STATE OF FLORIDA
FLORIDA A&M UNIVERSITY

IN RE: ACADEMIC AFFAIRS COMMITTEE

COMMITEE MEMBERS: TRUSTEE BETTYE GRABLE
TRUSTEE LUCAS BOYCE
TRUSTEE ROBERT WOODY
TRUSTEE TORY ALSTON
TRUSTEE TONNETTE GRAHAM
TRUSTEE CLEVE WARREN

DATE: TUESDAY, JUNE 21, 2015
TIME: COMMENCING AT: 11:20 a.m.
CONCLUDING AT: 1:33 p.m.
LOCATION: FLORIDA A&M UNIVERSITY
BAND REHEARSAL HALL

REPORTED BY: YVONNE LAFLAMME, FPR
COURT REPORTER and
NOTARY PUBLIC

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TRUSTEE GRABLE: Good morning. We're going to reassemble so we can start the Academic Affairs Committee meeting and at this time ask Ms. Akisanya to please call this meeting to order -- I am calling it to order and she will call the roll.

MS. AKISANYA: Trustee Grable?

TRUSTEE GRABLE: Here.

MS. AKISANYA: Trustee Alston?

TRUSTEE ALSTON: Here.

MS. AKISANYA: Trustee Boyce?

TRUSTEE BOYCE: Here.

MS. AKISANYA: Trustee Graham?

TRUSTEE GRAHAM: Here.

MS. AKISANYA: Trustee Warren?

TRUSTEE WARREN: Here.

MS. AKISANYA: Trustee Woody?

Trustee Grable, you have a quorum.

TRUSTEE GRABLE: Thank you, Ms. Akisanya.

Good morning. Today you will notice in the action, Trustees, there is one action item and we will go ahead and take care of that, and that's the approval of minutes for the May 18th and June 9th meetings.

Since you have now received a copy of the minutes
from both of those meetings, are there any
corrections?

Okay. If not, is there a motion to approve the
minutes?

TRUSTEE BOYCE: So moved.

TRUSTEE GRAHAM: Second.

TRUSTEE GRABLE: The motion has been moved and
seconded. Motion for approval of the minutes from the
May 18th and June 9th meeting. All in favor?

(All answer affirmatively.)

TRUSTEE GRABLE: Those meetings have been
approved -- the meeting minutes have been approved,
and we will move on now to our approximately four
information items.

At this time the Provost, I believe, she is not
with us; is she on the phone?

PROVOST DAVID: Yes, I am.

TRUSTEE GRABLE: Okay, good morning, Provost
David.

PROVOST DAVID: Good morning.

TRUSTEE GRABLE: Thank you. We have four
information items that will be presented today, and
the first informational item is an update on the
progress of the University's revised work plan for
2015/2016. I think all of the board members received
via -- and I want to thank Trustee Alston -- a copy of
the FAMU presentation as well as the Auditor General's
report at the Board of Governors meeting that was held
last month, and the Provost's Office, Provost David
has had an opportunity to pull together a work group
that is addressing the concerns expressed by the Board
of Governors.

At this time, then, I'll turn the floor over to
Provost David.

PROVOST DAVID: Thank you very much, and
hopefully Dr. Pitter and Dr. Palm have come up,
because they're going to provide a little bit of
support in presenting this. This is provided as an
information item, because in terms of actually
updating the actual work plan, we have been working
to: One, come up with comments and to come up with
some strategies to respond to the comments; and also,
to get some additional informational as to the nature
of the concern of the Board of Governors.

One of the things that is challenging in our
correspondence is that the numbers that we presented, in
particular with regard to academic progress rates and
future graduation rates are numbers that are really
grounded in reality, and they are grounded in our
likelihood of being able to move the needle based on
the student body that we have at this time.

So, on one of the things we wanted to do is confirm with the Board of Governors' staff, and we have not had an opportunity to do that because of complications primarily with their schedule, until Friday. But we did have a very fruitful meeting with the Board of Governors staff about our specifics of our work plan, and they in the interim have had an opportunity to speak further with some of the Board of Governors -- excuse me -- some of the Governors to get additional input on what their concerns are.

Let me tell you a few of the feedback that are important for framing parameters from the Board of Governors. One, is that they actually concur, particularly with regard to the ACR -- the academic progress rate. If you recall them -- (inaudible) in one year and come back the second year with a GPA of 2.0 or greater; and the future graduation rate, they confirm our projection; that our projection based on our student body are stretch goals for us; that we will have to work very hard in order to meet the numbers and the projections we have in the work plan.

They also gave us some confirmation on the other ways that we were approaching and putting together the numbers and the targets in the work plan. They did
identify some specific concerns four Governors had. One was on the size of our student body, and in our work plan we show a modest increase in the size of our student body. This was a plan because a number of factors, including, that the size of the student body has an important impact on the cost to degree, which is another one of our performance indicators and one where we actually don't do very well compared to the rest of the SUS and could do better if we had a larger student body.

TRUSTEE GRABLE: Provost David, could I stop you for one minute? When you're referring to the "work plan," it would be helpful if we knew the page number where the particular numbers that you're referring to are located. I think that will help board members in being able to flip through the work plan since there quite a few pages.

PROVOST DAVID: The performance indicators are all clustered on one page -- and I'm sorry. I'm working off of a computer and iPad. Perhaps Dr. Pitter may be able to direct you to the exact page.

DR. PITTER: The projections on pages 14 and 15.

TRUSTEE GRABLE: Okay, Provost David. Please continue on.
PROVOST DAVID: So, in terms of the enrollment projections, they were very concerned about our growing because they think quite likely that if we are working hard to improve the outcome for our students, adding to the size of our student body can complicate that.

A couple of comments that I will make about our enrollment plans: One, is that with that guidance of the Board of Governors, we are talking with both President and Vice-President of Student Services about what we might do in terms of our enrollment. But very importantly, even as we are thinking about currently what's in our work plan, in terms of our enrollment growth, always -- what we are talking about is trying to make sure we have the right mix of students.

So I believe I mentioned at our last Board of Trustees' meeting we have an agreement on our campus that we're going to have a numerical limit to the number of academic access and opportunity students. We have had a percentage limit, which is a target that is hard for us to meet -- because percentages are always harder to play with -- and we've also found that by figuring out specifically our capacity to serve the needs of AOS students, we will be able to better get them through and have a strong educational
experience. So we want to limit that number; that's
the first statement about the policy.

A second statement about the quality is that we
would like to think about whether we can make some
changes to our admissions standards that can narrow
the pull a little bit and enhance the quality of the
student.

A third action that are talking about is whether
or it's not a part of our revised work plan, which
means there is an opportunity to push boundaries on
our non-resident recruitment. There is a system-wide
90:10 percentage where you're supposed to have 90
percent of your students be residents and 10 percent
of your students be non-residents. That is a
system-wide requirement of each school to be a little
above or below those targets, while the system is on
target. And I think we can ask the Board of Governors
if we can have a little bit more leeway so we can
specifically reach out to the Rattler network and make
sure we're recruiting the best and the brightest
students.

Then finally, we're also talking about trying to
strengthen our recruitment of transfer students. And
so all of those will have an impact on the size of our
student body. We're still working through that, but
likely, we will present at the Board meeting in the
August meeting -- the committee meeting and then to
the Board -- a revision to the size of the student
body.

The other three factors that have been enumerated
by the Board of Governor staff is concerns raised by
the Board of Governors: One is the pass rates; can we
make more progress on hitting all of our licensure
pass rates, again, above the national average or above
the national benchmark. We are convening all of the
licensure programs. They already have in place
improvement plans -- excuse me. Was that a question?

TRUSTEE GRABLE: No, please continue.

PROVOST DAVID: So we're convening all of those,
the deans and the people who are working on the plans,
to see if we can be more aggressive and make more
progress in that area.

They are also concerned about the number of new
degree programs that were listed. They view it in the
same way they can view the size of the student body;
that if we are really focusing on what we are trying
to do to maybe prove the outcomes for the students,
that we should not focus on that and not have
additional degree programs. So we're going to
reconsider that list and most likely tear it down.
And then finally, they are just generally concerned about being sure they understand what we are planning to do to enhance student success, and in a moment, I'm going to turn it over to Dr. Palm, because he can tell you a little bit more about the specific things that we've been working on since -- well, since before and after the Board of Governors meeting.

I wanted to say a couple of points. One, is there has been a lot of progress that has been made. There was a work plan that was put in place a few years ago that specifically talked about the student success as a priority. A lot of those initiatives have started, and we have begun to seen the benefits of those initiatives. So the APR, academic progress rate, has actually improved from something around 54 percent to the number that is now 71 percent, which is a strong improvement, based on the past efforts.

So, I think one of the things we have to do is also make sure that they see that we are taking action and to let them know about the additional plans we have to address student success issues. And with that, I guess I'll turn it over to Dr. Palm.

TRUSTEE GRABLE: Okay. What I would like to do here, Provost David, is that the work plan is a lot of information, a lot of statistics, and a lot of
potential nuances here. I would like to give the
Board members a chance at this point just to ask
questions related to this work plan, and the report
that you gave, along with the transcripts that they
have had a chance to take a look at.

Trustees, do you have questions?

TRUSTEE LAWSON: Yes.

TRUSTEE WOODY: Madam Trustee, this is Trustee
Woody.

TRUSTEE GRABLE: Okay. Trustee Woody, we're
happy to have you.

Vice-Chair Lawson has deferred to you so that you
can go ahead and ask your question or questions.

TRUSTEE WOODY: Provost, I attended the Board of
Governors meeting, and throughout the whole session --
and this is just a question or one of my questions --
is are we going to be ready when we present in
September to at least pass our work plan before the
Board of Governors?

PROVOST DAVID: Yes, we will be.

TRUSTEE WOODY: And my next question is, one
thing I heard very clearly, and maybe you can answer
it very specifically, in reference to something that
is somewhat shocking to me but I'm new on the Board,
is you know, 61 percent of our students are not
graduating. What kind of response are we having in relation to that?

PROVOST DAVID: So, the graduation rate is actually a huge concern to me. I believe that we need to move the needle on that. It is a function of a number of things.

I think we have not been able to make too much traction in recent years in moving the needle forward because we have had a large cohort of academic access and opportunity students and it's harder to get those students through. So those are students who come in and they're not really at the level of quality that we are hoping for and enveloped by our student body, and they don't meet those minimum requirements. And we had a large cohort, for a number of years. The peak year was actually the year that's graduating, next year, and after that it begins to taper off but still remains a significant part of our student population.

When I talk about what their needs are, there are a few. One is that often come in and have what we call developmental needs, so they are not ready to go in to some of the college level courses in math and English and science, for example. And so, we have to provide support to get them up to the point where they can take those classes, and even then, they might not
be as successful as necessary for the majors that they 
are looking to earn, so that means spending a lot of 
extra time and a lot of extra work.

We have been trying to limit the number of AOS 
students is one strategy. We are also working and 
have been working for the past couple of years to try 
and get a better handle on the developmental classes. 
Those are the kind of getting-the-students-up-to-speed 
classes, and there has been a lot of effort that has 
been made, in particular by the College of Science and 
Technology and in various parts of the College of 
Social Sciences, Arts and Humanities, to improve the 
way we deliver those developmental courses, but we're 
continuing to work on those.

And then, I believe that having more aggressive 
academic advising and having policy -- not policies, 
but mechanisms in place that are more proactive and 
help students. So for example, we have a requirement 
now, or had a requirement up until a couple of weeks 
ago when we changed it, that students apply for 
graduation. We are going to say that you don't have 
to apply for graduation; that if you're ready to 
graduate, we're going to try and reach out to you and 
let you know the options you have for graduation. 
Because a student might be very much focused in
graduating in a particular area and not actually appreciating that they have done the work and can earn a degree in a related area to give them satisfaction and career advancement of what they're hoping for.

So those are some of the things that I think contribute to and can work to better secure our graduation rate.

TRUSTEE WOODY: One thing I would like to direct, ma'am, from time to time, if you wouldn't mind coming back before the Board and give us the status report of where we are on that 61 percent, and if we're reducing that number or not; just give us a standing report on where we are in that area, please.

PROVOST DAVID: I'm happy to.

TRUSTEE WOODY: Thank you.

TRUSTEE GRABLE: And Vice-Chair Lawson.

TRUSTEE LAWSON: Yeah. Just a couple of comments on the work plan; specifically, as it relates to enrollment; specifically, as it relates to graduation retention, and specifically, as it relates to performance-based funding.

I think in my mind, a couple of things come to mind: One, we have to look at what our true mission is as an institution. And historically, it has been one that has reached out to a broad spectrum of
students, some truly prepared for the rigors of
college and some that need some extra help, but we had
always been an institution that provided both sets of
students with an outstanding opportunity to achieve a
strong education that was a marketable degree in the
open market. So I feel like, one, we have to look at
what our true mission is;

Two, I'm very curious to know what are we really
doing to influence the Board of Governors' process and
procedure and policy. I still have not heard that; I
have asked that question three successive Board
meetings. We are reacting to the Board of Governors'
policy, and I understand why; that's what we are
supposed to do, but I still have yet to hear what are
we doing in an attempt to try an influence those
policies to make them more favorable towards us.

We do have a unique mission within the SUS, and
for us to constantly say that we are exactly like the
other schools in the SUS, in my personal opinion, is a
misconception. However, the rules of engagement are
set up to judge us exactly like every other school in
the SUS, and I don't see where we are being proactive,
versus being reactive to what the Governors' policy
are. I think right now it is prudent to react to the
policy, but I would still like to hear from the
Provost: What are we doing to influence?

And the third thing, this enrollment discussion really deserves a drawn out discussion, in my mind, because it speaks to everything else we do. It speaks to our budget. It speaks to the facilities discussion we just had. Why build 1400 new beds if we're going to reduce the size of the school? I'm not in favor of reduce the size of the school. That issue has not come before the Board for discussion; however, it was clearly recommended by the Board of Governors, so we have to respect that recommendation, but at the same time, how are we going back to the Board of Governors with our specific point of view around why we should be the size -- whatever size that we determine we want to be -- and what our mission is that could look slightly different than maybe some of the other schools in the SUS given our historical footprint in the Southeast.

So I would love to hear from the Provost. I understand the need to respond, so no need to respond to that one, but what are we doing to influence the metrics, the process that's instituted by the Board of Governors?

PROVOST DAVID: So the Board of Governors has actually been talking about -- they talked about at
this meeting -- changing some of the metrics, and they
have allowed for us to have the opportunity to give
them input into that. That input comes in through a
variety of places. I know the Board of Governors
staff, for example, has said that they have been
talking about what they perceive works and doesn't
work in the metrics, and the performance metrics
specifically, and the metrics overall.

The Council's Provost has had an opportunity to
give input and we here at the University have had an
opportunity to give input. We've been told that there
is a likelihood that the cost degree calculation is
going to be either changed or altered, and that is
going to be hurt us dramatically based on the
institution that we are.

The other question that you asked, which is
actually not a question of the metrics, per se, but
how the metrics are used in considering the quality of
education delivered by Florida A&M University, and
that is a harder one to influence as the institution.
What we can do is influence the metrics. How the
Board of Governors appreciates and uses the metrics is
something that is really going to be a little bit hard
to have an influence and might be something that the
Board of Trustees would have a better leverage point
than we would have.

We certainly, at the Board of Governors meeting, I tried to make a point as also some of the other institutions that are non-traditional. In the format of Florida State or University of Florida, they tried to make points that they're going to be differences in missions that are going to impact how well we're going to be performing in some of these metrics, and that was not received very well by the Board of Governors, and I'm not sure there's going to be not much traction that we're going to make on the current climate on that.

To the extent that they have invited us to offer revision of Florida A&M University and perhaps talk a little bit more about the size and make up of our student body that (inaudible) --

TRUSTEE GRABLE: And I see that Trustee White has a question, but I would like to follow up if you don't mind, Trustee White, to this these specific issues mentioned by Trustee Lawson.

My first question is, did we have any input back from the BOG's staff when we initially submitted our plan? I do understand and I, too, like Trustee Woody was down in Tampa at the meeting, and I wondered what were the indications we were getting back from them
regarding that initial plan? Because I know there's a lot of work with that staff down at the BOG to make sure that our plan did meet with the criteria that was established and would have hopefully indicated to us and would have a greater likelihood of being accepted by the BOG.

PROVOST DAVID: We actually had extraordinarily strong feedback from the Board of Governors' staff. They thought it was very well done. They thought our -- as I said, they thought our numbers, our goals, were realistic, but stretch goals, and that they were along the continuum of the kind of progress that we had hoped and continued to hope to make in improving our graduation rate and other factors.

TRUSTEE GRABLE: With that said, Provost David, a quick follow-up.

Then what in your opinion changed or altered that led to the plan not being accepted? And I think that's important for us to understand as we move forward, because I did hear you indicate that in answering another Trustee's question that we have a good chance of returning with our revised, so-called revised plan, and to get it accepted by the BOG and approved by the BOG.

PROVOST DAVID: Well, what I think is
different -- I can't tell you what was different in terms of how the Board of Governors themselves appreciated the plan differently from the Board of Governors staff. The Board of Governors has that ability. What I think is different now is the Board of Governors has given us an opportunity. They said in the meeting and in private or separate conversations that I had with a number of them afterwards, that they are receptive to hearing us come up with a plan that might move some of the boundaries. For example, non-residents was one that they mentioned. Non-residents could include for us, also, international students, so I think that provides us an opportunity to think about how we're reaching out to our body across the Florida borders.

And they also talked about what investments we might want to make in order to improve the size of the student body -- sorry, the quality of the student body with the specifics of cost. And frankly, if we don't have the cost metrics, that clears up a lot of leeway for us, because that put a lot of pressure on us to move in different directions simultaneously.

TRUSTEE GRABLE: I do want to go back to that cost of degree issue, but I will at this time ask that Trustee White to ask his question or questions.
TRUSTEE WHITE: Excuse me. I'm not a member of the committee, but it's sort of a couple of observations. So my understanding on the APR, that's for the entire population, correct?

DR. PITTER: The APR is based on first year retention rate, so it's based on an entering cohort of first time college students who return the following fall with a GPA of at least 2.0.

TRUSTEE WHITE: Okay. So then we look at that number sort of each year, so we will see based upon who shows up in the fall sort of the effect of whatever things were entered around student success in the previous academic year.

DR. PITTER: Yes.

TRUSTEE WHITE: Yes. So I'll be very interested in seeing that. The other piece is it will be interesting to simply look at that number versus the number of profile commits historically so we can also see whether there's truly a correlation there. I know we've been saying it but I don't think we've said it. I don't think I've seen the data sort of shown that way.

And then the final observation is that I think the reality is that we're going to be living with -- because this six-year rate reflects students that were
admitted in 2009, so I know that vice-president could
tell us when we adopted the formal policy about
lowering the -- so it's 2010 when we adopted a formal
policy around reducing the number of profile admits.

So realistically, we can take a look at the data
out there on a year-by-year basis and give ourselves
some reasonable approximations about what that number
will be next year because you're dropping off at the
very beginning and you're adding one at the end.

Realistically, we're going to be living with the
impact of everyone up to 2009; those numbers are going
to be there for a few years so I would hope that where
we can demonstrate to the Board of Governors is -- and
to everyone is that the things that have taken place
since 2011/2012 and for this administration on a
year-by-year basis, on an annual basis, are not
showing a trend that's positive. So even though they
may request the aggregate data to compare with
everybody else, hopefully by showing some regularity,
we can show the impact of our decisions on a more --
on a shorter term basis.

PROVOST DAVID: Can I please add something?

TRUSTEE GRABLE: Yes, let's hear from you,

Provost David, and then the Chair would like to ask
some questions, but I also see Associate Provost Palm
looking like he's chomping at the bit to respond to
what Trustee White said, so we will start with you,
Provost David.

PROVOST DAVID: So the AP does relate to the
academic success for the students. That is very true.
However, there are two other factors that are also
very important to consider or to have awareness of.
We also lose high-achieving students, and we lose
high-achieving students, in part, because they get
recruited to go to other institutions. They might not
like the quality of their experience here, or they may
have financial issues.

And financial issues is also a very important
issue, as well for our students, so we have been
reaching out to students who have just completed their
first year, for example, and ask them, "If you have
not registered, why you have not registered?" And one
of the biggest factors that we're hearing is, "I have
an outstanding bill from my first year and I haven't
gotten the money to clear that up and I don't have the
ability to register." So finances are also a huge
issue with regard to the APR rating.

And the other thing that I will say Trustee
White, is that you're exactly right. We have shown a
lot of progress. In 2009/2010, the APR was 57
percent, and as we decline, the percentage of AOS
students or profiled students, as they're referred to,
the APR has increased from 57 down to a dip of 54
percent and then into the 60s and into the 70s which
is where we are right now.

TRUSTEE GRABLE: Okay. And I want to get to the
Chair's questions and comments. But Dr. Mangum has
asked to intercede quickly with a comment following
the Provost.

PRESIDENT MANGUM: Thank you very much. I just
want to add that retention is certainly a high
priority for us, and during the past year to impact
the retention, we started high achieving awards that
our rising sophomores and rising juniors, to encourage
them to return to Florida A&M by giving them in-school
scholarships.

TRUSTEE GRABLE: Thank you, Dr. Mangum.

Chairman Montgomery?

CHAIRMAN MONTGOMERY: Thank you, Madam Chair.

Provost David, I wanted to go back, to I thought
I heard you saying we would be bringing or having
discussion with the Board, revisions to the size of
the student body. And the way I was hearing it was
the decisions would not be made without Board input.
That type of discussion, in my opinion, doesn't need
to necessarily come from the administration; it needs to be a conversation with the Board about what the Board's vision is in terms of how we should move forward.

And so, the type of student that we're looking for, any potential changes in our mission, enrollment numbers, these are all Board-level conversations that I think the Board needs to be engaged in prior to stating what "we" are going to do, or what you plan to do, in terms of moving the institution forward.

The second point was I heard you say that you received a strong reception from the Board of Governors' staff with regard to our work plan. Now, I attended the meeting, the Board of Governors' meeting, and I was quite frankly embarrassed by some of the questions that we received with regard to their challenges with the work plan. And the ideal time to say that you had a strong reception from staff was when members of the Board of Governors were asking you questions about the quality of our work plan; that would have been the opportune time to say, "Pardon me, Governor, but we ran this by your staff and they thought it was great." And so I think that was a missed opportunity, and I would encourage you to respond or react in that way accordingly in the
future.

And so out of deference to the administration and to you and Dr. Mangum, we move forward with the work plan, but if you would refer to page 8 on your work plan, there were a couple of things that were pointed out by members of the Board of Governors and I just noted a couple of things. I'll run through them quickly.

If there's a jump in the high school GPA of .6 from fall 2014 to fall 2015, then why would we project -- at a minimum, why wouldn't we project the same .6? Why would we drop it back down to a lower number so that the trend would then indicate we could move it .6 but then in the following years we're going to drop down in terms of what we were looking to achieve.

The second was in the area of first time in college graduation rates. And so, on the four-year trends -- and I appreciate comments from Trustee White with regard to us being locked in based on where our students are, but the comments from the Board of Governors as I heard them were that 12 percent of our students are graduating in four years. To say that we're projecting three or four years from now that number would only rise to 17, I quite frankly --
missed opportunity -- I quite frankly agree we should look at ways to make that a more aggressive number. I heard you said our number is routed in reality -- and can I caution you -- our posture as the Board should not be able to go back to the Board of Governors and would be, in my opinion, an insulting way, and say, "Our numbers are reality and your numbers are not."

I think what I'm asking from you and the administration is to at least come to us and say, "Here are some high impact, aggressive ways to move these numbers." Now, if we don't achieve the numbers, we shouldn't be afraid to say we reached for the sky and only got to the moon. I mean, there needs to be some, I guess in your words, reality, but also grounded in being able to stretch and we should not settle for mediocrity.

So when I see the four-year numbers projected and six-year number projected to move those numbers more significantly, when you drop down to the graduate degrees awarded, there's a projected flat trend of 615 degrees to be awarded on an annual basis, and I'm curious as to why we would not want to project an increase in those numbers.

And then, on the number on the annual gifts received, if you can go from 3.3 million in one year
to a projected five, and I think from the number and
we saw the number was actually the larger number, why
would we then go back to a flat trend over the
subsequent three out years?

So in summary, from where I'm seeing it, even
though you may believe the numbers are routed in, I
see they're routed in mediocrity and as a member --
I'm not a member of the Committee, but as a member of
the Board, I would be interested in hearing whether
they were best practices; what other institutions did;
what are some of the ways to move the needle past what
I see as potentially average increases in what we have
here, and I would like to see this before we get to
the point where it's presented to the Board for us to
vote on with regard to move forward to the Board of
Governors.

So if you would, please, respond to those
questions.

PROVOST DAVID: So, thank you.

First, the enrollment plan will be part of a
revised work plan that will come to the Board of
Trustees, and so I would anticipate that we would have
the kind of conversation about that proposed
enrollment plan through the Academic Affairs Committee
and through the Board of Trustees.
I appreciate your comments about the Board of Governors and how we might try and let them know. I think the staff has been telling them that they believe that the plan is valid, but I appreciate the strategy that you had suggested.

And in terms of the numbers you have pointed out, I can speak to the ones that are related to academic affairs. I can tell you that for example, our 2015, we projected a 2016 goal of 39. Right now, based on the number of students who graduated in May, we're at 36 percent, and if we are lucky, we'll be able to pick that up by one or two percentage points. We're also similarly down on the four-year graduation rate.

So, that's the kind of -- to project a jump from what will actually probably be 37 percent to 47 percent is actually a very aggressive plan. The more important point, I would say with regard to that, is Dr. Palm is actually probably really chomping at the bit to tell you about some of the things we've been doing in terms of academic advising, in terms of other course work and other things that will move the needle and we hope will move the needle.

And I'll just make one comment about graduate degrees awarded. Graduate degrees awarded continues to be quite a challenge for us, particularly with
regard to loss of enrollment, which is still on a national downturn, and that's why we're modest in those projections, even though we're hoping to be growing some of our PhD and other professional programs.

Perhaps at this point, if Dr. Palm can give you a summary of the different initiatives that we've been talking about, that might help some and tell a bit more of the story that we're trying to accomplish.

CHAIRMAN MONTGOMERY: Madam Chair?

TRUSTEE GRABLE: Yes, Chairman Montgomery.

CHAIRMAN MONTGOMERY: Just as a follow-up, and we can get those presented to us, I guess, in written form and that way we can digest them.

While you can share what those programs are, I'm not hearing that the projections can change based upon potential high impact thoughts, ideas, solutions. I guess what I'm now kind of evolving to is the position of the Board of Governors: It appears we're settling for mediocrity.

I'll give you one example. If we're projecting that the graduation rates of four years and six years will stay or will grow at one or two percent per year, look at one of the other SUS institutions did: When they had graduated students they did it on a mandatory
basis, so their numbers shot right up. We had other institutions -- I mean, FAMU is dead last right now in performance funding. And so, if we're dead last, and we just say, "Well, based on our populous and where we are, we're going to remain mediocre for several more years;" what you're saying or what I hear is, you're projecting that we're continuing to lose money for several more years and we're okay with it.

As a Board, we have a responsibility to at a minimum ask how we're going to aggressively attack these challenges so we may move the number in a positive direction. We owe to the students. And Madam Chair, I didn't hear a solution. I'm hearing that we're going to talk about what we're doing, but I'm asking specifically, how are we going to actually move these numbers? I don't accept they are what they are.

TRUSTEE GRABLE: Provost David, did you want to offer a response to that? And let me just add that I think that the Chairman is on point with that. Because you mentioned the doctoral degrees awarded, and when we look at 2015, just 2015, we have our work plan 23 doctoral degrees awarded, and I'm going to jump a little ahead to a report that Dr. Pitter will give us later during our committee meeting, and it's
my understanding that those research doctoral degree
criteria from the BOG would require that we graduate
at least, what, 10? Is that per degree, per program?

DR. PITTER: Yes. It's a per degree program for
a five-year period, so we should graduate at least 10.

TRUSTEE GRABLE: And again, that goes to the
Chairman's point about that's time lost, and
potentially of course, funding lost, which again,
could impact the overall enrollment and the
infrastructure and what we're actually trying to do
here moving forward.

So I think at this time, if there are no other
questions we do have a question from a Trustee Graham.

PROVOST DAVID: Madam Chair, you never offered me
an opportunity to respond. And let me say, I am
passionate about this institution. I am not hoping
for mediocrity. I am hoping for the very best. I'm a
little bit locked in by the fact that our numbers and
what we are going to be able to change. What we might
put in place right now might not have an impact until
we get to 20 four-year graduation rates, but we have
been working very, very hard on those kinds of things
we can do, like trying to get students out the door
who are capable of getting out the door right now.
And other kinds of things, and if Dr. Palm can give a
little bit of an update, I think that will provide for that context.

TRUSTEE GRABLE: And as the Chairman mentioned, Associate Provost, could we maybe just give some highlights?

DR. PALM: Trustee Graham wanted to say something as well. But good afternoon, Trustees, and thank you for the opportunity.

We have been taking actually a very aggressive approach since the 2010/2011 when the Board of Governors actually directed us to really come up with a retention and student debt reduction plan. We actually have to submit this plan to the Board of Governors staff for an update each year.

Last year, we had the opportunity to and actually it was redesign our office of retention and it was redesigned to the undergraduate's success level, and we took in a lot of the points with regard to student goals and limits success program and implement it into the University. But just in general, some of the things we are putting in place, again, are the new living learning communities, which again, we are going to try and have an impact on those very, very high performing students. We have about four or five of those communities taking place in the fall of 2015.
We have also implemented a data system which is the Blackboard and have the other capabilities to implement. I think Trustee Warren said it the best: You can't improve what you're not measuring, and we know we have to have that data to have the data-driven decisions, as I think Trustee White said, to move that data. I think when we actually see what the data is, we are closing the gap with the student success for our profile, our access opportunity students as well as our regular, and we have to articulate that as we go out into the community.

And yes, we're tracking our students as well as data mining to have some predictive analysis in place. We also put together a University Work Plan Committee, which is made up of faculty, student affairs, and students, and we actually are looking at an ongoing, very aggressive approach to really have a comprehensive and sustainable intervention that positively impacts student's success in four areas: One is faculty interventions, the other is customer service, leveraging of technology, and leveraging the career center to really impact these performance metrics that will make impact as we move forward.

The other thing is that we've actually had several deans retreats. And again, the deans as well
as the faculty are now engaged in this process to really impact and improve metrics, the performing metrics. For example, we know that there are some high failure rate courses and we are going into those courses to redesign in those courses and have a major impact on moving those students forward.

The other thing is that we are doing more diagnostic testing on our students as they come in to make sure we are putting them the right place in order for them to, again, be successful move the Dow up in those former years.

One of the things I will tell you is if we have a strong start, we'll have a strong finish. And those students that we know are performance are again, we're able to handle those students because we know they're coming in. But one of our major issues is students that are regular mets who are testing down into our C prep and developmental study courses, is having a major impact and really clogging up the system.

And so, as we move forward, we have to actually look at the data, to try and address that issue, but also to identify resources to make sure that whenever a student comes here, that they have the support system, we have engagement, we have the whole university involved with making sure these students
are successful.

And so, those are just a few in a very brief while, but I think it would be prudent for us to come back and lay out a lot of different things that are currently taking place; for example, again, making sure that we're reaching out to those first-year students that actually attend fall, 2014, and making sure they are coming back next year; but also, they may have a GPA of lower than 2.0, but we're reaching out to them and to see if they've retaken the course and got a better grade and have them apply for the forgiveness. And so again, be more intrusive and being more aggressive in making sure those students will come back and next fall.

And then the final thing is, as far as graduation rate, we are moving forward with those students. And I've sent out several in the past month to indicate those students are able to graduate, and I unless I hear from them, we are going to graduate them.

Some students are coming back. I had a student that broke down in tears on me the other day, indicating that she couldn't pass this chemistry course that was required for her to graduate. She's taken the course six times as a senior and couldn't graduate. And again, because of our interdisciplinary
studies program she doesn't have to do anything else except for apply for graduation. And so, those are things that are now involved in and have an instant impact on some of those metrics that we're trying to do.

And there's plenty more that I can tell you about --

TRUSTEE GRABLE: We appreciate you just giving us the highlights.

Thank you, Associate Provost Palm.

And I just want to make a couple of comments before I go to Trustee Graham; that is, you referenced the work group. And I know that you and I spoke earlier this week, and I do know that you have students who are involved in the work group, and I do think in talking to you about this a couple of times through our Faculty Senate Committee, that it is important that we involve students in the solutions so it's just not -- we kind of create a more of cycle a loop, instead of a linear solution with the faculty just saying to the administration what we believe, but we need to make sure students are involved.

Also, with regard to that work group, I do know there are experienced professor of the Meritus in the community who are interested in being part of the
solution here at Florida A&M, and these are long-time former veterans who understand retention, and I will pass along a name to you who actually approached me and asked to be involved in helping the University resolve this issue regarding our students and our graduation rates.

At this point, I'm going to turn to Trustee Graham.

TRUSTEE GRAHAM: Thank you, Madam Chair.

Provost David, or Dr. Palm, what students or individuals served on this work group, because I wasn't aware of any of this?

DR. PALM: I have to get their names. One is Steve, and he's part of the -- his name is Steven -- financial aid liaisons. I think there was two of them.

What was the other one, Dr. Hudson? There were two of them.

DR. HUDSON: Joshua Plummons (phonetic) and Steven Smith.

TRUSTEE GRAHAM: Moving forward, as Trustee Grable said, the student's perspective is imperative in my opinion, they are the biggest stakeholders. They need to have a seat at the table and be aware of what's going on.
And being Student Body President and having the ability to appoint student to the committee, I would have loved to place the right individuals in those roles; and if not, me have a seat at the table and be up in it, especially with me being a member, even a rookie, on the Board of Governors.

My second comment to the briefings or updates that you received or the office received from the Board of Governors' staff. I know a couple weeks before each meetings we have individual briefings where we meet with, each Board member meets with the staff, kind of similar to how we do here with Dr. Mangum and our calls, and we can ask any questions and get updates there and mine was kind of brief with my update for the Board meeting being a part of my orientation.

But it's kind of baffling to me they are just -- didn't give you any feedback from the respected governors, and then we got down to Tampa and the majority of them weren't supporting our work plan. So I don't know where the ball was dropped there, but we also want to make sure we utilize our resources.

Several of the Governors spoke to individuals there on FAMU's behalf and offered their services and feedback and gave their personal contact information
to help us prepare to enhance our work plan. So I
would charge you, Madam President, Provost David, to
reach out to these individuals and find out what their
feedback and concerns were, because every vote is
important, and I think while we may be a HBCU and be
at the bottom, they care about us just as much as the
rest of the institutions and want to see FAMU succeed.

Lastly, as part of the improvement plan, as a
part of the Budget and Finance Committee meeting, the
three bottom schools from last year -- if I'm not
mistaken, FAU, New College, and West Florida -- gave
presentations where they provided their plan and how
they involved the students, faculty and their
university committees in making adjustments and
raising their performance-based fundings for over the
past years.

So I would encourage, Provost David, and your
office to work with Dr. Hudson in Student Affairs, as
well as work with the Student Government Association.
We're all here and willing to help move things forward
and make sure we educate students. I know it's
something that a couple of Dr. Grable's students have
mentioned to me. After the Board of Governors'
meeting, she took it upon herself to inform her
students and do some lessons about performance-based
funding, because it's one thing to see it in the
ewspaper or get a press release via FAMUinfo about
what's going on, but a lot of the students just don't
understand and we have a role to play in this as well,
so I am offering my resources on the student side;
anything we can do to make sure we educate our
students and make sure FAMU moves forward forever.

TRUSTEE GRABLE: Okay, do we have any other
questions from the Board members? Or Provost David,
if you wanted to offer any additional comments to help
the Board better understand the activities that are
going on in your office regarding the work plan and
its revision prior to presenting it to the Board of
Governors in September?

PROVOST DAVID: No, I don't think so. The one
additional thing that I will add to Donald Palm's
report is that I have charged that by the middle of
this semester, we will in part -- hopefully relying on
some of the senior Rattlers, who are in the area, who
have also approached me and said they are willing to
help -- that we will be able to do an audit of all of
the students to see where they are, to see if we can
come up with strategies of cohorts of student to
indeed try to make some of those numbers that we can
make.
And the other thing that I am very much interested in and committed to is to making sure we have the technology in place. The institution that we have been conferring with that has made progress on their metrics, have all done the kind of aggressive student advising that we're talking about, and one of the things that they have done and utilized as well, I think, is the degree matching and degree templates and that is something that we will need to beef up our technology in order to be able to offer. But that is something I'm working with the team information officer and others so that we can get the capacity to do that, and that's great, because students can also be informed about their progress if they do it the right way. They will know if they're on track.

And I think Trustee Graham is right that providing students with the information so they can be the masters is very, very helpful.

TRUSTEE GRABLE: Thank you. And Dr. Mangum has asked to make a comment, and I see the Chair will follow.

PRESIDENT MANGUM: Thank you, Madam Chair. One of the questions that was raised at the Board of Governors meeting had to do with the make-up of our student body and the demographics as it related to
student success or student completion rates. There were questions asked about the composition of our student body and the number of students that graduated and what demographics they fell within.

Some may have walked away with the same impression that I did, with the implication that the demographics affects the success rate of our students, or students from certain demographics are more successful in terms of the four- and six-year graduation rates.

So the question I'm asking, as was alluded to earlier or perhaps stated, is, where is the Board and what is the direction that the Board would like us to take with regard to diversifying the student body at, economic, as well as ethnic?

TRUSTEE GRABLE: And I think that's a very good point. At this time, we will hear from the Chairman, and then I would like the opportunity to come back and offer a thought, not specifically in regard to that but in regard to the work group work planning group that's in operation right now, and I would like an opportunity for other Board members to offer a response if they would like to the President Mangum.

Chairman Montgomery.

CHAIRMAN MONTGOMERY: Thank you. And Madam
Chair, a few things:

One, to Dr. Mangum's question. Yes, we do need to provide some direction with regard to the Board's posture and where we believe enrollment should be.

And so, I do believe that is a Board-level conversation that can originate in this committee, but it affects multiple areas -- Budget and Finance, facilities -- it affects so many areas that perhaps that is something we can put back into the Governance Committee and have a discussion, go ahead and make a decision on August 5th where we can have that conversation. All members of the Board are members of that Committee and we can have that conversation.

I would also ask if Dr. Mangum provide other questions that she would like answered so she can get a Board perspective; also being mindful that whatever comes out of that committee does have to go to the full Board for approval.

Back to what Trustee Graham was saying. I'm noticing -- or I'm seeing -- I might be the only one, a pattern, at least with regard to Provost David's responses. I just heard a member of the Board of Governors make some simple recommendations, and I didn't hear the response. I was looking for, "Those were great ideas. We're going to adopt those." I did
not hear that. I heard, "Well, we're doing what we're
doing." And so -- I mean, I'm concerned that -- she
talked about the three schools that moved from the
bottom and moved their way up to where they received
funding, and FAMU moved from where it was in one year
and we dropped to the bottom of the rankings.

And so, in response to dropping to the bottom of
the rankings, what I'm hearing is, "We're doing great
things," but you're not willing to tell the Board how
we're going to move from the bottom, at least to the
middle of the pack, and eventually to the top of the
pack.

So I'm asking the same question. I'm not a
member of the Committee, but I find myself asking the
same question: What are some high -- at what point
will you come to the Board and tell us some high
impact and aggressive ways to tackle these numbers? I
don't accept the premise that, "Well, we made some
mistakes or had some challenges from years ago and
we're just stuck there." I make it akin to the team
that went 0 and 27 last year; that doesn't mean
they're going to lose all of their games this year.

You have to have not only hope, but you have to
have some sort of plan to move us along, and what I'm
hearing is, "We're doing the best we can." And again,
I just don't believe the mediocrity or the average is enough. I would just like some sort of response to affirmative about what you're specifically doing, and, not just doing but how it's going to move the numbers and how we're going to project these numbers.

One final question, Madam Chair: Does the administration plan to bring back to the Board the same numbers, or is the administration going to make adjustments to these numbers in an effort to at least meet the spirit of what was asked at the Board of Governors meeting and also what you're hearing from me today?

That's a question.

TRUSTEE GRABLE: Provost David?

PROVOST DAVID: So I'm not sure of how to answer this more specifically. We believe that intrusive academic advising will move the needle. Intrusive academic advising, because we think it will move the needle and that is one strategy that was used by the schools that were successful. And Dr. Pitter has been talking with those schools, and we have been looking at their plan, and that is something that we were doing that we believe will move the needle.

We have a lot of students who are returning who are taking excess breaks; who are taking classes out
of order; who are taking classes that are above their capacity; and by instituting a program of intrusive academic advising, we believe we will make a difference in our future graduation rate, our four-year graduation rate, and also our APR.

Some of the elements of intrusive academic advising that Dr. Palm has talked about include the Blackboard analytics. It also includes degree mapping. It also includes degree templates or registration templates.

What we're going to do is we're going to say to students, "These are the templates for your curriculum and you cannot deviate from that without permission," as opposed to what we do currently, which is to give students advice about courses that they can take and the students might do something different for a variety of reasons. So intrusive academic advising is one strategy.

A second strategy is trying to improve the academic experience through enhancing our developmental courses and other courses, including our high failure rate courses. We have had a group of faculty working on some of these matters for the past couple of years. The deans have also been talking about that strategy for improving particularly in the
College of Science and Technology and the College of Social Sciences, Arts and Humanities, because those are the two colleges that provide the basic courses for all of the students.

Strategies to improve those courses further, and if we can do that, we can get students out of the door more effectively, more efficiently, and improve our six-year graduation great, as well as our APR.

We are also talking about using our kinds of innovative teaching techniques. Here, I'm trying not to get the cart in front of the horse, but we have asked specifically for the work plan group including the faculty section of that work plain group to come up with five recommendations that they can then give to the faculty about how the faculty can help make the educational experience an experience that is enhanced for the students and as an additional benefit improves the APR, the four-year graduation rate, and the six-year graduation rate.

Because financial aid is such a big issue and finances is such a big issue, I've also asked for our financial stage office, myself, and students accounts office to come up with a way of addressing the financial barriers that are still an impediment for our students. And this might have additional
benefits; we can get more students into work study
jobs, for example; that also enhances the student
success.

So these are big ideas that we believe will move
the needle on all of these numbers. We have the best
chance of seeing the numbers moved on APR, and I am
intending to try and put more aggressive numbers on
APR because those are year-to-year numbers.

On the four-year graduation rate, and we do a
degree on it, we have a better capacity to
understanding how many students are currently on track
for graduation and then implement the aggressive
advising model and get them out the door more quickly;
we might be able to see a four-year graduation rate
and increase rates beyond what's currently projected
in the work plan.

On the six-year graduation rate, that's hard to
move in the short term, but we are going to try our
best to move those as well, and I'm -- I can put a
higher number on the six-year graduation rate for the
out year, but there's no guarantee that these specific
strategies are going to have that much impact on the
cohort that's currently in place, even though we will
do the best we possibly can to get more of our
students through and out the door as we can.
TRUSTEE GRABLE: Thank you, Provost David. I would like to at least get Board members to think about, we may need some sort of special committee of the Board to try to address this particular concern we have about not just the work plan that we are going to present to the Board of Governors in September, but so that we can hopefully come up with some ideas including the one from Trustee Graham.

And I think this cannot be said enough. We must get the students to understand and get them involved in offering solutions. We use convocations for all kinds of reasons; maybe we need to have some sort of campaign on campus. And I'm sure our SGA President, our Board of Trustee member and our as a member of the Board of Governors, that Trustee Graham has the staff among student government and others so that we can try to attack this.

And as Chairman Montgomery said, in a much more aggressive manner. And one of the ways I truly believe, as Trustee Graham and others have stated, is that we have got to get students excited about this and involved in this, because their performance determines the outcome and the results that we see, these statistics we see in the work plan. They must take ownership along with the faculty and the
President.

And I think Dr. Mangum, you have a very good chance as the leader of our institution to get students excited. We cannot ever leave them out. I also want to add that that will allow to create a special committee on improving our metrics overall; that we hopefully can see some differences next year, which is what I think the chairman is trying to say; that we need to see a very aggressive move next year. We can't wait five years out.

Also, I do want to add, and I think the chairman mentioned this, and I had an opportunity to speak with other trustees, as well as the Chairman and Trustee Woody when we were in Tampa at the BOG meeting, and Chairman Montgomery's suggestion that we include the Board.

And I will go a step further, and I've already spoken to you, Provost David, about this: I know that one of the universities suggested to me that the night before they presented their slide presentation to the Board of Governors, that they had a meeting among various groups on campus -- faculty, Board of Trustees, and the administrative team that was actually presenting the slide presentation -- and they sat there and went through a mock slide presentation
to the Board of Governors that they had planned and
decided what they thought was most convincing or most
effective in suggesting to in terms of presenting
their presentation to the Board of Governors.

We're all in this together. It takes a variety
of our constituency to do this and I don't want to
resort to lecturing -- I almost feel I'm in class
here -- but I do want us to recognize that the more
people involved, community members, which I've heard
Provost David say -- and I will pass on names.

And the last thing. I think we can also put the
progress and some of the ideas and at least the
members of this work group out online so that if
anyone has access to our site and wants to offer
suggestions, I think we're at that point.

I recall in Chairman Montgomery, as well as
Trustee Woody and Dr. Mangum, you may recall, that the
platform is on fire. That is a comment that came from
a Board of Governors, and I see the President nodding.
So this is not just about the administration.

We have to help in making sure that we have the
best and all minds at the table before we start to
attack this. So Board members, I would like to
suggest that we consider a special committee on trying
to meet the goals that we set in our work plan; those
aggressive goals that the Chairman is talking about, and have that group in place or certainly organized for our Board meeting, if not August, then I think it would be the November meeting. President Mangum?

Okay. A November Board of Trustees meeting. And that's the motion I'm going to put on the floor right now.

No takers?

TRUSTEE WOODY: Chairman, this is Trustee Woody. I'll make that motion; I'll join you on that.

CHAIRMAN MONTGOMERY: Point of information, Madam Chair.

TRUSTEE GRABLE: Yes.

CHAIRMAN MONTGOMERY: Point of information. Our operating procedures would prevent us from doing so given that the work plan discussion would fall under the purview of this committee. What it would allow is for you, as chair of this committee, to appoint a subcommittee that would then report out to this committee and then proceed in procession to the Board. So you have the ability to bring about a subcommittee of this committee, and those individuals can bring those recommendations to you, and then it can proceed out of this committee to the Board. But to do the work plan, it would be within the purview of
the entire community.

TRUSTEE GRABLE: Thank you. And I'll accept that point of clarification and alter --

Trustee Woody, your motion, so it would be a subcommittee. And if you would, make that motion again with that change.

TRUSTEE WOODY: Yes, ma'am. I will make that motion.

TRUSTEE GRABLE: Okay. It's been moved; do we have a second?

TRUSTEE ALSTON: Second.

TRUSTEE GRABLE: All in favor, or is there any discussion?

TRUSTEE WARREN: Yes. Madam Chair, this is Trustee Warren.

TRUSTEE GRABLE: Hello, Trustee Warren.

TRUSTEE WARREN: That it could not be undertaken by the Academic Affairs Committee.

TRUSTEE GRABLE: I'm not thinking about it as being so large; I think it's really much more pointed. We're taking a look at these performance measures and in making a goal of trying to have some movement using Provost David's term of the needle by the next year. And we know the schools have done that. I think Trustee Graham mentioned that and so did the chairman.
The University of West Florida made a major change and they came out in a better position this year.

Other questions? Comments? Further discussion?

TRUSTEE GRAHAM: Madam Chair, a quick question? Will this committee be -- what will be the objectives of this committee? Will it be to follow up on the current work plan or use this over the next academic year to make sure that we meet those metrics and things are in place on the University side, so we don't run into this on the future. Will this be an ongoing process?

TRUSTEE GRABLE: I think we can limit it in this year, in terms of making a difference in the outcome next year of our meeting the perform metrics. I think at this point we may be a little late for this year, because this particular work model that we're revising has to go back to the Board of Governors in September, so I think this year we missed that opportunity. And I'm suggesting an opportunity for next year.

TRUSTEE LAWSON: I have a comment on the Committee. And similar to Trustee Warren, could not the Academic Affairs own this with the responsibility of updating the Board going forward?

TRUSTEE GRABLE: And if that is the preference of the Board, I would be fine with that as well.
TRUSTEE LAWSON: One other comment, may I?

TRUSTEE GRABLE: Yes, Vice-Chair.

TRUSTEE LAWSON: I was just looking at the 10 criteria online for performance-based funding, and we've only talked about in this setting, maybe five, maybe six of them, so there's four more that we haven't discussed. One of which is unique to UCF. I would really like to understand what that one is and how they were able to get a unique one in addition to the other two which is given by a Board of Governors and then the last one is decided by the individual trustees per the institution.

So if you look at the current performance funding model that's online -- assuming that I did look at the current one -- you see one unique criteria that the other institutions don't have. So my question is, why can't we have a unique one, obviously, would be the question?

So that's the one question I have, and it goes back to trying to influence our own destiny by being a part of the process around how these objectives are decided. And again, that's been a burning question that I've had for several meetings that's yet to be answered.

So Madam Chair, what I would ask as a non-member
of the Committee, if we can have an update from your Committee on what's our approach to trying to influence the metrics, as well as how the metrics are evaluated; and then secondarily, making sure that we have a work plan or a process addresses all 10 of the metrics that are run through your committee for review.

TRUSTEE GRABLE: Okay. First of all, we're going to seek to get an answer to your question. I see three people standing there; is that going to be you, Attorney McKnight?

ATTORNEY MCKNIGHT: Yes. We have a motion and second on the floor. We need to resolve that before we answer your question.

TRUSTEE GRABLE: Okay. So you're saying that I can't get an answer to the question first because that's part of the discussion that will influence the vote?

ATTORNEY MCKNIGHT: If that is the case, yes. If it influences the Academic Affairs Committee in terms of their decision facts that Vice-Chairman Lawson is not a member of the Committee, yes.

TRUSTEE GRABLE: So at this point, we're going to get an answer and then we will call for the vote and move from that point on.
Okay. Associate Provost Palm or Dr. Pitter, would either of you be able to respond to Vice-Chair Lawson's question?

DR. PITTER: I'm sorry. I'm not aware of the process of which UCF was able to do that, so we will examine it and have conversation with the BOG staff to see how we might get additional unique criteria.

TRUSTEE LAWSON: It was objective number 8B. There's an 8A that all of the institutions are tied to, but there's an 8B that's unique to that one institution.

TRUSTEE GRABLE: So we will get information back on that. With that said, I am hearing that there is more interest in us making this a project for our Academic Affairs Committee, so Trustee Woody, would you be willing to drop your motion and we'll just consider the suggestions that I think I'm hearing from the Board to avoid --

TRUSTEE WOODY: Madam Chair, I would be happy to. I'm just going to say that you're absolutely right and I'm in agreement with you.

TRUSTEE GRABLE: Thank you, sir. So that will negate the vote, Attorney McKnight? All right. And we will make this a particular task of our committee. And I'll work with you, Provost David, in us trying to
address some of the suggestions that were offered by
the Board and want to thank you for being available on
the phone because I know you are on travel, and we
appreciate it.

TRUSTEE GRAHAM: Madam Chair?

PROVOST DAVID: Madam Chair, it was my pleasure.

As I think I have indicated in the past, formal
metrics are very important to me, and what I would
like to do is work with you to have a special extended
committee meeting because I think a lot of what we're
trying to explain is without having what we call a
deep dive into the metrics, and understanding how they
operate so that you can appreciate why we think the
effort that we're undertaking are going to make a
difference and you can hopefully also appreciate even,
if you disagree with my caution, in terms of what
metrics we're going to be able to make a significant
amount of progress in short term as opposed to the
long term.

And let me just say, we're delighted to engage
students and that's something that Dr. Palm has not
mentioned, but he is trying to come up with a student
friendly handbook. We would like to have a web app
and we would love to have student -- and I'm sure he
will reach out to Trustee Graham about how we might
engage students in getting information out to students
and also to get the students' ideas.

TRUSTEE GRABLE: Thank you, Provost David. And
we will now, if there are no questions of the Board
regarding this particular issue, information item, we
will move on to the low productivity report.

Okay. So there are no further questions and
Dr. Pitter will now present the low productivity
report.

DR. PITTER: Thank you, Chair Grable. Good
afternoon, remnants of the Board of Trustees, and
President Mangum.

BOG regulations that requires that Board staff
work with Counsel of Academic Vice-Presidents or CAVP
to propose existing programs to facilitate
collaboration on articulation and coordination of
academic program delivery across the State University
System. Part of this regulation is the periodic
systemwide review of academic program productivity.
The CFUP work group is scheduled to meet on August 12,
2015, to discuss the programs on a low productivity
list for each institution and make recommendations to
the Board of Governors at the September 2-3 meeting.

You have as an attachment to this agenda item the
FAMU programs that did not meet the minimum thresholds
of program productivity. The thresholds for degrees award within a five-year period are 30 for baccalaureate programs, 20 degrees for masters, and 10 degrees for PhD programs.

FAMU did have several programs on this list for low productivity, but you would note that many of them have already been terminated by the Board of Trustees or they have been suspended.

FAMU is proposing to extend one more program with low enrollment; that is, the BS in technology education, or also known as trade and industrial education. This program was previously flagged by the CAVP work crew for particular consideration for termination or suspension, and the program has not improved in enrollment or productivity since that time.

There are other programs on the list which are from the joint College of Engineering, so when you combine FAMU's degree production with FSU's production, those programs do meet the threshold criteria, except for the masters and PhD in chemical engineering and environmental engineering. There's also an additional program, which is a cooperative program with the University of Florida, which is the PhD in entomology; and UF's program does meet the
threshold criteria.

There are two programs that are relatively new, which is the BS in information technology and BMS curriculum in instruction, which have not been in existence long enough to have degrees awarded in all of the years under consideration.

There's a third new program, MS-4 management, which has already met the threshold criteria. This leaves 17 programs at various degree levels. Some of them, such as the bachelors in African-American history, are opportunity programs, in that they package courses that already offer viable programs, and so there's no net additional cost for offering these programs; in our departments where the same faculty teach at multiple-degree levels, and they also produce external research fundings, so they're productive in various ways, all though one their programs may meet the threshold.

Also, some of the programs, even though they don't meet the BOG threshold, they serve an important need for the state and for the nation as a whole in producing African-American graduates in high-need areas where African-Americans are severely unrepresented. For example, the masters in Environmental Science ranks second in the nation in
production of African-American graduates.

So all of the departments in which the 17 programs are housed are productive through the varying combinations of teaching at multiple levels, teaching service courses, and also obtaining external research funding.

The programs that the University is requesting be continued has specific plans for increasing enrollment and the degree production that have submitted by the colleges and schools and these are summarized in the attachment that you have as well.

Madam Chair, this concludes my presentation.

TRUSTEE GRABLE: Okay. Thank you, Dr. Pitter. Do we have any questions from the Board members regarding Dr. Pitter's report?

Okay, I'd like to ask just a couple questions. On the Environmental Science program, I noticed that in the corrective action plan that there was a suggestion that -- and I think this was truthful in one or two other programs -- that their faculty would consider creating new gen ed courses.

Could you elaborate a little bit on that, Dr. Pitter?

DR. PITTER: Yes. Increasing general ed courses while not directly impacting the degree productivity,
it could have been a couple of ways, to help that unit be more productive so gen ed courts are taken by students across the institution. This would increase the FDE productivity of that unit, and indirectly could also have been to recruit more students into their major, because as students across the university become exposed to a gen ed course -- for example, in environmental science -- it could trigger interest in those students in actually majoring in that field.

TRUSTEE GRABLE: And that would be true for the others.

DR. PITTER: Yes.

TRUSTEE GRABLE: Whenever we create gen ed courses from a specific unit, they would be available to any student in the university to take those courses?

DR. PITTER: Yes.

TRUSTEE GRABLE: Thank you. Are there any other questions or comments for Dr. Pitter on that report? Okay. Now we will now move on to the enrollment update from Provost David.

PROVOST DAVID: Thank you, Madam Chair. We have actually already discussed the enrollment review, and this is an opportunity for me to give you an update on some of the things that we have been talking about on
campus; and again, not as an action item but as a preliminary matter. And we have already talked a lot about those in the work plan discussion, so I would just add to that a couple of things:

One, is that we have been talking about -- I think this also feeds off of the idea that some of our programs had lower enrollment than what we would like. We have been talking to the Deans and arranging a new system so that the Deans and the colleges can more actively coordinate in the recruitment and admissions, and by President Hudson's shop so that they may be better partners in trying to recruit students.

So I have asked the Dean to identify who is going to be their student recruitment contact. Some of the colleges already have such person in place, and some of them do not, so I'm asking them to identify such persons and I'm going to convene the meeting so everyone can be on the same page in terms of messaging and in terms of the best appointment; and also, in terms of how the colleges can intervene in a positive fashion and positively impact our recruitment efforts.

And also, for the same reasons, financial aid. The timing of scholarships, that those departments have scholarships can offer them; how they can tie them to better impact in a positive fashion or
recruitment of students or something that would be coordinating on much more significantly.

So with prior discussion of different things we're thinking about in terms of enrollment, I think that will conclude my update at this point.

TRUSTEE GRABLE: Thank you. Are there any questions from the Board regarding Provost's enrollment update?

TRUSTEE SHANNON: Madam Chair, you had earlier asked a question about providing ideas to President Mangum and Provost David around improving our issue with respect to equity and diversity, and I would be more than happy to follow up off line with you, Provost David, regarding that, because there are some very identified -- very clearly identified constituents that, for instance, most employers are focusing on improving --

PROVOST DAVID: You're breaking up.

TRUSTEE SHANNON: Oh, okay. I'll get closer to the mic.

There are some very clearly identified constituents that most employers have identified that they're focused on, and so it follows that as a university, we should be producing graduates in that constituency base: Veterans, disabilities, LGBT. If
we are not penetrating the market of mill students
then we need to do that, but there's all kinds of
things we can do.

I think what we failed to hear earlier was there
was an active plan in place that clearly identified
what groups will be going with a goal to improving the
diversity of the campus. I don't think we should set
out trying to boil the ocean and follow a broad
definition of diversity, but there are some ones that
are clearly low-hanging fruit that we can work with.

TRUSTEE GRABLE: Thank you. And I think that's a
very good comment, and of course, I'll be looking
forward to us talking more about that.

Dr. Mangum?

PRESIDENT MANGUM: Thank you, again, for the
opportunity to follow up on that. I am very happy
with individual conversations, but to get to a Board
policy or position, we do need to have the Board talk
about it as a group so that we can understand where
they may be willing to come to a consensus about what
we should pursue, because I may get 12 different
thoughts.

TRUSTEE SHANNON: Okay. Well, let's start the
conversation and then if that's a following step --

PRESIDENT MANGUM: I would appreciate having a
Board conversation at some point so that the team is clear and the community is clear.

Thank you.

TRUSTEE GRABLE: Thank you, Dr. Mangum, and we will follow up on that.

At this time then, are there any other questions about the enrollment update?

If not, we will move on to Provost David who will provide us with the Academic Affairs update.

Provost David?

PROVOST DAVID: Thank you very much. I will give a couple of updates about things that are going on in my office, and then I have two specific questions that people wanted to have to input from me on.

First, let me tell you that I'm delighted in that I've almost completed the process of working on drafting in my office. There has been some positions that have been lost in the economic downturn that we've been able to recapture, and we've recaptured them in a way that I think improves the impact that they will have on the University.

So, in the prior existence, there were -- I believe the title of associate is Vice-Provost, Associate Vice-President For Academic Affairs. And what they did was they divided up the issues that came
out of the colleges among them on a college grouping basis.

And what I have done is to recapture one of those positions and reformulate a couple of other positions, and do it on a pneumatic basis.

So for now, going forward from now, Donald Palm is the Associate Provost for Undergraduate Education and Student Success. We have a new Associate Provost for Faculty Affairs and Faculty Development, Dr. Jean Boston (phonetic.) We also have on board, finally filling a vacant position, a new Vice-President for International Education, (inaudible), and another reformulation, instead of just being the Dean of the Graduate College they will have an Associate Provost for Graduate Education and the Dean of the Graduate College; that position is not quite complete, but I hope to have it finished in the next week. Unfortunately, my travel has delayed that.

I think these alignments will allow us to better coordinate and also better provide support to the community, so Faculty engagement is going to be a high priority for Dr. Boston since she is already working on faculty redevelopment, faculty tenure and promotion planning, and all sorts of other things, as an example.
A couple of other things. We're moving towards finalizing the plans for the annual faculty seminar. We have expanded this seminar by a day in order to have special sessions for brand new to FAMU faculty and also for faculty who were on the tenure track so we're very excited about having that kind of coordinated outreach to special groups of faculty and part of our faculty seminar.

We have a team, as I've mentioned, who are continuing to (inaudible) capture group ideas for teaching intervention and workshop, and I am very happy to continue supporting those.

And the last thing I'll mention is that even in advance of the redesign of the west side that is plans for the entire University, we're working on restructuring the Office of Academic Affairs so, again, various constituencies will be able to come to the site and easily navigate information that is important to them, so I'm looking forward to making progress with those areas.

I was asked to provide some additional information about where things are at with regard to the College of Engineering. There have been a number of committee meetings over the course of the summer. These committee meetings have focused on the FAMU
experience and have included representatives from
FAMU, FSU, and the Board of Governors office, as we
work to try and streamline some of the matters that
interfere with student success. And one example being
that the College of Engineering does not currently
have, although we hope to fix this in the near
future, its own Blackboard site so that students won't
will have to go to different Blackboard sites to get
the information online for their courses dependent
upon which system faculty member happens to use.

So we're looking to try and find ways to removing
those barriers and making it easier for the student.

As part of that, Provost informed have a very
strong working relationship. She and I actually went
to a (inaudible) from the Board of Governors' staff,
and met with students in classes over the summer to
talk with them about their student experience and get
some additional ideas.

We've also had opportunities to talk. I have had
specifically an opportunity to talk or with the
Associate Dean, Reginald Perry (phonetic) in order to
answer questions about where things are and to try and
get more information out. And then, of course, the
big issue is, first, we have put out a request for
proposal from three firms that have had a good
experience in recruiting experience recruiting
engineering deans, and I expect to be able to resolve
that matter and certainly have a firm selected and on
board in the next couple of weeks --

TRUSTEE GRABLE: Okay. Provost David, we are
running over, and I have been told that we need to
wrap it up, so I was hoping we could just quickly get
to your last update, I think, and we could offer an
opportunity for you to share the rest of what you
wanted to say at another time.

PROVOST DAVID: My last update was to basically
respond to questions about the FAMU-DRS. I believe a
number of Board members received an e-mail from an
anonymous source, although there is a name there, the
name is a fictitious name, highlighting a variety of
complaints about DRS.

We investigated immediately those issues that
relate to government so --

CHAIRMAN MONTGOMERY: Point of clarification.

TRUSTEE GRABLE: Provost David, just one moment.

CHAIRMAN MONTGOMERY: I'm going to ask that you
refrain from, given where we are some other legal
issues with DRS, that we refrain from that verbal
report at this time. There will a time in the future
to make that report and if you would confer with --
I'll get with Dr. Mangum and Attorney McKnight, but let's just hold off on the discussion of DRS today.

TRUSTEE GRABLE: And the last item you have, Provost David, was related to BTNC?

CHAIRMAN MONTGOMERY: Madam Chair, I'll say this. We appreciate the comments. Most of what we're hearing, it would be helpful to simply have received the information. Please don't take it as a criticism; it's an observation in a positive way in an attempt to move this forward instead of receiving 50 minutes of comments that could have been presented in writing or in the form of a PowerPoint or some sort of presentation.

We appreciate that, but this isn't the way to actually do it, so what I'm going to suggest is Dean Kimbrough's update and we have that provided to the committee members and also presented to the Board.

Also, as we move forward, in an attempt to move these agendas along, the way I approach it is the Committee chairs have the autonomy to have their meetings and to conduct the business as they see it. But with this Academic Affairs, it seems to be heavy on reporting that in most cases could have been shortened by more frequent communication with the Chair of the committee, more frequent communication
with the Board Chair, so that many of these questions
would have been asked or many of the things that would
have been presented would have been before the Board
before now.

So Dean Kimbrough, and if I may, Madam Chair, I
suggest she simply to provide the update in writing
and then we're in a position where we can go ahead and
conclude this conversation.

TRUSTEE GRABLE: Okay. And Provost David, I know
you heard the Chairman. And we thank you for your
comments and we will allow you to return to your
travel responsibilities.

And if there's nothing else or no additional
business before the Academic Affairs Committee, this
is of the Committee is closed.

(Committee meeting concluded.)
CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF LEON)

I, Yvonne LaFlamme, Florida Professional Reporter and Notary Public, certify that I was authorized to and did stenographically report the foregoing proceeding; and that the transcript is a true and complete record of my stenographic notes.

I further certify that I am not a relative, employee, attorney, or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor am I financially interested in the outcome of this case.

Dated this 28th day of JULY 2015.

__________________________
Yvonne LaFlamme, FPR
Court Reporter
Notary Public
State of Florida at Large