

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



**Academic and Student Affairs Committee Meeting**

**December 7, 2018**

**8:30 a.m.**

**Grand Ballroom**

**Committee Members:** Matthew Carter, Chair  
Thomas Dortch; Bettye Grable; David Jackson, III; David Lawrence;  
Nicole Washington; and Robert Woody

**AGENDA**

- |      |  |                        |
|------|--|------------------------|
| I.   | Call to Order                                  | Trustee Matthew Carter |
| II.  | Roll Call                                      | Ms. Valeria Singleton  |
| III. | Approval of Minutes for August 9, 2018 Meeting | Trustee Matthew Carter |

**ACTION ITEMS**

- |     |   |                          |
|-----|---|--------------------------|
| IV. | Textbook Affordability Annual Report  | Provost Maurice Edington |
| V.  | Tenure Upon Appointment <ul style="list-style-type: none"><li>• Dr. Warren Hope</li></ul> | Provost Maurice Edington |
| VI. | Industrial Hemp Research Pilot Program  | Dr. Timothy Moore        |

**INFORMATION ITEMS**

- |       |  |   |
|-------|--|---|
| VII.  | Student Affairs Update <ul style="list-style-type: none"><li>• Update – 2 + 2 Program</li><li>• Anti-Hazing Update</li></ul>                             | Vice President William Hudson, Jr.<br>Mr. Bryan Smith |
| VIII. | Academic Affairs Update <ul style="list-style-type: none"><li>• Vision and Focus for Academic Affairs</li><li>• Update on Licensure Pass Rates</li></ul> | Provost Maurice Edington<br>Academic Deans            |
| IX.   | Adjournment  |   |



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

**Academic and Student Affairs Committee**

**Date: December 7, 2018**

**Agenda Item: III**

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

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Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** Minutes for August 9, 2018

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

**Attachment:** Minutes for August 9, 2018

**Recommendation:** It is recommended that the Board of Trustees approve the minutes of August 9, 2018.

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



**Academic and Student Affairs Committee Minutes  
Trustee Matthew Carter, Chair**

**August 9, 2018 @ 10 am  
FAMU College of Law**

The meeting was called to order by Trustee David Lawrence. Ms. Linda Barge-Miles called the roll and the following committee members were present: Thomas Dortch; Bettye Grable; David Jackson, III; David Lawrence; and Nicole Washington. A quorum was established.

The only action on the agenda was the approval of the academic calendars for 2018-2019 and 2019-2020. The academic calendars for 2018-2019 and 2019-2020 were presented to the Board of Trustees for approval, in accordance with Florida Board of Education Rule 6A-10.019.

Trustee Jackson moved to approve the academic calendars for 2018-2019 and 2019-2020. The motion was seconded by Trustee Grable and the motion carried.

There being no further discussion, the meeting was adjourned at 10:15 am.

Respectfully submitted,

Matthew Carter, Committee Chair



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

**Academic and Student Affairs Committee**

**Date: December 7, 2018**

**Agenda Item: IV**

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

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

**Subject:** Textbook Affordability Annual Report

**Rationale:** Subsection 1004.085(8), Florida Statutes, on Textbook Affordability requires that each state university board of trustees submit a report by September 30 of each year to the Chancellor of the State University System, the textbook and instructional materials selection process for general education courses with a wide cost variance and high-enrollment courses; specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials; policies implemented related to the process; and the number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year.

**Attachment:** Textbook Affordability Annual Report

**Recommendation:** It is recommended that the Board of Trustees approve the 2018 Textbook Affordability Annual Report.

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

\_\_\_\_Florida A&M University\_\_\_\_ Fall 2017 and Spring 2018\_\_\_\_  
 University Submitting Report Semester(s) Reported\*

\_\_\_\_ Date Approved by the University Board of Trustees \_\_\_\_\_  
 Signature of Chair, Board of Trustees \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Signature of President \_\_\_\_\_ Date \_\_\_\_\_  
 Signature of Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

**\*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.**

*Definitions:*

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median average cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

**1) Required and Recommended Textbooks and Instructional Materials for General Education Courses**

a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

*Methodology: Identify the median average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.*

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

*After determining the median average cost for all required and recommended textbooks and instructional materials, no wide cost variances of \$200 or more were identify for any course sections for the General Education courses during the Fall 2017 and Spring 2018 semesters.*

*Fall 2016*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
N/A						

*Explanation:*

*Spring 2017*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
CHM 1045	General Chemistry I	1	5	Req.	\$215.13	\$245.70

*Explanation:*

*Fall 2017*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
N/A						

*Explanation:*

*Spring 2018*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
N/A						

*Explanation:*

- b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

*Consistent with the University's policy on academic freedom, individual faculty members select their own textbooks. This practice applies to all textbooks and instructional materials. However,*

*with all general education courses, department chairs have established a practice where faculty would make a decision to use a standard textbook(s) and/or instructional material(s) for all sections of introductory level courses to be in compliance of the wide cost variance. The Division of Academic Affairs instituted the FAMU Textbook Affordability Committee (TAC), in response, to ensure continued compliance with the State's mandate on textbook affordability. This committee meets twice a semester to discuss university guidelines and procedures regarding Textbook Adoption and Affordability. This committee is comprised of the deans for Science and Technology & Social Sciences, Arts and Humanities, and their chairperson, AVP for Undergraduate Education, Director of Program Quality and a representative from Barnes & Nobles. A particular focus of the committee is to provide recommendations on initiatives designed to provide affordable textbooks and instructional materials to our students among all courses. The Division of Academic Affairs reviews the data of general education courses with wide cost variance each semester to determine if any action and follow-up is needed.*

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

**Fall 2016**

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
BSC 1010L - General Biology I Lab	5 (L07)
BSC 1011L - General Biology II Lab	4 (L02) (L03) (L04) (L05)
PHI 3601/3601HB - Ethics	2 (2-3601) (501-HB)

**Spring 2017**

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
BSC 1011L - General Biology II Lab	9 (L01) (L02) (L03) (L04) (L06) (L07) (L08) (L10) (L13)
EVR 1001 - Fundamentals of Environmental Sciences	1 (3)
LIT 2110 - Introduction to Literature I	1 (6)
MUL 2010 - Introduction to Music I	3 (1) (2) (3)
PHI 3601H / 3601HB - Ethics	2 (501-H) (501-HB)

*Fall 2017*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
BSC 1011L – General Biology Lab II	3 (L02) (L03) (L04)
PHI 2010 / 2010HB – Introduction to Philosophy	2 (4-2010) (501-HB)

*Spring 2018*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
EVR 1001 – Fundamentals of Environmental Sciences	2 (2) (4)
LIT 2110 – Introduction to Literature I	1 (6)
MUL 2010 – Introduction to Music I	2 (2) (3)
THE 3113 – Theatre History II	1 (1)

d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?

*No courses were identified for the Fall 2017 and Spring 2018 semester as having wide cost variance. Deans and department chairs have been very proactive to inform faculty during their meetings to reduce wide cost variance among different sections of the same general education courses. However, courses that may be in question in the future as having wide cost variance would be reviewed by the Division of Academic Affairs. The data would be sent to the deans and department chairs along with the associated faculty member for discussion. Upon further review of the data, the department chair must submit an appropriate justification to the respective dean where the general education course is housed. The dean would then forward the recommendation to the TAC for review and final approval.*

e) Describe the textbook and instructional materials selection process for general education high enrollment courses.

*Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.*

*The majority of the textbooks are chosen by the university faculty. FAMU's policy on academic freedom provides faculty with individualized choices regarding pedagogy. This practice applies to all textbooks and instructional materials, including general education courses with high enrollment courses. While FAMU faculty select most textbooks, department chairs have engaged*

faculty, who are teaching the general education courses to come together collectively to select the appropriate textbooks for each academic year. Faculty are fully informed of the Textbook Affordability policy and there has been greater buy-in among faculty to implement cost-saving benefits to students. As a result, some programs have begun adopting the practice of standardizing textbooks across all sections of general education courses taught within select departments.

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

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

*The following initiatives have been implemented as part of FAMU's efforts to reduce the cost of textbooks and instructional materials for its students.*

- 1. The Division of Academic Affairs has established a taskforce to identify ways of lowering textbook cost. Representatives from each academic unit along with a person from instructional technology and university library comprise the committee. The committee will be identifying various mechanisms (i.e. Online Educational Resources (OER), Cengage.com and others) to discuss at 2-3 faculty forums over the Fall 2018 and early Spring 2019 semesters.*
- 2. The University has established textbook adoption timelines for each term and requirements for posting textbook listings to the University bookstore portal 47-50 days prior to the first day of class.*
- 3. Each department within FAMU colleges and schools are required to submit a Course Book Information Request each term that must be approved by the Dean or Department Chair. No textbook adoptions are accepted unless they are submitted on the Course Book Information Request form.*
- 4. FAMU Bookstore staff review sales history of each textbook to determine the quantity of textbooks to order and the number of books they can reserve to buy back from students. This allows the bookstore team to maximize used book sourcing to save students dollars on textbooks.*
- 5. The FAMU Bookstore portal is updated nightly to show the accuracy for faculty adoption of textbooks and instructional materials. Posting dates occurs within 24-48 hours after adoption to ensure students have access to compare prices of the textbooks through other vendors.*
- 6. During the 2010 fall semester, FAMU implemented "registration integration", a process used to provide students with textbook information upon registration. This process eliminated the need to search for books one course at a time and provided students with the assurance that they were purchasing the right book for the right course. Through the link, students can decide which books they want to purchase and in what format based on costs.*
- 7. In 2011, the University implemented the textbook rental program. Prior to 2011, FAMU students were provided with three options to purchase textbooks: new, used, and digital textbooks (e-books).*

8. *The University established a process where students are issued book vouchers to obtain required textbooks and instructional materials while they are waiting on their financial aid to be issued.*
9. *The University Library has purchased several copies of general education textbooks that students can check out on a 4-hour interval per day.*
10. *The Division of Academic Affairs initiated a monitoring process for the Fall 2016 semester. Each academic department was in compliance with the FAMU regulations and guidelines on textbook adoption, as well as adopting textbooks in a timely manner. Justification were also requested if a textbooks were not ordered before the deadlines.*
11. *The FAMU Textbook Affordability Committee (TAC) is examining the idea of purchasing several mathematic textbooks (College Algebra, Calculus I, Liberal Arts Math I and II, as well as Introduction to Statistics) for students. The textbooks would not change for a two-year period to reduce cost and provide savings to FAMU students.*

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

*Florida A&M University performed a cost saving analysis between the Fall 2016 vs. Fall 2017 semester based off of the BOG template that will be used to measure the cost of attendance. The Fall 2016 semester had the actual cost percentage at 40.31% vs. Fall 2017 semester at 35.88%. The National Average per School for the 2017-2018 academic year was 41.67%. Florida A&M University had an institutional % difference applied to the National Average was -4.58%. The final institutional cost per school for performance-based funding #3 of 37.09%.*

*The University compliance with the wide cost variance may have contributed to reducing textbook cost from the Fall 2016 to Fall 2017 and the Spring 2017 to Spring 2018 semesters. Moreover, it appears that with the availability to purchase new and used rented textbooks, as well as digital textbooks may have produced some savings for the FAMU students.*

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

*With the strategies that were put in place, all textbooks and instructional materials did not display wide cost variances. During the Spring 2017 semester, CHM 1045 (General Chemistry I) had one section that exhibited a wide cost variance. The intervention with the department chair and dean provided a reversal for the Chemistry during the Fall 2017 and Spring 2018 semesters.*

### 3) University Policies for the Posting of Textbooks and Instructional Materials

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

*In accordance with FAMU Board of Trustees Regulation 4.105 Textbook Affordability, textbook adoption deadlines for each term are set no later than 45 days prior to the first day of class for each term to meet new posting requirements resulting from HB 7019, Postsecondary Access and Affordability, that now requires that costs of textbooks and instructional materials be posted at least 45 days prior to the first day of class.*

*Under current policy guidelines, the instructor or academic department must attach a declaration to the textbook order form acknowledging the extent to which a new edition differs significantly and substantively from earlier versions and the value of changing to a new edition; and the intent to use all items ordered, including each individual item sold as part of a bundled package before a textbook is adopted. Textbooks placed by the adoption deadline are posted on the FAMU Bookstore (Banes & Nobles), as well as the Academic Affairs (Faculty Resource webpage) websites 45 days prior to the first day of class for each term. The posted textbook list includes all authors listed, publishers, edition number, ISBN, copyright date, published date, and other relevant information for each required textbook. Course materials can be ordered exclusively through the FAMU Bookstore's website at [famu.bncollege.com](http://famu.bncollege.com). A student can find the course materials by selecting the term, department, course and section on the webpage. After the selection of the required textbook and/or instructional materials, one can purchase "new" "used" "rent new" "rent used" or "digital" textbooks. The bookstore has also provided the opportunity to price match textbooks.*

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

*Many of the policies have been effective in meeting the reporting requirement. The additional layer of supervision that was added by the Division of Academic Affairs was extremely helpful in FAMU meeting its reporting requirements. Each college and school designated a staff representative who is responsible for overseeing the textbook adoption process to ensure that faculty are meeting the University deadlines associated with textbook affordability. The increased level of supervision has enhanced faculty and staff compliance within their respective academic units to adopt their textbook and/or instructional material before each term deadline (October 1<sup>st</sup> = Spring semester; February 1<sup>st</sup> = Summer semester; and April 1<sup>st</sup> = Fall semester).*

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

*Approximately ninety-six percent (96.37%) of all courses and course sections including general education courses (2,616), for the **Fall 2017 semester** met the University's deadline of July 14<sup>th</sup> for adopting and posting textbooks and instructional materials.*

*Approximately ninety-six percent (96.2%) of all courses and course sections including general education courses (2,563), for the **Spring 2018 semester** met the University's deadline of November 14<sup>th</sup> for adopting and posting textbooks and instructional materials.*

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

*Approximately, three percent (3.63%) of all courses and course sections including general education courses (99), for the **Fall 2017 semester** did not meet the University's deadline of July 14<sup>th</sup> for adopting and posting textbooks and instructional materials.*

*Approximately, three percent (3.8%) of all courses and course sections including general education courses (101), for the **Spring 2018 semester** did not meet the University's deadline of November 14<sup>th</sup> for adopting and posting textbooks and instructional materials.*

e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

*There were a few requests for exceptions by faculty or designee of a college or school to the reporting deadline. Exceptions were granted for the following reasons:*

- *New faculty was hired after the University deadline for posting textbooks and instructional materials.*
- *Course schedules changed for some faculty after the posting deadline.*
- *Courses were no longer being offered.*
- *No textbooks were required for the courses.*

*Many of the policies and strategies that were implemented aided in FAMU meeting the reporting requirement for the Textbook Adoption and Affordability. The Fall 2017, Spring 2018 and Summer 2018 semesters reported above the 95% adoption and posting dates of 45 days before the start of the first day of classes. FAMU will continue to pursue opportunities to diminish textbook costs and cost variance as part of its student success overall strategy.*



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

**Academic and Student Affairs Committee**

**Date: December 7, 2018**

**Agenda Item: V**

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

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

**Subject: Tenure Upon Appointment - Dr. Warren Hope**

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

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

**Attachment:** Curriculum Vita

**Recommendation:** It is recommended that the Board of Trustees approve tenure for Dr. Warren Hope.

**WARREN C. HOPE**  
Florida A&M University  
Tallahassee, FL 32307  
850.561.2232 (Ofc)  
850.599.3906 (fax)  
warren.hope@famuedu

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**PROFESSIONAL BACKGROUND**

**CHAIR, 8/24/2018 – College of Education, Florida A&M University, Tallahassee, FL, Department of Educational Leadership and Counseling.**

**CHAIR & PROFESSOR, 7/1/2016 – John H. Lounsbury College of Education, Georgia College and State University, Milledgeville, Georgia, Department of Professional Learning and Innovation.**

**PROFESSOR & Ph. D. PROGRAM COORDINATOR, 8/2008 – 2/2016 - College of Education, Florida A&M University, Tallahassee, Florida, Department of Educational Leadership and Human Services.**

**PROFESSOR, 11/14/2005 -8/2008 - College of Education, Florida A&M University - Tallahassee, Florida: Department of Educational Leadership and Human Services.**

**CHAIR & PROFESSOR, 7/19/2004 – 11/11/2005, College of Education, Florida A&M University - Tallahassee, Florida: Department of Educational Leadership and Human Services.**

**ACTING DEPARTMENT CHAIR & PROFESSOR, 8/8/2003 – 7/18/2004, College of Education, Florida A&M University - Tallahassee, Florida: Department of Educational Leadership and Human Services.**

**ACTING DEPARTMENT CHAIR & ASSOCIATE PROFESSOR, 6/13/2001-8/7/2003, College of Education, Florida A&M University - Tallahassee, Florida: Department of Educational Leadership and Human Services.**

**ASSOCIATE PROFESSOR/DIRECTOR, GHANAIAN DOCTORAL INITIATIVE, 6/2000-5/2001, Directed the Ph. D. program in Educational Leadership partnership between Florida A&M University and the University of Cape Coast. Partnership underwritten with a contract from the United States Agency for International Development (USAID).**

**ASSOCIATE PROFESSOR, 8/8/97-6/12/2001; College of Education, Florida A&M University - Tallahassee, Florida: Department of Educational Leadership and Human Services-Teaching graduate courses in Educational Leadership.**

**ASSISTANT PROFESSOR, 1/1/95-8/7/97; School of Education, Georgia Southwestern State University - Americus, Georgia: Middle Grades Education-Teaching undergraduate and graduate courses in Educational Foundations, Multiculturalism, Educational Psychology, Early Childhood Education, and Middle Grades Education.**

PRINCIPAL, 11/94-1/4/95; N. H. Jones Elementary School and College Park Primary School - Ocala, Florida: Total administrative responsibility and instructional leadership of school center under supervision of the Superintendent and in accordance with the rules and regulations of the School Board for the (a) planning, (b) management (c) operation, and (d) evaluation of the educational program of the school.

PRINCIPAL, 7/91-1/4/94; N. H. Jones Elementary School - Ocala, Florida: Total administrative responsibility and instructional leadership of school center under supervision of the Superintendent and in accordance with the rules and regulations of the School Board for the (a) planning, (b) management (c) operation, and (d) evaluation of the educational program of the school.

PRINCIPAL, 2/88-6/91; College Park Primary School - Ocala, Florida: Total administrative responsibility and instructional leadership of school center under supervision of the Superintendent and in accordance with the rules and regulations of the School Board for the (a) planning, (b) management (c) operation, and (d) evaluation of the educational program of the school.

INTERN PRINCIPAL, 8/87-2/88; College Park Primary School - Ocala, Florida: Assisted building principal in all aspects of administration and instructional leadership at the school center.

ASSISTANT PRINCIPAL, 8/84-8/87; Reddick-Collier Elementary School - Reddick, Florida: Assisted building principal in all aspects of administration and instructional leadership at the school center.

SOCIAL STUDIES TEACHER, 8/1979-7/1984; Lake Weir Middle School - Sunset Harbor, Florida: Created a stimulating and exciting classroom environment that provided diverse learning opportunities for students to master basic skills and maximize individual learning potential.

#### EDUCATIONAL BACKGROUND

FLORIDA STATE UNIVERSITY, Tallahassee, Florida  
Department of History  
5/2000-12/2008  
Doctor of Philosophy in History

FLORIDA STATE UNIVERSITY, Tallahassee, Florida  
Department of Educational Leadership  
8/90-5/95  
Doctor of Education in Educational Administration/Leadership

STETSON UNIVERSITY, Deland, Florida  
Division of Education  
1987-1989  
Specialist Degree in Educational Leadership

STETSON UNIVERSITY, Deland, Florida  
Division of Education  
1985-1986  
Masters Degree in Administration

UNIVERSITY OF FLORIDA, Gainesville, Florida  
College of Education  
1981-1983  
Masters Degree Program in Secondary Education/15 credit hours

UNIVERSITY OF FLORIDA, Gainesville, Florida  
College of Education  
1978-1979  
Post Baccalaureate Study/Florida Teacher Certification

ATLANTA UNIVERSITY, Atlanta, Georgia  
College of Arts and Sciences  
6/77-8/77  
Master's Degree program in Political Science/3 credit hours

UNIVERSITY OF FLORIDA, Gainesville, Florida  
College of Arts and Sciences  
1975-1976  
Bachelor's Degree, Political Science

CENTRAL FLORIDA COMMUNITY COLLEGE, Ocala, Florida  
1972-1974  
A.A. Degree

FOREST HIGH SCHOOL - Ocala, Florida  
DIPLOMA 1972

#### CERTIFICATION

State of Georgia

Educational Leadership (P-12), Middle Grades (4-8) Middle Grades Science (4-8) and Middle Grades Social Science (4-8). Validity Period 7/1/2016-6/30/2021.

State of Florida

School Principal, Social Studies, Middle School, History, and Political Science. Validity Period 7/1/2014-6/30/2019.

#### Refereed Publications (International)

Farmer, K., & Hope, W. C. (2016). Efficacy of a female gender specific program. *Discourse Journal of Educational Research*, 2(1), 6-14.

Armstrong, S., & Hope, W. C. (2016). Technical college teachers communication and its impact on student motivation. *Journal of Education and Human Development*, 5(1), 24-33.  
doi:10.15640/jehd.v5n1a3

Lumpkin, R., Godwin, R. T., Hope, W. C., & Lutfi, G. (2014). Code compliant school buildings boost student achievement. *SAGE OPEN*, 4(4), doi: 10.1177/2158244014556993

- Starling, C., & Hope, W. C. (2013). Testimonies of African American male high school dropouts. *Discourse Journal of Educational Research*, 1(3), 43-53.
- Henry, E. P., & Hope, W. C. (2013). Principals' emotional intelligence and adequate yearly progress. *Journal of Leadership in Action*, Inaugural Issue 2013.
- Ankomah, Y., & Hope, W. C. (2011). A Comparison of Public and Private Basic School Head Teachers Supervisory Practices. *The African Symposium*, 11(1), 42-56.
- Agezo, C. K., & Hope, W. C. (2011). Gender leadership in Cape Coast municipality primary schools. *International Journal of Leadership in Education*, 14(2), 181-201.
- Hope, W. C. (2010). Denying Equal Educational Opportunity: A Focus on Ability Tracking and Special Education. *Perspectiva*. 28(1), 89-116.
- Zame, M. Y., Hope, W. C., & Respress, T. (2008). Educational reform in Ghana: The leadership challenge. *Journal of International Educational Management*, 22(2), 115-128.
- Forde, L. D., & Hope, W. C. (2008). The impact of sexual abuse on Ghanaian schoolgirls family relationships. In Mairead Dunne (ed.), *Gender, Sexuality and Development: Education and Society in Sub-Saharan Africa* (pp. 129-139). Rotterdam: Sense Publishers.

#### Refereed Publications (National)

- Ross, L., Lutfi, G., & Hope, W. (2016). Distributed leadership and teachers affective commitment. *NASSP Bulletin*, 100(3), 159-169. DOI: 10.1177/0192636516681842.
- Zou, H., & Hope, W. (2015) Black Missionary Baptist ministers and the burden of the Great Commission. *Baptist History & Heritage*, L(3), 27-42.
- Farmer, E. D., & Hope, W. C. (2015). Factors That Influence African American Male Retention and Graduation: The Case of Gateway University, a Historically Black College and University. *Journal of College Student Retention: Research, Theory & Practice*, 17(1), 2-17.
- Robinson, T. E., & Hope, W. C. (2013). Teaching in higher education: Is there a need for training in pedagogy for graduate degree programs. *Research in Higher Education Journal*, 21.
- Hope, W. C. (2010). Origins of Black Baptist associations in Southwest Georgia: A focus on Thomasville, Southwestern, Camilla, and Macedonia. *The Journal of Baptist Studies Online*, 4, 4-29.
- Hope, W. C. (2009). Collins T. James: Pioneer preacher in southwest Georgia. *The Journal of Baptist Studies Online*, 3, 33-43.
- Brockmeier, L. L., Sermon, J. M., & Hope, W. C. (2005). Principals' Relationship With Computer Technology. *NASSP Bulletin*, 89(643), 45-63.
- Hope, W. C. (2002). Implementing educational policy: Some considerations for principals. *The Clearing House*, 76(1), 40-44.

- Hope, W. C. (1999). Principals' Orientation and Induction Activities as Factors in Teacher Retention. *The Clearing House*, 73(1), 54-56.
- Hope, W. C. (1999). Service learning: A reform initiative for middle level curriculum. *The Clearing House*, 72(4), 236-238.
- Hope, W. C. (1998). Service learning in Georgia's middle schools. *Current Issues in Middle Level Education*, 7(2), 43-51.
- Hope, W. C. (1997). Resolving teachers' concerns about microcomputer technology. *Computers in the Schools*, 13(3/4), 147-160.
- Hope, W. C. (1997). Why technology has not reached its potential in schools: A perspective. *American Secondary Education*, 25(4), 2-9.
- Hope, W. C. (1997). Teachers, Computer Technology, and the Change Process. *The Clearing House*, 70(4), 191-193.
- Hope, W. C. (1997). Meeting the needs of middle school students through service learning. *NASSP Bulletin*, 81(587), 39-45.
- Hope, W. C. (1996). Its time to transform social studies teaching. *The Social Studies*, 87(4), 149-151.
- Hope, W. C. (1996). A change model for introducing computer technology in schools and assessing its impact. *Planning and Changing*, 27(1/2), 45-58.
- Hope, W. C. (1996). Factors facilitating teachers' use of computer technology. *The Clearing House*, 70(2), 106-107.

#### National Publications (Editorial Board)

- Hope, W. C. (2012). Sunday School: "A Powerful Instrument in the Hands of Men to do Good for God." *Viewpoints: Georgia Baptist History*. 23, 61-74.
- Hope, W. C. (2010). The Black Baptist Exodus in Southwest Georgia. *Viewpoints: Georgia Baptist History*. 22, 69-78.
- Hope, W. C., & Pigford, A. B. (2002). The principal's role in educational policy implementation. *Contemporary Education*, 72(1), 44-47.
- Hope, W. C. (1998). The next step: Integrating computers and related technologies into practice, *Contemporary Education*, 69(3), 137-140.
- Hope, W. C. (1997). Today is a Good Day to Begin Using a Computer. *Contemporary Education*, 68(2), 108-109.

#### National Publications (Not Refereed)

- Hope, W. (1996). Teachers and Computer Technology: The N. H. Jones Experience. *ERIC National Clearinghouse for Mathematics and Science Update*, 3(1), 10.

Hope, W. (1995). Microcomputer Technology: Its Impact on Teachers in an Elementary School. (Report No. IR 017 135). Tallahassee, FL: Florida State University. (ERIC Document Reproduction Service No. ED 384 336)

Regional Publications (Refereed)

Hope, W. C. & Brockmeier, L. L. (2002). Principals' self-report of their computer technology expertise. In F. K. Kochan and C. J. Reed (Eds.), Southern Regional Conference on Educational Leadership 2002 Yearbook: "Leaders and Schools: Responding to Educational Reform". University of Auburn, AL: Truman Pierce Institute.

Hope, W. C. & Stakenas, R. G. (1999). Leading the technology revolution: A new challenge for principals. In F. Kochan (Ed.), Southern Regional Conference on Educational Leadership 1999 Yearbook: Leadership for the 21st Century (pp.25-31). University of Auburn, AL: Truman Pierce Institute.

Regional Publications (Not Refereed)

Hope, W. C. (1999). Subtest 1 - School Management: Leadership. In S. Wynne (ed.), Florida Teacher Certification Exam - FELE Administrative (pp. 1-24). Delray Beach, FL: X-AM Publishing, Inc.

Hope, W. C. (1999). Subtest 3 - School Operations: Technology. In S. Wynne (ed.), Florida Teacher Certification Exam - FELE Administrative (pp. 220-243). Delray Beach, FL: X-AM Publishing, Inc.

UNIVERSITY/COLLEGE/DEPARTMENT COMMITTEE SERVICE

Chair, Search Committee, Asst. Vice President, International Education Center  
Chair, Search Committee, Chair, Teacher Education, Georgia College and State University  
Member, Search Committee, Dean, Office of School of Graduate Studies and Research  
Chair, Search Committee, Counselor Education, Florida A&M University  
Chair, Search Committee, Chair, Educational Leadership & Counseling, FAMU  
Member, FAMU DRS Superintendent Search Committee  
Chair, College of Education, Assessment Committee  
Member, Institutional Level Assessment Committee  
Member, FAMU DRS, School Advisory Board  
Program Coordinator, Ph. D. in Educational Leadership  
Member, Ph. D. in Educational Leadership, Admissions Committee  
Member, Program Approval Committee, Educational Leadership program  
Member, Institutional Review Board, FAMU  
Member, Committee on Advanced Level Teacher Preparation Assessment System  
Search Committee, Assistant/Associate Professors, Educational Leadership and Human Services, FAMU  
Chair, Professional Development Committee, Department of Educational Leadership, FAMU  
Member, Search Committee for Secondary Education Department Chairperson, Florida A&M University  
Member, Search Committee for Chair, Educational Leadership and Human Services.

## PROFESSIONAL ACTIVITIES

Georgia Professional Standards Commission, Georgia Teacher Leadership Assessment Conference, Robert F. Hatcher, Sr. Conference Center, Middle Georgia State University, February 27, 28, 2018.

Participant, Institute for Academic Leadership, Palm Coast, Florida, Sponsored by Institute for Academic Leadership, June 16-19, 2002.

Participant, The Leadership Institute for Higher Education, Indianapolis, Indiana, Sponsored by The Greenleaf Center for Servant-Leadership, April 25-27, 2001.

FAMU Director, Ghanaian Doctoral Initiative (GDI), 2000-2004, a partnership between Florida A&M University and the University of Cape Coast, Ghana, West Africa, to offer a Ph. D. degree program in Educational Leadership.

Coordinator, Master's Degree and Modified program, Department of Educational Leadership, Florida A&M University, 1997-2002.

Presenter, Shared Leadership: Models for Change and Supervision, Guinean Study Tour, Florida A&M University, Tallahassee, Florida

Team Member, Visiting Committee, Southern Association of Colleges and Schools, Accreditation Team, Ribault Middle School, Jacksonville, Florida, March 8-11, 1998.

Team Member, Visiting Committee, Southern Association of Colleges and Schools, Accreditation Team, Highlands Middle School, Jacksonville, Florida, March 29-April 1, 1998.

Revised the Educational Leadership program Masters and Ph. D. student handbooks.

Member, Visiting Committee, Southern Association of Colleges and Schools, Accreditation Team, Raines High School, Jacksonville, Florida, May 3-6, 1998.

Member, Planning Committee, African American Studies Summer Institute (AASSI) Florida A&M University, Tallahassee, Florida

Presenter, Florida A&M University, African American Studies Summer Institute (AASSI), Tallahassee, Florida

Respondent, "Western Influences and Activities in Africa," Third World in Perspective Seminar, Georgia Southwestern State University, (Association of Third World Studies). January 1997.

"Reflections on the Attributes for Success." Address delivered at Georgia Southwestern State University. Sponsored by the Minority Advising Program (MAP). April 1996.

Initiated Scholars Exchange Program between Georgia Southwestern State University in Americus, Georgia and Cheikh Anta Diop University in Dakar, Senegal, West Africa, October 1996 and March 1997.

Academic Advisor for undergraduate and graduate students.

Area Coordinator (1997-2000) for the National Association of African American Studies (NAAAS).

#### JOURNAL MANUSCRIPT REVIEWER

Journal of Educational Research and Reviews  
The International Journal of Leadership in Education  
SAGE Publications/Qualitative Research for the Social Sciences  
Educational Management Administration & Leadership  
Journal of African American Males in Education  
Journal of Management and Marketing Research  
National Association of Secondary School Principals (NASSP) Bulletin  
Journal of Educational Research and Reviews

#### INTERNATIONAL TRAVEL/PROFESSIONAL EXPERIENCES

Study Abroad Co-Tour Leader, Boston Public Schools, Ghana West Africa, July 11 -22, 2018.

Invited to Shenyang Normal University, Shenyang, China, June 2018. Toured Shenyang Normal University campus and met with Professor Hu Bo International Education Coordinator and Dean of the International Education Center to discuss cooperative activities, faculty and student exchanges.

Invited to Liaoning National University, Shenyang, China, June 18 29, 2018. Delivered lecture (Leadership in Multi-Generation Organizations) to Staff of the Center for International Education at Liaoning National University. Delivered lecture (Habits of Mind) to English Language Students at Liaoning National University. Discussed with the Dean of the Center of International Education cooperative activities, faculty, and student exchanges.

Invited to Liaoning University, Shenyang, China, October 2017. Delivered lecture, Initiating and Sustaining a Scholarly Agenda, to staff of the International Education Center. Delivered lecture to Liaoning University Chinese Language Teachers, Promise and Potential

The Ghanaian Doctoral Initiative (GDI), A Partnership Between FAMU and UCC to deliver a Ph. D. program in Educational Leadership. Instructor for doctoral course EDA 6064 Organizational Behavior in Educational Settings. Course was collaboratively delivered at the University of Cape Coast, Cape Coast Ghana with Dr. Hubert Quist, October 8-12, 2001.

Member, FAMU delegation to the University of Cape Coast, Cape Coast, Ghana, June 15 – July 1, 2001. Instructor for doctoral courses EDA 7062 and EDA 7930, Summer semester 2001. Courses were collaboratively delivered at the University of Cape Coast with Dr. Henry Akplu and Dr. Hubert Quist.

Member, FAMU delegation to the University of Cape Coast, Cape Coast, Ghana, March 31 – April 7, 2001. Participated in Workshops to contextualize and facilitate the delivery of doctoral courses for summer semester 2001 at the University of Cape Coast.

Member, FAMU official delegation to the University of Cape Coast, Cape Coast, Ghana, January 26 - February 3, 2001. Establishment of the Ghanaian Doctoral

Contributor and Participant, Study Abroad Program to Ghana, West Africa, Teaching and Learning in an Old World Environment, August 1-14, 1998, sponsored by Cambridge College, Boston, Massachusetts.

Organized and Conducted Cultural/Educational Tour for Teachers and Students to the country of Senegal in West Africa (April 1997). Arranged seminar on the History of Senegal early 1800's to the present.

Conference Attendee, 2nd Annual GamFest Celebration, Sponsored by the country of The Gambia, May-June 1996.

#### WORKSHOPS CONDUCTED

Workshop Presenter, "I Care" Positive Parenting Toolkit, Webster Elementary School, Webster, Georgia, June 12, 1997.

Workshop Presenter, "Integrating Computer Technology into Practice" Greensboro Elementary School, Greensboro, Florida, June 15 and 16, 1998.

#### PAPER PRESENTATIONS

Hope, W. C. (2017). Revisiting the African Brain Drain Phenomenon. Paper presented at the 11th Annual Rendevous with History Conference, sponsored by the Moroccan Association for the Promotion of History, Rabat, Morocco, December 6-8, 2017.

Hope, W. C. (2017). The principal's role in teacher leadership development. Paper presented at the 15 Annual Hawaii International Conference on Education, Honolulu, Hawaii, January 3-6, 2017.

Hope, W. C. (2015). Reparations: Imagining the Educational Impact for African Americans. Paper presented at An International, Interdisciplinary Event at the University of Edinburgh, Edinburgh, Scotland, UK, November 5-7, 2015.

Henderson, L., Moore, S., Lutfi, G. & Hope, W. (2014). Principals' role in teacher leadership development. Paper presented at the 55<sup>th</sup> Annual Conference of the Southern Regional Council on Educational Administration, Atlanta, GA, October 30-November 2, 2014.

Lumpkin, R., Goodwin, R., & Hope, W. (2014). Student achievement rises in new code compliant school buildings. In M. Anderson & P. Anderson (Eds.), *2<sup>nd</sup> Annual International Conference Proceedings of Architecture and Civil Engineering (ACE 2014)*, pub (pp. 1-7). Singapore: Global Science and Technology Forum. doi:10.5176/2301-394X\_ACE14.14

Hope, W. C. (2013). Black Missionary Baptist ministers and the burden of the Great Commission. Presented at the 34<sup>th</sup> Convention of the Southern Conference on African American Studies, Inc., Tallahassee, FL. February 7-9, 2013.

Hope, W. C. (2011). "Sunday Schools: A Powerful Instrument in the Hands of Men to do Good For God." Paper presented at the annual meeting of the Georgia Baptist Historical Society, Macon, GA, April 1, 2011.

## PAPER PRESENTATIONS (cont'd)

- Hope, W. C. (2009). The Black Baptist Exodus in Southwest Georgia. Paper presented at the annual meeting of the Georgia Baptist Historical Society, Macon, GA, March 27, 2009.
- Hope, W. C., Henderson, M. Campbell, R., Brown, I. & Sermon, J. (2009). Assessing teachers' concerns about block scheduling. Paper presented at the 1<sup>st</sup> annual Florida A&M University Summit, Tallahassee, FL, March 26, 2009.
- Hope, W. C., Bosu, R., & Kpeglo, C. (2008). Tertiary Education in Ghana: Expansion and the Role of Information Communications Technology. Paper presented at the annual meeting of American Institute of Higher Education, Atlantic City, NJ, September 24-26, 2008.
- Hope, W. C., Brockmeier, L., Lutfi, G., & Sermon, J. (2006). High Stakes Test's Influence on Principals' Beliefs. Paper presented at the annual meeting of the Southeast Evaluation Association, Tallahassee, FL, January 18-19, 2007.
- Hope, W. C., Brockmeier, L., Lutfi, G., & Sermon, J. (2006). High Stakes Test's Influence on Teachers' Beliefs. Paper presented at the 51<sup>st</sup> annual meeting of the Florida Educational Research Association, Jacksonville, November 15- 17, 2006.
- Hope, W. C., & Brown, I. (2006). School day reform: Block schedule and teacher concerns. Paper presented at the 47<sup>th</sup> annual meeting of the Southern Regional Conference of Educational Administrators, Jacksonville, Florida, November 3-5, 2006.
- Hope, W. C. (2005). The Ghanaian Doctoral Initiative: Resolving the Brain Drain Phenomenon. Paper presented at the 14<sup>th</sup> Annual African Diaspora Conference, April 28-29, 2005, Sacramento, California.
- Brockmeier, L. L., Sermon, J. M., & Hope, W. C. (2003) Florida Principals and Computer Technology: Paper presented and the annual meeting of the Florida Educational Research Association, Orlando, Florida, November 19-21, 2003.
- Brockmeier, L. L., Sermon, J. M., & Hope, W. C. (2003) Principals and computer technology: Integration, Expertise, Perceptions, and Professional Development. Paper presented and the annual meeting of the Southeast Evaluation Association. Tallahassee, Florida, January 23-24, 2003.
- Hope, W. C., & Tufuor, J. K. (2001). Holistic Leadership: A New Image for Preparing Educational Leaders. Paper presented at the 42<sup>nd</sup> annual meeting of the Florida Association for Supervision and Curriculum Development, Tallahassee, FL.
- Hope, W. C. (2001). The Tuition Voucher: Hope or Hoax? Paper presented at the 43rd Biennial Convocation of Kappa Delta Pi, Orlando, FL.
- Hope, W. C., Brockmeier, L., & Grant, A. L. (2001). Principals' Self-Assessment of Their Computer Technology Expertise. Paper presented at the annual meeting of the Florida Educational Research Association. San Marco, FL.

## PAPER PRESENTATIONS (cont'd)

- Hope, W. C. (2001). School Vouchers: Promise or Peril for the African American Community. Paper presented at the annual meeting of the National Association of African American Studies and the National Association of Hispanic and Latino Studies, Houston, TX.
- Hope, W. C. (2000). Effects of the Diminishing Number of African American Teachers. Paper presented at the annual meeting of the National Association of African American Studies and the National Association of Hispanic and Latino Studies, Houston, TX.
- Hope, W. C., Kelley, B., & Guyden, J. A. (2000). Technology Standards for School Administrators: Implications for Administrator Preparation Programs. Paper presented at the annual conference of the Society for Information Technology and Teacher Education, San Diego, California.
- Hope, W. C. (1999). Perceived Impact of the Decline in African American Teachers. Paper presented at the 42nd Biennial Convocation of Kappa Delta Pi, Baltimore, MD.
- Hope, W. C., & Kelley, B. (1999). Are Principals Prepared for Technology Leadership in Schools? Paper presented at the annual conference of the Southern Regional Council on Educational Administration, Charlotte, NC.
- Hope, W. C., Kelley, B., & Kinard, B. (1999). Perception of Training Needs: Principals' Use of Computer Technology in the School Environment. Paper presented at the annual conference of the Society for Information Technology and Teacher Education, San Antonio, TX.
- Hope, W. C. (1999). The Slave Trade: Perspectives on Life Amid the Trauma. Paper presented at the meeting of the National Association of African American Studies and the annual meeting of the National Association of Hispanic and Latino Studies, Houston, TX.
- Hope, W. C. (1998). School Desegregation: Its Counterproductive Impact in the African American Community. Paper presented at the annual meeting of the National Association of African American Studies and the National Association of Hispanic and Latino Studies, Houston, TX.
- Hope, W. C. (1998). Pedagogical Strategies and Conducive Environments for Educating African-American Children. Paper presented at the annual meeting of the Florida Association for Supervision and Curriculum Development, West Palm Beach, FL.
- Hope, W. & Gaye, M. (1997). Institutions, Initiatives, Impositions, Ideologies, and Images in the Making of Mind in African People. Paper presented at the meeting of the annual meeting National Association of African American Studies and the National Association of Hispanic and Latino Studies, Houston, TX.

## Book/Book Review

- Hope, W. C. (2012). *From whence they came: Origins of the Missionary Baptists in Southwest Georgia, 1865-1900*. Bloomington, IN: Authorhouse.

Myers, J. (2000). Afraid of the dark: What whites and blacks need to know about each other. Chicago, IL: Lawrence Hill Books. Reviewed by Warren C. Hope, Florida A&M University, Tallahassee, FL 32307. In Educational Leadership, 58(4), 89.

#### PROPOSALS SUBMITTED FOR FUNDING

- Leadership That Improves Student Academic Achievement: A Correlation between Principals' Evaluation and School Accountability Grade
- African American School Principals in the Era of Segregation, 1940-1970
- In Search of Pedagogical Strategies and Conducive Environments for Educating African American Children
- Bridging the Gap: Participating in Cultures and Traditions/Understanding and Relating to Ethnicity ("Big Picture")
- Teachers Teaching With Technology (TTT)
- The Ghanaian Doctoral Initiative: A Partnership Between FAMU and UCC to offer a Ph. D. in Educational Leadership
- Teacher Education Technology Center
- FAMU DRS Extended Year Plan
- Florida A&M University and Chancellor University (Malawi) Partnership
- International Distance Education: Sustaining the Ghanaian Doctoral Initiative
- Ghanaian Doctoral Initiative: Four-Year Continuation
- Pakastani Teacher Education and Professional Development Program

#### DISSERTATION AND THESIS DIRECTION

Influence of Accountability Policy and Intensification: Teacher Perspectives, Summer 2016.

The Impact of Emotional Intelligence, Grit, and Select Factors in the Academic Success of High-Risk Undergraduate Students, Spring 2016.

Mathematics and Reading Achievement Gaps Among Third Grade Urban, Rural, and Suburban Students in the Florida Panhandle, Spring 2016.

Gender and Leadership Style in Nigeria's Secondary Schools, Summer 2014.

Teacher Behaviors That Encourage and Motivate Middle School African American Males, Spring 2014.

On-Line Tutorials and Their Impact on Professional Level Allied Health Sciences Students' Knowledge of Health Literacy, Spring 2014.

## DISSERTATION AND THESIS DIRECTION (cont'd)

Technical College Teachers' Communication and Impact on Student Motivation, Fall 2013.

The Impact of Supplemental Education Services and Ethnicity on Student Achievement, Summer 2013.

School Facility and Socioeconomic Status: Impact on Student Achievement, Spring 2013.

A Longitudinal Analysis of Florida's Practical Academic and Cultural Education Center's Gender Specific Initiative, Fall 2012

Factors that Influence Retention and Graduation for African American Males at a Southern Historically Black College and University, Fall 2012

Testimonies of African American Male High School Dropouts: A Phenomenological Analysis, Summer 2012

Faculty Perceptions of the Need to Include Training in Pedagogy in Non-Teaching Degree Programs in Florida, Summer 2012.

School-Parent Compacts in Title I Schools and Their Influence on Parental Involvement, Spring 2011

Principals' Computer Technology Expertise: A Comparison Between Alabama and South Carolina, Spring Semester, 2011.

Gender Leadership in Cape Coast Municipality Primary Schools, Fall Semester, 2009.

Integrating Critical Literacy Practices in Strategic Plan Implementation: A Focus on the University of Cape Coast Strategic Plan, Fall Semester, 2009.

Principals' Instructional Leadership in Ghana's Teacher Training Colleges, Fall Semester, 2009.

Input and Process Factor Effects on Student Achievement in Public and Private Junior Secondary Schools in the Central Region of Ghana, Fall semester, 2005

An Assessment of Leader Effectiveness in Ghana's Polytechnic Institutions, Summer semester, 2004.

Effective Leadership Competencies For Head Teachers In Ghana's Basic Schools, Summer semester, 2004.

Leadership Responses to Expansion in Ghana's Public Universities, Summer Semesters, 2004.

An Assessment of the Availability and Utilization of Technology in Ghanaian Public Universities, Spring semester, 2004.

Attitudes of Junior Secondary School Students Toward Mathematics, Spring semester, 2004.

The Impact of Sexual Abuse on Ghanaian School Girls: Implications for School Counselors, Teachers and Parents, Spring semester, 2004.

## DISSERTATION AND THESIS DIRECTION (cont'd)

A Comparison of the Supervisory Practices of Heads of Public and Private Basic Schools in the Brong Ahafo Region of Ghana, Spring semester, 2004.

An Investigation of the Factors that Influence Gender Differences and Impact Junior Secondary School Students Decision to Study Science in Senior Secondary School, Spring semester, 2004.

An Analysis of Student FCAT Outcomes and Teacher Assigned Letter Grades in Reading and Mathematics in a North Florida Urban Elementary School, Fall semester, 2003.

An Evaluation of English Teachers' Use of Instructional Materials in Benin Secondary Schools, Fall semester, 2003 (Thesis).

Curriculum Relevance and Graduates' Employability: Designing a Curriculum for a Developing Country, Spring semester, 2003 (Thesis).

The Relationship of Family Structure to Student Success at a Middle School in Rural Southwest Georgia, Spring semester, 2001.

Teachers' Perceptions and Students' Performance Impact of the Accelerated School Reform Project, Summer 2000 (Thesis).

## RESEARCH COMPLETED/IN PROGRESS

- Legislation, Intensification and Its Impact on Teachers
- Teacher Leadership Development
- From Whence They Came: Origins of the Missionary Baptists in Southwest Georgia, 1865-1900
- Tertiary Education in Ghana: Expansion and the Role of Information Communications Technology
- Assessing Teachers Concerns About Block Scheduling
- High Stakes Test's Influence on Principals and Teachers
- African American School Principals in the Era of Segregation, 1940-1970
- Factors Influencing Teacher Attrition and Retention in Ghana's Public Schools
- Principals and computer technology: Integration, Expertise, Perceptions, and Professional Development
- Prevalence of Service Learning in Georgia's Middle Schools.
- Equitable Teaching Practice in Elementary School Classrooms.
- Impact of the Decline in African American Teachers.
- Perception of Training Needs: Principals' Use of Technology in the School Environment.
- Professional Development (Training) for Principals to Use Computer Technology and Facilitate its Integration in the Curriculum
- An Assessment of Principals Computer Technology Expertise
- Educational Policy Implementation: Its Relationship to Principals' and Teachers' Stress

## AWARDS, CONTRACTS, AND GRANTS

Senior Fulbright Specialist Candidate

Sabbatical Leave, Spring Semester 2006

The Ghanaian Doctoral Initiative: A Partnership Between FAMU and UCC to offer a Ph. D. in Educational Leadership, USAID Funded \$700,000.00.

African American School Principals in the Era of Segregation, 1940-1970, FAMU Faculty Research Award Program, Funded, \$5,000.00.

Pi Lambda Theta, Research Award, African American School Principals in the Era of Segregation, 1940-1970, Funded, \$1,800.00.

## UNDERGRADUATE AND GRADUATE COURSES TAUGHT

EDCI 6102 Analyzing Assessment Policies, Practices, and Power

EDCI 6101 Learning Theories and the Role of Culture

EDCI 6061 Data Analysis

EDCI 6060 Teacher Researchers II

EDA 7980 Dissertation

EDA 7935 Seminar: Dissertation Proposal

EDA 7930 Special Topics in Leadership: Field Experiences (Ghana, West Africa)

EDA 7415 Qualitative Research Design

EDA 7280 Curriculum and Public Policy

EDA 7062 Diagnosing and Creating Effective Organizations (Ghana, West Africa)

EDA 6289 Politics and Policy Making Local to Global Levels

EDA 6260 Facilities and Auxiliary Services

EDG 6250 Curriculum Design and Development

EDA 6216 Leadership and Communication Technology

EDA 6061 Effective School Organizations

EDA 6064 Organizational Behavior

EDA 5940 Internship in Educational Administration

EDE 5930 Seminar in Elementary Education

EDA 5915 Seminar: Supervisory Theory and Research

EDA 5530 Principles of Secondary School Administration

EDA 5510 Principles of Elementary School Administration

EDF 5481 Introduction to Educational Research

EDA 5275 Applications of Computer Technology for School Administrators

EDA 5222 Personnel Administration in Education

EDS 5130 Supervisory Techniques and Practices

EDA 5051 Overview of Educational Administration

ESE 5035 Innovations in Secondary School Curriculum

EDU 790 Curriculum Planning and Trends

EDU 742 Directed Study or Field Project

EDU 730 Conditions and Processes of Learning

EDU 701 Foundations of Public Education

EDU 610 Advanced Language Arts

EDU 450 Education for a Multicultural School Population

EEC 401,402,403 Student Teaching in Early Childhood Grades

EMG 401,402,403 Student Teaching in Middle Grades  
EDU 201 Introduction to Education

### CONSULTING

Educational consultant to Always On Time, Inc. One of five developers of “I Care” Positive Parenting Toolkit. “I Care” focuses on building strong relations between children, parents, and teachers (Pre-K-2 Level).

Educational Consultant, FAMU DRS, Extended School Year Option, Florida A&M University, 1999.

### PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development  
National Association for Multicultural Education

### AFFILIATIONS

Kappa Delta Pi Honor Society --Member  
Phi Delta Kappa--Member  
Pi Lambda Theta--Member  
Association for Supervision and Curriculum Development (ASCD)--Member  
Southern Regional Council on Educational Administration (SRCEA)—Member

### COMMUNITY INVOLVEMENT

- \* Volunteer, Science Teacher, Favor Christian Academy, Thomasville, Georgia, 2015-2016.
- \* Speaker, Camilla & Vicinity, Dr. Martin Luther King, Jr. Celebration, Camilla, Georgia, January 2008.
- \* Speaker, Alpha Phi Alpha Fraternity, Inc. Epsilon Pi Lambda Chapter, Founders’ Day, Mt. Moriah MB Church, Ocala, Florida, December 16, 2007.
- \* Dr. Martin Luther King, Jr. Commemorative Celebration Speaker, Alfresco Club, Providence Missionary Baptist Church, Thomasville, GA, January 2005.
- \* Speaker, Alpha Phi Alpha Fraternity, Inc. Epsilon Pi Lambda Chapter, Founders’ Day, Calvary MB Church, Ocala, Florida, December 21, 2003.
- \* Toastmaster, Thomas County Branch of the NAACP, Annual Freedom Fund Banquet, June 24, 2000, Thomasville, Georgia.
- \* Speaker, Alpha Phi Alpha Fraternity, Inc. Epsilon Pi Lambda Chapter, Founders’ Day, Mt. Moriah MB Church, Ocala, Florida, December 19, 1999.
- \* Board of Directors, Treasurer, Hope for Africa, A nonprofit 301(c) Corporation.
- \* Drug Abuse Resistance Education, Graduation Speaker, Harper and Jerger Elementary Schools, May 1999, Thomasville, Georgia.
- \* Member, School Advisory Council, W. Fred Scott, Sr. Elementary School, Thomasville, Georgia (1997-1998)
- \* Mentor, “Heart to Heart Mentoring Program, Staley Middle School, Americus, Georgia (1996)
- \* Board of Directors, MAD DADS OF GREATER OCALA, 1993-1994.
- \* Chairman of Marion County's Dr. Martin Luther King, Jr., Commemorative Commission 1989 and 1990.

\* President of Epsilon Pi Lambda Chapter of ALPHA PHI ALPHA Fraternity, Inc. Conducted fraternity's service programs that contributed over \$5000.00 to individuals, scholarship funds, civic groups, clubs, and organizations - 1989.

\* Leadership Ocala I, 1987, Chamber of Commerce sponsored program to promote future community leaders.

\*Organized and promoted political campaign for election to Marion County Commission District 3, 1984.

#### REFERENCES

Available Upon Request



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

**Academic and Student Affairs Committee**

**Date: December 7, 2018**

**Agenda Item: VI**

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

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

**Subject: Industrial Hemp Research Pilot Program**

**Rationale:** The 2017 Florida Legislature passed the Industrial Hemp legislation (CS/CS/SB 1726) which empowers the Florida Department of Agriculture and Consumer Services (FDACS) to oversee the development of the industrial hemp pilot projects at the University of Florida (UF) and Florida Agricultural and Mechanical University (FAMU).

The purpose of these pilot projects is to conduct research in the cultivation, management, processing, testing, commercial application, and marketing for the commercialization of industrial hemp in Florida.

**Recommendation:** It is recommended that the Board of Trustees approve the Hemp proposal.



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

**Academic and Student Affairs Committee**

**Date: December 7, 2018**

**Agenda Item: VII**

**Subject:** Student Affairs Update

**Summary:**

- Update – 2 + 2 Program
- Anti-Hazing Update



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

**Academic and Student Affairs Committee**

**Date: December 7, 2018**

**Agenda Item: VIII**

**Subject:** Academic Affairs Update

**Summary:**

- Vision and Focus for Academic Affairs
- Update on Licensure Pass Rates