

Academic and Student Affairs Committee Minutes
Trustee Nicole Washington, Chair
October 11, 2023

The meeting was called to order by Trustee Kristin Harper. Ms. Valeria Singleton called the roll, and the following committee members were present: Jamal Brown, Natlie Figgers, Kristin Harper, Londe Mondelus, and Nicole Washington. A quorum was established.

Trustee Mondelus moved to approve the minutes for the meeting on June 7, 2023. Trustee Brown seconded the motion, and the motion carried.

There were several follow-up items from the June board meeting:

- Dr. Hudson and his team will provide an update on the Career Center.
- Dr. Watson and her team will provide an update on post-tenure review.
- An update on the academic advising software will be provided during the February 2024 meeting.
- Trustees were given a breakdown of male/female admits for Summer 2023 and Fall 2023.
- An update on the decline in enrollment for the College of Law will be addressed during the special committee meeting.

The Committee recommended approval of the following items:

Academic Calendar (2024 – 2025) - The Academic Calendar for 2024 - 2025 was presented to the Board of Trustees for approval, in accordance with Florida Board of Education Rule 6A-10.019. The Board of Governors Regulation 8.001 requires each University to adopt an annual calendar that includes the beginning and ending dates for each semester, the dates for final examinations, and the dates for the issuance of diplomas.

The beginning and ending dates of each semester, the holidays, and the breaks were agreed upon by the Calendar Committee, which includes representatives from Florida A&M University, Florida State University, and Tallahassee Community College. The Calendar Committee meets annually to coordinate the calendars of the three educational institutions in Tallahassee.

Trustee Mondelus moved to approve the 2024 – 2025 academic calendar. Trustee Brown seconded the motion, and the motion carried.

Requests for Leave of Absences - In accordance with BOT Policy Number 2005-21, the University will consider requests for unpaid leave of absence from regular employees who have at least one year of continuous service. The University grants leave of absence for the following reasons: parental, medical, educational, military service, and personal. Leave of absence was approved for the following faculty members:

- Professor Nandi Riley - September 27, 2023 through September 27, 2024.
- Dr. Ameenah Shakir - September 1, 2023, through September 1, 2024.
- Dr. Elise Simmons - August 14, 2023, through May 10, 2024.

Trustee Mondelus moved to approve leave of absence for Nandi Riley, Ameenah Shakir, and Elise Simmons. Trustee Brown seconded the motion, and the motion carried.

ASA Committee Action Plan – The 2023 – 2024 Academic and Student Affairs Committee Action Plan outlined the items discussed during each meeting.

Student Affairs Updates – informational updates were provided:

- Dr. William Hudson, Jr., and his team provided updates on the Career and Professional Development Center and hazing prevention.
 - The mission of the Career and Professional Development (CPD) Center is to deliver high-quality coaching, expansive experiential learning opportunities, and a broad industry network supported by the worldwide Rattler alumni community.
 - The career specialists work closely with the 14 colleges and schools to provide targeted messaging, workshops, and industry-specific jobs.
 - The National Association of Colleges and Employers identified eight core competencies students need post-graduation. They are career and professional development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.
 - There was a brief discussion regarding the four components: Deciding Majors/Career Paths, Career Preparation, Experiential Learning/Internships, and Jobs/Graduate Programs.
- The CPD Center provides numerous premium resources to FAMU students and alums to ensure they remain competitive in the job market. Some of the premium resources include:
 - Handshake – career management platform;
 - Hiration – AI-assisted resume and cover letter creator;
 - Big Interview – virtual interview practice software;
 - Focus 2 – career self-assessments and labor market information;
 - Safe Hire – targeted video pitch and validated testimonials; and
 - Going Global – online career research and employment worldwide.
- In addition to the career resources offered, the CPD Center has identified digital badging as a way for students to demonstrate their proficiency and career competencies. Rattler Ready is a career and professional development process that uses the Suitable platform to assist students with earning digital badges.
- Two significant things have been implemented since the passage of House Bill 1261. The first is the creation of the career readiness training module. In the module students receive information

on career pathways, financial literacy, salary projections, and other resources at the CPD Center. The second implementation was the development of the Career Action Plan for all first-year and transfer students.

- The Career Action Plan lays the foundation for student engagement from admissions to careers or post-graduate education.
- The University welcomes over 400 unique employers yearly through career expos, networking, and employer sessions.
- More than 150,367 positions have been posted to Handshake since May 2022. There are 23,303 approved registered employers in Handshake.
- The CPD staff collaborates with the Division of Academic Affairs through classroom presentations, instruction, and curriculum integration and provides data and technology platforms.
- The First Destination Survey is housed on the Handshake platform. During the 2021 – 2022 academic year, 61% of the students reported employment or continued education; 35% were still seeking employment, and 1% were not seeking work. The overall response rate was 40.4% of graduates.

Question: Does the CPD Center collaborate with the individual colleges/schools' career and professional development teams?

Response: As we know, employment after graduation is one of the performance-based funding metrics. The CPD Center is the centralized repository for placement whether fulltime, internships, or professional development. Each college/school has a liaison that works with a specific staff member at the CPD Center regarding career and professional development.

Question: How is the Center working with employers to better under the competencies that the employers are seeking?

Response: We hold strategy meetings with all of the employers to discuss their expectations and the skills that they are seeking from our students. In addition, after the students are interviewed by the companies, this office will follow-up with the employers on key points for improvement. Further, after the students are hired and/or participated in an internship, this office will survey the companies for feedback. Based on the feedback, this office will implement workshops or training sessions to address any deficiencies in our students.

Question: Are there any tailored sessions for graduate students?

Response: This office works with the School of Graduate Studies and we provide two workshops each month on different topics such as professionalism, preparing resumes, or applying to graduate school. For those employers seeking graduate students, we partner with the School of Graduate and share the employment opportunities with the graduate students.

Question: Does the University have access to the data collected by the State on graduate outcomes for performance funding? Also, when is the data available because this would help in tracking our performance metrics and the data can be uploaded to the dashboard.

Response: The data is available to the institutions following the approval of the prior year's Accountability Report. The Accountability Report is presented to the Board of Governors in March.

Question: Do we have the ability to forecast using the same methodology used by the Board of Governors?

Response: Yes, there is some preliminary numbers that the team has been working on. So, we have forecasted the excellence points for specific areas that we would achieve.

Hazing Prevention Initiatives - Mr. Smith is partnering with the Office of Student Activities to coordinate the Rattler Round-up, allowing him to reiterate the safety protocols and university regulations to clubs and organizations. He recently provided training to the Beta Alpha Chapter of Delta Sigma Theta Sorority, Incorporated. There are no open investigations into any suspected hazing.

Academic Affairs Updates – The following informational updates were provided:

- Updates were provided on distance learning and post-tenure review.
 - **Distance Learning** – We began our online program over a decade ago with three fully online graduate degree programs and 40 online courses. However, our President and Provost have been dedicated to providing institutional investments, including Title III support. Those investments, along with two non-recurring legislative appropriations and a very generous allocation from the United States Higher Education Emergency Relief Fund, have allowed Florida A&M to now offer 13 fully online programs at both the undergraduate and graduate levels, resulting in a significant increase in online program offerings of more than 300%. Additionally, we now have more than 750 fully online courses.
 - Over the past five years, our online undergraduate student enrollment has increased by 52%. Of course, during the year of the pandemic, 2020-2021, we experienced a more significant increase in our online course enrollment because minimal in-person classes were being offered during that time. While the Fall 2023 online student enrollment has not been finalized at this time, we have provided you with a snapshot of online enrollment from Spring 2023. As we continue to grow our online program and course offerings, we anticipate enrollment in online courses to continuously increase, both at the undergraduate and graduate levels.
 - Over the past five years, our online graduate student enrollment has more than doubled and has increased by more than 166%. And again, during the year of the pandemic, 2020-2021, we experienced a larger increase in our online course enrollment for the same reason as the undergraduate enrollment because minimal in-person classes were being offered during that

time. Now, year five experienced a slight decrease from year four, which could be attributed to the fact that in 2022-2023, post-pandemic, more students began to return to in-person classes. And again, the Fall 2023 online student enrollment has not been finalized at this time, so we have provided you with a snapshot of online enrollment from Spring 2023.

- Over the past three years, FAMU has been recognized in the Florida Board of Governors, Innovation and Online Committee's Annual Report for Online Education as having the most significant increase in students enrolling in at least one online course. This significant accomplishment could not have occurred without the outstanding dedication and commitment of our fantastic faculty who continuously participate in professional development workshops, seminars, and online teaching certifications that enable them to continue to do what they do best: to provide high-quality instruction to our students. Over the past year 2022-2023, more than 450 faculty members received a combination of certifications and one-on-one training in both pedagogy and technology to continue to increase their knowledge of engagement with our online students.
- **Post-Tenure Faculty Review** – The Academic Affairs leadership team worked hard to ensure we followed the regulations. The regulation was followed in its entirety and concerning the level of performance that faculty has achieved. The Division of Audit completed a thorough audit on the proposed processes in accordance with the regulation. The post-tenure review will be implemented after the plan is submitted to the Board of Governors.
 - A special advisory committee was formed with a representative from each college/school, Faculty Senate, and the Student Government Association. This special Committee will recommend to the Provost about implementation details such as: the application process, evaluation process, and recognition/compensation.
 - Based on the regulation, a rollout plan will include all of the tenured faculty from 2019 and those who were historically tenured before 2019. There is a total of 519 faculty, so 240 faculty members are identified for the post-tenure review. This office extrapolated all names and identifiers from the list and submitted it to the Office of Strategic Planning, Analysis, and Institutional Effectiveness (SPAIE). SPAIE provided us with a stratified random sampling. The first round will be comprised of 44 faculty.
 - The special advisory Committee was asked to remember ways to acknowledge faculty for the work they have done and allow them to provide an overview with a comprehensive narrative and supplemental materials that can substantiate the work.
 - The review will be conducted using the online Interfolio Review Promotion and Tenure (RPT) platform. In addition, workshops on the use of the tool will be provided through the Teaching and Learning Center.
 - The regulation requires that the faculty create a dossier, their chair or supervisor will review the dossier and provide an overall summary (reviewing all of the documents and professional and academic responsibilities), the dean will review and provide a rating on a four-point scale, submit that to the Office of Academic Affairs (OAA), and OAA will provide a summary and submit to the Provost for review. The Provost will provide the

decision to the President, and it will be presented to the Board. The rating ranges from unsatisfactory to exceeding expectations.

Question: What criteria is used to select faculty for the post-tenure review.

Response: A stratified random sampling was used. There was a total of 519 faculty, so 240 faculty members were identified for the post-tenure review. This office extrapolated all names and identifiers from the list and submitted it to the Office of Strategic Planning, Analysis, and Institutional Effectiveness (SPAIE). SPAIE provided us with a stratified random sampling. The first round is comprised of 44 faculty.

Question: What processes are the other State University Systems using?

Response: Dr. Watson stated that her counterparts were impressed with our process because FAMU is using a faculty-centered approach. This process removes any opportunity to say someone was targeted.

Question: What benchmarks are we using (i.e., SUS or national)? What are the benchmarks for the R1 institutions since that is FAMU's aspiration? How does teaching workload factor into productivity?

Response: Baylor was one of the latest institutions to move to R1 status. So, the Academic Affairs team reviewed the case study on Baylor. Baylor doubled the number of research doctoral degrees in one year. Another R1 institution's best practices was to implement teaching assistants in the high need, high touch classes for freshmen and sophomores.

We are looking into acquiring Academic Analytics and this software will help us track faculty research. It will allow us to see:

- How many publications came from each college and school?
- How many publications came from a specific department?
- What area has high production?

So, the tool will help us with some of the best practices that may allow us to adjust teaching load. But again, it's going to take an investment of the University and the State. I shared this information with Chancellor Rodrigues during a recent meeting.

There being no further discussion, the meeting was adjourned at 11:35 a.m.

Respectfully submitted,

Nicole Washington, Committee Chair