

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

Academic and Student Affairs Committee Meeting

Wednesday, December 6, 2023

3:45 p.m.

The Grand Ballroom

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

AGENDA

- | | | |
|------|--------------------------------------|---------------------------|
| I. | Call to Order | Trustee Nicole Washington |
| II. | Roll Call | Ms. Valeria Singleton |
| III. | Minutes for October 11, 2023 Meeting | Trustee Washington |
| IV. | Follow-up Items | Trustee Washington |

ACTION ITEMS

- | | | |
|------|--|--------------------|
| V. | Request for Leave of Absence <ul style="list-style-type: none">• Professor Andrew Jones | Dr. Allyson Watson |
| VI. | Institutes and Centers Annual Report | Dr. Watson |
| VII. | Request to Reduce Degree Program Hours <ul style="list-style-type: none">• Journalism• Public Relations | Dr. Watson |

INFORMATION ITEMS

- | | | |
|-------|-------------------------|-------------------------|
| VIII. | Student Affairs Update | Dr. William Hudson, Jr. |
| IX. | Academic Affairs Update | Dr. Watson |
| X. | Adjournment | |

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

Academic and Student Affairs Committee
Wednesday, December 6, 2023
Agenda Item: III

Subject: Minutes for October 11, 2023 Meeting

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

Attachment(s): Yes

1. Minutes for October 11, 2023

Academic and Student Affairs Committee Minutes
Trustee Nicole Washington, Chair
October 11, 2023

The meeting was called to order by Trustee Kristin Harper. Ms. Valeria Singleton called the roll, and the following committee members were present: Jamal Brown, Natlie Figgers, Kristin Harper, Londe Mondelus, and Nicole Washington. A quorum was established.

Trustee Mondelus moved to approve the minutes for the meeting on June 7, 2023. Trustee Brown seconded the motion, and the motion carried.

There were several follow-up items from the June board meeting:

- Dr. Hudson and his team will provide an update on the Career Center.
- Dr. Watson and her team will provide an update on post-tenure review.
- An update on the academic advising software will be provided during the February 2024 meeting.
- Trustees were given a breakdown of male/female admits for Summer 2023 and Fall 2023.
- An update on the decline in enrollment for the College of Law will be addressed during the special committee meeting.

The Committee recommended approval of the following items:

Academic Calendar (2024 – 2025) - The Academic Calendar for 2024 - 2025 was presented to the Board of Trustees for approval, in accordance with Florida Board of Education Rule 6A-10.019. The Board of Governors Regulation 8.001 requires each University to adopt an annual calendar that includes the beginning and ending dates for each semester, the dates for final examinations, and the dates for the issuance of diplomas.

The beginning and ending dates of each semester, the holidays, and the breaks were agreed upon by the Calendar Committee, which includes representatives from Florida A&M University, Florida State University, and Tallahassee Community College. The Calendar Committee meets annually to coordinate the calendars of the three educational institutions in Tallahassee.

Trustee Mondelus moved to approve the 2024 – 2025 academic calendar. Trustee Brown seconded the motion, and the motion carried.

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

- Professor Nandi Riley - September 27, 2023 through September 27, 2024.
- Dr. Ameenah Shakir - September 1, 2023, through September 1, 2024.
- Dr. Elise Simmons - August 14, 2023, through May 10, 2024.

Trustee Mondelus moved to approve leave of absence for Nandi Riley, Ameenah Shakir, and Elise Simmons. Trustee Brown seconded the motion, and the motion carried.

ASA Committee Action Plan – The 2023 – 2024 Academic and Student Affairs Committee Action Plan outlined the items discussed during each meeting.

Student Affairs Updates – informational updates were provided:

- Dr. William Hudson, Jr., and his team provided updates on the Career and Professional Development Center and hazing prevention.
 - The mission of the Career and Professional Development (CPD) Center is to deliver high-quality coaching, expansive experiential learning opportunities, and a broad industry network supported by the worldwide Rattler alumni community.
 - The career specialists work closely with the 14 colleges and schools to provide targeted messaging, workshops, and industry-specific jobs.
 - The National Association of Colleges and Employers identified eight core competencies students need post-graduation. They are career and professional development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.
 - There was a brief discussion regarding the four components: Deciding Majors/Career Paths, Career Preparation, Experiential Learning/Internships, and Jobs/Graduate Programs.
- The CPD Center provides numerous premium resources to FAMU students and alums to ensure they remain competitive in the job market. Some of the premium resources include:
 - Handshake – career management platform;
 - Hiration – AI-assisted resume and cover letter creator;
 - Big Interview – virtual interview practice software;
 - Focus 2 – career self-assessments and labor market information;
 - Safe Hire – targeted video pitch and validated testimonials; and
 - Going Global – online career research and employment worldwide.
- In addition to the career resources offered, the CPD Center has identified digital badging as a way for students to demonstrate their proficiency and career competencies. Rattler Ready is a career and professional development process that uses the Suitable platform to assist students with earning digital badges.
- Two significant things have been implemented since the passage of House Bill 1261. The first is the creation of the career readiness training module. In the module students receive information

on career pathways, financial literacy, salary projections, and other resources at the CPD Center. The second implementation was the development of the Career Action Plan for all first-year and transfer students.

- The Career Action Plan lays the foundation for student engagement from admissions to careers or post-graduate education.
- The University welcomes over 400 unique employers yearly through career expos, networking, and employer sessions.
- More than 150,367 positions have been posted to Handshake since May 2022. There are 23,303 approved registered employers in Handshake.
- The CPD staff collaborates with the Division of Academic Affairs through classroom presentations, instruction, and curriculum integration and provides data and technology platforms.
- The First Destination Survey is housed on the Handshake platform. During the 2021 – 2022 academic year, 61% of the students reported employment or continued education; 35% were still seeking employment, and 1% were not seeking work. The overall response rate was 40.4% of graduates.

Question: Does the CPD Center collaborate with the individual colleges/schools' career and professional development teams?

Response: As we know, employment after graduation is one of the performance-based funding metrics. The CPD Center is the centralized repository for placement whether fulltime, internships, or professional development. Each college/school has a liaison that works with a specific staff member at the CPD Center regarding career and professional development.

Question: How is the Center working with employers to better under the competencies that the employers are seeking?

Response: We hold strategy meetings with all of the employers to discuss their expectations and the skills that they are seeking from our students. In addition, after the students are interviewed by the companies, this office will follow-up with the employers on key points for improvement. Further, after the students are hired and/or participated in an internship, this office will survey the companies for feedback. Based on the feedback, this office will implement workshops or training sessions to address any deficiencies in our students.

Question: Are there any tailored sessions for graduate students?

Response: This office works with the School of Graduate Studies and we provide two workshops each month on different topics such as professionalism, preparing resumes, or applying to graduate school. For those employers seeking graduate students, we partner with the School of Graduate and share the employment opportunities with the graduate students.

Question: Does the University have access to the data collected by the State on graduate outcomes for performance funding? Also, when is the data available because this would help in tracking our performance metrics and the data can be uploaded to the dashboard.

Response: The data is available to the institutions following the approval of the prior year's Accountability Report. The Accountability Report is presented to the Board of Governors in March.

Question: Do we have the ability to forecast using the same methodology used by the Board of Governors?

Response: Yes, there is some preliminary numbers that the team has been working on. So, we have forecasted the excellence points for specific areas that we would achieve.

Hazing Prevention Initiatives - Mr. Smith is partnering with the Office of Student Activities to coordinate the Rattler Round-up, allowing him to reiterate the safety protocols and university regulations to clubs and organizations. He recently provided training to the Beta Alpha Chapter of Delta Sigma Theta Sorority, Incorporated. There are no open investigations into any suspected hazing.

Academic Affairs Updates – The following informational updates were provided:

- Updates were provided on distance learning and post-tenure review.
 - **Distance Learning** – We began our online program over a decade ago with three fully online graduate degree programs and 40 online courses. However, our President and Provost have been dedicated to providing institutional investments, including Title III support. Those investments, along with two non-recurring legislative appropriations and a very generous allocation from the United States Higher Education Emergency Relief Fund, have allowed Florida A&M to now offer 13 fully online programs at both the undergraduate and graduate levels, resulting in a significant increase in online program offerings of more than 300%. Additionally, we now have more than 750 fully online courses.
 - Over the past five years, our online undergraduate student enrollment has increased by 52%. Of course, during the year of the pandemic, 2020-2021, we experienced a more significant increase in our online course enrollment because minimal in-person classes were being offered during that time. While the Fall 2023 online student enrollment has not been finalized at this time, we have provided you with a snapshot of online enrollment from Spring 2023. As we continue to grow our online program and course offerings, we anticipate enrollment in online courses to continuously increase, both at the undergraduate and graduate levels.
 - Over the past five years, our online graduate student enrollment has more than doubled and has increased by more than 166%. And again, during the year of the pandemic, 2020-2021, we experienced a larger increase in our online course enrollment for the same reason as the undergraduate enrollment because minimal in-person classes were being offered during that

time. Now, year five experienced a slight decrease from year four, which could be attributed to the fact that in 2022-2023, post-pandemic, more students began to return to in-person classes. And again, the Fall 2023 online student enrollment has not been finalized at this time, so we have provided you with a snapshot of online enrollment from Spring 2023.

- Over the past three years, FAMU has been recognized in the Florida Board of Governors, Innovation and Online Committee's Annual Report for Online Education as having the most significant increase in students enrolling in at least one online course. This significant accomplishment could not have occurred without the outstanding dedication and commitment of our fantastic faculty who continuously participate in professional development workshops, seminars, and online teaching certifications that enable them to continue to do what they do best: to provide high-quality instruction to our students. Over the past year 2022-2023, more than 450 faculty members received a combination of certifications and one-on-one training in both pedagogy and technology to continue to increase their knowledge of engagement with our online students.
- **Post-Tenure Faculty Review** – The Academic Affairs leadership team worked hard to ensure we followed the regulations. The regulation was followed in its entirety and concerning the level of performance that faculty has achieved. The Division of Audit completed a thorough audit on the proposed processes in accordance with the regulation. The post-tenure review will be implemented after the plan is submitted to the Board of Governors.
 - A special advisory committee was formed with a representative from each college/school, Faculty Senate, and the Student Government Association. This special Committee will recommend to the Provost about implementation details such as: the application process, evaluation process, and recognition/compensation.
 - Based on the regulation, a rollout plan will include all of the tenured faculty from 2019 and those who were historically tenured before 2019. There is a total of 519 faculty, so 240 faculty members are identified for the post-tenure review. This office extrapolated all names and identifiers from the list and submitted it to the Office of Strategic Planning, Analysis, and Institutional Effectiveness (SPAIE). SPAIE provided us with a stratified random sampling. The first round will be comprised of 44 faculty.
 - The special advisory Committee was asked to remember ways to acknowledge faculty for the work they have done and allow them to provide an overview with a comprehensive narrative and supplemental materials that can substantiate the work.
 - The review will be conducted using the online Interfolio Review Promotion and Tenure (RPT) platform. In addition, workshops on the use of the tool will be provided through the Teaching and Learning Center.
 - The regulation requires that the faculty create a dossier, their chair or supervisor will review the dossier and provide an overall summary (reviewing all of the documents and professional and academic responsibilities), the dean will review and provide a rating on a four-point scale, submit that to the Office of Academic Affairs (OAA), and OAA will provide a summary and submit to the Provost for review. The Provost will provide the

decision to the President, and it will be presented to the Board. The rating ranges from unsatisfactory to exceeding expectations.

Question: What criteria is used to select faculty for the post-tenure review.

Response: A stratified random sampling was used. There was a total of 519 faculty, so 240 faculty members were identified for the post-tenure review. This office extrapolated all names and identifiers from the list and submitted it to the Office of Strategic Planning, Analysis, and Institutional Effectiveness (SPAIE). SPAIE provided us with a stratified random sampling. The first round is comprised of 44 faculty.

Question: What processes are the other State University Systems using?

Response: Dr. Watson stated that her counterparts were impressed with our process because FAMU is using a faculty-centered approach. This process removes any opportunity to say someone was targeted.

Question: What benchmarks are we using (i.e., SUS or national)? What are the benchmarks for the R1 institutions since that is FAMU's aspiration? How does teaching workload factor into productivity?

Response: Baylor was one of the latest institutions to move to R1 status. So, the Academic Affairs team reviewed the case study on Baylor. Baylor doubled the number of research doctoral degrees in one year. Another R1 institution's best practices was to implement teaching assistants in the high need, high touch classes for freshmen and sophomores.

We are looking into acquiring Academic Analytics and this software will help us track faculty research. It will allow us to see:

- How many publications came from each college and school?
- How many publications came from a specific department?
- What area has high production?

So, the tool will help us with some of the best practices that may allow us to adjust teaching load. But again, it's going to take an investment of the University and the State. I shared this information with Chancellor Rodrigues during a recent meeting.

There being no further discussion, the meeting was adjourned at 11:35 a.m.

Respectfully submitted,

Nicole Washington, Committee Chair

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

Academic and Student Affairs Committee

Wednesday, December 6, 2023

Agenda Item: IV

Subject: Follow-Up Items

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

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

Academic and Student Affairs Committee
Wednesday, December 6, 2023
Agenda Item: V

Subject: Request for Leave of Absence

Proposed Board Action: It is recommended that the Board of Trustees approve the Request for Leave of Absence for Professor Andrew Jones.

Employee's Name	Dates of Leave	Reason
Andrew Jones	1/8/2024 – 12/20/2024	Personal

Attachment: No

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

Academic and Student Affairs Committee

Wednesday, December 6, 2023

Agenda Item: VI

Subject: Institutes and Centers Annual Report

Proposed Board Action: Approve 2023 Annual Institutes and Centers Reports and Evaluations. 10.015 Florida Board of Governors requires annual fiscal reporting for State of Florida and University Institutes and Centers along with a summary of evaluations conducted periodically for each. Copies of FAMU's Institutes and Centers 2023 Annual Reports are provided for review and approval in accordance with BOG Regulation.

Attachments: Yes

1. FAMU Institutes and Centers Annual Reports and Evaluations

**Annual Reporting Template Instructions
FY 2022-2023**

Please complete the contact information on the right.

Tab "1-AnnualReporting": Please enter information for columns 5B to Column 14 for all I&Cs

Tab "2-COE Reporting": Please enter information for columns 6-9 for all Centers of Excellence

Tab "3-Additional I&C": If applicable, please enter information for any new I&Cs not captured in tab "1-AnnualReporting"

Tab

Contact Information	
Institution Name:	Florida A&M University
Preparer's Name:	Sundra Kincey
Preparer's Email:	sundra.kincey@fam.u.edu
Contact Information	
Institution Name:	Florida A&M University
Preparer's Name:	Sundra Kincey
Preparer's Email:	sundra.kincey@fam.u.edu

1-Annual Reporting	Please complete Column 5B - Column 14 for all I&Cs	
	1. Institution Name	This column should be used to filter the data for the specific institution completing the template.
	2. Center Type	Identifies the center as a " Center of Excellence" , "State of Florida" or "University" I&C. This designation is determined by the host institution at the inception of the center
	3. Center Code	Identifies the code assigned to the center or institute as assigned by the BOG. If there is a discrepancy here please indicate this in the comments section of the spreadsheet.
	4. Center Name	Identifies the C&I name
	5A. Center Status (Board Records)	Identifies the C&I activity status as "Active", "Inactive", or "Terminated/Disbanded" as of July 2023 in Board records.
	5B. Center Status (Institution)	Identifies the C&I activity status as "Active", "Inactive", or "Terminated/Disbanded" based on what the institution has on file. This should be used to provide updates to the board office regarding the status of institutional I&C's. Should there be a discrepancy, please submit the appropriate documents with the DRS response and indicate this in the comment section of the spreadsheet. Drop down is provided
	6.Total FY 2022-23 Expenditures	Total expenditures for all C&I's identified as active during the specified reporting term. Expenditure total should include contracts & grants, E&G state funds, trust funds, and fees for service.
	7. Expenditures: State & E&G	Total expenditures from E&G and/or state funds for all C&I's identified as active during the specified reporting term.
	8. Expenditures: Contracts & Grants	Total expenditures from contracts and grants for all C&I's identified as active during the specified reporting term.
	9. Expenditures: Fees for Service	Total expenditures from fees for services for all C&I's identified as active during the specified reporting term.
	10. Expenditures: Private and Trust Funds	Total expenditures from private and trust funds for all C&I's identified as active during the specified reporting term.
	11. Staff / Faculty FTE	Identify the total FTE for all faculty and staff directly associated with the operation of the C&I as of June 30, 2023.
	12. Year of Most Recent Evaluation	Indicate the year the most recent assessment/evaluation performed pursuant to BOG Regulation 10.015. This column should be completed for all C&I's identified as active or inactive in the template.
	13. Year of Prior Evaluation	Indicate the year an evaluation/assessment was performed pursuant to BOG Regulation 10.015, ahead of the evaluation identified in column 12. This column should be completed for all I&C's identified as active or inactive in the template.
14. Rational for Missing Evaluations	For all missing evaluations please provide a rational	
2-COE Reporting	Please complete all columns 6-9 for all Centers of Excellence	
	1. Institution Name	This column should be used to filter the data for the specific institution completing the template.
	2. Center Type	The column is pre-filtered to only include Centers of Excellence
	3. Center Code	Identifies the code assigned to the center or institute as assigned by the BOG. If there is a discrepancy here please indicate this in the comments section of the spreadsheet.
	4. Center Name	Identifies the Center of Excellence name
	5. Established Year	Provides the year the center of excellence was created
	6. Cumulative Total State Funds Received	Total state funds received since the center was created
	7. Cumulative Total Non-State Funds Received	Total non-state funds received since the center was created
	8. Fiscal Year State Funds Received	Total non-state funds received for the specified reporting term
	9. Fiscal Year Non-State Funds Received	Total state funds received for the specified reporting term
3-Additional I&C	Please complete all columns for any I&Cs not captured in the Annual Reporting (i.e., if a new I&C was opened and is not in the Board's inventory for Sheet 1-AnnualReporting, please update the information on this sheet)	
	1. Center Type	Identifies the center as a " Center of Excellence" , "State of Florida" or "University" I&C. This designation is determined by the host institution at the inception of the center
	2. Center ID Number	Identifies the code assigned to the center or institute as assigned by the BOG. If there is a discrepancy here please indicate this in the comments section of the spreadsheet.
	3. Center Name	Identifies the C&I name
	4. Center Status	Identifies the C&I activity status as "Active", "Inactive", or "Terminated/Disbanded" as of July 2023.
	5. Established Year	Year the center was established
	6. Total FY Expenditures	Total expenditures for all C&I's identified as active during the specified reporting term. Expenditure total should include contracts & grants, E&G state funds, trust funds, and fees for service.
	7. Expenditures from State and E&G Funds	Total expenditures from E&G and/or state funds for all C&I's identified as active during the specified reporting term.
	8. Expenditures from Contracts & Grants	Total expenditures from contracts and grants for all C&I's identified as active during the specified reporting term.
	9. Expenditures from Fees for Service	Total expenditures from fees for services for all C&I's identified as active during the specified reporting term.
	10. Expenditures from Private & Trust Funds	Total expenditures from private and trust funds for all C&I's identified as active during the specified reporting term.
	11. Cumulative Total State Funds Received	Total state funds received since the center was created-Centers of Excellence only
	12. Cumulative Total Non-State Funds Received	Total non-state funds received since the center was created-Centers of Excellence only
	13. Fiscal Year State Funds Received (FY2022-23)	Total non-state funds received for the specified reporting term-Centers of Excellence only
	14. Fiscal Year Non-State Funds Received (FY2022-23)	Total state funds received for the specified reporting term-Centers of Excellence only

I&C Information				Expenditure Information (Fiscal Year 2022-2023)						Staff/Faculty (FY 2022-2023)	Evaluation Information			
1. Institution Name	2. Center Type	3. Center Code	4. Center Name	5A. Center Status (Board Records)	5B. Center Status (Institution)	6.Total FY 2022-23 Expenditures	7. Expenditures: State & E&G	8. Expenditures: Contracts & Grants	9. Expenditures: Fees for Service	10. Expenditures: Private and Trust Funds	11. Staff / Faculty FTE	12. Year of Most Recent Evaluation	13. Year of Prior Evaluation	14. Rational for Missing Evaluations
Florida A&M University	University	30.0010	Center for International Agricultural Trade Development Research and Training	Active	Active	\$235,768.00	\$106,909.00	\$128,859.00	\$3,230.00	\$0.00	1.5	2023	2022	
Florida A&M University	University	30.0040	Meek - Eaton Southeastern Regional Black Archives Research Center and Museum	Active	Active	\$420,000.00	\$420,000.00	\$150,000.00	\$0.00	\$0.00		2022	2022	
Florida A&M University	University	30.0060	Center for Viticulture Science and Small Fruit Research	Active	Active	\$1,686,105.00	\$438,607.00	\$1,226,498.00	\$21,000.00	\$0.00	4.8	2023	2022	
Florida A&M University	University	30.0070	Institute for Building Sciences	Active	Inactive	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		2022	2022	inactive
Florida A&M University	University	30.0080	Center for Disability Access and Resources	Active	Active	\$316,135.54	\$316,135.54	\$0.00	\$0.00	\$0.00	4	2023	2022	
Florida A&M University	University	30.0110	Center for Water Resources	Active	Active	\$3,096,543.00	\$0.00	\$3,096,543.00	\$0.00	\$0.00	4.43	2023	2022	
Florida A&M University	University	30.0150	Center for Environmental Equity and Justice	Active	Active	\$807,779.30	\$807,779.30	\$0.00	\$0.00	\$0.00	9	2023	2022	
Florida A&M University	University	30.0160	Institute of Public Health	Active	Active	\$3,546,209.00	\$1,528,318.00	\$2,017,891.00	\$222,214.00	\$0.00	16	2023	2022	
Florida A&M University	University	30.0190	Center for Plasma Science and Technology (CePaST)	Active	Active	\$3,500,000.00	\$200,000.00	\$3.3M	\$0.00	\$0.00	11	2023	2022	
Florida A&M University	University	30.0220	Institute for Research in Music and Entertainment Industry Studies	Active	Active	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	1	2023	2022	
Florida A&M University	University	30.0240	The Center for Ethnic Psychological Research and Application	Active	Active	\$5,500.00	\$0.00	\$3,000.00	\$2,500.00	\$0.00	0.4	2023	2022	
Florida A&M University	University	30.0250	Sustainability Institute	Active	Active	\$174,143.54	\$174,143.54	\$0.00	\$0.00	\$0.00	2	2023	2022	
Florida A&M University	University	30.0270	Center for Deliberative Democracy, Civic Engagement, and Census Information	Active	Active	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.2	2023	2022	
Florida A&M University	University	30.8114	Florida-West Africa Linkage Institute	Active	Active	\$15,487.33	\$15,487.33	\$0.00	\$0.00	\$0.00	0.22	2023	2022	
Florida A&M University	University	30.9114	Small Business Development Center (Affiliate)	Active	Active	\$584,987.00	\$373,288.00	\$211,699.00	\$0.00	\$0.00	3	2023	2022	
Florida A&M University	University	30.9210	Center for Biological Control	Active	Active	\$2,885,659.00	\$223,155.00	\$2,662,504.00	\$0.00	\$0.00	5	2023	2022	
Florida A&M University	University	30.0210	FAMU Center for Cyber Security	Active	Active	\$68,795.86	\$20,480.00	\$36,521.62	\$0.00	\$11,794.24	0.2	2023	2022	

INSTITUTE & CENTERS (I & C) ANNUAL REPORTING DATA REQUEST TEMPLATE
 Please Provide the Information Requested for each I&C not captured in the 1-Annual Reporting tab

I&C Information					Expenditure Information (Fiscal Year 2022-2023)					All I&Cs			
1. Center Type	2. Center ID Number	3. Center Name	4. Center Status	5. Established Year	6. Total FY Expenditures	7. Expenditures from State and E&G Funds	8. Expenditures from Contracts & Grants	9. Expenditures from Fees for Service	10. Expenditures from Private & Trust Funds	11. Cumulative Total State Funds Received	12. Cumulative Total Non-State Funds Received	13. Fiscal Year State Funds Received (FY2022-23)	14. Fiscal Year Non-State Funds Received (FY2022-23)
University		STEM Center for the Advancement of Learning Achievement and Research	Active	2023	\$ 421,442.50		\$ 421,442.50		\$ -				
University		Cyber Policy Institute (CPII)	Active	2003	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 5,000,000.00		
University		Center of Excellence for Indoor Air Quality	Active	2023	\$ 2,520.00	\$ -	\$ -	\$ -	\$ 25,000.00				
University		Center for Faculty ADVANCEment	Active		\$ 559,226.00	\$ -	\$ 559,226.00	\$ 176,341.53	\$ -				
University		FAMU Cooperative Science Center for Coastal and Marine Ecosystems II	Active		\$ 2,107,875.95	\$ -	\$ 2,107,875.95	\$ -	\$ -		3,853,171.00		

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for International Agricultural Trade Development Research & Training		
Academic or Affiliated Code:	30.0010		
Director or Coordinator's Name:	Harriet A. Paul		
Date of Current Review:	11/23		
Date of Prior Review:	11/22		
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Please provide a brief response to the following items.

1. Institute/Center Mission

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

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

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

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

2. Program Governance

A. Describe the governance structure of the program.

The International Agriculture Unit (IAU) in the College of Agriculture and Food Sciences (CAFS) has grown in scope and delivery over the past two decades. The unit houses both the Office of International Agriculture Programs (OIAP) and the virtual Center. The CIATDRT is entering its 21st year of operation as a Type 2 University Center, under the directorship of Harriett A. Paul.

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

2. Define the program goals and objectives.

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

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

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

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

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

Rationale:

The CIATDRT works collaboratively with the Office of International Agriculture programs in CAFS to promote academic excellence and progress towards FAMU's goals of increasing student success. The CIATDRT designed and implemented two grants under a USAID Farmer to Farmer program in Haiti (2014-2015 and 2015-2016) focused on women and youth empowerment and small group enterprise development. Several of the students enrolled in the UC five-year agricultural engineering undergraduate program, who were engaged

in the two projects, expressed a desire for graduate education. Through the collaborative work of the CIATDRT and the *Université Caraïbe* (UC), to date six students have been admitted to the CAFS Master of Science in Agricultural Sciences program in the Entomology program area. Two of the students were admitted in 2017-18, the third in 2018-19, two more were admitted in 2021-22 academic year, one in 2023-2024. Three have graduated and the fourth will graduate this fall semester 2023. Of the three who have graduated, two are pursuing Ph.D.'s in the School of the Environment, one of whom will graduate this fall semester from that doctoral program. The third who has graduated is currently working in the CAFS in the Cooperative Extension Program.

Student and faculty centered international capacity development programs are at the core of the CIATDRT resource development, training, and outreach activities. During the 2022-23 academic year, three new applications for funding were developed and submitted. The first to the USDA 1890 Universities Center of Excellence in Global Food Security and Defense, managed by the University of Maryland Eastern Shore (UMES). Our FAMU CAFS Center is working collaboratively with the 18 other HBCU Land-Grant Universities and contracted with the UMES, Alabama A&M University, and the University of Arkansas Pine Bluff. Our consortium was successful in receiving \$300,000 in funding to support student and faculty international engagement through internationalizing the curricula in agriculture, research, and outreach programs. The CIATDRT's portion of the new funding was \$90,000 for the 2023-24 funding period. This past summer (2023), Ms. Paul took her AGG 4952 Service Learning in International Agriculture students (5) to Kenya – Egerton University through the USDA Center of Excellence funding and three CAFS faculty to work collaboratively on global food security issues with Kenyan students and faculty at Egerton University and other local partners.

Two additional applications for funding were submitted: 2) an application to the University of CA-Davis USAID Feed the Future Innovation Lab for Horticulture for an international graduate research internship program for a four year \$400,00 program; and 3) an application as part of a Consortium of four Universities for the USDA NIFA Next Gen Project. The Consortium's application was led by the UMES, with FAMU, Southern University and Kentucky State University at the \$10 Million request level. These funds are specifically designed to help build the next generation of U.S. agriculturalists prepared to work in a global environment.

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

Teaching & Learning



Strengthen Quality & Reputation of Academic Programs & Universities

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

1. Number of students supported by the Center academic year 2022-23 and their demographics Engaged with 5 students who were awarded a \$4,500 travel grant to cover the travel costs for their participation in the updated/internationalized AGG 4952 Service Learning in International Agriculture course offered Summer “A” Term 2023, and their participation in the international study mobility to Kenya May 27-June 8, 2023.

In addition, three (3) students were awarded a \$500 participant stipend for their successful completion of the Produce Safety Alliance Grower Training Program. This training provided students registered in the AGG 4952 Service Learning in International Agriculture course, basic produce safety knowledge based on the Food Safety Modernization Act (FSMA) of the U.S. Food and Drug Administration.

Five students engaged in project activities including completing the AGG 4952 Service Learning in Int’l Ag course with the service mobility to Kenya were awarded \$4,500 (est.) each.

- 5. Number of students that participated in experiential learning activities offered by the Center this academic year. (5)

6. Number of new technologies and/or processes introduced to stakeholders that are sponsored by the Center this academic year. (10)

Biotechnology – Dr. Mehboob Sheikh – a collaborating CAFS Scientist

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

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

- g. Affordable in-house construction of precision drones for small farmer co-operatives to utilize.
- h. Design of Sustainable Cold Storage Systems for potato farmers

- i. A visit to indigenous vegetable farmers has kindled interest in a collaborative development of a “de-seeder” for an indigenous leafy vegetable crop that is being transformed from the current status as a weed, as there are serious engineering challenges to overcome for commercial scale production of the crop. (pending)

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

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

4. Number of new or enhanced courses or curricula (i.e., informal learning) for students offered by the Center this academic year. (5 academic credit generating courses)

SWS 3022 Nature & Properties of Soils; Fall 2022: 6 Students: Lucy Ngatia, Ph.D.

AGG 4952 Serv Learn in Int'l Ag; Summer 2023; 5 Students; Harriett Paul

AGG 4420 Global Seminar; Spring 2023; 21 Students; Violeta Tsoleva, Ph.D. ABE 4812 Food & Bioprocess Engineering; 6 Students; Satya Dev, Ph.D. FOS 3410 Principles of Food Engineering; 15 Students; Satya Dev, Ph.D.

Total students participating in new internationalized academic curricula: 53

Total students participating in informal learning around project topics: 3

5. Number of new trainings or professional development workshops (i.e. informal learning) offered for stakeholders by Center in this academic year. (4 – two electronic and two in-person informal learning engagements in Kenya Summer 2023 with potato producers and African Leafy Vegetable farmers in Nakuru County Kenya).

6. Number of professional presentations emerging from research, education, and extension activities supported by the Center. (4 presentations in Kenya May 30, 2023 at Egerton University, Agriculture Research Center. Faculty presenters: Dr. Satya Dev, Dr. Anamika Sharma, Dr. Mehboob Sheikh, Harriett A. Paul). Travel and related costs for the 12-day service visit for the four FAMU faculty was supported by grant funding.

7. Number of publications, patents filed/awarded etc. from research, education, and extension activities supported by the Center. (1 College of Ag and Food Sciences The 1890 Magazine article <https://online.fliphtml5.com/ejba/kwqe/#p=48>).

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

Funding for the Center yields an investment of training provided to students and State of Florida stakeholders designed to provide experiential learning opportunities and continued training on the various aspects of food safety delivered through safety training modules.

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

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

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

No changes are anticipated.

7. A discussion of projected budget reductions or expansions.

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

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

The Center will remain active.

9. Additional Comments

None



Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Meek-Eaton Southeastern Regional Black Archives Research Center and Museum
Academic or Affiliated Code:	30.0040
Director or Coordinator's Name:	Timothy A. Barber
Date of Current Review:	10/9/2023
Date of Prior Review:	11/18/2022
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

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

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

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

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

2. Program Governance

A. Describe the governance structure of the program.

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

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

A. Define the program goals and objectives.

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

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

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

Rationale:

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

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Increase Commercialization Activity

Community Business & Engagement

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

Rationale:

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

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

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

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

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

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

N/A

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

Traditionally, "archiving means preserving historical records. The records maintained are unique, unlike books in a library which typically have many copies in circulations. Archives serves as original sources for research into particular topics. Many archives main mission is to collect, preserve, and provide public access to material that is the evidence of activities that tells us more about individuals, topics, cultures, and institutions. They increase our sense of identity and understanding of people and times.

At MEBA, for years we have collected information of the past on significant topics of the African American Experience, but the lack of resources hindered our ability to fulfill our mission as an archive to make the records available to the public. We have restructured our plans and objectives to ensure that we have an immediate impact to fulfill our mission by:

- Objective 1: Enhance professional management
- Objective 2: Improve care and conservation of museum collections and expand access to collections and associated data.
- Objective 3: Foster partnerships and collaborations among museums and institutions of higher education
- Objective 4: Develop and implement internship, fellowship, and mentoring programs structured to support emerging professionals entering the museum field.

Objective 5: Create learning and growth opportunities designed to build skills, enhance knowledge, and provide opportunities to share expertise.

This plan will:

1. Build capacity
2. Introduce industry standard practice to collection management
3. Gain intellectual control of holdings;
4. Create digital access for the general public;
5. Create a sustain Digital Humanities program;
6. Provide student practical training, employment, and certification opportunities; and
7. Encourage new research for faculty, students, and others by advertising previously inaccessible materials through strategy based social media marketing

The realization of these objectives and plans presents opportunity for new research, and innovative academic offerings especially for FAMU's African American Studies and Africana programs. Through unique collaborations within the 14 colleges and university undergraduate and graduate degree programs that exist at FAMU. Through the implementation of unique partnerships, knowledgeable staff, and internships and fellowships, MEBA will increase public access and exposure to its records of enduring value.

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

N/A

7. A discussion of projected budget reductions or expansions.

N/A

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

9. Additional Comments

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Viticulture Science & Small Fruit Research
Academic or Affiliated Code:	30.0060
Director or Coordinator's Name:	Professor Violeta Tsoleva, Ph.D.
Date of Current Review:	11-03-2023
Date of Prior Review:	11-05-2022
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

The Center's mission is to conduct basic and applied research and provide service that will promote the development of a viable viticulture industry in Florida (Florida Viticulture Policy Act. 1978, Florida Statute 599.003c)

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

For 44 years, FAMU/Viticulture Center has carried a statewide mission to enhance and sustain the vitality of the growing state viticulture industry and generate economic development in rural disadvantaged communities in concert with the University mission to **“enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service.”**

2. Program Governance

A. Describe the governance structure of the program.

Program Areas: www.famu.edu/viticulture

- Grape Genetics and Breeding- PI Assoc. Professor Islam El-Sharkaway, Ph.D.
- Biotechnology – PI Professor Mehboob Sheikh, Ph.D.
- Viticulture and Product Development- PI Professor Violeta Tsoleva
- Vinification and Bioprocessing - Allen Frank Humphries, M.S.
- Vineyard and Small Fruit Field Management -Vineyard Manager Jiovan Campbell, M.S.
- Student Experiential Learning- Professor Violeta Tsoleva, Ph.D.
- Extension Services and Community Outreach- Professor Violeta Tsoleva,Ph.D.

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

Center Director reporting to CAFS Dean, Associate Dean of Research and Associate Dean for Academics respectively.

Faculty: Two (2) Tenure Faculty -Program Leaders
Two (2) Non-tenure Research Faculty

Staff: One (1) Coordinator Administrative Services (AP, C&G)
One (1) Vineyard Manager (USPS, C&G)
One (1) Senior Agriculture Assistant (USPS, C&G)

OPS: C&G supported research associates (5) students research assistants (8), vineyard field assistants (4).

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

A. Define the program goals and objectives.

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

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

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

Rationale:

The FAMU's Viticulture Center is a recognized internationally for excellence in warm climate grape research and facilitator of the outstanding academic programs for experiential learning and student training. The Center is the only specialized research program among the 1890 colleges and universities dedicated to grape and wine science, and it is a national leader in muscadine grape research.

- The Center is the major hub for student academic learning, research experiential training and professional development;
- The Center carry innovative and high impact research that leads to cutting edge discoveries and the development of new and improved technology.
- The Center is the leader in community outreach and providing services to the industry clientele.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

- **By USDA charter the FAMU/ Viticulture Center maintains the largest muscadine grape germplasm collection in the world and is serving as one of the five National Clean Plant Centers for Grapes. Research outputs and extension efforts including release of new cultivars and vineyard management practices have all contributed to the increase in vineyard acreage and production of Florida wines.**
- Only within the last 3 years FAMU/Viticulture Center has released **3 plant patents**: 2 new muscadine grape cultivars: ‘Floriana’ for red wine; ‘Florida Onyx’ for fresh fruit consumption (Zongbo Ren, Jiang Lu and Violeta Tsoleva) and 1 new high quality white wine bunch grape cultivar ‘Blanc du Soleil’ (Zhngbo Ren, Violeta Tsoleva, Jiang Lu, Allen Humphries, Islam El-Sharkawy) which has been licensed to one of top nursery producer for grape clean planting stock in the nation “Double A Vineyards, Inc” in Fredonia NY and it is under 10 Material Transfer Agreements (MTA) with growers and wine producers from FL, TX, AL, LA and GA.
- Published **22 refereed publications** at the top scientific research journals with Impact Factor ranging from 7.514 (FOOD CHEMISTRY) and 6.793 (Nature-Horticulture Research), 6.312 (Nature Biology) to 5.753 (Frontiers in Plant Science).
- Presented at **12 virtual and in person professional conferences** and workshops and bootcamps.
- Generated more than **4.5** million in research grant findings and **hosted/facilitated 10 major extension and outreach events and activities** including the 2023 FAMU Grape Harvest Festival
- The Center’s faculty have taught **6** academic courses (AGG2050, AHH2050L, AGG4420, BOT5937, AGR5322 and AGG5976).
- Trained and graduated **5** graduate students and provided research training for 9 undergraduate students.

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

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

Investment Gain	\$787,891.00
ROI	179.63%
Annualized ROI	179.63%
Investment Length	1.000 years

36% to 64% Invested Profit

Profit
\$787,891.00 (64%)

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

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

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

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

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

N/A

7. A discussion of projected budget reductions or expansions.

2023-2024 Viticulture E&G Budget Request for \$279,000 Budget Expansion

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

N/A

9. Additional Comments

The faculty, students and staff at the Center for Viticulture and Small Fruit Research worked diligently to implement the mission and goals and objectives of the Center.

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Disability Resources	
Academic or Affiliated Code:		
Director or Coordinator's Name:	Deborah Sullivan	
Date of Current Review:	October 2023	
Date of Prior Review:		
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

The Center for Disability Access and Resources (CeDAR) at Florida A&M University provides supportive services to students with disabilities to enhance their skills for personal, academic, and professional growth. The mission of the CeDAR is to provide enriching support programs, services, and reasonable accommodations to FAMU students with disabilities. Our mission is to also foster a sense of empowerment in students with disabilities by educating them about their legal rights and responsibilities so that they can make informed choices, be critical thinkers, and self-advocates. Our goal is to ensure students with disabilities have access to the same programs, opportunities, and activities available to all FAMU students.

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

The Center for Disability Access and Resources (CeDAR) mission is closely aligned with the university mission. The mission of the CeDAR is to provide enriching support programs, services, and reasonable accommodations to FAMU students with disabilities. Our mission is to also foster a sense of empowerment in students with disabilities by educating them about their legal rights and responsibilities so that they can make informed choices, be critical thinkers, and self-advocates. Much like the university's mission statement, the CeDAR is "devoted to student success at the undergraduate, doctoral and professional levels". The Center for Disability Access and Resources provides services for students throughout their academic career and at all campuses, including the College of Law. We embrace all dimensions of diversity as stated in the university mission statement for our diversity and inclusion are the foundational components of our program.

2. Program Governance

A. Describe the governance structure of the program.

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

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

A. Define the program goals and objectives.

Goal/Objective

Increase the faculty/staff understanding of accessibility - Implement a presentation regarding the accessibility for students with neurodiversity. Minimum of one presentation provided for interested faculty/staff/students.

Will provide a minimum of five demonstrations of assistive technology programs.

Develop a transition program for students with disabilities - The transition specialist will conduct a minimum of five meetings with potential employers for students with disabilities. The transition specialist will implement minimum one satisfaction survey for student participants.

Increase the effectiveness of the CSSI summer cohort - The average GPA for the students participating in the CSSI summer 2024 cohort will be 2.8 or higher. 70% of the CSSI students participating in the summer 2023 cohort will complete a satisfaction survey.

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

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

Rationale:

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

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

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities

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

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

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

NA

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

The services provided are mandated by federal law.

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

Increase staffing due to the growing number of students served.

7. A discussion of projected budget reductions or expansions.

As the University continues to increase the number of students it serves, an increase in staffing may be needed which would have budgetary implications.

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

NA

9. Additional Comments

NA

Institutes and Center Evaluation and Self-Assessment

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

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

Please provide a brief response to the following items.

1. Institute/Center Mission

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

The Center's mission is to address environmental issues through research, education, training and community outreach, and make recommendations to be used in developing policies that are designed to protect all citizens from exposure to environmental hazards.

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

FAMU's mission includes training graduates to solve complex issues within various commissions. As such, the Center for Environmental and Equity and Justice is aligned with that mission with the work that it does centered on research and outreach related to environmental hazards. Additional alignment of the mission is done by:

- Contributing to broadening institutional impact in local communities and across Florida
- Increasing student enrollment at SoE through community outreach and education activities with a new focus on increasing enrollment; rather than awareness
- Seeking county and state grants to support student training and community-based research programs
- Advancing FAMU obligations to President's Climate Commitment and Capital Area Sustainability Compact.

2. Program Governance

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

A. Describe the governance structure of the program.

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

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

A. Define the program goals and objectives.

The objectives of the Center are to:

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

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

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

Rationale:

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

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

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

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

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

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

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

No changes in mission or organizational structure are expected.

7. A discussion of projected budget reductions or expansions.

N/A

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

No status change is recommended.

9. Additional Comments

None



Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Institute of Public Health	
Academic or Affiliated Code:	30.0160	
Director or Coordinator's Name:	Cynthia M. Harris	
Date of Current Review:	2023	
Date of Prior Review:	2022	
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

2. Program Governance

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

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

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

A. Define the program goals and objectives.

The overall goals for the Institute of Public Health are:

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

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

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

Rationale:

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

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

Rationale:

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

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

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

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

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

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

No changes are needed at this time.

7. A discussion of projected budget reductions or expansions.

No changes to budget are anticipated.

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

IPH will remain active.

9. Additional Comments

None

FLORIDA **A&M** UNIVERSITY

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Plasma Science and Technology
Academic or Affiliated Code:	30.0190
Director or Coordinator's Name:	Charles Weatherford
Date of Current Review:	October 31, 2023
Date of Prior Review:	2015
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

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

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

CePaST's progress against defined goals and objectives within the context of the institute or center's mission has been excellent. CePaST is over eighteen years old and has produced twenty-nine PhDs in Physics and over eighteen million dollars in external research support in various fields related to plasma physics. The 2022-23 external research support in CePaST is approximately \$3.3 million. These results are in-line with FAMU's Strategic Plan of reaching Carnegie R1 research status and the Board of Governors' strategic plan of producing graduates in fields of strategic emphasis.

2. Program Governance

A. Describe the governance structure of the program.

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

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

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

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

A. Define the program goals and objectives.

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

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

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

Rationale:

CePaST's progress against defined goals and objectives within the context of the institute or center's mission has been excellent. CePaST is over eighteen years old and has produced twenty nine PhDs in Physics and over eighteen million dollars in external research support in various fields related to plasma physics. The 2022-23 external research support in CePaST is approximately \$3.3 million. These results are in-line with FAMU's Strategic Plan of reaching Carnegie R1 research status and the Board of Governors' strategic plan of producing graduates in fields of strategic emphasis.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

The rationale with respect to the BOG's Strategic Plan is the same as the rationale with respect to the FAMU BOT's Strategic Plan. CePaST has produced twenty-nine PhDs in Physics and over eighteen million dollars in external research support in various fields related to plasma physics. The 2022-23 external research support in CePaST is approximately \$3.3 million. These results are in line with FAMU's Strategic Plan of reaching Carnegie R1 research status and the Board of

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

Governors' strategic plan of producing graduates in fields of strategic emphasis. Here are FAMU's PhD graduates since its start. CePaST is expecting one additional Physics PhD graduate in December 2023.

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

The CePaST return on investment is excellent-- The 2022-23 external research support in CePaST is approximately \$3.3 million with one PhD produced in 2023, with 27 PhDs produced in its history.

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

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

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

No changes in mission or organization are expected

7. A discussion of projected budget reductions or expansions.

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

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

No status change is recommended.

9. See below.

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute: Institute for Research in Music and Entertainment Industry Studies	Institute for Research in Music and Entertainment Industry Studies
Academic or Affiliated Code: 30.0220	30.0220
Director or Coordinator's Name: Darryl Tookes	Darryl Tookes
Date of Current Review: November 6, 2023	November 6, 2023
Date of Prior Review: November 17, 2023	
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

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

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

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

2. Program Governance

A. Describe the governance structure of the program.

We have a Director. There are no other official designees. The Institute is part of the Music Department. Our students are Music Industry majors. In addition to required courses in the College of Social Sciences, Arts and Humanities, required classes are in Music, Technology and School of Business. We are in keeping with policies and following guidelines of The College of Social Sciences, Arts and Humanities and the School of Business and Industry.

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

A. Define the program goals and objectives.

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

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

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

Rationale:

The College of Social Sciences, Arts and Humanities Department of Music will move to new heights in the arena of music. The School of Business and Industry will be positioned to extend their entrepreneurial footprint through the extended reach of our graduates. The University, students and alumni will experience phenomenal growth and enhance programs that will propel our students to achieving greatness in this industry. Student Success. Academic Excellence. Leveraging the FAMU Brand in the global music industry. Building longterm fiscal stability thorough our strategic alliances. Transformative – not merely transactional – Improvements in our organizational efficacy.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

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

Rationale:

We are in the planning stages of renewing our recording studio and technological infrastructure. Students are actively involved in many aspects of this process. From the data we know that the growth of in our industry outpaces most other industries, creating the demand for us to focus on a future-proof studio renovation plan. Entrepreneurship is paramount in our industry. We have engaged with many local area and national professionals through masterclasses, internships, jobs, memberships, and scholarships. Experiential learning is invaluable for our students. Being at the cutting edge of these developments ensures that they are vigorously engaged in the business community and their success

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

N/A

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

This Institute comprises the largest number of music majors at this university. We have added 3 courses as options to keep up with trends in our industry. Students majoring in Music Industry Studies are now able to study two levels of The Art and Craft of Songwriting and Public Relations. These additions to the curriculum are providing invaluable competencies for our Music Industry majors, which we are committed to providing for employability and transferrable skills.

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

We have secured a relationship with key university alumni to facilitate rebranding of the Institute which we expect will bring more prominence to the program and university, leading to higher enrollment, professional opportunities and community engagement. This significant rebranding which has the potential for unprecedented fundraising aligns with the overall goals and mission of the Board of Governors and Florida A&M University.

7. A discussion of projected budget reductions or expansions.

N/A

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

N/A

9. Additional Comments

This report has been read and reviewed by the individuals indicated below prior to its submission for approval to the Board of Trustees.

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Ethnic Psychological Research and Application
Academic or Affiliated Code:	30.0240
Director or Coordinator's Name:	Dr. Gwendolyn Singleton
Date of Current Review:	November 6, 2023
Date of Prior Review:	November 17, 2023
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

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

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

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

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

intervention skills is also in line with the university mission. In addition, the center addresses the knowledge base of the community by providing *educational and training opportunities that enhance mental health literacy resulting in increased awareness of behavioral/mental health issues* and leading to early intervention and improved functioning of individuals in the community.

2. Program Governance

A. Describe the governance structure of the program.

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

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

A. Define the program goals and objectives.

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

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

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

Rationale:

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

This partnership provides mental health screening for youth in collaboration with We Are All We Need, Inc., a local non-profit organization. The collaboration provides experience and clinical supervision by licensed Psychologists for Psychology students. Additionally, it creates an opportunity for our university to serve our community by connecting youth with critically-needed mental health services and by providing behavioral health and mental health literacy education. This collaboration lays foundation for future funded community collaborations.

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

N/A – No direct state dollars received.

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

CEPRA has been extremely productive in research, education, and training. CEPRA has secured a 2-year funded contract to provide mental health screenings and mental/behavioral health literacy for local youth. We have obtained initial approval for a second funded community service contract.

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

No changes.

7. A discussion of projected budget reductions or expansions.

New contracts will expand the budget.

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

NA

9. Additional Comments

NA



Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Sustainability Institute
Academic or Affiliated Code:	30.0205 Sustainability Institute
Director or Coordinator's Name:	Dr. Victor Ibeanusi
Date of Current Review:	November 14, 2023
Date of Prior Review:	2022 (external School of Environment program review)
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

The Sustainability Institute supports Florida A&M University's vision to be a living laboratory of innovations and learning experiences that generate global, sustainable solutions.

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

The SI supports the university mission by providing our students, faculty, and staff, learning programs such as the SEED Urban Garden, groups like the Sustainability Club, and internship and career opportunities that will enhance the lives of our constituents and empower our communities through innovative teaching, research, scholarship, partnerships, and public service.

2. Program Governance

A. Describe the governance structure of the program.

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

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

A. Define the program goals and objectives.

Sustainability Institute Evaluation and Self-Assessment

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

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

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

Rationale:

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

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

Teaching & Learning

- Strengthen Quality & Reputation of Academic Programs & Universities

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

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

Scholarship, Research, & Innovation

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

Sustainability Institute Evaluation and Self-Assessment

By providing students experiential learning opportunities, the S.I. enhances our students' scholarship and innovation by giving them opportunities to have first-hand experience with the technology, innovation, and people who are on the cutting edge of industry innovation.

- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

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

Community Business & Engagement

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

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

Rationale:

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

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

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

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

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

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

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

7. A discussion of projected budget reductions or expansions.

The current budget for the 2023-24 academic year is approximately \$22,000 (excluding salaries). Expansions may be needed to provide update technological resources to the Institute and for marketing, travel, community outreach, and staff development. To fully serve the students with additional programming related to sustainability, the institute would benefit from funding at the level of at least \$50,000.

Sustainability Institute Evaluation and Self-Assessment

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

The Sustainability Institute will remain active.

9. Additional Comments

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

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Deliberative Democracy, Civic Engagement, and Census Information	
Academic or Affiliated Code:	30.0270	
Director or Coordinator's Name:	Gary R. Paul	
Date of Current Review:	11/03/2023	
Date of Prior Review:	10/2019	
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

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

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

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

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

2. Program Governance

A. Describe the governance structure of the program.

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

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

A. Define the program goals and objectives.

1.To provide interested stakeholders with scholarly, reliable, and relevant research on issues impacting citizens.

2.To actively involve, encourage and educate citizens and other interested stakeholders about civic literacy, deliberative democracy, and civic engagement.

3.To help neighborhoods acquire the skills and knowledge to become confident enough to assume a more proactive role in the public policy process, a role that builds effective linkages with the local governing bodies; a role that encourages neighborhoods to initiate and implement projects.

4.To facilitate action that strengthens community revitalization through education, research, and community outreach.

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

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

Rationale:

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

- Increase Research Activity & Attract More External Funding
- Increase Commercialization Activity

Community Business & Engagement

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

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

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

NA

5. The need for continuation of the Institute or Center.

There is a compelling need to continue the Center for Deliberative Democracy, Civic Engagement, and Census Information. There is no simple nor static formula for securing responsible leadership, engaged citizens, and a responsive and open democratic government. However, education or understanding is essential through the development of a cumulative body of verifiable knowledge and reliable data (e.g., census data). Such knowledge helps us to explain, predict, understand, and fashion for ourselves a reinvigorated democracy that guarantees civil rights and protects the civil liberties of all citizens. The Center engages in service research and information dissemination. It is a concept that expands upon the idea that the academy should conduct research work with the community rather than on the community. Service research meets all the criteria of disciplinary research, but at the same time, it is proactive and aimed at making a difference in the community.

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

The Institute's organizational structure should and will be enhanced by adding an interdisciplinary advisory board. The board will serve as a non-partisan group of advisors/leaders in business and industry, scholars, public officials, and public policy experts. Their professional backgrounds are recommended to span both the public and private sectors and encompass local, state, and national policy development.

7. A discussion of projected budget reductions or expansions.

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

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

There is no recommendation for status change; the current status is active.

9. Additional Comments



Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Florida West Africa Linkage Institute		
Academic or Affiliated Code:	30.8114		
Director or Coordinator's Name:	Agnes Coppin		
Date of Current Review:	11/03/2023		
Date of Prior Review:	11/18/2023		
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Please provide a brief response to the following items.	
1. Institute/Center Mission	
<p>A. Provide the mission statement for the institute/center. The Florida/West Africa Institute (FLAW) was created by an act of the State Legislature in 1991, to promote academic, cultural and economic exchanges between the state of Florida and the region of West Africa.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values. The Institute aligns with FAMU's mission by continuing to educate, assist financially and embrace a diversity of students from 16 West African countries.</p>	
2. Program Governance	
<p>A. Describe the governance structure of the program. The Institute is governed by an agreement, approved by the Department of State, between the State University System and the Florida Community College System with the counterpart organization in a foreign country. It is one of eleven such institutes which are administered at affiliate universities and colleges throughout the state. FLAW is based at the University of North Florida in Jacksonville. Affiliate colleges include Florida A&M University in Tallahassee and Florida State College in Jacksonville.</p>	
3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).	
<p>A. Define the program goals and objectives. The goals and objectives of the institute is to assist in the development of stronger economic, cultural, educational, and social ties between this state and strategic West African countries through the promotion of expanded public and private dialogue on cooperative research and technical acceptance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and enhancement of language training skills between the postsecondary institutions in this state and those of selected foreign countries. The institute</p>	

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

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

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

Rationale:

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

4. An assessment of the return on investment of State dollars, if applicable.
Investment into West African students signifies a long-term commitment to West African countries.
5. The need for continuation of the institute or center.
The program helps to strengthen partnerships with West Africa.
6. A description of possible changes in mission or organizational structure.
NA
7. A discussion of projected budget reductions or expansions.
NA
8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.
NA
9. Additional Comments
The FLAWI Institute has played a significant role and has made a huge difference for West African students by having their education goals become a reality. It is indeed a wonderful Institute.

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Small Business Development Center		
Academic or Affiliated Code:	30.9114		
Director or Coordinator's Name:	Aundra' (Andre') McGlockton, Sr.		
Date of Current Review:			
Date of Prior Review:	April 5, 2022		
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Please provide a brief response to the following items.
1. Institute/Center Mission
<p>A. Provide the mission statement for the institute/center.</p> <p>The mission of the SBDC is to help small business owners start and grow their businesses by providing expertise and business resources.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.</p> <p>Our mission focuses on small business owners and aspiring business owners in an eight-county region surrounding FAMU. The mission assists the University with its targeted outreach initiatives in the Big Bend Region. The center provides expertise and resources to small business owners in the community. Additionally, the center strengthens the university's capacity to attract additional streams of revenue and resources into this region boosting the area economy as a service to the community.</p>
2. Program Governance
<p>A. Describe the governance structure of the program.</p> <p>The center is governed by a contract with the Florida SBDC Network.</p>
3. Alignment of Institute or Center's Goals and Objectives with FAMU Strategic Goals (select all that apply).
<p>A. Define the program goals and objectives.</p> <p>Being a part of the Florida SBDC Network, the center has the following goals per contract:</p> <p>1. Target Market Consulting Hours</p>

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

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

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

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

Rationale:

Our goals and objectives are closely aligned with the success of our mission which aligns with the university's Strategic goal to established targeted outreach initiatives within the community.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

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

The state received \$5.6 million dollars of capital funding for small business. \$12.4 Million dollars in contract awards for small business owners. The center assisted 604 unique clients by provided 4,450 substantive consulting hours in 2022 generating/retaining 258 jobs. This yields a significant return on the state funds invested in the center.

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

5. The need for continuation of the institute or center.
The center has provided technical assistance to the small businesses in an eight-county region since 1980. It is an integral part of the Big Bend ecosystem that aids aspiring entrepreneurs. The center provided technical assistance to 604 small business owners and entrepreneurs in 2022 alone. The center is a partner in the Florida Small Business Development Center Network.
6. A description of possible changes in mission or organizational structure.
There are no anticipated changes in mission or organizational structure
7. A discussion of projected budget reductions or expansions.
There are no anticipated budget reductions or expansions.
8. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.
N/A
9. Additional Comments
N/A

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Biological Control		
Academic or Affiliated Code:	30.9210		
Director or Coordinator's Name:	Kanga Lambert		
Date of Current Review:	November 4, 2023		
Date of Prior Review:	AY2020-2021		
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

Please provide a brief response to the following items.

1. Institute/Center Mission

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

The Center for Biological Control is made up of a unique partnership between FAMU, the USDA Agricultural Research Service (ARS), and the USDA Animal and Plant Health Inspection Service (APHIS). Established in 1999, the Center has continued to successfully deliver on its mission to generate, apply, and transfer innovative, ecologically based solutions to pest problems affecting agriculture, natural resources, and human health while developing the human capacity for continued future innovation.

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

The CBC is aligned with the mission of the university in its quest to expand research and services to enhance the lives of FAMU students and its constituents, to generate increased visibility for the university and contribute to the economy of the State. Faculty members of the Center have developed a biologically based control strategy for the two major pests of honeybees, the Varroa mite and the small hive beetle. Research outcomes from the Center plays a key role in offshore mitigation of destructive invasive species such the red palm weevil in the Caribbean (a high-risk threat to US Agriculture).

2. Program Governance

A. Describe the governance structure of the program.

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

The Center for Biological Control is aligned with the College of Agriculture and Food Sciences, which is under the leadership of an academic dean. The Center is led by a director. Support for the center is provided by an office manager.

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

- A. Define the program goals and objectives.
- Provide support for undergraduate and graduate teaching programs in biological, agricultural and related sciences and provide research opportunities for experiential learning in natural resources program areas.
 - Conduct basic and applied research to address critical problems in the areas of ecologically based solutions to pest problems affecting agriculture quality and sustainability of natural resources and the environment.
 - Expand educational activities and a pipeline of high school students
 - Engage the faculty in increased activities locally, nationally, and globally.
- B. Select the strategic priorities of FAMU's Strategic Plan that are directly related to the institute/center **and** provide a brief narrative of how the goals and objectives of the institute or center are aligned to FAMU's mission and the University's Strategic Plan.

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

Rationale:

Research productivity in the Center for Biological Control builds on the institutional strengths of Florida A&M University. Our research strengths include biologically based integrated pest management, and systematics, both of aquatic insects and economically important groups of beetles (leaf beetles, weevils). In addition, and in part as a development of our taxonomic emphasis, the Center and its faculty have produced important service publications in the field of water quality, impacting the growing use of aquatic invertebrates as measures of water quality. Our Centers for Biological Control and Water Quality are actively publishing on the use of natural enemies to control agricultural pests and invasive weeds, and identification guides for pollution biologists to use for bioassessment activities in an era where practicing taxonomists are rapidly disappearing through attrition and failure to replace them. The Center has pioneered the development of microbial control agents to protect the populations of honeybees (the major crop pollinators). Research through the Centers and its faculty is aligned to FAMU Strategic Priority Academic Excellence as well as the Board of Governors goals related to Teaching & Excellence.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

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

Community Business & Engagement

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

Rationale:

The Center for Biological Control (CBC), Center for Water Source, and Center for Viticulture and Small Fruits all have excellent facilities for research and provide excellent opportunities for students to work and conduct research projects. The CBC specifically will aid the State in providing pest control solutions for organic and traditional farmers, Florida ranchers, U.S. and Caribbean agricultural and populations while building student knowledge. Additionally, the establishment and proliferation of invasive alien species due to globalization of trade and transport is increasing at an alarming rate. This risk is particularly high in Florida due to the large volume of commodities and passengers passing through the state's ports. While prevention is the most effective strategy for dealing with these growing threats, it often requires concerted action with trading partners to minimize the risk offshore. Inadvertently, some species will escape and become established requiring mitigation efforts. In many such situations, biological control is effective and sustainable, therefore it is often the method of choice to safeguard our US Agriculture.

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

The work of these centers through engagement with students in faculty-related research aids the State University System in its performance to Increase Research Activity & Attract More External Funding.

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

There is a worldwide need to address important issues regarding the security of our food, natural resources, and public health. Among some of the key issues are the growing threats (agricultural crops and human health) from invasive alien species and increasing demand for the production of safe, high quality food using methods that do not impact negatively on the environment. The FAMU Center for Biological Control is well positioned nationally and internationally to expand and continue delivering positive outcomes by addressing some of the most significant challenges facing the world today and thereby fulfilling its vision of securing food, natural resources, and human health.

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

N/A

7. A discussion of projected budget reductions or expansions.

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

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

N/A

9. Additional Comments

N/A

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Cybersecurity (FCCS)		
Academic or Affiliated Code:			
Director or Coordinator's Name:	Idongesit Mkpog-Ruffin		
Date of Current Review:	October 2023		
Date of Prior Review:	October 2022		
External Consultant Utilized:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Please provide a brief response to the following items.

1. Institute/Center Mission

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

FCCS focuses on education, research and development for all aspects of information security, including systems vulnerability assessment, theory development and formalization methodologies, and mobile computing.

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

FCCS is aligned with Florida A&M University values and supportive of the Florida A&M University mission to:

- Help students realize their educational goals. – by providing programs of study in Cybersecurity – National Security Agency/Department of Homeland Security (NSA/DHS) designated Certificate, minor, B.S. Cybersecurity;
- Provide intellectual challenges and undergraduate research opportunities. – provision of opportunities for students to engage in undergraduate research in area of national strategic needs; (AI & Cybersecurity; Network Risk Assessment; Video Authentication; to name a few)
- Value and promote teaching, scholarship, and active learning. – through grants for workshops for faculty and students in Cybersecurity)

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

- Encourage experimentation, innovation, and creativity. – Through grants from NSF, DoD, we are able to provide our students and faculty opportunity to work with national labs; collaborate with students from other universities, on novel topics of interest in cybersecurity

2. Program Governance

- A. Describe the governance structure of the program.

The Director of FCCS, reports to the Computer & Information Science (CIS) Chair and the Advisory Board.

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

- A. Define the program goals and objectives.

Provide educational opportunities that allows our students to be able to operate and maintain computing systems through courses, research, internships.

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

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

Rationale:

A nationally recognized professional certification designated by DHS/NSA; degree program completion; Internships and employment in Cybersecurity.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

Working with (ROTC) and National Guard to provide Security + Training workshop for the community; Provision of training to K-12 on Cyber Hygiene; Continuing undergraduate research in Cybersecurity.

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

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

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

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

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

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

7. A discussion of projected budget reductions or expansions.

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

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

No status change necessary

9. Additional Comments

NA

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	STEM Center for the Advancement of Learning Achievement and Research (SCALAR)		
Academic or Affiliated Code:			
Director or Coordinator's Name:	Desmond Stephens, Ph.D.		
Date of Current Review:	October 30, 2023		
Date of Prior Review:	N/A		
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Please provide a brief response to the following items.

1. Institute/Center Mission

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

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

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

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

2. Program Governance

A. Describe the governance structure of the program.

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

A. Define the program goals and objectives.

- Conduct research and disseminate scholarly work (internally and externally) on effective STEM retention approaches for minority student populations.

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

- Coordinate institutional STEM academic support services and initiatives.
- Coordinate training and professional development activities for STEM faculty, focusing on increasing their use of pedagogical best practices.
- Facilitate STEM student professional development and co-curricular activities.
- Serve as the lead institutional advocate for innovation in STEM education and research.

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

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

Rationale:

The overall graduation rates for the core STEM programs remain far below institutional goals that have been established for these programs. More effort is needed to increase retention, persistence, and graduation rates for STEM students at FAMU, particularly given the sizeable proportion of undergraduate students who major in STEM disciplines. The STEM Center's goals and objectives are designed to address this important issue for the University.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Rationale:

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

NA

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

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

An increase in the production of graduates and scholarly work in STEM disciplines would propel the University as continue to march up on the list of Top 100 Public Universities as well as to achieve the goals set by the SUS, thereby increasing our allocation of Performance Based Funding.

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

NA

7. A discussion of projected budget reductions or expansions.

NA

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

NA

9. Additional Comments

NA

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Cyber Policy Institute
Academic or Affiliated Code:	
Director or Coordinator's Name:	Dr. Kyle Eidahl
Date of Current Review:	11/06/2023
Date of Prior Review:	NA
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.
1. Institute/Center Mission
<p>A. Provide the mission statement for the institute/center.</p> <p>The Cyber Policy Institute [CYP] is an interdisciplinary institute at Florida A&M University. Its mission addresses policy challenges and opportunities presented by the development of digital sciences and its impact on society and will produce minority graduates who will be future leaders in cyber policy. The institute promotes the holistic development of cyber policy by bringing scholars from a wide range of disciplines to examine pressing cyber-policy challenges.</p> <p>B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.</p> <p>The Cyber Policy Institute aligns with the following areas of the FAMU Strategic Plan, "Boldly Striking:"</p> <ol style="list-style-type: none"> a. Strategic Priority 1. The institute's Research focus will help FAMU to achieve its goal of at least 75% of undergraduates engaged in faculty-led research. b. Strategic Priority 2. Recruit and retain excellent and renowned faculty. c. Strategic Priority 3. High Impact Research, Commercialization, Outreach, and Extension Services
2. Program Governance
<p>A. Describe the governance structure of the program.</p>

The governance structure of the Cyber Policy Institute is as follows:

- **Founding/Steering Committee** composed of the four co-PIs and representatives from Academic Affairs and University Research.
- **Executive Director**, will be hired by Spring 2024
- **Advisory Board** composed of outside experts in cyber policy.

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

A. Define the program goals and objectives.

- Support the development of an institute for the engagement of faculty and student fellows.
- Support the creation of a new omnidisciplinary cyber policy master's program.
- Support student mentoring, advising, and career development to produce talented minority graduates with sufficient expertise to serve as future leaders in cyber policy in government and industry.

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

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

Rationale:

1. The Institute will identify and train graduate student Fellows and engage them in research and internships.
2. Encourage Faculty Fellows to create a cyber policy component in one of their courses and courses designed for a Cyber Policy master's degree.
3. Create an outreach program focused on underserved communities and businesses.

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

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

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

Rationale:

- **Teaching & Learning.** The Institute will identify and train graduate student Fellows. The institute will create a master's program in Cyber Policy.
- **Scholarship, Research, & Innovation.** The institute will engage faculty and students in cutting-edge interdisciplinary research which will allow us to attract more external funding.
- **Community Business & Engagement.** The Institute will emphasize student internships and will create an outreach program focused on underserved communities and businesses.

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

No State dollars are used for the Cyber Policy Institute.

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

There is a tremendous need to develop talent within underrepresented communities and to address many algorithmic biases within Cyber Policy Disciplines. The development of a master's degree in cyber policy will help create a talent pipeline that produces experts with the necessary mix of non-technical and technical skills and knowledge to staff our institutions- academia, government, and corporate.

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

The Cyber Policy Institute is in the process of being created but in the future, we will adjust our mission or organizational structure based on developments in the field.

7. A discussion of projected budget reductions or expansions.

Too early to evaluate

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

Too early to evaluate

9. Additional Comments

This is the first year of the institute. Funding comes from a \$ 5 million grant from the Hewlett Foundation.

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Excellence for Indoor Air Quality		
Academic or Affiliated Code:	Dr. Victor Ibeanusi		
Director or Coordinator's Name:	November 14, 2023		
Date of Current Review:	New		
Date of Prior Review:			
External Consultant Utilized:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Review Conducted in conjunction with an Academic Program Review:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

Please provide a brief response to the following items.

1. Institute/Center Mission

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

The Center for Excellence for Indoor Air Quality (COE) will serve as the authoritative center for studying, testing, and analyzing indoor air quality in the State of Florida. The partnership combines FAMU's prestigious science and environment faculty and programs with the technical know-how and innovation from the world's leading smart air technology company, Aura Air. Through the COE, FAMU, and Aura Air will address the growing risks of polluted and poorly ventilated indoor spaces and climate-related changes to IAQ on Floridians.

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

The COE is creating new networks addressing other emerging areas of global, national and within the state that are in alignment with FAMU's Strategic Priorities of building and leading strong networks to increase viability and promoting FAMU's brand.

2. Program Governance

A. Describe the governance structure of the program.

The Center is headed by Victor Ibeanusi, Ph.D., Dean School of the Environment. Other senior personnel in the center include: Gang Chen, Ph.D. Professor FAMU-FSU College of Engineering- research and community outreach Benjamin Mwashote, Ph.D.- center dashboard Rosny Jean, Ph.D. - geospatial

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

A. Define the program goals and objectives.

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

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

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

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

Rationale:

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

Center for Excellence for Indoor Air Quality Evaluation and Self-Assessment

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

Rationale:

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

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

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

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

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

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

No changes expected.

7. A discussion of projected budget reductions or expansions.

NA

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

NA

9. Additional Comments

NA

Institutes and Center Evaluation and Self-Assessment

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

Name of Center/Institute:	Center for Faculty ADVANCEment at FAMU
Academic or Affiliated Code:	
Director or Coordinator's Name:	Dr. Marcia Allen Owens
Date of Current Review:	October 31, 2023
Date of Prior Review:	N/A
External Consultant Utilized:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Review Conducted in conjunction with an Academic Program Review:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide a brief response to the following items.

1. Institute/Center Mission

- A. Provide the mission statement for the institute/center.
 The mission of the Center for Faculty ADVANCEment at FAMU (ADVANCE) is to actively facilitate institutional transformation at FAMU, with a specific initial focus on faculty in science, technology, engineering, and mathematics (STEM) and the social and behavioral sciences (SBS). Policy review and initiatives designed and implemented through the Center advance the goals of recruitment, retention, and promotion of faculty at all levels.
- B. Describe briefly how the mission of the institute/center is aligned with FAMU's mission and core values.
 ADVANCE aims to assist in transforming the culture by developing and promoting policies and practices at FAMU so that faculty persistence and productivity increase in ways that assist the University in realizing its mission through innovations in teaching, research/scholarship, and service.

2. Program Governance

- A. Describe the governance structure of the program.
 The leadership team for the Center for Faculty ADVANCEment at FAMU consists of a Director/Principal Investigator (PI), two Co-PIs, a Project Manager, and a Research Associate. In years 1-5, two Ph.D. students were supported. Multi-member internal and external advisory boards advise the Center, and an external evaluator is consulted to evaluate the effectiveness of all ADVANCE programs and initiatives.

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

- A. Define the program goals and objectives.

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

The goals of FAMU ADVANCE are to:

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

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

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

Rationale:

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

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

Teaching & Learning

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

Scholarship, Research, & Innovation

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

Community Business & Engagement

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

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

Rationale:

ADVANCE strengthens the quality and reputation of academic programs, scholarship, research, and innovation by strengthening the faculty engaged in these activities. Well-supported faculty working in equitable environments can engage in research and generate funding to support research and academic programs. ADVANCE also engages in the professional development of graduate students through an institutional membership to the National Center for Faculty Development and Diversity (NCFDD), participation in the Graduate Feeder Conference, and resume/CV workshops.

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

N/A

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

The Center for Faculty ADVANCEment at FAMU has served hundreds of faculty members and students through its programs and initiatives over the past five years. Faculty have received support and mentoring that has helped them persist and progress in tenure and promotion to Associate and Full Professor. Several of these faculty attribute the timing and success of their promotions to FAMU ADVANCE and the work of the Center. The Center provides access to professional development resources to faculty and graduate students in the faculty pipeline. As the University strives to become an R1 institution, continuing the Center will be critical for the continued success and advancement of faculty, particularly those in the STEM/SBS. The work of the Center is also demonstrating impact in increasing research interest and capability in humanities and other social science disciplines. R1 status requires all disciplines to engage in research, including the creative arts, humanities, as well as social and applied sciences.

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

The mission has expanded such that the Center extends its programs and offerings to the entire FAMU faculty, regardless of discipline or gender. Results of our first five years confirm the need to extend professional development opportunities to the graduate student pipeline.

7. A discussion of projected budget reductions or expansions.

The original budget remains intact, with no reductions. In Year 5 of the funding period, the Center was issued a No-Cost Extension, adding a year to the grant period. Additionally, supplemental funding was awarded in Year 6.

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

N/A

9. Additional Comments

NOAA Cooperative Science Center Project Performance Report

I. Executive Summary

This report covers the accomplishments for the reporting period March 1, 2021 – August 31, 2021, for the National Oceanic and Atmospheric Administration’s Center for Coastal and Marine Ecosystems (CCME). During this reporting period, CCME supported 82 students (90% from URM communities, Appendix A Table 1), with a total of 139 students (pursuing 147 separate degrees) supported to date.

CCME Goals and Objectives

CCME has established the following education and research goals and specific objectives:

- 1) Recruit, train, and graduate students, particularly from underrepresented minority groups, with the competencies and skills that support NOAA’s Education Strategic Plan, workforce goals, and strategic objectives:
 - a. Provide financial support, education and training experiences for undergraduate students, graduate students, and postdoctoral fellows through teaching and mentoring provided by NOAA CCME faculty.
 - b. Leverage new and existing partnerships with community colleges and to recruit and prepare students for NOAA-relevant degree programs at NOAA CCME institutions.
 - c. Utilize the Center-Wide Core Competency (CWCC) course to ensure student proficiency in NOAA CCME focal areas.
 - d. Expose students to broader research and experiential learning opportunities such as Student Scholarship Internship Opportunities (SSIO) and NERTOs and additional training activities through partnerships with NOAA and other scientists.
- 2) Conduct research leading to the development of management and communication tools that can be utilized to enhance the resilience of coastal communities and economies, including:
 - a. Assess coastal risks and vulnerabilities
 - b. Identify solutions to reduce risks and vulnerability
 - c. Utilize engagement to empower coastal communities.
 - d. Conduct research at the private and public properties of waterfront communities.
 - e. Conduct public education and assess their knowledge using pre- and post-education surveys
- 3) Develop competency and skills in the utilization of new and existing NOAA data archives for research and development of decision support tools that promote the vibrancy of coastal and marine ecosystems:

CCME Semi Annual Performance Report
(September 1, 2020 – February 28, 2021)
Larry Robinson, Principal Investigator and Center Director

- a. Develop and implement a “Big Data Analytics Boot Camp” to train students in Big Data and GIS analysis tools and methods.
- b. Conduct research utilizing NOAA datasets related to coastal and marine ecosystems.
- c. Develop communication and mitigation strategies associated with threats to coastal and marine ecosystems and coastal communities.

CCME Education and Training Objectives (CCME specific objectives 1a-d and 3a)

- During this reporting period, CCME graduated 13 students (10 B.S., 2 M.S., and 1 Ph.D.), all of whom are from URM communities. Since inception, CCME has graduated 57 students with 58 degrees – 1 Ph.D., 16 Master’s, and 41 Bachelor’s - with 51 (88%) of the degrees being earned by students from URM communities (Table 1a).
- The first Ph.D. graduate of CCME, Diana del Angel, defended her dissertation on “Social-Ecological System Approach for Assessing Impacts of Sea-Level Rise and the Benefits of Natural And Nature-Based Features” at TAMU-CC. Dr. del Angel is now working as a Postdoctoral Scholar at the Harte Research Institute.
- M.S. scholars Taylor Eddy (CSUMB) and Rebekah Hernandez (UTRGV) successfully defended their M.S. theses. Taylor Eddy is working as a biologist at USGS.
- CCME graduates were hired in the NOAA Mission Enterprise (Appendix A Table 6), including Dr. Diana del Angel (Harte Research Institute) and Mario Molina (UTRGV Coastal Studies Laboratory). Sixteen (16) CCME current or former students and two former postdocs are now employed in NOAA mission-relevant fields. Many of the other CCME graduates are continuing in their studies.
- Thirteen (13) new scholars joined CCME during this reporting period, including one Ph.D. student, four M.S. students, and eight B.S. students.
- Seventeen (17) CCME Graduate Scholars participated in their NERTOs during this reporting period, with nine completing and eight ongoing. The total number of students completing NERTOs to date is 39. Seven additional CCME scholars have approved SSIOs and are working with their mentors to develop their work plans and time frames for participation.
- During this reporting period, a new CCME postdoctoral research associate, Dr. Benjamin Ross, was hired at FAMU. Dr. Ross prepared and submitted his postdoctoral plan.
- CCME held the Center-Wide Core Competency (CWCC) course themed "Restoration of Hydrology as a Key Step in Restoring the Function of Coastal Wetlands." The event was held at the Whitney Lab for Marine Bioscience - the University of Florida from July 25-30, 2021 and was hosted by CCME partner institution BCU. The CWCC was attended by 54 CCME scholars.
- CCME hosted Phase 1 of the 10th Biennial NOAA EPP/MSI Education and Science Forum virtually on 8-9 April 2021. This phase of the form focused on plenary talks and student development workshops, with invited talks by CSC students who anticipate graduating before the in-person Phase 2 of the Forum (scheduled for April 2022).

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

Academic and Student Affairs Committee

Wednesday, December 6, 2023

Agenda Item: VII

Subject: Journalism and Public Relations Request to Reduce Degree Program Hours

Proposed Board Action: Approve overall reduction in credit hours for the Journalism and Public Relations degrees offered within the School of Journalism and Graphic Communication.

Attachments: Revised Curriculum Guides

JOURNALISM Curriculum Guide

BACHELOR OF SCIENCE



FRESHMAN 1ST TERM		
COURSE	TITLE	HOURS
ENC 1101	Freshman Comm. Skills I	3
GRA 1433	Basic Computer Operations	2
HUM 2210	Historical Survey 1 or compliant alternative	3
JOU 1112	Use of Information Resources	3
SLS 1101	Non-Journalism Elective	2
MGF 1106	Liberal Arts 1 or compliant alternative	3
SEMESTER HOURS		16

FRESHMAN 2ND TERM		
COURSE	TITLE	HOURS
ENC 1102	Freshman Comm. Skills II	3
GRA 1111	Basic Design Principles	3
POS 2041	American National Government or	3
AMH 2020	US History 1865 to Present	
SPC 2608	Public Speaking or approved alternative	3
MGF 1107	Liberal Arts 1 or compliant alternative	3
MMC2920	Professional Dev. Colloquium	1
SEMESTER HOURS		16
YEAR 1 TOTAL		32

SOPHOMORE 1ST TERM		
COURSE	TITLE	HOURS
RTV 2520	Visual Storytelling	3
JOU 1040	Language Skills for Media Professional	3
MMC 2000	Introduction to Mass Media	3
POS 2112	State & Local Government	3
EVR 1001	Intro to Environmental Science or compliant alternative	3
SEMESTER HOURS		15

SOPHOMORE 2ND TERM		
COURSE	TITLE	HOURS
THE 2000	Introduction To Theatre	3
RTV 2230	Multimedia Oral Engagement	3
JOU 2100C	Reporting & Writing I	3
SYG 2000	Introduction to Sociology or compliant alternative	3
BSC 1005	Biological Science or compliant alternative	3
SEMESTER HOURS		15
YEAR 2 TOTAL		30

JUNIOR 1ST TERM		
COURSE	TITLE	HOURS
AFA 3104	African American Experience or AMH 2091	3
GEA 2000	World Regional Geography	3
JOU 3101C	Reporting & Writing II	3
MMC 4945	Internship	1
MMC 2605	Social Justice, Thought & The Media	3
MMC 2310	Intl. Issues & The Media or	
MMC 2264	Emerging Media Technologies or	3
MMC 2930	Special Topics	
SEMESTER HOURS		16

JUNIOR 2ND TERM		
COURSE	TITLE	HOURS
LIT 2110	Introduction to Literature or Approved AML Course	3
ECO 2013	Principles of Economics I	3
PHI 2101	Introduction to Logic or REL compliant course	3
PSY 2012	Introduction to Psychology or compliant alternative	3
RTV 3320C	TV News	3
SEMESTER HOURS		15
YEAR 3 TOTAL		31

SENIOR 1ST TERM		
COURSE	TITLE	HOURS
MMC 3254	Entrepreneurship, Leadership & Innovation	3
JOU 4342C	Reporting & Writing III	3
PUR 3622	Social Media/Data Analytics	2
MMC 4481	Communication Law & Media Ethics	3
RTV 3681C	Advanced TV News or	
RTV 3332C	Documentary & Film or	3
JOU 3308	Magazine Article Writing or	
JOU 4302	Persuasive/Analytical Writing	
SEMESTER HOURS		14

SENIOR 2ND TERM		
COURSE	TITLE	HOURS
AMH 2010	U.S. History 1492-1865 or 2020	3
AML 2010	African American LIT or Approved LIT Course	3
MMC 4922	Senior Capstone Colloquium	1
JOU 4181	SJGC Capital Bureau	3
RTV 3681C	Advanced TV News or	
RTV 3332C	Documentary & Film or	3
JOU 3308	Magazine Article Writing or	
JOU 4302	Persuasive/Analytical Writing	
SEMESTER HOURS		13
YEAR 4 TOTAL		27

CURRICULUM TOTAL ▶ 120

Effective Fall 2022

PUBLIC RELATIONS Curriculum Guide

BACHELOR OF SCIENCE

FRESHMAN 1ST TERM		
COURSE	TITLE	HOURS
ENC 1101	Freshmen Comm. Skills I	3
JOU 1112	Use of Information Resources	3
POS 2041 AMH 2020	American National Government or U.S. History 1865 to Present	3
SLS 1101	First Year Experience - College Transition	2
MGF 1106	Liberal Arts 1 or compliant alternative	3
SEMESTER HOURS		14

FRESHMAN 2ND TERM		
COURSE	TITLE	HOURS
ENC 1102	Freshmen Comm. Skills II	3
HUM 2210	Historical Survey 1 or Compliant Alternative	3
POS 2112	State & Local Government	3
GRA 1433	Basic Design & Web Applications	2
MGF 1107	Liberal Arts 2 or compliant alternative	3
SEMESTER HOURS		14
YEAR 1 TOTAL		28

SOPHOMORE 1ST TERM		
COURSE	TITLE	HOURS
PUR 3000	Intro to Public Relations	3
GRA 1111	Principles of Graphic Design	3
MMC 2920	Professional Dev. Colloquium	1
JOU 1040	Language Skills for Media Professional	3
MMC 2000	Introduction to Mass Media	3
EVR 1001	Intro to Environmental Science or alternative	3
SEMESTER HOURS		16

SOPHOMORE 2ND TERM		
COURSE	TITLE	HOURS
JOU 2100C	Reporting & Writing I	3
RTV 2520	Visual Storytelling	3
HUM 2230	Historical Survey 2 or Compliant Alternative	3
SPC 2608	Public Speaking or Approved Alternative	3
BSC 1005	Biological Science or compliant alternative	3
SEMESTER HOURS		15
YEAR 2 TOTAL		31

JUNIOR 1ST TERM		
COURSE	TITLE	HOURS
RTV 2230	Multimedia Oral Engagement	3
JOU 3101C	Reporting & Writing II	3
PUR 3622	Social Media/Data Analytics	2
MAR 3023	Principles of Marketing	3
SYG 2000	Introduction to Sociology or Compliant Alternative	3
SEMESTER HOURS		14

JUNIOR 2ND TERM		
COURSE	TITLE	HOURS
LIT 2110	Introduction to Literature or Approved AML Course	3
JOU 4342C	Reporting & Writing III	3
PUR 3490	Integrated Marketing Communication	3
PSY 2012	Introduction to Psychology or Compliant Alternative	3
PUR 4500	PR Research & Strategies	3
SEMESTER HOURS		15
YEAR 3 TOTAL		29

SENIOR 1ST TERM		
COURSE	TITLE	HOURS
AMH 2010 AMH 2020	U.S. History 1492 - 1865	3
MMC 3254	Entrepreneurship, Leadership & Innovation	3
MMC 4481	Communication Law & Media Ethics	3
MMC 4945	Internship	1
PHI 2101	Introduction to Logic or REL compliant course	3
PUR 4800	PR Agency	3
SEMESTER HOURS		16

SENIOR 2ND TERM		
COURSE	TITLE	HOURS
AFA 3104	African American Experience or AMH 2091	3
LIT 2110	Introduction to Literature or Approved AML Course	3
ECO 2013	Principles of Economics I	3
GEO 3421	Cultural Geography OR GEA OR GEO	3
MMC 3603	Strategic Communication	3
MMC 4922	Senior Capstone Colloquium	1
SEMESTER HOURS		16
YEAR 4 TOTAL		32

CURRICULUM TOTAL ▶ 120

Effective Fall 2022

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

Academic and Student Affairs Committee
Wednesday, December 6, 2023
Agenda Item: VIII

Subject: Student Affairs Update

Background Information and Summary: An update on the Division of Student Affairs.

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

Academic and Student Affairs Committee
Wednesday, December 6, 2023
Agenda Item: IX

Subject: Academic Affairs Update

Background Information and Summary: An update on the Division of Academic Affairs.