center's Certified Business Analysts. Advanced market research, in depth technical assistance (i.e. cash flow management, marketing strategy development), and capital formation are the areas of greatest concern to our market's SMEs. The Center has established ties with the majority of the regional chambers of commerce and economic development councils. SBDC hosts and/or co-hosts quarterly functions that provide the opportunity for the Center to engage the SMEs and accurately ascertain service needs. The Center continues to leverage resources with community stakeholders to transition the delivery of core services from Start-Ups to Pre-Venture, Micro Businesses and SMEs. To meet the needs of the Micro Businesses and SMEs, the Center provides more in-depth technical assistance utilizing a higher level of market research and analysis. The Center has secured subscriptions with Hoover's/First Research, Reference USA, ProfitCents, RMA and other analytical tools that assist our Business Consultants in the delivery of the core services to our clients. In addition to the analytical tools, the Center's leadership ensures that the Business Consultants enhance their skills through increased professional development opportunities.

### INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

- The College of Pharmacy is the only College of Pharmacy in the State of Florida responsible for managing and providing clinical education to underserved HIV patients in the AIDS Drug Assistance Program (ADAP) through HRSA and the Florida Department of Health (through Leon County Health Department and FAMU Pharmacy). The College also manages pharmacy services at the Duval County Health Department in Jacksonville.
- One of the ways in which FAMU cultivates and nurtures engagement with business and industry at a national level is through its Industry Cluster. The FAMU Industry Cluster is an academic-industry collaboration designed to engage corporations and corporate leadership in building broad-based, long-term and mutually-beneficial strategic partnerships. Considered to be the core of the University's corporate engagement and stewardship process, Cluster partners with FAMU's Schools and Colleges to provide a channel of communication, support and investments to enrich the educational experience of our students and prepare them for the corporate work world. Approximately 40 businesses are involved with the University through Cluster membership and/or the Cluster-sponsored Black Executives Exchange Program (BEEP). Cluster has seen an 8% growth in engagements over last year with 24 corporations currently signed on as investment partners.





- In 2012, FAMU Extension Programs in the College of Agriculture and Food Sciences initiated numerous activities of community engagement that serve to enhance the state in agriculture-related endeavors. For example:
  - FAMU Extension Programs made 114,132 connections with farmers, families and individuals, including field or site visits, office, telephone and email consultations, group learning activities and other direct contacts. Assessments performed with those to whom services are provided found that the vast majority indicated increased levels of knowledge and changes in behavior as a result.
  - FAMU Cooperative Extension received over \$1 million in external funding which will enable the University to further increase its assistance to Florida farmers and citizens.
  - As a result of the FAMU Master Farmer Program, twenty five (25) small farmers are now able to develop enterprise budgets and use the Internet, including social media, to market their product. Eleven (11) farmers were trained in the fundamentals of grant writing, and two (2) of these farmers have since been awarded competitive grants to help fund and develop their farm business operations.
  - The FAMU Expanded Food and Nutrition Education Program (EFNEP) reached approximately 5,600 citizens in North Florida.
  - Over 50 collaborative programming efforts and/or projects among teaching, research and/or extension faculty to enhance profitability and sustainability of small farms, and urban and rural communities.
  - Over 18,000 youth in Florida were engaged in experiential and hands-on training, cooperative education and other opportunities in agriculture and related sciences for youth and students.
  - The Extension Programs developed 50 cooperative networks. For example, through regional Farm to School efforts, approximately 20 southeastern school districts in Florida, Georgia, Alabama and Tennessee improved nutritional value of school meals for over 300,000 children due to incorporation of local and regional fresh products. FAMU Extension also has an international outreach.
  - In 2012-13, faculty participated in international development activities in South Africa, Haiti and Guyana, and provided training for farmer cooperatives in Kenya and Malawi through the USAID-funded Farmer-to-Farmer program (FTF).
  - Over 18,000 youth in Florida were engaged in experiential and hands-on training, cooperative education and other opportunities in agriculture and related sciences for youth and students.
  - Twenty-six (26) extension programs were conducted for urban and rural audiences in Florida in the four areas of Cooperative Extension: Agriculture & Natural Resources, Community Resource Development, 4-H/Youth Development, Family and Consumer Science.
  - FAMU Statewide Small Farm Programs received nongovernmental organization status and UN accreditation to participate in the global 2012 United Nations Conference on Sustainable Development and other related global meetings. The United Nations General Assembly endorsed a decision to accredit several organizations to the 2012 United Nations Conference on Sustainable Development. These accredited organizations were found to exhibit the necessary attributes of an organization demonstrating expertise in an area of sustainable development relevant to the UN Conference.
- In 2012-13, the Tallahassee Childhood Obesity Prevention Education (COPE) Program funded 34 community-based projects in the Tallahassee/Leon County Area (with a total of approximately \$340,000 in mini-grant funding). These projects involved such activities as funding for the support of community gardens, physical education activities, and health and wellness programs





engaging families and youth. In addition, a signature program of Tallahassee COPE is the Tallahassee COPE Youth Health Leadership (YHL) Program. This program is designed to support the development of middle-high school students in becoming advocates and leaders for health and wellness through the development of a wellness curriculum and dissemination of information as peer educators for health. Former Secretary of Health, Dr. Louis Sullivan, and Interim FAMU President Larry Robinson were present to greet and present YHL youth with a certificate of curriculum completion. The Tallahassee COPE Coalition is one of the Embrace a Healthy Florida initiatives of the Florida Blue Foundation of Blue Cross and Blue Shield of Florida. The initiative has a focus on the reduction and prevention of childhood obesity in Florida. The FAMU Institute of Public Health co-directs the Tallahassee COPE Coalition with the Florida Family Network, Inc. Other leadership team members are the FSU Center for Better Health and Life for the Underserved and the Greater Frenchtown Revitalization Council.

- Entities engaged in fostering economic development on the local level and throughout the state have reached out to the University through its Small Business Development Regional Center (SBDRC) to become part of the dialogue focusing on job creation, small business support and the commercialization of institutional research. Representatives of the University have participated in focus groups, roundtable discussions, and strategic planning sessions with various agencies and organizations including the Tallahassee Chamber of Commerce, the Tallahassee Leon County Economic Development Council, the City of Tallahassee MBE Department, the Big Bend United Way, Work Force Florida, the Big Bend Minority Chamber of Commerce, the Department of Economic Opportunity, FDIC, the Northwest Florida Black Business Investment Board, Imagine Tallahassee, the Florida Department of Management Service's Office of Supplier Diversity, Florida Department of Transportation, the Capital City Chamber of Commerce, Florida State University's Jim Moran Institute, and the Panacea Waterfronts Florida Community. These activities also provide an opportunity for the SBDRC to assist collaborative partners through technical assistance and training.

### INCREASE COMMUNITY AND BUSINESS WORKFORCE

- The Small Business and Development Regional Center at FAMU has very close ties with the local chambers of commerce throughout its service area. The Center has opened a satellite office in the Greater Tallahassee Chamber of Commerce facility and has a physical presence there which enables the Center to conduct workshops and training seminars at the Chamber's office. The Greater Tallahassee Chamber's website has a link to the SBDC website and cosponsors events on a regular basis. The same relationships and partnerships have been forged among six of the eight counties within the service area (Gadsden, Wakulla, Jefferson, Madison, Taylor, and Franklin Counties).
- FAMU opened the University's new Rural Diversity Healthcare Center in Crestview. The center, a 40,000-square-foot facility is a satellite campus for FAMU's College of Pharmacy and Pharmaceutical Sciences and a much-welcomed healthcare educational facility for Okaloosa County. This is a joint program between the City of Crestview and FAMU to increase educational opportunities for residents of this area, provide a highly trained workforce in pharmacy, and potentially attract pharmaceutical industries and businesses to this region. The initial cohort of pharmacy students began in Fall 2012.
- FAMU signed a Memorandum of Understanding with VetPower LLC, and IIECS Military Veteran Training to Work Business Academy. The memorandum will create a partnership that is intended to provide training and job opportunities to military veterans and other students, specifically in the area of agriculture. The agreement will further allow the university to recruit military veterans and increase support to veterans and their families. The partnership allows the College of Agriculture





and Food Sciences to conduct collaborative research, training and extension/outreach programs in areas to include aquaculture and other agriculture related programs.

- One of FAMU's most significant contributions to both the state and national workforce is by being a top producer of African American graduates, particularly in fields in which they are underrepresented. According to the 2013 Diverse Issues in Higher Education Top 100 Degree Producers, FAMU is ranked as one of the top 10 producers of African American baccalaureate graduates in the nation in 2011-2012 for the following fields: Allied Health Diagnostic, Intervention, and Treatment Professions (1); Architecture and Related Services (2); Agriculture, Agriculture Operations, and Related Sciences (3); Visual and Performing Arts (3); Health and Medical Administrative Services (5); Health Professions and Related Programs (5); Homeland Security, Law Enforcement, Firefighting and Related Protective Services (6); Engineering Technologies and Engineering Related Fields (7); Biological and Biomedical Sciences (8); Psychology (9); Communication, Journalism and Related Programs (10); and Philosophy and Religious Studies (10). For all disciplines combined, FAMU ranked 4th for the total number of baccalaureate degrees awarded to African Americans in the 2011-2012 academic year.

In the production of graduate degrees at the master's level, FAMU also ranks in the top 10 producers of African American students in the nation in the Social Sciences (1) and Architecture and Related Services (2). In the same academic year, FAMU ranked #7 in the producers of research doctorates awarded to African Americans in Health Professions and Related Programs.

For professional degrees, FAMU is ranked as one of the top 10 producers of African American graduates in the nation for the following fields: Pharmacy, Pharmaceutical Sciences and Administration (1); Rehabilitation and Therapeutic Professions (4); and Law (7). For all disciplines combined, FAMU ranked number two for the total number of professional degrees awarded to African Americans in the 2011-2012 academic year. *Source: Diverse Issues in Higher Education, Top 100 Producers, 2013*

- One of the most important ways in which FAMU contributes to the workforce is by providing an education to students from low-income families, so that they can become productive citizens and break the cycle of poverty in a single generation. As noted in the dashboard data of this report, 77% of FAMU's baccalaureate graduates were Pell Grant recipients, a higher percentage by far than any other institution in the SUS. Further, 66% of undergraduate students enrolled at FAMU come from families making below \$40,000 per year. As indicated in the College Database recognition cited under Key Achievements, our graduates earn an average of \$41,000 in starting salaries. Therefore, as a result of their education at FAMU, with their starting salary, our graduates are able to surpass the income of their entire family.





## Data Tables

### FINANCIAL RESOURCES

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- Table 1A. Education and General Revenues
- Table 1B. Education and General Expenditures
- Table 1C. Funding per Student FTE
- Table 1D. Other Budget Entities
- Table 1E. Voluntary Support of Higher Education
- Table 1F. Tuition Differential Fee

### PERSONNEL

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- Table 2A. Personnel Headcount

### ENROLLMENT

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- Table 3A. Full-time Equivalent (FTE) Enrollment
- Table 3C. Enrollment by Method of Instruction

### UNDERGRADUATE EDUCATION

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- Table 4A. Baccalaureate Degree Program Changes in AY 2011-2012
- Table 4B. Retention Rates
- Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
- Table 4D. Full- and Part-time FTIC Graduation Rates
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Student/Faculty Ratio
- Table 4N. Licensure/Certification Exam: Nursing (NCLEX)

### GRADUATE EDUCATION

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- Table 5A. Graduate Degree Program Changes in AY 2011-2012
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- Table 5D. Licensure/Certification Exams for Graduate Programs

### RESEARCH & ECONOMIC DEVELOPMENT

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- Table 6A. Research and Development Expenditures
- Table 6B. Centers of Excellence





## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$99,264,736	\$101,521,534	\$91,821,312	\$92,309,490	\$95,101,227
Non-Recurring State Funds	\$669,622	\$6,379,472	\$6,000,982	-\$14,850,901	\$1,500,000
Tuition	\$56,148,042	\$66,438,001	\$69,519,546	\$64,620,473	\$62,906,124
Tuition Differential Fee	\$1,102,404	\$3,245,773	\$5,840,726	\$9,317,774	\$7,871,139
Misc. Fees & Fines	\$835,513	\$973,993	\$716,105	\$853,415	\$1,441,631
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$7,936,118	\$8,460,902	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$165,956,435</b>	<b>\$187,019,675</b>	<b>\$173,898,671</b>	<b>\$152,250,251</b>	<b>\$168,820,121</b>

**Recurring State Funds:** State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments.

**Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year.

**Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A.

**Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A.

**Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A.

**Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package.

**Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.





**Section 1 – Financial Resources** (continued)

**TABLE 1B. University Education and General Expenditures**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$93,846,937	\$98,191,207	\$83,721,468	\$91,404,242	\$98,979,122
Administration and Support	\$26,852,328	\$26,150,741	\$26,165,237	\$27,370,987	\$29,880,540
PO&M	\$20,330,222	\$18,401,551	\$17,016,571	\$19,149,283	\$20,609,305
Student Services	\$12,050,479	\$11,846,764	\$10,663,345	\$11,465,614	\$11,782,425
Library/Audio Visual	\$5,929,520	\$5,943,759	\$5,469,947	\$6,441,462	\$6,667,258
Other	\$542,843	\$583,670	\$682,058	\$797,118	\$901,471
<b>TOTAL</b>	<b>\$159,552,329</b>	<b>\$161,117,692</b>	<b>\$143,718,626</b>	<b>\$156,628,706</b>	<b>\$168,820,121</b>

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note\*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. Note\*\*: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

**Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).





## Section 1 – Financial Resources *(continued)*

**TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student**

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
<b>Appropriated Funding per FTE</b>					
General Revenue	\$9,636	\$8,075	\$7,934	\$7,284	\$6,320
Lottery Funds	\$1,076	\$917	\$967	\$1,112	\$928
Tuition & Fees	\$4,935	\$5,144	\$4,917	\$5,501	\$6,738
Other Trust Funds	\$0	\$714	\$698	\$0	\$0
<b>TOTAL</b>	<b>\$15,647</b>	<b>\$14,850</b>	<b>\$14,515</b>	<b>\$13,897</b>	<b>\$13,987</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$4,819	\$5,226	\$5,828	\$6,530	\$6,999
<b>TOTAL</b>	<b>\$15,531</b>	<b>\$14,932</b>	<b>\$15,427</b>	<b>\$14,926</b>	<b>\$14,247</b>

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Estimated year data from the Allocation Summary document. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

**TABLE 1D. University Other Budget Entities**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
<b>Auxiliary Enterprises</b>					
Revenues	\$22,808,023	\$25,267,943	\$25,552,427	\$25,213,058	\$26,764,787
Expenditures	\$20,755,632	\$20,695,955	\$22,200,051	\$23,852,343	\$38,893,893
<b>Contracts &amp; Grants</b>					
Revenues	\$52,808,492	\$56,742,558	\$53,333,017	\$44,847,891	\$53,297,187
Expenditures	\$54,634,109	\$55,271,357	\$54,064,567	\$46,859,000	\$53,155,255
<b>Local Funds</b>					
Revenues	\$63,365,611	\$78,439,036	\$69,027,997	\$62,875,392	\$91,688,840
Expenditures	\$60,432,397	\$75,777,718	\$67,413,694	\$63,055,801	\$85,313,524
<b>Faculty Practice Plans</b>					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615.





## Section 1 – Financial Resources (continued)

**TABLE 1E. Voluntary Support of Higher Education**

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value (\$1000s)	\$112,354	\$87,770	\$96,154	\$111,516	\$107,743
Gifts Received (\$1000s)	\$4,695	\$5,007	\$3,795	\$4,291	\$3,198
Percentage of Alumni Donors	2.8%	3.7%	4.5%	9.7%	5.8%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at [www.cae.org/vse](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

**TABLE 1F. Tuition Differential Fees (TDF)**

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$3,245,773	\$5,840,726	\$9,317,774
Students Receiving TDF Funded Award	359	1,593	1,993
Total Value of TDF Funded Financial Aid Awards	\$1,894	\$1,209	\$1,404

### Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	5,567	5,215	4,495
Number Receiving a TDF Waiver	1	2	1
Average Value of TDF Waivers	\$320	\$1,285	\$546

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.





## Section 2 – Personnel

**TABLE 2A. Personnel Headcount** (in Fall term only)

	2008	2009	2010	2011	2012
<b>Full-time Employees</b>					
Tenured Faculty	308	297	281	276	268
Tenure-track Faculty	160	161	153	131	130
Non-Tenure Track Faculty	130	165	142	130	154
Instructors Without Faculty Status	39	0	38	40	41
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,286	1,285	1,244	1,141	1,142
<b>FULL-TIME SUBTOTAL</b>	<b>1,923</b>	<b>1,908</b>	<b>1,858</b>	<b>1,718</b>	<b>1,735</b>
<b>Part-time Employees</b>					
Tenured Faculty	0	0	0	0	3
Tenure-track Faculty	1	1	1	1	3
Non-Tenure Track Faculty	0	0	0	1	9
Instructors Without Faculty Status	156	139	148	164	130
Graduate Assistants/Associates	132	253	236	231	241
Non-Instructional Employees	9	7	6	7	5
<b>PART-TIME SUBTOTAL</b>	<b>298</b>	<b>400</b>	<b>391</b>	<b>404</b>	<b>391</b>
<b>TOTAL</b>	<b>2,221</b>	<b>2,308</b>	<b>2,249</b>	<b>2,122</b>	<b>2,126</b>

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.





### Section 3 – Enrollment

**TABLE 3A. Full-Time Equivalent (FTE) Enrollment**

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
LOWER-DIVISION	3,601	4,293	3,601	3,860	3,601	3,285
UPPER-DIVISION	2,868	2,702	2,868	2,764	2,868	2,707
MASTER'S (GRAD I)	651	477	651	433	651	374
DOCTORAL (GRAD II)	627	812	627	867	627	913
<b>TOTAL</b>	<b>7,747</b>	<b>8,284</b>	<b>7,747</b>	<b>7,924</b>	<b>7,747</b>	<b>7,279</b>
<b>NON-FLORIDA RESIDENTS</b>						
LOWER-DIVISION	.	327	.	345	.	326
UPPER-DIVISION	.	263	.	235	.	235
MASTER'S (GRAD I)	.	76	.	84	.	40
DOCTORAL (GRAD II)	.	142	.	150	.	119
<b>TOTAL</b>	<b>1,119</b>	<b>808</b>	<b>1,119</b>	<b>814</b>	<b>1,119</b>	<b>720</b>
<b>TOTAL FTE</b>						
LOWER-DIVISION	.	4,620	.	4,205	.	3,611
UPPER-DIVISION	.	2,965	.	2,999	.	2,942
MASTER'S (GRAD I)	.	553	.	518	.	415
DOCTORAL (GRAD II)	.	954	.	1,017	.	1,032
<b>TOTAL</b>	<b>8,866</b>	<b>9,092</b>	<b>8,866</b>	<b>8,738</b>	<b>8,866</b>	<b>7,999</b>
<b>TOTAL US Definition</b>	<b>11,821</b>	<b>12,123</b>	<b>11,821</b>	<b>11,651</b>	<b>11,821</b>	<b>10,665</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.





**Section 3 – Enrollment** *(continued)*

**TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction**

	2010-11	2011-12	2012-13
<b>TRADITIONAL</b>			
LOWER-DIVISION	4,402	4,053	3,490
UPPER-DIVISION	2,965	2,997	2,937
MASTER'S (GRAD I)	553	517	415
DOCTORAL (GRAD II)	954	1,017	1,032
<b>TOTAL</b>	<b>8,874</b>	<b>8,584</b>	<b>7,875</b>
<b>HYBRID</b>			
LOWER-DIVISION	3	0	0
UPPER-DIVISION	0	0	0
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>DISTANCE LEARNING</b>			
LOWER-DIVISION	0	13	31
UPPER-DIVISION	0	2	4
MASTER'S (GRAD I)	0	0	0
DOCTORAL (GRAD II)	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>36</b>
<b>TOTAL</b>			
LOWER-DIVISION	4,405	4,066	3,522
UPPER-DIVISION	2,965	2,999	2,942
MASTER'S (GRAD I)	553	518	415
DOCTORAL (GRAD II)	954	1,017	1,032
<b>TOTAL</b>	<b>8,878</b>	<b>8,600</b>	<b>7,910</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than* 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3A, 3B.





## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Pharmaceutical Sciences	51.2099	B	6/7/2012	Fall 2013	
<b>Terminated Programs</b>					
None					
<b>Inactive Programs</b>					
None					
<b>New Programs Considered By University But Not Approved</b>					
BS Environmental Health – Denied					
BS Multidisciplinary Studies – Returned for Significant Revisions					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

**New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

**Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

**Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

**New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.





## Section 4 – Undergraduate Education *(continued)*

**TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates**  
*Retained in the Second Fall Term at Same University*

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	2,046	2,330	2,685	1,975	1,499
% Retained	78%	81%	79%	80%	82%
% Retained with GPA of 2.0 or higher	62%	62%	59%	65%	72%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

**TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates**

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	2,513	2,203	1,637	1,614	1,854
% Graduated	41%	42%	40%	40%	39%
% Still Enrolled	15%	13%	15%	16%	17%
% Success Rate	56%	55%	55%	56%	56%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.





## Section 4 – Undergraduate Education (continued)

**TABLE 4D. FTIC Progression and Graduation Rates** (includes Full- and Part-time students)

<b>4 – Year Rates</b>	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13 Preliminary</b>
Cohort	1,674	1,641	1,869	2,067	2,352
<b>From Same University</b>					
% Graduated	11%	10%	12%	12%	8%
% Still Enrolled	53%	53%	54%	49%	49%
<b>From Other SUS University</b>					
% Graduated	0%	0%	0%	1%	1%
% Still Enrolled	2%	2%	2%	2%	3%
<b>From State University System</b>					
% Graduated	12%	10%	12%	13%	9%
% Still Enrolled	55%	55%	57%	51%	52%
% Success Rate	67%	65%	69%	63%	61%
<b>6 – Year Rates</b>	<b>2003-09</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13 Preliminary</b>
Cohort	2,552	2,245	1,674	1,641	1,869
<b>From Same University</b>					
% Graduated	40%	41%	40%	39%	39%
% Still Enrolled	15%	13%	15%	16%	17%
<b>From Other SUS University</b>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	2%	2%	2%	2%	2%
<b>From State University System</b>					
% Graduated	42%	44%	42%	41%	41%
% Still Enrolled	17%	15%	17%	18%	19%
% Success Rate	59%	59%	58%	59%	60%

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.





**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4E. AA Transfer Progression and Graduation Rates**

<b>2 – Year Rates</b>	<b>2007-09</b>	<b>2008-10</b>	<b>2009-11</b>	<b>2010-12</b>	<b>2011-13 Preliminary</b>
Cohort	81	106	116	192	175
<b>From Same University</b>					
% Graduated	17%	30%	25%	17%	18%
% Still Enrolled	70%	59%	65%	64%	66%
<b>From Other SUS University</b>					
% Graduated	1%	2%	2%	0%	0%
% Still Enrolled	0%	1%	3%	4%	3%
<b>From State University System</b>					
% Graduated	19%	32%	27%	17%	18%
% Still Enrolled	70%	60%	68%	68%	69%
% Success Rate	89%	92%	93%	85%	87%
<b>4 – Year Rates</b>					
	<b>2005-09</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13 Preliminary</b>
Cohort	85	92	81	106	116
<b>From Same University</b>					
% Graduated	68%	61%	67%	63%	60%
% Still Enrolled	6%	13%	12%	19%	12%
<b>From Other SUS University</b>					
% Graduated	7%	4%	2%	2%	1%
% Still Enrolled	0%	1%	0%	1%	2%
<b>From State University System</b>					
% Graduated	75%	65%	69%	65%	61%
% Still Enrolled	6%	14%	12%	20%	14%
% Success Rate	81%	79%	81%	85%	75%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.





**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4F. Other Transfer Progression and Graduation Rates**

<b>5 – Year Rates</b>	<b>2004-09</b>	<b>2005-10</b>	<b>2006-11</b>	<b>2007-12</b>	<b>2008- 13 Preliminary</b>
Cohort Size	300	270	377	353	397
<b><i>From Same University</i></b>					
% Graduated	48%	47%	68%	68%	63%
% Still Enrolled	7%	8%	9%	8%	8%
<b><i>From Other SUS University</i></b>					
% Graduated	4%	4%	2%	2%	2%
% Still Enrolled	2%	1%	1%	2%	3%
<b><i>From State University System</i></b>					
% Graduated	52%	51%	70%	70%	65%
% Still Enrolled	9%	9%	11%	10%	11%
% Success Rate	61%	60%	81%	79%	76%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.





## Section 4 – Undergraduate Education *(continued)*

**TABLE 4G. Baccalaureate Degrees Awarded**

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	1,435	1,243	1,296	1,466	1,489

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51\* vs. 52\*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

**TABLE 4H. Baccalaureate Degrees Awarded in Programs of Strategic Emphasis**

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	260	203	205	221	262
Health Professions <i>*only disciplines in critical need</i>	97	78	80	117	105
Security and Emergency Services	139	120	145	165	179
Globalization	75	76	71	85	87
Education <i>*only disciplines in critical need</i>	11	2	5	6	2
<b>SUBTOTAL</b>	<b>582</b>	<b>479</b>	<b>506</b>	<b>594</b>	<b>635</b>
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	40%	38%	39%	40%	43%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). \* This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.





**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Non-Hispanic Black</b>					
Number of Degrees	1,331	1,166	1,224	1,382	1,404
Percentage of Degrees	94%	95%	95%	95%	96%
<b>Hispanic</b>					
Number of Degrees	21	12	16	21	14
Percentage of Degrees	1%	1%	1%	1%	1%
<b>Pell-Grant Recipients</b>					
Number of Degrees	938	841	917	1,098	1,127
Percentage of Degrees	66%	68%	71%	76%	77%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

**Pell-Grant recipients** are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

**Notes on Trends:** In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2010-11 academic year. This reclassification will impact trends.





## Section 4 – Undergraduate Education *(continued)*

**TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours**

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	16%	17%	18%	21%	25%
AA Transfers	34%	47%	45%	44%	56%
Other Transfers	26%	35%	27%	36%	35%
<b>TOTAL</b>	<b>20%</b>	<b>23%</b>	<b>23%</b>	<b>27%</b>	<b>31%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree.

Note\*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	1,428	1,361	1,430	1,422	1,383

### Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	61%	53%	50%	48%	51%
30 to 49 Students	25%	29%	30%	33%	33%
50 to 99 Students	13%	17%	16%	15%	15%
100 or More Students	2%	1%	4%	4%	2%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.





## Section 4 – Undergraduate Education *(continued)*

**TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type**

	2008-09	2009-10	2010-11	2011-12	2012-13*
Faculty	77%	78%	73%	72%	76%
Adjunct Faculty	20%	19%	26%	27%	18%
Graduate Students	2%	3%	0%	0%	0%
Other Instructors	2%	1%	1%	1%	6%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22. Note\*: 2012-13 data was provided by FAMU, and not provided by Board staff queries of the State University Database System (SUDS).

**TABLE 4M. Student/Faculty Ratio**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	17.0	18.3	20.0	21.3	19.0

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

**TABLE 4N. Professional Licensure/Certification Exams for Undergraduates**

### **Nursing: National Council Licensure Examination for Registered Nurses**

	2008	2009	2010	2011	2012
Examinees	70	70	72	73	84
First-time Pass Rate	87%	90%	85%	85%	90%
National Benchmark	88%	90%	89%	89%	92%

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.





## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2012-13**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
None						
<b>Terminated Programs</b>						
None						
<b>Inactive Programs</b>						
None						
<b>New Programs Considered By University But Not Approved</b>						
MS Curriculum and Instruction – Returned for Significant Revisions						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

**New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

**Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

**Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

**New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.





**Section 5 – Graduate Education** *(continued)*

**TABLE 5B. Graduate Degrees Awarded**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>TOTAL</b>	<b>582</b>	<b>661</b>	<b>630</b>	<b>607</b>	<b>678</b>
Masters and Specialist	276	348	298	276	277
Research Doctoral	19	16	22	23	23
Professional Doctoral	287	297	310	308	378
<i>a) Medicine</i>	0	0	0	0	0
<i>b) Law</i>	160	143	158	152	224
<i>c) Pharmacy</i>	116	140	139	135	131

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

**TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis**

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	45	58	56	72	61
Health Professions <i>*only disciplines in critical need</i>	164	194	184	183	198
Security and Emergency Services	0	0	0	0	0
Globalization	0	0	0	0	0
Education <i>*only disciplines in critical need</i>	2	4	4	4	1
<b>SUBTOTAL</b>	<b>211</b>	<b>256</b>	<b>244</b>	<b>259</b>	<b>260</b>
<i>Percent of All Graduate Degrees</i>	36%	39%	39%	43%	39%

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). \*This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.





## Section 5 – Graduate Education *(continued)*

**TABLE 5D. Professional Licensure Exams for Graduate Programs**

### Law: *Florida Bar Exam*

	2009	2010	2011	2012	2013
Examinees	139	108	144	123	175
First-time Pass Rate	53%	61%	63%	67%	73%
<i>State Benchmark*</i>	79%	79%	82%	81%	80%

Note\*: excludes non-Florida schools.

### Pharmacy: *North American Pharmacist Licensure Exam*

	2008	2009	2010	2011	2012
Examinees	145	116	133	142	122
First-time Pass Rate	88%	82%	72%	87%	86%
<i>National Benchmark</i>	97%	97%	94%	96%	97%

### Physical Therapy: *National Physical Therapy Examinations*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	52	58	59	40	44
First-time Pass Rate	33%	40%	45%	48%	47%
<i>National Benchmark</i>	86%	87%	88%	89%	89%

### Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	*	*	16	33	32
First-time Pass Rate	*	*	44%	33%	41%
<i>National Benchmark</i>	86%	83%	82%	81%	83%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.





## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$25,515	\$27,018	\$53,474	\$53,326	\$52,263
Federally Funded (\$ 1,000s)	\$23,657	\$23,535	\$45,856	\$44,905	\$44,343
Percent Funded From External Sources	99%	98%	90%	88%	86%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$56,826	\$57,731	\$116,755	\$122,871	\$120,422
<b>Technology Transfer</b>					
Invention Disclosures	15	16	13	12	31
U.S. Patents Issued	1	0	6	2	5
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	2	0	12	5	12
Licenses/ Options Executed	2	0	0	0	0
Licensing Income Received (\$)	\$7,500	\$7,500	\$0	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.





Florida Agricultural and Mechanical University  
Board of Trustees Action Item

Meeting Date January 8, 2014

Agenda Item \_\_\_\_\_

**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:** Request for Tuition Increase for PharmD Students

**Rationale:** Additional documentation will be provided at a later date.





Florida Agricultural and Mechanical University  
Board of Trustees Information Item

**Meeting Date:** January 8, 2014

**Agenda Item:** \_\_\_\_\_

Committee

**Subject:** ABA Update

**Summary:** An update will be provided by the Florida A&M University College of Law regarding the decision of the Accreditation Committee of the American Bar Association.





Florida Agricultural and Mechanical University  
Board of Trustees Information Item

Meeting Date: January 8, 2014

Agenda Item: \_\_\_\_\_

Item Origination

Academic Affairs

**Subject: Academic Affairs Goals Update on Specialized Accreditation**

**Short Summary:** The attached document provides an update of academic program activities related to specialized accreditation.



## Academic Affairs Update: Specialized Accreditation

Board of Trustees  
January 8-9, 2014

College/School	Program	Accrediting Agency	Accreditation Status	Date of Visit	Accreditation Activities
College of Law	Juris Doctor	American Bar Association (ABA)	Accredited	March 25-26, 2012	<p>The ABA's most recent report, issued November 11, 2013, concludes that the College of Law has demonstrated compliance with all accreditation standards, except Standard 501, pertaining to the qualifications of entering students and the student attrition rate for academic year 2011-12.</p> <p>The ABA has requested the College provide additional information concerning the same by December 15, 2013, and that the President and Dean attend the ABA meeting in San Diego, California on January 24, 2014 to address whether additional measures are required.</p>
College of Pharmacy and Pharmaceutical Sciences (COPPS)	PharmD	Accreditation Council for Pharmacy Education (ACPE)	Accredited	March 5-8, 2013	<p>A comprehensive site visit was conducted of the PharmD program March 5-8, 2013. While ACPE found the program to have demonstrated compliance with most of the standards, the program and University have to satisfy specific concerns identified by ACPE in order to demonstrate full compliance regarding resources, specifically relating to faculty salaries and identifying a plan to address the faculty salary issue. It will be important to implement the plan and address the issue before the ACPE meeting January 15-19, 2014.</p> <p>Report was submitted to ACPE by October 15, 2013.</p>



**Academic Affairs Update: Specialized Accreditation**  
**Board of Trustees**  
**January 8-9, 2014**

College/School	Program	Accrediting Agency	Accreditation Status	Date of Visit	Accreditation Activities
College of Science and Technology	BS Computer Science	ABET, Inc. Computing Accreditation Commission (CAC)	Accredited	October 27-29, 2013	Program was cited with no deficiencies and only two weaknesses have to be addressed: 1. Program Educational Objectives 2. Continuous Improvement Information on the program educational objectives will be submitted to the Commission by the end of the period to provide additional information through the due process response. This deadline has not yet been established by ABET but is likely to be in early January 2014 to consider prior to its decision at its annual meeting in July. Assessment plans for the program are being revised to meet compliance with Criterion 4 on Continuous Improvement in the future.
College of Agriculture and Food Sciences (CAFS)	Veterinary Technology major within BS Agricultural Sciences	American Veterinary Medical Association (AVMA)	Seeking Initial Accreditation	October 28-30, 2013	The site visit identified a few critical recommendations that must be addressed in the next year reporting cycle. The program is working to address those issues and will submit a rejoinder to the site visit team's report by the end of 2013. CVTEA will make a final decision at its meeting May 1-2, 2014.
School of Allied Health Sciences	Doctor of Physical Therapy (DPT)	Commission on Accreditation for Physical Therapy Education (CAPTE)	Accredited	November 10-13, 2013	The self-study was submitted to CAPTE September 10, 2013 and a site visit was conducted November 10-13, 2013. CAPTE will review information from the site visit and self-study at their April, 2014 meeting.
School of Allied Health Sciences	BS Cardiopulmonary Sciences	Commission on Accreditation for Respiratory Care (CoARC)	Accredited	March 2014	Self-study submitted August 1, 2013. The referee assigned to review the self-study noted that all standards were met except the ones that will be reviewed during the on-site visit in March 2014.
College of Social Sciences, Arts, and Humanities	Bachelor of Social Work (BSW) Master of Social Work (MSW)	Council on Social Work Education (CSWE)	Accredited	March 1 – May 31, 2015	Self-study due December 1, 2014. Site visit expected Spring 2015. Final decision of the Commission will be October 2015.