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STATE OF FLORIDA
FLORIDA A&M UNIVERSITY

IN RE: ACADEMIC AFFAIRS COMMITTEE

COMMITTEE 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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P.O. BOX 3093
TALLAHASSEE, FLORIDA 32315
(850) 697-8314

1 from both of those meetings, are there any
2 corrections?

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

5 TRUSTEE BOYCE: So moved.

6 TRUSTEE GRAHAM: Second.

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

10 (All answer affirmatively.)

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

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

17 PROVOST DAVID: Yes, I am.

18 TRUSTEE GRABLE: Okay, good morning, Provost
19 David.

20 PROVOST DAVID: Good morning.

21 TRUSTEE GRABLE: Thank you. We have four
22 information items that will be presented today, and
23 the first informational item is an update on the
24 progress of the University's revised work plan for
25 2015/2016. I think all of the board members received

1 via -- and I want to thank Trustee Alston -- a copy of
2 the FAMU presentation as well as the Auditor General's
3 report at the Board of Governors meeting that was held
4 last month, and the Provost's Office, Provost David
5 has had an opportunity to pull together a work group
6 that is addressing the concerns expressed by the Board
7 of Governors.

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

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

20 One of the things that is challenging in our
21 conversation is that the numbers that we presented, in
22 particular with regard to academic progress rates and
23 future graduation rates are numbers that are really
24 grounded in reality, and they are grounded in our
25 likelihood of being able to move the needle based on

1 the student body that we have at this time.

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

12 Let me tell you a few of the feedback that are
13 important for framing parameters from the Board of
14 Governors. One, is that they actually concur,
15 particularly with regard to the ACR -- the academic
16 progress rate. If you recall them -- (inaudible) in
17 one year and come back the second year with a GPA of
18 2.0 or greater; and the future graduation rate, they
19 confirm our projection; that our projection based on
20 our student body are stretch goals for us; that we
21 will have to work very hard in order to meet the
22 numbers and the projections we have in the work plan.

23 They also gave us some confirmation on the other
24 ways that we were approaching and putting together the
25 numbers and the targets in the work plan. They did

1 identify some specific concerns four Governors had.
2 One was on the size of our student body, and in our
3 work plan we show a modest increase in the size of our
4 student body. This was a plan because a number of
5 factors, including, that the size of the student body
6 has an important impact on the cost to degree, which
7 is another one of our performance indicators and one
8 where we actually don't do very well compared to the
9 rest of the SUS and could do better if we had a larger
10 student body.

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

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

23 DR. PITTEr: The projections on pages 14 and 15.

24 TRUSTEE GRABLE: Okay, Provost David. Please
25 continue on.

1 PROVOST DAVID: So, in terms of the enrollment
2 projections, they were very concerned about our
3 growing because they think quite likely that if we are
4 working hard to improve the outcome for our students,
5 adding to the size of our student body can complicate
6 that.

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

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

1 experience. So we want to limit that number; that's
2 the first statement about the policy.

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

8 A third action that are talking about is whether
9 or it's not a part of our revised work plan, which
10 means there is an opportunity to push boundaries on
11 our non-resident recruitment. There is a system-wide
12 90:10 percentage where you're supposed to have 90
13 percent of your students be residents and 10 percent
14 of your students be non-residents. That is a
15 system-wide requirement of each school to be a little
16 above or below those targets, while the system is on
17 target. And I think we can ask the Board of Governors
18 if we can have a little bit more leeway so we can
19 specifically reach out to the Rattler network and make
20 sure we're recruiting the best and the brightest
21 students.

22 Then finally, we're also talking about trying to
23 strengthen our recruitment of transfer students. And
24 so all of those will have an impact on the size of our
25 student body. We're still working through that, but

1 likely, we will present at the Board meeting in the
2 August meeting -- the committee meeting and then to
3 the Board -- a revision to the size of the student
4 body.

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

13 TRUSTEE GRABLE: No, please continue.

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

18 They are also concerned about the number of new
19 degree programs that were listed. They view it in the
20 same way they can view the size of the student body;
21 that if we are really focusing on what we are trying
22 to do to maybe prove the outcomes for the students,
23 that we should not focus on that and not have
24 additional degree programs. So we're going to
25 reconsider that list and most likely tear it down.

1 And then finally, they are just generally
2 concerned about being sure they understand what we are
3 planning to do to enhance student success, and in a
4 moment, I'm going to turn it over to Dr. Palm, because
5 he can tell you a little bit more about the specific
6 things that we've been working on since -- well, since
7 before and after the Board of Governors meeting.

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

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

23 TRUSTEE GRABLE: Okay. What I would like to do
24 here, Provost David, is that the work plan is a lot of
25 information, a lot of statistics, and a lot of

1 potential nuances here. I would like to give the
2 Board members a chance at this point just to ask
3 questions related to this work plan, and the report
4 that you gave, along with the transcripts that they
5 have had a chance to take a look at.

6 Trustees, do you have questions?

7 TRUSTEE LAWSON: Yes.

8 TRUSTEE WOODY: Madam Trustee, this is Trustee
9 Woody.

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

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

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

20 PROVOST DAVID: Yes, we will be.

21 TRUSTEE WOODY: And my next question is, one
22 thing I heard very clearly, and maybe you can answer
23 it very specifically, in reference to something that
24 is somewhat shocking to me but I'm new on the Board,
25 is you know, 61 percent of our students are not

1 graduating. What kind of response are we having in
2 relation to that?

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

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

19 When I talk about what their needs are, there are
20 a few. One is that often come in and have what we
21 call developmental needs, so they are not ready to go
22 in to some of the college level courses in math and
23 English and science, for example. And so, we have to
24 provide support to get them up to the point where they
25 can take those classes, and even then, they might not

1 be as successful as necessary for the majors that they
2 are looking to earn, so that means spending a lot of
3 extra time and a lot of extra work.

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

15 And then, I believe that having more aggressive
16 academic advising and having policy -- not policies,
17 but mechanisms in place that are more proactive and
18 help students. So for example, we have a requirement
19 now, or had a requirement up until a couple of weeks
20 ago when we changed it, that students apply for
21 graduation. We are going to say that you don't have
22 to apply for graduation; that if you're ready to
23 graduate, we're going to try and reach out to you and
24 let you know the options you have for graduation.
25 Because a student might be very much focused in

1 graduating in a particular area and not actually
2 appreciating that they have done the work and can earn
3 a degree in a related area to give them satisfaction
4 and career advancement of what they're hoping for.

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

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

14 PROVOST DAVID: I'm happy to.

15 TRUSTEE WOODY: Thank you.

16 TRUSTEE GRABLE: And Vice-Chair Lawson.

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

22 I think in my mind, a couple of things come to
23 mind: One, we have to look at what our true mission
24 is as an institution. And historically, it has been
25 one that has reached out to a broad spectrum of

1 students, some truly prepared for the rigors of
2 college and some that need some extra help, but we had
3 always been an institution that provided both sets of
4 students with an outstanding opportunity to achieve a
5 strong education that was a marketable degree in the
6 open market. So I feel like, one, we have to look at
7 what our true mission is;

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

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

1 Provost: What are we doing to influence?

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

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

24 PROVOST DAVID: So the Board of Governors has
25 actually been talking about -- they talked about at

1 this meeting -- changing some of the metrics, and they
2 have allowed for us to have the opportunity to give
3 them input into that. That input comes in through a
4 variety of places. I know the Board of Governors
5 staff, for example, has said that they have been
6 talking about what they perceive works and doesn't
7 work in the metrics, and the performance metrics
8 specifically, and the metrics overall.

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

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

1 than we would have.

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

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

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

21 My first question is, did we have any input back
22 from the BOG's staff when we initially submitted our
23 plan? I do understand and I, too, like Trustee Woody
24 was down in Tampa at the meeting, and I wondered what
25 were the indications we were getting back from them

1 regarding that initial plan? Because I know there's
2 a lot of work with that staff down at the BOG to make
3 sure that our plan did meet with the criteria that was
4 established and would have hopefully indicated to us
5 and would have a greater likelihood of being accepted
6 by the BOG.

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

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

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

25 PROVOST DAVID: Well, what I think is

1 different -- I can't tell you what was different in
2 terms of how the Board of Governors themselves
3 appreciated the plan differently from the Board of
4 Governors staff. The Board of Governors has that
5 ability. What I think is different now is the Board
6 of Governors has given us an opportunity. They said
7 in the meeting and in private or separate
8 conversations that I had with a number of them
9 afterwards, that they are receptive to hearing us come
10 up with a plan that might move some of the boundaries.

11 For example, non-residents was one that they
12 mentioned. Non-residents could include for us, also,
13 international students, so I think that provides us an
14 opportunity to think about how we're reaching out to
15 our body across the Florida borders.

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

23 TRUSTEE GRABLE: I do want to go back to that
24 cost of degree issue, but I will at this time ask that
25 Trustee White to ask his question or questions.

1 TRUSTEE WHITE: Excuse me. I'm not a member of
2 the committee, but it's sort of a couple of
3 observations. So my understanding on the APR, that's
4 for the entire population, correct?

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

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

14 DR. PITTER: Yes.

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

23 And then the final observation is that I think
24 the reality is that we're going to be living with --
25 because this six-year rate reflects students that were

1 admitted in 2009, so I know that vice-president could
2 tell us when we adopted the formal policy about
3 lowering the -- so it's 2010 when we adopted a formal
4 policy around reducing the number of profile admits.

5 So realistically, we can take a look at the data
6 out there on a year-by-year basis and give ourselves
7 some reasonable approximations about what that number
8 will be next year because you're dropping off at the
9 very beginning and you're adding one at the end.
10 Realistically, we're going to be living with the
11 impact of everyone up to 2009; those numbers are going
12 to be there for a few years so I would hope that where
13 we can demonstrate to the Board of Governors is -- and
14 to everyone is that the things that have taken place
15 since 2011/2012 and for this administration on a
16 year-by-year basis, on an annual basis, are not
17 showing a trend that's positive. So even though they
18 may request the aggregate data to compare with
19 everybody else, hopefully by showing some regularity,
20 we can show the impact of our decisions on a more --
21 on a shorter term basis.

22 PROVOST DAVID: Can I please add something?

23 TRUSTEE GRABLE: Yes, let's hear from you,
24 Provost David, and then the Chair would like to ask
25 some questions, but I also see Associate Provost Palm

1 looking like he's chomping at the bit to respond to
2 what Trustee White said, so we will start with you,
3 Provost David.

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

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

23 And the other thing that I will say Trustee
24 White, is that you're exactly right. We have shown a
25 lot of progress. In 2009/2010, the APR was 57

1 percent, and as we decline, the percentage of AOS
2 students or profiled students, as they're referred to,
3 the APR has increased from 57 down to a dip of 54
4 percent and then into the 60s and into the 70s which
5 is where we are right now.

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

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

17 TRUSTEE GRABLE: Thank you, Dr. Mangum.
18 Chairman Montgomery?

19 CHAIRMAN MONTGOMERY: Thank you, Madam Chair.

20 Provost David, I wanted to go back, to I thought
21 I heard you saying we would be bringing or having
22 discussion with the Board, revisions to the size of
23 the student body. And the way I was hearing it was
24 the decisions would not be made without Board input.
25 That type of discussion, in my opinion, doesn't need

1 to necessarily come from the administration; it needs
2 to be a conversation with the Board about what the
3 Board's vision is in terms of how we should move
4 forward.

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

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

1 future.

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

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

17 The second was in the area of first time in
18 college graduation rates. And so, on the four-year
19 trends -- and I appreciate comments from Trustee White
20 with regard to us being locked in based on where our
21 students are, but the comments from the Board of
22 Governors as I heard them were that 12 percent of our
23 students are graduating in four years. To say that
24 we're projecting three or four years from now that
25 number would only rise to 17, I quite frankly --

1 missed opportunity -- I quite frankly agree we should
2 look at ways to make that a more aggressive number. I
3 heard you said our number is routed in reality -- and
4 can I caution you -- our posture as the Board should
5 not be able to go back to the Board of Governors and
6 would be, in my opinion, an insulting way, and say,
7 "Our numbers are reality and your numbers are not."

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

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

24 And then, on the number on the annual gifts
25 received, if you can go from 3.3 million in one year

1 to a projected five, and I think from the number and
2 we saw the number was actually the larger number, why
3 would we then go back to a flat trend over the
4 subsequent three out years?

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

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

19 PROVOST DAVID: So, thank you.

20 First, the enrollment plan will be part of a
21 revised work plan that will come to the Board of
22 Trustees, and so I would anticipate that we would have
23 the kind of conversation about that proposed
24 enrollment plan through the Academic Affairs Committee
25 and through the Board of Trustees.

1 I appreciate your comments about the Board of
2 Governors and how we might try and let them know. I
3 think the staff has been telling them that they
4 believe that the plan is valid, but I appreciate the
5 strategy that you had suggested.

6 And in terms of the numbers you have pointed out,
7 I can speak to the ones that are related to academic
8 affairs. I can tell you that for example, our 2015,
9 we projected a 2016 goal of 39. Right now, based on
10 the number of students who graduated in May, we're at
11 36 percent, and if we are lucky, we'll be able to pick
12 that up by one or two percentage points. We're also
13 similarly down on the four-year graduation rate.

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

23 And I'll just make one comment about graduate
24 degrees awarded. Graduate degrees awarded continues
25 to be quite a challenge for us, particularly with

1 regard to loss of enrollment, which is still on a
2 national downturn, and that's why we're modest in
3 those projections, even though we're hoping to be
4 growing some of our PhD and other professional
5 programs.

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

10 CHAIRMAN MONTGOMERY: Madam Chair?

11 TRUSTEE GRABLE: Yes, Chairman Montgomery.

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

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

21 I'll give you one example. If we're projecting
22 that the graduation rates of four years and six years
23 will stay or will grow at one or two percent per year,
24 look at one of the other SUS institutions did: When
25 they had graduated students they did it on a mandatory

1 basis, so their numbers shot right up. We had other
2 institutions -- I mean, FAMU is dead last right now in
3 performance funding. And so, if we're dead last, and
4 we just say, "Well, based on our populous and where we
5 are, we're going to remain mediocre for several more
6 years;" what you're saying or what I hear is, you're
7 projecting that we're continuing to lose money for
8 several more years and we're okay with it.

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

18 TRUSTEE GRABLE: Provost David, did you want to
19 offer a response to that? And let me just add that I
20 think that the Chairman is on point with that.
21 Because you mentioned the doctoral degrees awarded,
22 and when we look at 2015, just 2015, we have our work
23 plan 23 doctoral degrees awarded, and I'm going to
24 jump a little ahead to a report that Dr. Pitter will
25 give us later during our committee meeting, and it's

1 my understanding that those research doctoral degree
2 criteria from the BOG would require that we graduate
3 at least, what, 10? Is that per degree, per program?

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

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

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

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

1 little bit of an update, I think that will provide for
2 that context.

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

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

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

15 Last year, we had the opportunity to and actually
16 it was redesign our office of retention and it was
17 redesigned to the undergraduate's success level, and
18 we took in a lot of the points with regard to student
19 goals and limits success program and implement it into
20 the University. But just in general, some of the
21 things we are putting in place, again, are the new
22 living learning communities, which again, we are going
23 to try and have an impact on those very, very high
24 performing students. We have about four or five of
25 those communities taking place in the fall of 2015.

1 We have also implemented a data system which is
2 the Blackboard and have the other capabilities to
3 implement. I think Trustee Warren said it the best:
4 You can't improve what you're not measuring, and we
5 know we have to have that data to have the data-driven
6 decisions, as I think Trustee White said, to move that
7 data. I think when we actually see what the data is,
8 we are closing the gap with the student success for
9 our profile, our access opportunity students as well
10 as our regular, and we have to articulate that as we
11 go out into the community.

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

24 The other thing is that we've actually had
25 several deans retreats. And again, the deans as well

1 as the faculty are now engaged in this process to
2 really impact and improve metrics, the performing
3 metrics. For example, we know that there are some
4 high failure rate courses and we are going into those
5 courses to redesign in those courses and have a major
6 impact on moving those students forward.

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

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

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

1 are successful.

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

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

20 Some students are coming back. I had a student
21 that broke down in tears on me the other day,
22 indicating that she couldn't pass this chemistry
23 course that was required for her to graduate. She's
24 taken the course six times as a senior and couldn't
25 graduate. And again, because of our interdisciplinary

1 studies program she doesn't have to do anything else
2 except for apply for graduation. And so, those are
3 things that are now involved in and have an instant
4 impact on some of those metrics that we're trying to
5 do.

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

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

10 Thank you, Associate Provost Palm.

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

23 Also, with regard to that work group, I do know
24 there are experienced professor of the Meritus in the
25 community who are interested in being part of the

1 solution here at Florida A&M, and these are long-time
2 former veterans who understand retention, and I will
3 pass along a name to you who actually approached me
4 and asked to be involved in helping the University
5 resolve this issue regarding our students and our
6 graduation rates.

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

9 TRUSTEE GRAHAM: Thank you, Madam Chair.

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

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

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

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

21 TRUSTEE GRAHAM: Moving forward, as Trustee
22 Grable said, the student's perspective is imperative
23 in my opinion, they are the biggest stakeholders.
24 They need to have a seat at the table and be aware of
25 what's going on.

1 And being Student Body President and having the
2 ability to appoint student to the committee, I would
3 have loved to place the right individuals in those
4 roles; and if not, we have a seat at the table and be
5 up in it, especially with me being a member, even a
6 rookie, on the Board of Governors.

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

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

23 Several of the Governors spoke to individuals
24 there on FAMU's behalf and offered their services and
25 feedback and gave their personal contact information

1 to help us prepare to enhance our work plan. So I
2 would charge you, Madam President, Provost David, to
3 reach out to these individuals and find out what their
4 feedback and concerns were, because every vote is
5 important, and I think while we may be a HBCU and be
6 at the bottom, they care about us just as much as the
7 rest of the institutions and want to see FAMU succeed.

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

17 So I would encourage, Provost David, and your
18 office to work with Dr. Hudson in Student Affairs, as
19 well as work with the Student Government Association.
20 We're all here and willing to help move things forward
21 and make sure we educate students. I know it's
22 something that a couple of Dr. Grable's students have
23 mentioned to me. After the Board of Governors'
24 meeting, she took it upon herself to inform her
25 students and do some lessons about performance-based

1 funding, because it's one thing to see it in the
2 newspaper or get a press release via FAMUinfo about
3 what's going on, but a lot of the students just don't
4 understand and we have a role to play in this as well,
5 so I am offering my resources on the student side;
6 anything we can do to make sure we educate our
7 students and make sure FAMU moves forward forever.

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

15 PROVOST DAVID: No, I don't think so. The one
16 additional thing that I will add to Donald Palm's
17 report is that I have charged that by the middle of
18 this semester, we will in part -- hopefully relying on
19 some of the senior Rattlers, who are in the area, who
20 have also approached me and said they are willing to
21 help -- that we will be able to do an audit of all of
22 the students to see where they are, to see if we can
23 come up with strategies of cohorts of student to
24 indeed try to make some of those numbers that we can
25 make.

1 And the other thing that I am very much
2 interested in and committed to is to making sure we
3 have the technology in place. The institution that we
4 have been conferring with that has made progress on
5 their metrics, have all done the kind of aggressive
6 student advising that we're talking about, and one of
7 the things that they have done and utilized as well, I
8 think, is the degree matching and degree templates and
9 that is something that we will need to beef up our
10 technology in order to be able to offer. But that is
11 something I'm working with the team information
12 officer and others so that we can get the capacity to
13 do that, and that's great, because students can also
14 be informed about their progress if they do it the
15 right way. They will know if they're on track.

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

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

22 PRESIDENT MANGUM: Thank you, Madam Chair. One
23 of the questions that was raised at the Board of
24 Governors meeting had to do with the make-up of our
25 student body and the demographics as it related to

1 student success or student completion rates. There
2 were questions asked about the composition of our
3 student body and the number of students that graduated
4 and what demographics they fell within.

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

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

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

24 Chairman Montgomery.

25 CHAIRMAN MONTGOMERY: Thank you. And Madam

1 Chair, a few things:

2 One, to Dr. Mangum's question. Yes, we do need
3 to provide some direction with regard to the Board's
4 posture and where we believe enrollment should be.
5 And so, I do believe that is a Board-level
6 conversation that can originate in this committee, but
7 it affects multiple areas -- Budget and Finance,
8 facilities --it affects so many areas that perhaps
9 that is something we can put back into the Governance
10 Committee and have a discussion, go ahead and make a
11 decision on August 5th where we can have that
12 conversation. All members of the Board are members of
13 that Committee and we can have that conversation.

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

19 Back to what Trustee Graham was saying. I'm
20 noticing -- or I'm seeing -- I might be the only one,
21 a pattern, at least with regard to Provost David's
22 responses. I just heard a member of the Board of
23 Governors make some simple recommendations, and I
24 didn't hear the response. I was looking for, "Those
25 were great ideas. We're going to adopt those." I did

1 not hear that. I heard, "Well, we're doing what we're
2 doing." And so -- I mean, I'm concerned that -- she
3 talked about the three schools that moved from the
4 bottom and moved their way up to where they received
5 funding, and FAMU moved from where it was in one year
6 and we dropped to the bottom of the rankings.

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

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

23 You have to have not only hope, but you have to
24 have some sort of plan to move us along, and what I'm
25 hearing is, "We're doing the best we can." And again,

1 I just don't believe the mediocrity or the average is
2 enough. I would just like some sort of response to
3 affirmative about what you're specifically doing, and,
4 not just doing but how it's going to move the numbers
5 and how we're going to project these numbers.

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

13 That's a question.

14 TRUSTEE GRABLE: Provost David?

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

24 We have a lot of students who are returning who
25 are taking excess breaks; who are taking classes out

1 of order; who are taking classes that are above their
2 capacity; and by instituting a program of intrusive
3 academic advising, we believe we will make a
4 difference in our future graduation rate, our
5 four-year graduation rate, and also our APR.

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

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

19 A second strategy is trying to improve the
20 academic experience through enhancing our
21 developmental courses and other courses, including our
22 high failure rate courses. We have had a group of
23 faculty working on some of these matters for the past
24 couple of years. The deans have also been talking
25 about that strategy for improving particularly in the

1 College of Science and Technology and the College of
2 Social Sciences, Arts and Humanities, because those
3 are the two colleges that provide the basic courses
4 for all of the students.

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

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

20 Because financial aid is such a big issue and
21 finances is such a big issue, I've also asked for our
22 financial stage office, myself, and students accounts
23 office to come up with a way of addressing the
24 financial barriers that are still an impediment for
25 our students. And this might have additional

1 benefits; we can get more students into work study
2 jobs, for example; that also enhances the student
3 success.

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

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

17 On the six-year graduation rate, that's hard to
18 move in the short term, but we are going to try our
19 best to move those as well, and I'm -- I can put a
20 higher number on the six-year graduation rate for the
21 out year, but there's no guarantee that these specific
22 strategies are going to have that much impact on the
23 cohort that's currently in place, even though we will
24 do the best we possibly can to get more of our
25 students through and out the door as we can.

1 TRUSTEE GRABLE: Thank you, Provost David. I
2 would like to at least get Board members to think
3 about, we may need some sort of special committee of
4 the Board to try to address this particular concern we
5 have about not just the work plan that we are going to
6 present to the Board of Governors in September, but so
7 that we can hopefully come up with some ideas
8 including the one from Trustee Graham.

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

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

1 President.

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

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

17 And I will go a step further, and I've already
18 spoken to you, Provost David, about this: I know that
19 one of the universities suggested to me that the night
20 before they presented their slide presentation to the
21 Board of Governors, that they had a meeting among
22 various groups on campus -- faculty, Board of
23 Trustees, and the administrative team that was
24 actually presenting the slide presentation -- and they
25 sat there and went through a mock slide presentation

1 to the Board of Governors that they had planned and
2 decided what they thought was most convincing or most
3 effective in suggesting to in terms of presenting
4 their presentation to the Board of Governors.

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

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

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

21 We have to help in making sure that we have the
22 best and all minds at the table before we start to
23 attack this. So Board members, I would like to
24 suggest that we consider a special committee on trying
25 to meet the goals that we set in our work plan; those

1 aggressive goals that the Chairman is talking about,
2 and have that group in place or certainly organized
3 for our Board meeting, if not August, then I think it
4 would be the November meeting. President Mangum?

5 Okay. A November Board of Trustees meeting.

6 And that's the motion I'm going to put on the
7 floor right now.

8 No takers?

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

11 CHAIRMAN MONTGOMERY: Point of information, Madam
12 Chair.

13 TRUSTEE GRABLE: Yes.

14 CHAIRMAN MONTGOMERY: Point of information. Our
15 operating procedures would prevent us from doing so
16 given that the work plan discussion would fall under
17 the purview of this committee. What it would allow is
18 for you, as chair of this committee, to appoint a
19 subcommittee that would then report out to this
20 committee and then proceed in procession to the Board.

21 So you have the ability to bring about a
22 subcommittee of this committee, and those individuals
23 can bring those recommendations to you, and then it
24 can proceed out of this committee to the Board. But
25 to do the work plan, it would be within the purview of

1 the entire community.

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

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

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

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

11 TRUSTEE ALSTON: Second.

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

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

16 TRUSTEE GRABLE: Hello, Trustee Warren.

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

19 TRUSTEE GRABLE: I'm not thinking about it as
20 being so large; I think it's really much more pointed.
21 We're taking a look at these performance measures and
22 in making a goal of trying to have some movement using
23 Provost David's term of the needle by the next year.
24 And we know the schools have done that. I think
25 Trustee Graham mentioned that and so did the chairman.

1 The University of West Florida made a major change and
2 they came out in a better position this year.

3 Other questions? Comments? Further discussion?

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

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

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

24 TRUSTEE GRABLE: And if that is the preference of
25 the Board, I would be fine with that as well.

1 TRUSTEE LAWSON: One other comment, may I?

2 TRUSTEE GRABLE: Yes, Vice-Chair.

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

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

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

25 So Madam Chair, what I would ask as a non-member

1 of the Committee, if we can have an update from your
2 Committee on what's our approach to trying to
3 influence the metrics, as well as how the metrics are
4 evaluated; and then secondarily, making sure that we
5 have a work plan or a process addresses all 10 of the
6 metrics that are run through your committee for
7 review.

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

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

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

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

23 TRUSTEE GRABLE: So at this point, we're going to
24 get an answer and then we will call for the vote and
25 move from that point on.

1 Okay. Associate Provost Palm or Dr. Pitter,
2 would either of you be able to respond to Vice-Chair
3 Lawson's question?

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

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

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

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

22 TRUSTEE GRABLE: Thank you, sir. So that will
23 negate the vote, Attorney McKnight? All right. And
24 we will make this a particular task of our committee.
25 And I'll work with you, Provost David, in us trying to

1 address some of the suggestions that were offered by
2 the Board and want to thank you for being available on
3 the phone because I know you are on travel, and we
4 appreciate it.

5 TRUSTEE GRAHAM: Madam Chair?

6 PROVOST DAVID: Madam Chair, it was my pleasure.
7 As I think I have indicated in the past, formal
8 metrics are very important to me, and what I would
9 like to do is work with you to have a special extended
10 committee meeting because I think a lot of what we're
11 trying to explain is without having what we call a
12 deep dive into the metrics, and understanding how they
13 operate so that you can appreciate why we think the
14 effort that we're undertaking are going to make a
15 difference and you can hopefully also appreciate even,
16 if you disagree with my caution, in terms of what
17 metrics we're going to be able to make a significant
18 amount of progress in short term as opposed to the
19 long term.

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

1 engage students in getting information out to students
2 and also to get the students' ideas.

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

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

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

13 BOG regulations that requires that Board staff
14 work with Counsel of Academic Vice-Presidents or CAVP
15 to propose existing programs to facilitate
16 collaboration on articulation and coordination of
17 academic program delivery across the State University
18 System. Part of this regulation is the periodic
19 systemwide review of academic program productivity.
20 The CFUP work group is scheduled to meet on August 12,
21 2015, to discuss the programs on a low productivity
22 list for each institution and make recommendations to
23 the Board of Governors at the September 2-3 meeting.
24 You have as an attachment to this agenda item the
25 FAMU programs that did not meet the minimum thresholds

1 of program productivity. The thresholds for degrees
2 award within a five-year period are 30 for
3 baccalaureate programs, 20 degrees for masters, and 10
4 degrees for PhD programs.

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

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

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

1 threshold criteria.

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

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

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

1 production of African-American graduates.

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

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

12 Madam Chair, this concludes my presentation.

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

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

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

24 DR. PITTER: Yes. Increasing general ed courses
25 while not directly impacting the degree productivity,

1 it could have been a couple of ways, to help that unit
2 be more productive so gen ed courses are taken by
3 students across the institution. This would increase
4 the FDE productivity of that unit, and indirectly
5 could also have been to recruit more students into
6 their major, because as students across the university
7 become exposed to a gen ed course -- for example, in
8 environmental science -- it could trigger interest in
9 those students in actually majoring in that field.

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

12 DR. PITTER: Yes.

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

17 DR. PITTER: Yes.

18 TRUSTEE GRABLE: Thank you. Are there any other
19 questions or comments for Dr. Pitter on that report?

20 Okay. Now we will now move on to the enrollment
21 update from Provost David.

22 PROVOST DAVID: Thank you, Madam Chair. We have
23 actually already discussed the enrollment review, and
24 this is an opportunity for me to give you an update on
25 some of the things that we have been talking about on

1 campus; and again, not as an action item but as a
2 preliminary matter. And we have already talked a lot
3 about those in the work plan discussion, so I would
4 just add to that a couple of things:

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

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

22 And also, for the same reasons, financial aid.
23 The timing of scholarships, that those departments
24 have scholarships can offer them; how they can tie
25 them to better impact in a positive fashion or

1 recruitment of students or something that would be
2 coordinating on much more significantly.

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

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

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

18 PROVOST DAVID: You're breaking up.

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

21 There are some very clearly identified
22 constituents that most employers have identified that
23 they're focused on, and so it follows that as a
24 university, we should be producing graduates in that
25 constituency base: Veterans, disabilities, LGBT. If

1 we are not penetrating the market of mill students
2 then we need to do that, but there's all kinds of
3 things we can do.

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

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

14 Dr. Mangum?

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

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

25 PRESIDENT MANGUM: I would appreciate having a

1 Board conversation at some point so that the team is
2 clear and the community is clear.

3 Thank you.

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

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

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

10 Provost David?

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

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

22 So, in the prior existence, there were -- I
23 believe the title of associate is Vice-Provost,
24 Associate Vice-President For Academic Affairs. And
25 what they did was they divided up the issues that came

1 out of the colleges among them on a college grouping
2 basis.

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

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

19 I think these alignments will allow us to better
20 coordinate and also better provide support to the
21 community, so Faculty engagement is going to be a high
22 priority for Dr. Boston since she is already working
23 on faculty redevelopment, faculty tenure and promotion
24 planning, and all sorts of other things, as an
25 example.

1 A couple of other things. We're moving towards
2 finalizing the plans for the annual faculty seminar.
3 We have expanded this seminar by a day in order to
4 have special sessions for brand new to FAMU faculty
5 and also for faculty who were on the tenure track so
6 we're very excited about having that kind of
7 coordinated outreach to special groups of faculty and
8 part of our faculty seminar.

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

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

21 I was asked to provide some additional
22 information about where things are at with regard to
23 the College of Engineering. There have been a number
24 of committee meetings over the course of the summer.
25 These committee meetings have focused on the FAMU

1 experience and have included representatives from
2 FAMU, FSU, and the Board of Governors office, as we
3 work to try and streamline some of the matters that
4 interfere with student success. And one example being
5 that the College of Engineering does not currently
6 have, all though we hope to fix this in the near
7 future, its own Blackboard site so that students won't
8 will have to go to different Blackboard sites to get
9 the information online for their courses dependent
10 upon which system faculty member happens to use.

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

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

19 We've also had opportunities to talk. I have had
20 specifically an opportunity to talk or with the
21 Associate Dean, Reginald Perry (phonetic) in order to
22 answer questions about where things are and to try and
23 get more information out. And then, of course, the
24 big issue is, first, we have put out a request for
25 proposal from three firms that have had a good

1 experience in recruiting experience recruiting
2 engineering deans, and I expect to be able to resolve
3 that matter and certainly have a firm selected and on
4 board in the next couple of weeks --

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

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

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

19 CHAIRMAN MONTGOMERY: Point of clarification.

20 TRUSTEE GRABLE: Provost David, just one moment.

21 CHAIRMAN MONTGOMERY: I'm going to ask that you
22 refrain from, given where we are some other legal
23 issues with DRS, that we refrain from that verbal
24 report at this time. There will a time in the future
25 to make that report and if you would confer with --

1 I'll get with Dr. Mangum and Attorney McKnight, but
2 let's just hold off on the discussion of DRS today.

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

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

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

18 Also, as we move forward, in an attempt to move
19 these agendas along, the way I approach it is the
20 Committee chairs have the autonomy to have their
21 meetings and to conduct the business as they see it.
22 But with this Academic Affairs, it seems to be heavy
23 on reporting that in most cases could have been
24 shortened by more frequent communication with the
25 Chair of the committee, more frequent communication

1 with the Board Chair, so that many of these questions
2 would have been asked or many of the things that would
3 have been presented would have been before the Board
4 before now.

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

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

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

16 (Committee meeting concluded.)

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1 CERTIFICATE OF REPORTER

2

3 STATE OF FLORIDA)

4 COUNTY OF LEON)

5

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

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

16

17 Dated this 28th day of JULY 2015.

18

19

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21

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

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