According to the Oak Ridge Institute for Science and Education (Oak Ridge, TN), Educational and Research Experiences, participant experiences from Florida A&M University are paramount. An article in their “Participant Experiences” at "http://orise.orau.gov/sep/profiles/09mateeva.html" or http://orise.orau.gov/sep/profiles/09mateeva.html, highlights Nelly Mateeva, Ph.D., an assistant professor in the Chemistry Department at Florida A&M University, along with two FAMU students: graduate student, Edikan Archibong and undergraduate student, Alexander Foster.

Oak Ridge Institute Article: As she strolls down the grocery-store aisle, eyeing shelves filled with cans, boxes and packages, Dr. Nelly Mateeva can't help but think about more than simply how each item might fit into tonight's dinner plans.

The staples awaiting the last leg of their journey to America's kitchen tables give this mother of two pause to ponder the vulnerability of the food supply as it progresses from field, to factory, to distribution, to consumption—and to reflect on the toxin-detection research that her team undertook in the summer of 2009.

"Fortunately, bioterrorism is very rare, although it is a threat," said Mateeva, an assistant professor in the Chemistry Department at Florida A&M University. "But when I hear about natural food-borne illness outbreaks—like the dioxin incident that caused a widespread pork recall in Ireland in late 2008—"it brings home how vulnerable we are. A would-be terrorist could easily acquire toxins and deliver a lot of damage through food and water."

Mateeva's summer team helped to develop sensors to detect a deadly toxin called ricin—a natural toxin that the Centers for Disease Control and Prevention has designated as a possible agent of biological warfare. She and two students from Florida A&M undergraduate Alexander Foster and graduate student Edikan Archibong—ventured north for an engaging assignment in two locations: the "http://www.ncfpd.umn.edu/" National Center for Food Protection & Defense (NCFPD) at the University of Guelph, in Ontario, Canada; and the University of Minnesota. Their research was part of the "http://www.orau.gov/dhsfaculty/" U.S. Department of Homeland Security (DHS) Summer Research Team Program for Minority Serving Institutions, funded by DHS and NCFPD, and administered by "http://orise.orau.gov/index.htm" Oak Ridge Institute for Science and Education. (continued on page 1)
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**Extraction, Concentration and Decontamination of PCBs and Dioxins in Food using Molecular Imprinted Electrospun Fibers**


**FEBRUARY 2, 2010 - MARCH 3, 2010**

**How are we doing? Consummate customer service is our benchmark!**
team brought a fresh look at our project aimed at developing biohazard-extraction methods. We have been happy to show the team our techniques, which we hope that they will use when they get back home to establish their own research program in the diagnostic area. In addition to their research, the team visited Niagara Falls and toured Toronto. "Dr. Warriner and his students were excellent hosts who not only gave us access to their laboratory resources but also showed us the beauty of their country," Mateeva said. "It was a great professional and cultural experience which resulted in productive research partnerships as well as numerous personal friendships."

The two students on the team also took home ample benefits. "This program has given me the opportunity to associate with scientists in diverse and broad areas," Archibong said. "The most exciting part was learning to operate the electrospinning machine and studying the chemistry behind electrospun fibers." Foster called the summer "the best experience I have had since I started going to Florida A&M. As an undergraduate, I feel like a true scientist even before getting my degree."

As for Mateeva, she's thankful to participate in research aimed at ensuring that the food on her kitchen table this evening—and the family enjoying it—remains safe and secure. "It's great to be part of the united efforts in the fight against a terrorist threat," she said.

End of Oak Ridge Institute Article

Dr. Keith Warriner, a professor and food-microbiology researcher at NCFPD who worked closely with Mateeva's team in Canada, praised the visiting researchers for their contributions to the ongoing quest for improved detection systems.

"They say the most significant advances in science occur when people from contrasting backgrounds come together and pool their knowledge," he said. "Dr. Mateeva's research which is the only committee authorized to provide instructions for analysis and specifications of chemical reagents. Dr. Mateeva is an Alternate Councilor at the Florida Section of the ACS, which provides a liaison with the central ACS office in Washington, DC. She serves as an adjudicator on local and regional high school science fairs.

Mateeva’s Current Research

Dioxins and PCBs are highly stable and thereby persist in the environment, in addition to accumulating in the bodies of animals and humans. The devastating effects of PCBs were illustrated by the incident in 1999 when a 500 kg batch of feed was accidentally contaminated with 50 kg of old transformer oil containing the toxic agent. The feed was subsequently used to feed animals the meat of which was consumed by 10 million consumers within the European Union (EU). As a result it is predicted that 8000 of the consumers will likely develop cancer as a result of the incident. In addition, the event also brought down the Belgium government who despite detecting PCBs in the feed failed to take action. More recently, a batch of feed contaminated with
trace levels of dioxin resulted in an $8bn recall of Irish pork. The massive recall was not stimulated by the inherent health risk but the potential.

Although the dioxins were thought to be from natural sources the incident illustrated how food chains can be disrupted through introduction of toxin agents at a single point.

Although sensitive detection platforms are available, there is an unmet need for technologies to extract and concentrate PCBs from complex sample matrices. Due to the low levels of detection required the current methods of extracting PCBs, as described by the EPA method, requires multiple step, time consuming procedures. The research of Mateeva, etal. represents an alternative approach and forms an extension of the studies performed during the DHS Summer Team Research Program (STR). Specifically, we utilize the techniques of electrospinning to develop novel Solid Phase Extraction (SPE) matrices based on imprinted electrospun fibers to extract and concentrate PCBs and dioxins from complex sample matrices.

**Building a Framework for Data Use**

*by Ella-Mae Daniel (Program Assistant, Title III: Teacher Education & Certification Coordinator, Teachers for a New Era Data Use Research Institute (DURI) *Presented at the 15th Annual HBCU Reunion 62nd Annual Meeting American Association of Colleges for Teacher Education February 20, 2010 *Atlanta, GA*

**Using Data to Scale Up Achievement** Partly because of the No Child Left Behind Act and partly because of advances in technology, a major push is underway to gather data about student achievement that can be used to inform a wide range of educational decisions. The job of managing, collecting analyzing, and disseminating data can be daunting considering the variety of data sources, data formats, computer platforms, and storage media in use today. Using data to drive decision making has become a focal educational strategy based in part on the theory that effective use of data can improve resource allocations aimed at raising student achievement. Moreover, data collection and use are at the heart of any successful educational system, but understanding which data to focus on and how to analyze the information can be challenging.

The Florida A&M University (FAMU) Data Use Research Institute (DURI) seeks to offer transformational changes in the education of students at all levels of their educational continuum. DURI has been developed resulting from the the Teachers for a New Era (TNE) initiative on learning growth, value added measurement and use of data from the Florida K-20 Education Data Warehouse. The overarching premise of DURI is to promote academic achievement for all students at all levels—prekindergarten through college/university. DURI’s goal is to provide access for using data to build a seamless bridge between Pk-12 and university systems in order to close the gaps in opportunity and high academic achievement for all students at the Pk-20 levels. Our founding purpose is a commitment to discovery and to the application of a comprehensive and quality system for using data to improve achievement. DURI, considered a genuine learning organization, seeks to perform at high levels while facilitating high level of learning and achievement for all students across...
Data Use as a Guiding Force to Build Capacity

Educators at all levels of the Pk-20 sector are more likely to see data as valuable for their own decision making rather than only as necessary for compliant reporting. As university leaders/faculties partner with district/school staff to collect, analyze, and use data, they benefit from the unique insight, efforts and the effective, efficient use of education resources for joint ownership to successfully lay a foundation for using education data to scale up student achievement and improvement.

Questions about how to build capacity for effective data use schools—and whether public schools and universities are accomplishing the state’s desired goals—are increasingly central to researchers and policymakers alike. The ability to answer these questions depends largely on strong data systems that collect the relevant information and make it available to various stakeholders in the education enterprise in accessible and understandable ways.

Intellectual Engagement

Researchers who are intellectually engaged in data use are aware of, and routinely focused on:

- The purpose of data and data use
- The question(s) at issue
- The information relevant to the question
- The key concept(s) they need to understand
- The inferences they are making
- The postulations they are making
- The implications of their thinking
- The point of view within which they are thinking

Using Data as the Guiding Force in Intellectual Engagement

Given the importance of data use in understanding and reasoning well within educational systems, building capacity for data use must be driven by the form and nature of intellectual engagement made possible through the use of longitudinal data collection systems and collaborative partnerships across the Pk-20 sector.

- Engaging school leaders and teachers in helping to design and implement the data system;
- Placing a premium on professional development based on a guiding framework of professional development related to data use;
- Using school-based data facilitators to build capacity for individual data use and collaborative inquiry; and
- Empowering Pk-20 collaboration and partnership to work together to analyze data to determine what works and ways to improve what is not working.

An Attainable Goal

A Pk-20 initiative related to education data sets new standards for both the types of data needed and the kind of data system a state should try to develop and maintain. Through the No Child Left Behind Act (NCLB), the federal government has collected and disseminated numerous kinds of information about students, teachers, schools, districts, and states. This has put new pressure on educational systems to create an integrated data use system in order to build its capacity to transfer and analyze information about education programs.

Using valid, reliable, and consistent information to drive all decisions across the Pk-20 education sector is now an attainable goal. Thanks to the hard work and leadership of the National Center for Educational Statistics (NCES) and the growing national momentum behind this agenda, stakeholders have the information at their fingertips to build capacity in understanding how to develop and use data systems and how to harness the powerful source of information using longitudinal data for continuous improvement. Efforts to build capacity for the use of data collected and disseminated by NCES are seen through its Cooperative Systems Fellows Program. Through its Fellows Program, NCES provides an overview of its programs and surveys. Fellows in turn provide orientation, training, briefing or other method to disseminate the information that they acquired to promote the availability of NCES studies and products.

NCES provides a plethora of education data available around efforts to improve the management and usability of those data, such as:

- Track students individually and over time, and link them to performance scores and outcomes, such as graduation;
- Track teachers individually and link them to students taught, their preparation programs, and the professional development they receive;
- Provide researchers with student histories and performance indicators; and
- Link school/district resource use with student performance.

Longitudinal data systems of the type described above are essential for tracking such key policy-relevant variables as student and teacher mobility, changes in student achievement overtime, and accurate graduation and dropout rates. They can provide information to help researchers tailor their research agenda to individual student needs and enable policymakers to evaluate which educational programs and practices are associated with gains in student achievement.

Using Data, Data Access and Data Analysis

The Data Use Research Institute (DURI) supports access to DURI data and offers data analysis services for both the investigators and others at DURI. This is in addition to the expertise of investigators and staff working on specific research projects.
It's hard not to get caught up in Edith Davis' enthusiasm for geology and geophysics, even if you know nothing about the study of the earth or "sub-surface subjects" like water, oil or gas—her specialties. Davis, 50, will pull you in and educate you. And you'll have fun learning. Be warned, though: Her broad smile, outgoing personality and Southern hospitality may fool you, but the Florida A&M University professor is a trailblazing scientist.

Davis is one of the first black women geophysicists in the United States. Ebony magazine featured her in a story titled "Lady pioneer in the oil fields" in January 1984, when Davis worked for Mobil Oil Co. in Dallas.

Last week, students, scientists and faculty at FAMU were focused on Davis as she unveiled thin slices of lunar rocks and meteorites on loan to her from NASA. Normally, the coveted scientific gems are placed in locked silver cases. They're housed in cloth and surrounded by soft, gray cushions. But the rocks will be available for the public to see later this month at the Southeastern Black Archives Research Center at FAMU. The display is on loan at FAMU because Davis has a special certification to handle the items. They remain under her watch.

"The lunar rocks ... make science come alive. It makes science real," Davis said. "And how often do you get to touch a piece of the solar system? How many children get to touch a piece of the moon?"

Those two questions seem to summarize Davis' zeal and mission to educate. "It's an honor to teach children," she said. "It's a double honor for me because I get to teach the teachers." Davis finds herself in the classroom after years as a scientist in corporate America. Her bachelor's degree in geology from the University of Miami led her to get a master's degree in geophysics.

After starting a career with Mobil Oil, she earned her second master's in business administration from the University of Texas before earning a doctorate in curriculum instruction and science education at Baylor University. She and her husband, Warren Davis Jr., have two children -- a boy and a girl: Joshua, 10, and Jordan Aarone, 8.
Davis, who's in FAMU's College of Education, acknowledges that she's a role model, particularly for female students. "I have never encountered a female role model in science," said Zondra Clayton of Perry, who's in Davis' teaching science to elementary levels course this semester. "And for me, that in itself is inspirational. Oftentimes that field, which is why I want to go into it, is misrepresented by African-American females."

Even during her stint in corporate America, Davis taught at area schools. But it wasn't until she met FAMU's Charles Ervin Jr., at a national teaching conference that she considered coming to FAMU. Ervin said budget cuts prevented Davis' smooth transition to a faculty position at FAMU. But she finally gained entry for the fall 2009 semester. "We had a critical shortage of science educators," he said. "Dr. Davis is full of enthusiasm. You can't help but be impressed with her and her knowledge and interest and love for science."

Ervin said Davis' "infectious personality" helps motivate students "to see that science is not something that is just boring, where you go and sit in a classroom and listen to a lecture."

That's not what happens in Davis' classroom. At the start of every class, Davis takes control in an interactive way that gets even the most introverted student's attention -- she offers a science cheer.

"Are we ready to rock?" she asks.

"Yes," the students reply. "That's what I'm talking about," Davis says. "That's what I'm talking about." And the cheer begins with Davis and her students joining together: "We're on planet earth where we have an atmosphere, a hydrosphere and a lithosphere and a biosphere that runs up and down. And everything's made of matter and matter's made of elements and elements are made of atoms and atoms are made of protons, electrons, neutrons. Protons positive charge. Electrons negative charge and neutrons no charge." Davis ends the cheer by asking "And where is that?" "Planet earth," the students reply.

Juliet Shepard is one of Davis' mentors. Shepard, an attorney in the Washington, D.C., area, retired as general counsel at Mobil Oil after 25 years. She explained why Davis brings seemingly unlimited energy to the classroom. "What she's trying to do is broaden the horizons of those young people she has the ability to influence," Shepard said. "She's almost a throwback to that time when she wants to invest in those students."

Davis agrees but adds her own spin on why teaching is so important to her. "When it's all said and done, it's all about relationships and what have you done for somebody else. If it's all about you, you're going to have a very sad life," Davis said. "I want (my students) to know that every child they touch is a gift. A package that needs to be opened." Davis said it's her hope that her students remember the Greek origin for the word "heart," which means "the activity of the mind -- the will and emotion."

"If they will tap into whatever that gift is ... then the world will be forever grateful to them." Reproduced with permission of the Tallahassee Democrat. Further reproduction or distribution is prohibited without permission.

Writing Well Pays...Tananarive Due: A Homecoming

The FAMU Quality Enhancement Program (QEP), the Department of English and the Lambda Iota Tau Literary Honor Society (sponsored within the English department for majors with high academic achievement), exhibited collegial collaboration as they co-sponsored a Faculty Development Workshop entitled: “Using Narrative Writing to Enhance Critical Thinking in the Foster-Tanner Music Complex (Band Rehearsal Hall) on March 3, 2010, this spring semester. Workshop presenter, acclaimed author, Tananarive Due, heartrendingly acknowledged her parents, FAMU Law School Graduate and civil rights advocate, semi-retired Attorney John Due, along with her mother, civil rights icon, Dr. Patricia Stephens Due. Author Due considered the workshop a homecoming, in that her parents met at FAMU during the fueled civil rights era—she was born in the former FAMU Hospital (now FHAC).

Members of the FAMU family and the author's circle of influence gathered in the Band Rehearsal Hall to hear her speak of the scholarly inspiration behind her nine American Book Award-winning books, ranging from supernatural thrillers to a mystery to a civil rights memoir.
A 2009 NAACP Image Award recipient, Due, along with her husband, Steven Barnes, co-authored *In the Night of the Heat* with actor and director, Blair Underwood, co-author of *Casanegra* with Due and Barnes. Both are Tennyson Hardwick Novels.

Due has a B.S. degree in journalism from Northwestern University and an M.A. degree in English literature from the University of Leeds, England, where she specialized in Nigerian literature as a Rotary Foundation Scholar. She currently teaches creative writing in the MFA program at Antioch University Los Angeles. Please visit [www.tananarivedue.com](http://www.tananarivedue.com).

The workshop’s target audience included members of the FAMU community interested in enhancing student learning in the area of critical thinking. Contact persons for this noteworthy event were: English faculty member Natalie King-Pedroso, Ph.D. (850.599.3737) and Michelle Roberts (850.412.5761) of the FAMU QEP Office. Yakini Belinda Kemp, Ph.D. is Chair, Department of English and Maurice Edington, Ph.D., is Director, QEP Office and facilitated the workshop.

**Grant Proposal Guidelines**

I. Introduction

The Faculty Research Award Program (FRAP) will offer small grants for faculty to conduct research that will lead to the production of scholarship in their fields of study. The goal of the 2010 Faculty Research Awards Program (FRAP) is to increase the number of persons who conduct research or engage in creative work that can provide the foundation for addressing and solving state and national problems. Proposals submitted by junior or emerging scholars will receive priority during the review process.

II. Eligibility Requirements

Only full-time, tenured or tenure-track members of the faculty at FAMU are eligible to submit a proposal for the FRAP. Priority will be given to persons who have not been previously funded by the FRAP. Research that is currently funded by a federal, State or private source will not be supported by FRAP. Proposals may be written in collaboration with another faculty member.

A. Single Investigator: Proposals may be submitted by a single investigator whose research is not currently funded by other sources.

B. Multiple Investigators: Proposals may be submitted for collaborative projects. For example, a junior faculty member may collaborate with a senior researcher on a proposed project. For joint projects, the principal investigator’s current research cannot be funded by other sources.
III. Proposal Submission Requirements

Proposals must be submitted electronically via an attachment to Dr. Alice Rozier, the Director of Academic and Student Affairs in the School of Graduate Studies and Research. Her email address is alice.rozier@famu.edu.

The deadline for submission is 5:00 p.m. on Friday, April 2, 2010. Applications received after this date and time will not be reviewed for funding; however, they can be resubmitted for a subsequent competition.

IV. Acknowledgement of Proposal Receipt

Receipt of all proposals will be acknowledged electronically.

V. Proposal Preparation Instructions

The proposal should be double-spaced and should use a size 12 font using Arial or Times Roman. The document should include the following sections.

• FRAP Proposal Title Page

The FRAP Proposal Title Page should serve as the cover page of the grant application. This form is provided with these guidelines.

• Project Summary

The proposal must contain a summary of the proposed research or creative project. The summary, which should not exceed one page, should be written in the third person. It must include:
- a Statement of the Principal Investigator’s (PI) objectives,
- the method of analysis,
- the intellectual merit or creative value of the proposed project, and
- the broader effects resulting from the proposed project.

The summary should be informative to other scholars working in the same or related areas and, to the extent possible, understandable to a scientifically or artistically literate lay reader.

• Table of Contents

The table of contents should list all proposal headings and their page numbers.

• Project Description

The main body of the proposal should provide a clear statement of the research or creative work that will be undertaken. It must include:
- an introduction;
- a review of relevant literature, which should include a discussion of the relationship of the proposed work to the present state of knowledge in the field;
- the objectives for the period of the proposed work;
- the significance of the proposed work; and
- the research plan, experimental design or creative framework.

The proposal should indicate how the results of the project will be disseminated locally, nationally and globally, where appropriate, to enhance scientific, technological, and creative understanding. The specific journals, presses or other reputable cites where the outcome of the research will be submitted for publication (as defined by the academic discipline) should also be provided.

While the project description is a critical component of the proposal, it should not exceed 10 pages in length. Visual material, including charts, graphs, maps, photographs and other pictorial documents are included in the 10-page limitation. Page limitation will be strictly enforced.

• Budget and Budget Justification

Each proposal must contain the attached budget application form for the period of support requested; the total budget must not exceed $5,000. A budget justification, of not more than two pages, must be provided in addition to the form. The budget justification is not included in the 10-page narrative requirement. The following items may be requested in the budget:
- a list of the applicant’s undergraduate, graduate and postdoctoral training, including the institutions, majors, degrees and years that degrees were conferred;
- a list of all academic and professional appointments, beginning with the current appointment;
- a list of publications and papers most closely related to the proposed project; and
- a list of all grant applications, submitted and funded, not funded or pending funding. For collaborative proposals, each applicant must submit a biographical sketch.

- Summer Salary Supplement

A request for a summer salary supplement may be submitted along with a convincing justification detailing how time will be utilized on the proposal. The committee reserves the right to disapprove a summer salary request that is not adequately substantiated.

• References Cited

All references cited must be listed using the style or format for references that is required in the field of study.

• Biographical Sketch

The biographical sketch should be provided for the PI and other senior project personnel. Each sketch must be limited one page and must include:
- a list of the applicant’s undergraduate, graduate and postdoctoral training, including the institutions, majors, degrees and years that degrees were conferred;
- a list of all academic and professional appointments, beginning with the current appointment;
- a list of publications and papers most closely related to the proposed project; and
- a list of all grant applications, submitted and funded, not funded or pending funding. For collaborative proposals, each applicant must submit a biographical sketch.

Women’s Awareness Month
March 2010
• **Facilities, Equipment and Other Required Resources**

The PI must provide evidence that the facilities and equipment needed to conduct the proposed research or creative effort are available through university resources, or that they can be provided with funds from a small grant.

• **Supplies**

A PI can request funds to purchase supplies for scientific or creative projects, including computer software, art materials, books, and laboratory supplies.

• **Consulting Fees**

An applicant can request funds for consulting fees, as well as travel costs for consultants when such costs can be justified.

• **Travel for PIs**

Funds for travel will be approved to collect data for research and to present papers at conferences on research directly related to the proposal.

• **Research Assistants**

Funds will be approved to support research assistants only at the graduate and undergraduate levels.

All requests for funds in the various categories described above must be justified in the budget justification section of the proposal.

• **Equipment**

A PI can request funds to purchase equipment (e.g., a laptop or desktop computer, required to conduct scientific or creative research). It is important to note that a small grant cannot absorb the cost of major equipment.

• **Dean and Departmental Chair Approvals**

The PI must submit the FRAP Proposal Title Page, which indicates approval of the project by the PI’s dean and department chairperson.

• **Description of How the Proposed Research Can Address Major Issues in the Field of Study.**

The PI must provide a detailed description of her/his plans to use the research or creative project to help address major issues in the field of study.

• **Timeline for the Proposed Project**

The PI must provide a timeline for completing all phases of the research or creative project; the timeline must not exceed 12 months. The timeline should also indicate when a required mid-term report (due electronically on November 1, 2010 research period) will be submitted. If these requirements are not met, no future funds provided by the FRAP will be awarded to the PI.

• **Consulting Fees**

An applicant can request funds for consulting fees, as well as travel costs for consultants when such costs can be justified.

• **Travel for PIs**

Funds for travel will be approved to collect data for research and to present papers at conferences on research directly related to the proposal.

• **Research Assistants**

Funds will be approved to support research assistants only at the graduate and undergraduate levels.

All requests for funds in the various categories described above must be justified in the budget justification section of the proposal.

• **VI. Proposals Involving Human Subjects**

Projects that require the use of human subjects must ensure that the subjects are protected from research risks in accordance with the relevant Federal policy known as the Common Rule (Federal Policy for the Protection of Human Subjects, 45 CFR 690). All projects involving human subjects must have approval from the University’s Institutional Review Board (IRB), prior to submission for review by the FRAC. Applications for approval can be obtained from Dr. Gwendolyn Singleton, Chairperson of the IRB.
VIII. Award Recommendation

After a rigorous review process, the FRAC will determine whether a proposal should be declined or approved for an award. The Dean of the School of Graduate Studies and Research will notify the successful applicants.

IX. Copies of Reviews

After a decision has been made (for an award or a declination), copies of reviews, which will exclude the identities of the reviewers, will be provided at the PI’s request.

X. Withdrawals

A proposal may be withdrawn at any time prior to the FRAC’s final decision. A PI may submit a request for the withdrawal of a proposal via email to the Director of Academic and Student Affairs, Dr. Alice Rozier, alice.rozier@famu.edu.

XI. Returns

Proposals will not be considered for review by the FRAC if they:

- Do not meet the announced deadline.
- Do not meet the requirements for proposal content, page limitations, format and electronic submission.

XII. Declinations

A PI whose proposal for a Faculty Research Award has been declined may receive an explanation for the declination upon request. Copies of the reviews that provided the basis for making the decision may also be requested by the applicant.

XIII. Resubmission

A proposal that has been declined and substantially revised, using the recommendations made by the reviewers, can be resubmitted in the next funding year. Resubmissions that do not reflect revisions recommended by the reviewers will be returned without additional reviews. The FRAC will treat the revised proposal as a new submission, subject to the current guidelines, deadline and review procedures. A resubmitted proposal will be reviewed at the first scheduled competition following the one in which the original proposal was declined.

Thurgood Marshall College Fund’s MUPI Conference: “Preparing The Best of The Best!”

BCUs 2010 and Beyond: Cultivating Leadership for the Global Marketplace” was the theme for the Member University Professional Institute (MUPI) Conference held in Nashville, TN at the Gaylord Opryland Hotel and Convention Center, March 7-10, 2010. FAMU was represented well by three TMCF scholarship recipients, all from the internationally acclaimed School of Business and Industry: Breyon S. Love, Finance Major, Eric Majors and Willie Smith, both Business Administration majors. Teachers for a New Era, directed by Gwendolyn Trotter, Ph.D., and housed in the FAMU Division of Academic Affairs, also facilitated collegial attendance from the Division of Research with O. S. Lamar, Director, Research Communications—Office of the Vice President for Research.

About 400 professionals and students ranging from host, Tennessee State University (TSU) president and his first lady, Melvin Johnson, Ph.D. to VPs, deans, faculty and staff, to student ambassadors and recruiters from across the nation, who all benefitted from activities during this celebration of HBCUs and their significant contributions throughout the decades.

Concurrent sessions ran the gamut including: university management plans, value-added data to improve teacher education programs, corporate social philanthropy, PR for institutional advancement, cultivating alumni, compliant clearance, market branding, IT services, homeland security, successful grant writing, Praxis support for student success, increased graduation rates, student internships/career opportunities and more. Sponsorships from the U.S. Air Force, Union Bank of Switzerland (UBS) Financial Services Inc., AT&T, U.S. Department of Agriculture, U.S. Department of Defense (Office of the Deputy Under Secretary of Defense for Plans, Office of Diversity Management and Equal Opportunity), and the U.S. Navy helped attendees to enjoy an opening/closing reception, breakfasts, lunches and the 11th Annual...

Acknowledging the Thurgood Marshall College Fund (TMCF) scholarship recipients/student ambassadors attending FAMU, TMCF is also committed to playing a major role in serving American citizens by answering the call to join forces with the U.S. Department of Defense Air Force Office of Scientific Research (DOD AFOSR) to meet the national challenge to ensure that the nation is producing the future technology and engineering workforce essential to meet defense and national security needs.

HBCU member colleges and universities are to conduct basic research in areas that support innovative research addressing new and emerging scientific areas and foster fundamental discoveries related to the DOD AFOSR’s most challenging technical problems.

Topics ideas for proposals on areas of interest to DOD include:

- counter weapons of mass destruction
- network sciences, energy and power management
- quantum information sciences
- human sciences
- science of autonomy
- information assurance
- biosensors and bio-inspired systems
- information fusion and decision science
- energy and power management

Six research awards of $10,000 each will be granted to the best proposals.

Please contact: Crystal D. Hadnott
                    crystal.hadnott@tmcfund.org
                    crystal.hadnott@tmcfund.org
                    713-574-4922 (Office)
                    713-226-7017 (Fax)
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<td>Barbara Mosley</td>
<td>Allied Health Sciences</td>
<td>Florida Department of Health</td>
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<td>2/5/2010</td>
<td>Partners far Cultural Resources- FAMU/Southeast Archeological Center</td>
<td>John Foster</td>
<td>Arts &amp; Sciences</td>
<td>National Park Service</td>
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<td>Improvement of the Accuracy and Utility of Pavement Condition Forecast</td>
<td>Makola Abdullah</td>
<td>CESTA</td>
<td>Florida Department of Transportation</td>
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<td>2/12/2010</td>
<td>Bayer 2009 Leaf Study</td>
<td>James Cilek</td>
<td>CESTA</td>
<td>Bayer Crop Science LP</td>
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<td>3/3/2010</td>
<td>An Innovative Master of Science Degree Program Devices</td>
<td>Lamberth Kanga</td>
<td>CESTA</td>
<td>Department of Homeland Security</td>
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<td>Richard Gragg</td>
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<td>Uplift (Utilizing Pharmacist to educate patients on Living...</td>
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<td>Gulf Coast North (AHEC)</td>
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<td>2/8/2010</td>
<td>Jerry W. Wekezer</td>
<td>Crash Resilience of Highway Bridges</td>
<td>FAMU/FSU College of Engineering</td>
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<td>Nanoparticle medicated Delivery of SiRNA for Treatment...</td>
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<td>2/12/2010</td>
<td>Nazarius Lamango</td>
<td>Special Emphasis on Translational and for Health...</td>
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<td>Mehboob Sheikh</td>
<td>Strengthening Developmental Biology Research at FAMU to Enhance Muscadine Grape Berry Quality and Value-Added Characteristics</td>
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<td>Raymond Hix</td>
<td>Biological Control of the Invasive Aquatic Weed Hydrilla</td>
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<td>2/16/2010</td>
<td>Violeta Colova</td>
<td>&quot;Empowering the Students to Decisiveness&quot;-FAMU Summer Biotech Academy for Perspect ...</td>
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<td>&quot;New Wave Youth Entrepreneurship Project&quot;</td>
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<td>Margaret Gitau</td>
<td>Computing Solutions for Enhanced Teaching</td>
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<td>Jane Bonds</td>
<td>Florida A&amp;M University's Extension Communication</td>
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<td>Lambert Kanga</td>
<td>Development of a Biological Control Strategy for the small Hive Beetle, a Newly Invasive and Destructive Pest of Honey Bees</td>
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<td>Roy Mobley</td>
<td>Establishment of Veterinary Technology Track: Cultivating...</td>
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<td>Time-Artificial Insemination to Increase Reproductive Efficiency in Meat Goats (Subcontract)</td>
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<td>Gokhan Hacislihoglu</td>
<td>Molecular Genetic Analysis Physiological Basis of Angular...</td>
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<td>Harriet Paul</td>
<td>&quot;Study Abroad: Achieving an International Perspective on Agricultural and Natural ...</td>
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<td>Michael Thomas</td>
<td>&quot;Surveying Human Subjects: A Teaching Application using...</td>
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<td>Genetical Enhancement of American Native Grapes for...</td>
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<td>Transgeneric Control of the Asian Tiger Mosquito Aedesalbopictus, A Global</td>
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<td>Sunil Pancholy</td>
<td>Building Capacity of the Soil and Water Analysis Laboratory at Florida A&amp;M University</td>
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<td>Verian Thomas</td>
<td>Strengthening and Expanding a K-12 Agriscience Bridge...</td>
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<td>Manuel Pescador</td>
<td>Biological Assessment of Headwater Streams in Ravine...</td>
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<td>2/16/2010</td>
<td>Margaret Gitau</td>
<td>Determining the Fate and Transport of Veterinary Pharmaceuticals and ...</td>
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<td>2/16/2010</td>
<td>Bobby Phills</td>
<td>Evaluation of Small Fruits for Small Farm Adaptability using IPM Measures</td>
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<td>2/19/2010</td>
<td>Ronald Holmes</td>
<td>2009-2010 State Appropriated Equipment Assistance Grants for Food-School Lunch...</td>
<td>FAMU DRS</td>
<td>FL-DOE</td>
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<td>2/22/2010</td>
<td>Edith N. Dnyezoli</td>
<td>Investigation of Bioerergy Feedstocks: Conversion of...</td>
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<td>Jiang Lu</td>
<td>Towards Understanding Mechanism of Host Resistance...</td>
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<td>Gang Chen</td>
<td>Survivability and Spatial and Temporal Distribution of Antibiotics-Resistant Escherichia</td>
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<td>Ashvini Chauhan</td>
<td>Impact of Injection on the Absorptive Capacity and Microbial Ecology of Subsurface</td>
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<td>Insights into Catalytic Mechanism of Cellulose Hydrolysis by the Glinding Bacteria...</td>
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<td>Electrodes Deposition of Multi-Metallic Catalysts for Activity and Selectivity Improvement</td>
<td>FAMU/FSU College of Engineering</td>
<td>NSF</td>
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Why We’re Here...

The Florida A&M University (FAMU) Division of Research (DoR) is a semi-autonomous research enterprise committed to carrying out research and training that is geared towards promoting the socio-economic development of Florida in particular and the United States of America (U.S.A.) in general. The DoR strives to maintain its reputation for solid, empirical research, paying close attention to exploratory, explanatory and evaluative aspects of the dynamics of development. We aspire to assist in transforming phenomena into reality—a total transcendence. Special emphasis is placed on fulfilling our

MISSION STATEMENT:
Florida A&M University is committed to inspirational teaching and exemplary research through creative partnerships at the local, state, national and global levels. The (DoR) seeks to:

•support the economic development agenda of the state and region;
•offer superior support services to faculty, staff and students to pursue their research endeavors;
•encourage collaboration and interdisciplinary research activities on campus and externally;

VISION STATEMENT:
Florida A&M University will become a nationally recognized research institution with an efficient infrastructure that supports the administration of research activities that foster relevant research, intellectual discovery, creative problem solving and the dissemination of knowledge.

How are we doing?
Consummate customer service is our benchmark!

Researcher: One who searches or investigates exhaustively; to engage in careful or diligent search; studious inquiry or examination; esp: investigation or experimentation aimed at the discovery and interpretation of facts; the collector of information about a particular subject. (Webster's 9th New Collegiate Dictionary)

Going beyond the typical, no longer business as usual also comes to mind with this Women's Awareness Month Edition of this mini-medium: For when one frequently logs onto: www.famu.edu (click on RESEARCH” LINK) or periodic visits are made to: http://www.famunewsnetwork.com/home/TV20Media/mediaGallery.html Shows—Full Episodes—Research Fundamentals, or even weigh in at our completely anonymous customer satisfaction survey: http://www.surveymonkey.com/s.aspx?sm=zj3_2fgggV2wYkdSpyertOLPdw_3d_3d notice may be made that Challenger is no longer with the DoR; change still remains the constant thing.

So, in perusing this particular prose, The ReSearcher please know this mini-medium will only be as good as we make it. We’re depending upon the entire research community to provide us with insightful happenings within our colleges/schools/institute. There are some research-relative stories to be shared that our University’s Office of Communication are eagerly anticipating. So, please share your ideas, observations, inquiries, et al. with os.lamar@famu.edu or call 850.412.7936 for open discussion in a very receptive and non-threatening atmosphere. We’re striving to transform phenomena into reality—total transcendence; we appreciate you and your continual efforts; we applaud your successes—now and future!
Howard Frumkin, MD, DrPH, Special Assistant to the Director for Climate Change and Health, U.S. Centers for Disease Control and Prevention (CDC)—Atlanta, GA

TO PRESENT A LECTURE ENTITLED

“Climate Change and Public Health”

Dr. Frumkin seminar topic:

In his previous role as Director of the National Center for Environmental Health/Agency for Toxic Substances and Disease Registry (NCEH/ATSDR), Dr. Frumkin established CDC’s Healthy Community Design Initiative, which looks at how communities can be designed to make it easier for people to live healthy lives. He continually works to maintain and improve the health of the American people by promoting a healthy environment and by preventing premature death and avoidable illness and disability, caused by toxic substances and other environmental hazards.

In part, his lecture culminates FAMU’s 2010 FOCUS ON THE ENVIRONMENT Climate Change—The Discussion at Florida A&M University. Please visit: www.famu.edu (click “Research” link) > News/Press Releases for more on Dr. Frumkin and or contact Charles Green, Centers for Disease Control and Prevention at 770-488-0626, clg8@cdc.gov.

For further information re: Dr. Frumkin’s FAMU visit, please contact Mrs. Frances James at 850.412.5102 or frances.james@famu.edu.
You are cordially invited to attend the

2010 Principal Investigator Appreciation & Researcher of the Year Awards Luncheon

Date: Friday, April 23, 2010
Time: 11:30 a.m. to 1:30 p.m.
Location: Foster Tanner Band Rehearsal Room

Please RSVP via e-mail to jennifer.freeman@famu.edu or call (850) 412 5102 by Friday, April 16, 2010.