

ALABAMA A&M UNIVERSITY

Title III STRENGTHENING GRANTS PROGRAM

NEWSLETTER

2016

Featured in This Issue: HBGI Program Activity #3 - Strengthening Food Science Graduate Program (Pages 5-9)

**Food Science Program Serves Up A Healthy Portion
of Awards, Achievements, Conference Experiences,
and Internship Opportunities**



Office of Title III Strengthening Grants Program



The Office of Title III provides assistance to strengthen Alabama A&M University in the areas of academics, student support services, information technology, fiscal administrative management, and facilities. The Title III Office is committed to assisting the University with promoting excellence in student learning, faculty and staff development, and ensuring adequate educational learning environments through administering grant funds provided by the Department of Education.

The university has three programs funded through the Department of Education Title III Strengthening Grants Program: (1) Historically Black Colleges and Universities (HBCU), (2) Historically Black Graduate Institutions (HBGI), and (3) Student Aid and Fiscal Responsibility Act (SAFRA). Each program has funded project activities designed to help meet various University Strategic Goals. The Office of Title III oversees 15 activities within The HBCU, HBGI and SAFRA Programs, which include: 1) Optimizing Technology Services to Improve Student Success, 2) Developing the Freshman Academy, 3) Revitalization of Facilities Physical Infrastructure, 4) Strengthening Information Technology/Distance Learning Support, 5) Strengthening Contributions from Corporate, Governmental and Philanthropic Entities, 6) Strengthening Fiscal Stability & Administrative Management, 7) Strengthening Physical Facilities, 8) Establishing the Center for Excellence in Teaching & Learning (CETL), 9) Improving Retention through Enhanced Services, and Strengthening the Graduate Programs of 10) Optics and Material Science, 11) Food Science, 12) Bio-Environmental Science, 13) Computer Science, 14) STEM, and 15) Teacher Education. Each activity is designed to address one or more goals/objectives in the University's Long-Range Strategic Plan. In addition, expenditure requests are processed in such a way that institutional, state, and federal regulations and requirements are satisfied.

In this issue . . .

Developing the Freshman Academy -

“Service Learning on the Hill”

3

Strengthening Optics and Material Science (Graduate Program)-

“Graduate Research Assistants Achievements”

4

Strengthening Bio-Environmental Science (Graduate Program) -

“Achievements of Program and Graduate Research Assistants”

4

Strengthening Computer Science (Graduate Program) -

“Achievements of Program and Graduate Assistants”

4

Strengthening Food Science (Graduate Program) -

“Achievements of Program and Graduate Research Assistants”

5

Center for Excellence in Teaching & Learning -

“Developing a Cohort of Highly Effective Freshman Faculty”

10

Improving Retention through Enhanced Service -

“Program Activity Achievements”

11

Service Learning On The Hill

- Elizabeth Ford & Steve Transou

As a part of the job description of an academic advisor at Alabama Agricultural & Mechanical University, we hold the privilege of engaging our incoming freshmen not only in our offices as we advise them on their course selections, career choices, and major decisions, we also go into the classroom and beyond by instructing First Year Experience classes, often referred to as ORI 101 and 102. ORI 101 covers the history of the University while orienting the student to “The Hill” through assemblies and management skills, while ORI 102 has taken on the banner of “Service Learning”. Although the course is new to the University, it is not new to the culture of the AAMU campus. This class allows the students to actually put into practice the university’s motto, “Service is Sovereignty”. The AACC (American Association of Community Colleges) tells us that, service learning combines community service with classroom instruction, focusing on critical and reflective thinking, as well as personal and civic responsibility. Service learning programs involve students in activities that address local needs while developing their academic skills and commitment to their community. Service learning has a positive impact on student learning outcomes, civic engagement, and retention.

Although, many of the academic advisors/mentors/instructors were new to ORI 102, they successfully facilitated GREAT service learning projects. Title III supported advisors, Elizabeth Ford and Steve Transou facilitated this project. As part of this project, the ORI 101 and ORI 102 classes combined to bring awareness to the dangers of texting and driving. The students chose to attend a basketball game and hold a discussion panel as their service learning project. The basketball game involved the students wearing white T-shirts (purchased by the instructors) in an effort to “white out” texting and driving. During half-time of both men and women games representatives from both classes held demonstrations to bring awareness to the awaiting crowd. One group gave shocking facts about the legal and physical effects of distracted driving and



(Pictured left to right) Captain Jess Henry Malone, Robyn Drake Esq., Elizabeth Ford and Dewayne Morris

the second group wrote and presented a poem brought from personal experiences of texting and driving. The panel discussion, held a week later, consisted of 3 local professionals; including a first responder, an attorney, and an officer (*pictured above*); it was a question and answer session led by the students. They invited their fellow peers to each event to fulfill the civic responsibility component of bringing awareness to the issue they chose, texting and driving. These events were so successful that the students were very proud of themselves for putting on such great projects!

To wrap up the course, each class competed to be named the top service learning project of the semester by displaying their projects to the service learning committee.



AAMU freshman students participate in service learning project demonstration during basketball game.

Strengthening Optics and Material Science Graduate Program -

“Graduate Research Assistant Achievements”

Article written & submitted by Program



Ms. Sherita Moses successfully defended her Dissertation on March 29, 2016 relating to the study of Gold nanoparticles on breast cancer. She gave a very impressive presentation in front of about 35 to 40 physics faculty members. It was followed by Q & A and reception for all the attendees. During the reception, one of our senior adjunct Professors, Dr. Paul Ruffin, who recently retired from the US Army Research Laboratory, as a Senior Executive Service member, commented, “This is History in the making. This is the first time that an African American female physicist professor (Dr. Vernessa Edwards) shall hood another African American female (Ms. Moses) in physics. It should be noted that one of Sherita’s research papers is in the process of being accepted in a very prestigious journal “*Nature*” and she has also applied for a

patent for her work that she performed during her Ph.D. program. Support for Ms. Moses was provided by Title III funds and work was accomplished under the major advisement of Dr. Vernessa Edwards. Credit also goes to the entire physics faculty who are dedicated and hard working scientists and researchers.

Strengthening Bio-Environmental Science Graduate Program -

“Graduate Research Assistant Achievement”

Article written & submitted by Program

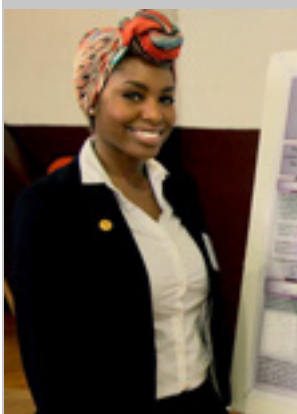
Ms. Lorra Belle Hill is a graduate research assistant working on assessing the transport and persistence of Escherichia coli, commonly abbreviated as E. coli. This bacterium can cause a wide variety of diseases. E. coli is transported as a fecal bacteria in agricultural runoff from fertilizers such as poultry litter. The purpose of this research project is to improve understanding of E. coli transport and persistence in two highly weathered poultry litter amended agricultural soils of Alabama. Ms. Hill’s research also includes collecting data for a runoff study in which researchers apply a simulated rainfall to two poultry litter amended soils to assess E. coli concentrations from runoff.



Strengthening Computer Science Graduate Program -

“Achievements of Graduate Assistants”

Article written & submitted by Program



Ms. Brendalyn Harper, a May 2016 Master’s Degree of Computer Science graduate, will join one of the United States most prestigious security agencies in their effort on the fight against War on Terror. Brendalyn’s master thesis, Nyxbot Robotic System: The Investigation of the Feasible Design of a CCC/C3 System for

the Secured Wireless Control of a Remote Controlled Robot, deals with the problems associated with the security and control of devices connected to the Internet. This has important applications for unmanned military drones, remote controlled weapons systems, and the nation’s interstructure systems that are connected to the Internet. She won the first prize at STEM Day 2016.

CS graduate student, **Mr. Hiberto Ayala**, has been selected as a BEYA (The Annual Black Engineer of the Year Awards) Student Leadership Award winner. This prestigious award ceremony took place at the BEYA STEM Conference in Washington, D.C. in the spring of 2015. Mr. Akyala has published two research papers in the area of Robotics since he became a graduate student at AAMU.



Computer Science 4 + 1 Program
(Read about program on page 5)

Strengthening Food Science Graduate Program- “Achievements of Graduate Research Assistants”

Article written & submitted by Program



AAMU Food Science students competed in the annual College Bowl competition against the University of Georgia, Clemson, Auburn, and Tuskegee. The team is featured in the photo above with Title III funded students Emmalee Tigner, Derell Hardman and Shantrell Willis, with College Bowl team coach, Dr. Josh Herring, and Department Chair and Activity Director, Dr. Martha Verghese.

Title III funded students Fredreana Hester and Shantrell Willis entered the IFT and Disney Product Development competition and received an honorable mention at the national Institute of Food Technologists Food Expo. The area of Functional Food Product Development is supported by the HBGI Food Science Grant. Pictured above is a brochure that features “Sweet Potato Pastribles.”



The AAMU Food Science Club competed in the annual Chapter of the Year competition against universities from across the nation. Featured in the photo to the left, is Title III funded student and club president, Shantrell Willis.

Computer Science 4 + 1 Program

A new accelerated degree program, called the 4+1 Program, began in the spring of 2016. This program enables academically qualified students to earn both a bachelor's and a master's degree in Computer Science — graduating sooner than they would in traditional programs. After being admitted to this program, students are supported with Title III assistantships.



Title III Strengthening Grants Program

Andrea Cunningham, Ph.D., Director

Ursula Brooks, Technical Assistant

Omar Murraine, Budget Analyst

Torin Malone, Grants Specialist

Patton Hall 215 | 256-372-5550

Strengthening Food Science Graduate Program- “Achievements of Program and Graduate Research Assistants” *Articles written & submitted by Program*

FACULTY ACHIEVEMENTS

Dr. Rajitha Sunkara;
Research Associate Scientist

Chronic diseases affect many people irrespective of age and sex because of changing lifestyles and food habits. Changing diet and incorporation of health promoting agents in the diet will improve overall health while mitigating the development of risk factors of chronic diseases. With the help of Title-III support, Dr. Sunkara was able to perform in-vitro and in-vivo experiments to identify the potential of natural extracts in offering protection against cancer and obesity. Studies were also conducted for developing spice induced food product to market as health promoting functional food. Concentrated amounts of phytochemicals in selected spices at consumable quantities (2.5% & 5%) were identified to have consumer acceptance. The spices were also tested for their potency in reducing the activity of key enzymes in digesting food and accumulating fats. The research was presented nationally (15 abstracts) and published in peer reviewed journals.

INTERNSHIPS

**Graduate Research Assistants -
Fredreana Hester, Emmalee Tigner,
Aaron Dudley**

The Food Science program at Alabama Agricultural and Mechanical University offers BS, MS, and Ph.D. degrees; during the 2015-2016 academic year, students enrolled in each of the degree programs were extended internship offers from major food companies including Kellogg’s and PepsiCo and Diamond Foods. Title III funded students Fredreana Hester, Emmalee Tigner, and Aaron Dudley all earned internship positions that ranged from 3-6 months. The internship opportunities enhanced the professional development

and marketability of the students. Fredreana Hester was offered a summer internship position at PepsiCo/ Frito-Lay. Emmalee Tigner and Aaron Dudley were both offered 6 month internship positions at Kellogg’s.



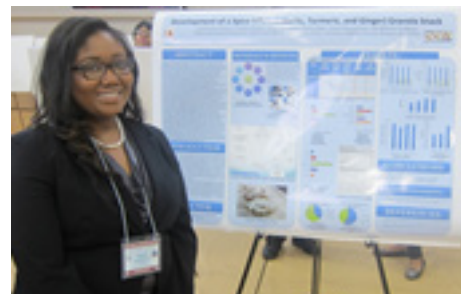
Title III funded Ph.D. student, Fredreana Hester is pictured here with Chester the Cheetah during her internship at PepsiCo/ Frito-Lay.



Title III funded students, Emmalee Tigner (second from left) and Aaron Dudley (far right) are pictured here at an event during their internship at Kellogg’s.

**AAMU STEM Day
Poster Competition
Graduate Research Assistants –
Lillian Smith, Aaron Dudley,
Fredreana Hester**

AAMU’s annual Science, Technology, Engineering and Math (STEM) Day gives graduate and undergraduate students the opportunity to showcase research that they have conducted in their respective departments. Students within the Department of Food and Animal Sciences present posters each year at STEM Day and are lead by Activity Director, Dr. Martha Verghese. For STEM Day 2015,



Fredreana Hester

Title III funded students Fredreana Hester, Lillian Smith, and Aaron Dudley won first, second, and third place for the category of Food and Animal Sciences Graduate students. The students presented research that could not have been conducted, if not for Title III funding. Fredreana Hester, first place, presented a poster entitled “ Development of a Spice Infused (Garlic, Turmeric, and Ginger)



Lillian Smith

Granola Snack.” Lillian Smith, second place, presented research entitled “Chemopreventive Potential of Sunflower Seeds in Human Colon Cancer Caco-2 Cell Lines”. Aaron Dudley, third place, presented work entitled “Development of Gluten Free Hot Dog Buns using Soy and White Rice Flour Composite.”



Aaron Dudley

Strengthening Food Science Graduate Program- “Achievements of Program and Graduate Research Assistants”

STUDENT QUOTE:

Lillian Smith: “The Title III funding allowed me to conduct my research on the chemopreventive effects of coconut flour and sunflower seeds, which I successfully presented at the Alabama A&M University annual STEM Day poster competition and won second place and published 2 peer-reviewed manuscripts in cancer research journals.”

IFT Southeastern Section Competitions

Graduate Research Assistants –

**Shantrell Willis, Fredreana Hester,
Aaron Dudley, Derell Hardman;**

The Institute of Food Technologists (IFT) is an international society of professionals and serves as the accrediting body for the Food Science program here at AAMU. There are several sections of IFT across the nation that are divided according to region. The Food Science program at AAMU are a part of the Southeastern Section of IFT along with Tuskegee University, University of Georgia, Auburn University, Mississippi State University, and Clemson University. Each year the Southeastern section hosts an event dedicated to showcasing students via product development competitions and awards. Title III funded students Shantrell Willis and Aaron Dudley and their team placed 2nd in the product development competition for their product called “Sweet Pockets”. Sweet Pockets are vegetable filled pastries with sweet potato and carrot. The group targeted their product to kids ages 5-10. Title III funded students Fredreana Hester and Derell Hardman and their team placed 4th in the competition with their product “Spiceola Bites”. Spiceola Bites are granola rounds made with white chocolate incorporated with turmeric, garlic, and ginger.

The Southeastern section also recognizes 2 students, from each university that display excellent leadership capabilities, with the IFT Southeastern Section Student Leadership Award. From AAMU, Title III funded students, Shantrell Willis and Fredreana Hester received the leadership awards for the 2014-2015 academic year.

STUDENTS QUOTES:

Shantrell Willis: “I have had the opportunity to improve my networking skills and enhance my overall professional development by serving on the IFTSA Board of Directors as the Southeast Area Representative, serving on the Marketing Task Force, and the

“Thanks to Title III, I am on my way to reaching my goal of changing the world for the better through food science.”

Shantrell Willis
Graduate Research Assistant

New Professionals Task Force. By serving on the board of directors, I was responsible for relaying information and hosting a regional meeting with attendees from 8 universities including Tuskegee University, Mississippi

State University, Auburn University, and the University of Georgia. I am truly grateful, because without Title III funding and Activity Director, Dr. Martha Verghese, I would never have even dreamed of having these opportunities. Thanks to Title III, I am on my way to reaching my goal of changing the world for the better through food science. “

Fredreana Hester: “Being a student leader for IFTSA has helped me grow tremendously. As a leader I served various roles including chapter president, Southeast Area Representative and Sensory Sciences and Consumer Sciences Division Student leader where I was able to organize both regional and national events. As a result I was able to enhance my communication skills and enlarge my network by working closely with professionals and students from around the globe.”

IFT strives to engage students (budding food scientists) in the IFT Student Association (IFTSA). Title III funded Ph.D. students, Shantrell Willis and Fredreana Hester are heavily involved in IFTSA and have served on the IFTSA Board of Directors at the national level.



From left to right: Fredreana Hester and Shantrell Willis, at the Institute of Food Technologists (IFT) Annual Food Expo in Chicago, IL.

Strengthening Food Science Graduate Program- “Achievements of Program and Graduate Research Assistants”

**Institute of Food Technologists
Food Expo
Graduate Research Assistants -
Lillian Smith, Fredreana Hester,
Aaron Dudley, Shantrell Willis,
Carlissa Holden**



Title III funded students Lillian Smith and Carlissa Holden, are pictured here with Activity Director, Martha Verghese during a professional development session at the IFT annual Food Expo in Chicago, IL.

The Institute of Food Technologists (IFT) is an international society of professionals and serves as the accrediting body for the Food Science program here at AAMU. Each year, IFT hosts the IFT Food Expo where food scientists from across the globe meet and discuss new and innovative trends in the various areas of food science including Food and Nutrition, Food Microbiology/food safety, Meat Science, and Product Development. As a part of the Food Expo, students and professionals alike attend various sessions to gain more information on applied food science knowledge, discover global trends that are dominating the market, and network. Many students have found jobs and made lifelong connections during the IFT Food Expo. Title III funded students Carlissa Holden, Fredreana

Hester, Lillian Smith, Shantrell Willis, and Aaron Dudley attended the expo in July of 2015 to further enhance their professional development.

**IFT Competitions
Graduate Research Assistants –
Fredreana Hester, Shantrell Willis,
Derell Hardman, Emmalee Tigner**
The Institute of Food Technologists (IFT) is an international society of professionals and serves as the accrediting body for the Food Science program here at AAMU. IFT strives to engage students (budding food scientists) in the IFT Student Association (IFTSA). IFT encourages student participation via student competitions. Title III funded students always strive to enter these competitions, not only to win, but to enhance professional development. One of the IFT student competitions is the IFTSA College Bowl Competition. The College Bowl is a quiz-bowl style event where teams from various

universities in the Southeast area go head to head answering questions that are centered around food science. Representing AAMU, Title III funded students, Shantrell Willis, Derell Hardman, and Emma Tigner participated in the College Bowl competition, hosted by another Title III funded student, Fredreana Hester. The College Bowl Team placed 3rd in the regional competition.

Another competition that is sponsored by IFT is the IFT and Disney Product Development competition. Each year, schools from across the nation submit entries for the competition. Title III funded students, Fredreana Hester and Shantrell Willis submitted a product entry entitled “Pastribles”. Pastribles are toaster pastries filled with sweet potato, carrot, and corn targeting children ages 6-11. The product received an honorable mention at the IFT national food expo.



Title III funded students Shantrell Willis (left) and Fredreana Hester (right) received the outstanding IFT SES leadership awards for the 2014-2015 academic year. Both are pictured here with Dr. Anand Mohad, IFT Southeastern Section Chair.



Title III funded students Fredreana Hester and Derell Hardman (left) and Shantrell Willis and Aaron Dudley(right) competed in the IFT SES product development competition. They are pictured here with their teams and product packages.

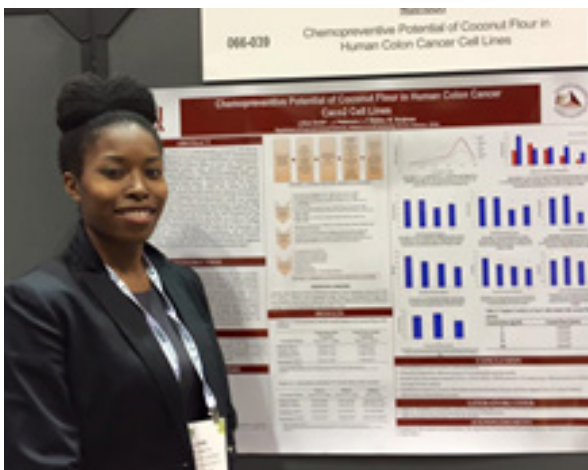
**Strengthening Food Science Graduate Program-
 “Achievements of Program and Graduate Research Assistants”**



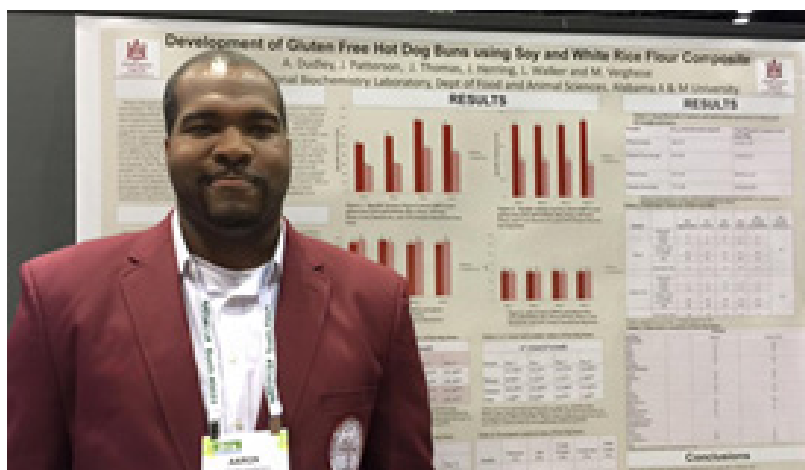
Title III funded students attend the IFT annual Food Expo in Chicago, IL. Pictured above (far right) are students Carlissa Holden, Shantrell Willis, and Lillian Smith.



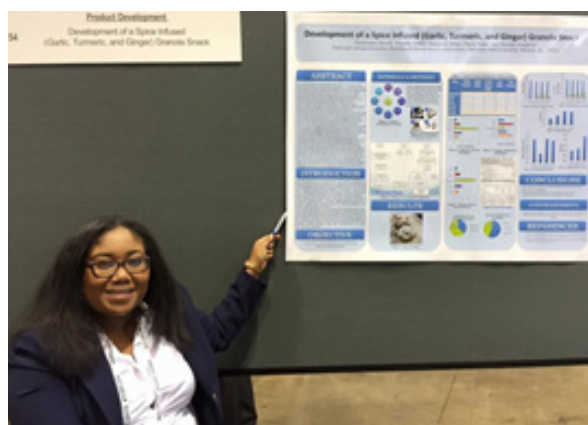
Title III funded students and staff attend the IFT annual Food Expo in Chicago, IL. Pictured above (far right) are students Carlissa Holden, Shantrell Willis, and Derell Hardman and staff, Dr. Rajitha Sunkara.



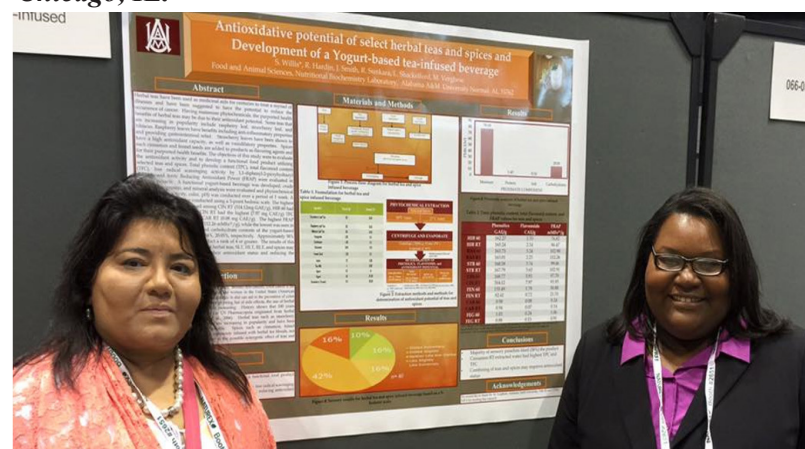
Lillian Smith is pictured above with her Title III funded research poster presented at the IFT annual Food Expo in Chicago, IL.



Title III funded student, Aaron Dudley is pictured above with his research poster presented at the IFT annual Food Expo in Chicago, IL.



Fredreana Hester is pictured above with her Title III funded research poster presented at the IFT annual Food Expo in Chicago, IL.



Title III Activity Director Dr. Martha Verghese and Title III funded student Shantrell Willis are pictured above as Shantrell Willis presents Title III funded research at the IFT annual Food Expo in Chicago, IL.



Twenty-one selected faculty members from the disciplines of English and Mathematics, participated in three workshops that covered pedagogy, cultural awareness, and generational issues in the classroom.

During the summer of 2015, the Centers of Excellence for Teaching and Learning (CETL) conducted a series of workshops to enhance the teaching effectiveness of a cohort of freshman faculty from the disciplines of English and Mathematics. The twenty-one selected faculty members participated in three workshops that covered pedagogy, cultural awareness, and generational issues in the classroom. The members of this Freshman Faculty Learning Community (FFLC) were required to implement some of the teaching and interaction strategies learned in the summer workshops during a class in the fall semester and to meet once a month to discuss their progress or issues.

At the end of the fall semester, each instructor submitted a brief report on their “experiment” and offered reflections on the entire FFLC experience. Some of the teaching strategies used were Jigsaw groups, infusion of technology, a flipped classroom, student teaching, writing the day’s agenda on the board, and collaborative learning. The most widely used teaching strategies were group participation and collaborative learning. Most students, once prodded,

enjoyed working in groups, especially when they had a say in the form of the final group report, whether a skit,

“ . . . with just a little instruction and willingness to try new things, experienced college professors can employ teaching and relationship strategies that can motivate students to want to learn and to perform better academically.”

formal presentation or a rap song. In most instances, student academic performance significantly increased over those of students who were not in one of the “experimental” sections of a course. Some teacher comments: “students were more actively engaged in the lesson; the students seemed more attentive to the lesson when it was presented by a peer; as students began to see their grades improve, they became more vested in participating in class activities.” Some direct quotes from students include: “I learned to notice the mistakes I was making and to fix them...” (We presented our lesson as a game show, Family Feud.) “I got to play Steve Harvey. We had the most creative presentation of all groups.” “I struggled with this type of

essay because I was never required to write one in high school.” “Our teacher connected with us more as young ppl (sic). She chose non-boring topics to teach, made us want to learn.”

Other observations from the faculty were: After meeting individually with students who were having problems, many students made positive changes to their study habits and some who were failing the class eventually earned passing grades. To improve class attendance and have opportunities to praise student efforts, some teachers indicated that they would give more in-class assignments that will be graded. In addition, some faculty found that by changing their approach to instruction that resulted in improved student achievement, they received more satisfaction from their work and did not mind the extra time needed to initiate new projects.

This pilot project demonstrated that with just a little instruction and willingness to try new things, experienced college professors can employ teaching and relationship strategies that can motivate students to want to learn and to perform better academically.

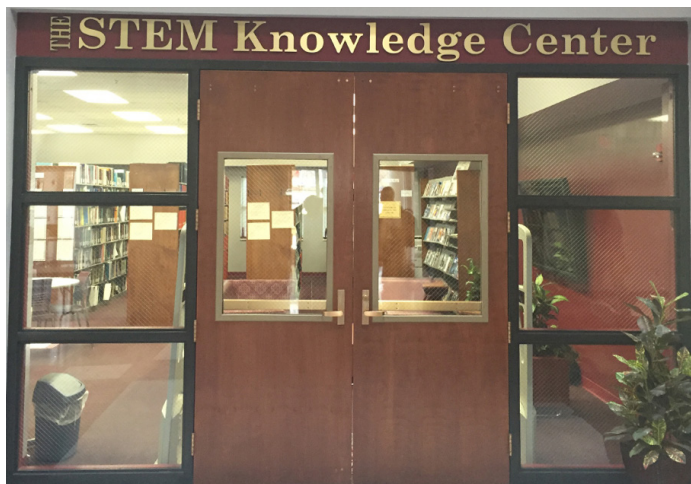
Improving Retention through Enhanced Service - “Program Activity Achievements”

Article written & submitted by Program



A current issue of concern in higher education institutions across the world is the retention and success of students in their studies. It is Alabama Agricultural and Mechanical University's (AAMU) goal to increase its retention, persistence and graduation rates. An Office of Retention and Persistence has been established at AAMU in order to achieve this goal. Through the Title III SAFRA 2 Project entitled Improving Student Retention, Persistence and Completion through Excellence in Education and Service, the University has begun to develop CONNECT/Knowledge Centers throughout each of the four Colleges and also focused on the signage regarding retention, persistence and overall success.

Currently, at AAMU there exists a STEM Knowledge Center (*see picture below*) in the College of Engineering, Technology and Physical Sciences. We are currently using this model and expanding such CONNECT/Knowledge Centers in the remaining 3 colleges: 1) College of



STEM Knowledge Center located in the College of Engineering.

Agricultural, Life and Natural Sciences (CASES - Center for Agricultural Student Engagement and Success, 2) College of Business and Public Affairs (The LINQ - Center for Learning, Innovating, Networking and Questioning) (*see picture below*) and 3) College of Education, Humanities, and Behavioral Sciences (The CLASS - Center for Learning, Academic Support and Success). The overall purpose of the CONNECT/Knowledge Centers is to expand the Office of Retention and Persistence out into the University's academic community. Within the CONNECT/Knowledge Centers, the available services will include:

- tutoring assistance
- advising/counseling
- access to student success coaches
- supplemental instruction
- resource library
- computer stations
- community center

It is expected that the CONNECT/Knowledge Centers will be complete for the Fall 2016 Semester.

Please see below the locations of the Centers:

The LINQ – New School of Business, Rm. 209

The CLASS – Carver Complex North, Rm. 208

CASES – Carver Complex South Foyer

STEM – College of Engineering, First floor

In addition to the CONNECT/Knowledge Centers, we are currently working on signage throughout the University. Beginning Fall 2016, the University will have signs that encourage and motivate individuals to remain persistent to degree completion..



Common area of The LINQ Knowledge Center, located in the College of Business.

Improving Retention through Enhanced Service - "Program Activity Achievements"

Article written & submitted by Program

Dr. Gilmore and Mrs. Bone attended the 11th National Symposium on Student Retention in Orlando, Florida on November 2-4, 2015. Attendance at the 11th Annual National Symposium on Student Retention coincided directly with the overall goal and specific objectives of SAFRA Program Activity #2 - Improving Retention through Enhanced Service. Participation in this meeting afforded them the opportunity to network with other individuals in the field, identify best practices used through the United States and the world with respect to retention, persistence and completion,

and provide knowledge and understanding to assist them in developing and improving retention here at Alabama A&M University. Some of the sessions attended included: 1) Becoming Cultural Navigators in Higher Education, 2) The Finish Line Project: A U.S. Department of Education First in the World Grant, 3) Campus-Wide Connections: Building an Advising Community, 4) Utilizing Institutional Data to Design a College-Wide Retention Program, 5) Academic Connections in Education: Supporting Students Recovering from Academic Suspension, and 6) Establishing Administrative

Functions that Support Student Persistence and Completion Initiatives throughout the Student Lifecycle.

Currently working on the SAFRA Program Activity #2: Improving Retention through Enhanced Services are the following persons:

Dr. Malinda Gilmore,
Special Assistant to the President for Strategic Planning and Initiatives

Mrs. Deitra Bone,
Administrative Assistant to SAFRA Program Activity 2

Ms. Tenecia Williams,
Graduate Assistant to SAFRA Program Activity 2

"Working for the Office of Retention gives me great joy, knowing that there are people who are genuinely concerned about the student body. There are people consistently working to uplift and motivate students through their tenure here at AAMU."
- Ms. Tenecia Williams,
SAFRA Program Activity 2
Graduate Assistant
(1st year MBA Student)

ALABAMA A&M UNIVERSITY TITLE III Strengthening Grants Program

HBCU Program Activities

1. Optimizing Technology Services to Improve Student Success
2. Developing the Freshman Academy
3. Revitalization of Facilities Physical Infrastructure

SAFRA Program Activities

1. Establishing the Center for Excellence in Teaching & Learning (CETL)
2. Improving Retention through Enhanced Services

HBTI Program Activities

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Strengthening Information Technology/Distance Learning Support 2. Strengthening Optics and Material Science Graduate Program 3. Strengthening Food Science Graduate Program 4. Strengthening Bio-Environmental Science Graduate Program 5. Strengthening Contributions from Corporate, Governmental and Philanthropic Entities | <ol style="list-style-type: none"> 6. Strengthening Computer Science Graduate Program 7. Strengthening Fiscal Stability & Administrative Management 8. Strengthening STEM Graduate Studies 9. Strengthening Teacher Education Graduate Studies 10. Strengthening Physical Facilities |
|---|---|