

**FLORIDA A & M UNIVERSITY
BOARD OF TRUSTEES**

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IN RE: ACADEMIC AFFAIRS
COMMITTEE MEETING

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COMMITTEE MEMBERS: MATTHEW CARTER, CHAIR
BELINDA SHANNON
DAVE LAWRENCE
THOMAS DORTCH

DATE: WEDNESDAY, FEBRUARY 10, 2016

TIME: COMMENCED AT: 11:10 A.M.
CONCLUDED AT: 12:05 P.M.

LOCATION: PRESIDENT'S CONFERENCE ROOM
LEE HALL
FAMU CAMPUS
TALLAHASSEE, FLORIDA

REPORTED BY: NANCY S. METZKE, RPR, FPR
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TRUSTEES ALSO PRESENT:

Nicole Washington
Kelvin Lawson
Robert Woody
Cleve Warren

* * * *

P R O C E E D I N G S

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3 TRUSTEE LAWSON: So, members, it looks like
4 Trustee Moore is currently tied up and is not
5 available to come on any earlier than the I believe
6 scheduled 1 o'clock, so as much as I hate to do
7 this, we may have to suspend the committee meetings
8 until 1:00 p.m. because it looks like she is tied
9 up in a work-related situation until at least one.
10 So this gives everybody an opportunity for lunch.
11 If there -- I don't think I'm violating any policy
12 by suspending the meeting and then reconvening at
13 one o'clock. President Mangum and University
14 counsel, are we in compliance if we suspend until
15 one p.m.?

16 TRUSTEE CARTER: I do have a question. Can we
17 see if the members of the Academic Affairs
18 committee are available and we can move that?

19 TRUSTEE LAWSON: I'm not sure who that was,
20 but I'd be definitely willing to make an attempt to
21 do that.

22 TRUSTEE CARTER: This is Trustee Carter. I'm
23 suggesting that we take it out of order.

24 TRUSTEE LAWSON: Okay. Trustee Carter, so
25 Trustee -- Jenny, if we could determine if we have

1 Trustee Graham, Shannon, Lawrence, and Dortch, then
2 I'd be more than willing to move that meeting
3 ahead.

4 TRUSTEE DORTCH: Dortch is on.

5 TRUSTEE LAWSON: Okay.

6 TRUSTEE SHANNON: Trustee Shannon is here.

7 TRUSTEE LAWSON: Shannon is on, okay.

8 TRUSTEE LAWRENCE: James Lawrence is here.

9 TRUSTEE LAWSON: All right. So we have a
10 quorum. So, Trustee Carter, if you don't -- if you
11 are up for it, I will relinquish to you as the
12 Chair of the Athletic (sic) Affairs Committee. We
13 will move forward with your Committee, and then we
14 will make an attempt to reconvene with the Special
15 Committee on Presidential Evaluation when Trustee
16 Moore is available.

17 TRUSTEE CARTER: Thank you very much,
18 Mr. Chairman. And while we're at it, just since
19 we're taking it out of order, our Provost is on her
20 way here, but in the meantime -- okay, so while the
21 Provost is coming down, we can go ahead and proceed
22 with our roll call, please.

23 Okay. Let me call the roll then. Trustee
24 Carter present.

25 Trustee Dortch.

1 TRUSTEE DORTCH: Here.

2 TRUSTEE CARTER: Trustee Graham.

3 (NO RESPONSE).

4 TRUSTEE CARTER: Trustee Lawrence.

5 TRUSTEE LAWRENCE: Here.

6 TRUSTEE CARTER: Trustee Shannon.

7 TRUSTEE SHANNON: Here.

8 TRUSTEE CARTER: Okay. It sounds like we've
9 got a quorum. So you've had an opportunity,
10 members, in the interim to look at the minutes from
11 the December 10, 2015, meeting. Are there any
12 questions or corrections for those minutes?

13 (NO RESPONSE).

14 TRUSTEE CARTER: Hearing none, we'll entertain
15 a motion for adoption, please.

16 TRUSTEE SHANNON: So moved.

17 TRUSTEE CARTER: Do we have a second?

18 TRUSTEE DORTCH: Second.

19 TRUSTEE CARTER: It's been moved and properly
20 seconded that we approve the minutes from our
21 December 10, 2015 meeting. All those in favor let
22 it be known by the sign of aye.

23 (AFFIRMATIVE INDICATIONS).

24 TRUSTEE CARTER: All those opposed.

25 (NO RESPONSE).

1 TRUSTEE CARTER: Motion carries unanimously.

2 Now we're getting ready for our action item.
3 First would be tenure upon appointment. Provost
4 David you're recognized.

5 PROVOST DAVID: Good morning. So tenure upon
6 appointment is the process by which we are able to
7 recruit highly qualified faculty to our campus. It
8 is done in accordance with Article 15-8 of the
9 Collective Bargaining Agreement which states that
10 tenure may be granted to a faculty member by the
11 Board at the time of the initial appointment upon
12 recommendation of the appropriate administrator.
13 In this case, it's the President. The
14 administrator shall consider the recommendation of
15 the department or equivalent unit prior to making
16 his or her final tenure recommendation.

17 Under our process, we have conferred with the
18 appropriate chairs of the departments of the
19 relevant folks who are being recommended. In one
20 case internally what they then do is also send it
21 up to the Collegiate Committee, Tenure and
22 Appointment Committee, and then there's also a
23 dean's recommendation for each one of these
24 candidates.

25 They're all listed. Two are from the College

1 of Education, Doctor Peggy Almond and Sarah Price.
2 Another from the College of Education is Dean Traki
3 Taylor. She is our new dean of the College of
4 Education who started in the middle of January.

5 We also have from the College of Social
6 Sciences, Arts and Humanities Ray Robertson who is
7 in the political science department.

8 And finally we have Felicia Epps who is the
9 newly appointed dean of the College of Law, and she
10 started on January the 4th.

11 There are short biographies that have been
12 provided in the materials and are available, and I
13 am happy to answer any questions. I reviewed the
14 applications, and then I also reviewed the
15 applications and conferred with the President.
16 These are technically the recommendations of the
17 President, but I think I'm the point person for
18 answering questions if you have any questions.

19 TRUSTEE CARTER: Are there any questions,
20 members?

21 (NO RESPONSE).

22 TRUSTEE CARTER: Then we want to thank the
23 Provost for providing this background information
24 in advance so we'd have an opportunity to review
25 this. I didn't hear any questions, so at this

1 point in time, we're open for a motion to approve
2 this, all of them together at one time so we need a
3 motion to that effect, please.

4 TRUSTEE DORTCH: So moved.

5 TRUSTEE CARTER: It's been moved. Is there a
6 second?

7 TRUSTEE SHANNON: Second.

8 TRUSTEE CARTER: All those in favor let it be
9 known by the sign of aye.

10 (AFFIRMATIVE INDICATIONS).

11 TRUSTEE CARTER: All those opposed.

12 (NO RESPONSE).

13 TRUSTEE CARTER: It passed unanimous.

14 Madam Provost, you're recognized again for
15 sabbatical and professional development leave.

16 PROVOST DAVID: Thank you, Chairman Carter.

17 The sabbatical and professional development
18 leave, this is the policy that provides faculty
19 and -- for development to leave staff members with
20 the opportunity to have time to engage in scholarly
21 research or professional development that will
22 support their activities as faculty or staff
23 respectfully moving forward.

24 Applications are considered by a sabbatical
25 and professional development leave committee.

1 There is a competitive process for the bulk of the
2 sabbaticals. There are also sabbaticals that are
3 provided for faculty on a timing basis, after a
4 certain amount of time and being actively engaged
5 in scholarship and teaching.

6 The recommendations that are presented here
7 have been vetted by the Committee, and the
8 Committee has recommended for professors from the
9 College of Law, Randall Abate; Lily Ann Brown, who
10 is an associate professor in social sciences arts
11 and humanities; Valerie Goodwin, who is in
12 architecture and engineering tech; C. Perry Brown
13 who is in pharmacy and pharmaceutical sciences;
14 Elizabeth Lewis, who is in architecture and
15 engineering technology; Marissa Lewis, who is in
16 allied health sciences; and Alfreda Lorenzo and
17 Mehboob Sheikh who are both in agricultural and
18 food sciences for sabbatical leaves. And then
19 there are professional development leaves that have
20 been recommended for Elizabeth Dawson, who is a
21 research associate in social sciences, arts and
22 humanities.

23 The description of the projects that have been
24 considered and approved by the Committee follows,
25 and I'm happy to answer any questions.

1 TRUSTEE CARTER: Members, are there any
2 questions?

3 (NO RESPONSE).

4 TRUSTEE CARTER: No question, just from a
5 personal standpoint, I was really exited to see on
6 our -- the research that Doctor Dawson is doing and
7 that it's going to update the history of the
8 University. I noticed, Trustee Lawrence and
9 Trustee McCoy, when we were here for our
10 orientation, we had an opportunity to go over and
11 see the archives in terms of a lot of the
12 tremendous work that they're doing over there. And
13 I think this is going to be a tremendous
14 opportunity for us to bring the history of this
15 University forward as we go to make sure -- and
16 also, it's just kind of inside of -- if you don't
17 know your history, you know, it's kind of -- it's
18 just not a good thing to do. So I think it's
19 really great that we have faculty members that are
20 willing to take their time to do professional
21 development and also do something that's going to
22 benefit the University.

23 So with that, members, the Chair is now open
24 for a motion to approve of the sabbatical and
25 professional development leave.

1 TRUSTEE LAWRENCE: So moved.

2 TRUSTEE DORTCH: Second.

3 TRUSTEE CARTER: All those in favor, let it be
4 known by the sign of aye.

5 (AFFIRMATIVE INDICATIONS).

6 TRUSTEE CARTER: All those opposed like sign.

7 (NO RESPONSE).

8 TRUSTEE CARTER: Thank you so kindly.

9 PROVOST DAVID: And if I can just as a
10 followup.

11 TRUSTEE CARTER: Provost David.

12 PROVOST DAVID: Last year when this was
13 presented, there was a request to know what happens
14 in terms of reporting on the activities. We are in
15 the process of collecting the reports for those who
16 went on sabbatical leave last year, and once those
17 are collected, we will have them posted on our
18 faculty development website.

19 TRUSTEE CARTER: Members, based upon your
20 agenda, I want to kind of do something a little bit
21 different rather than going directly to the
22 Division of the Academic Affairs update. I'd like
23 to give the Provost, just for a moment, to bring
24 us -- provide us an update on our performance
25 metrics.

1 And I'd like for you to understand, members,
2 just from a -- as your Chair, I'd prefer for us to
3 always have an update at any and all of our
4 meetings as it regards to this matter, pertaining
5 to our performance metrics. It's very, very
6 important to us, as you all know, and I want us to
7 be able to kind of have an idea as to where we're
8 going, where we are at all times so just in case
9 you find yourself someplace and somebody sticks a
10 microphone in your face, at least you'll be able to
11 intelligently decide whether or not you want to
12 respond.

13 Provost David, you're recognized.

14 PROVOST DAVID: Thank you, Chairman Carter.

15 So I am always happy to talk about the
16 performance funding metrics. As I have said, there
17 are many things about performance funding that
18 you can --

19 TRUSTEE CARTER: Excuse me, Madam Provost.

20 There should be a slide in your presentations
21 on that, members.

22 PROVOST DAVID: There are many things that you
23 can talk about in terms of performance funding, but
24 in terms of benchmarking where we are that is
25 something I'm always interested in, engaged in, and

1 keeping track of.

2 As was mentioned, what I have provided as what
3 I thought would be a helpful starting point,
4 particularly for those who might be new to the
5 Board is our performance funding piece from our
6 work plan which was approved last summer, and it's
7 our performance funding goals. Typically these
8 goals are only listed out for five years, but we
9 wanted to be proactive and show where we want to be
10 as a best-in-class land grant institution with a
11 doctoral footprint and a global perspective, and so
12 we put ours out to 2021 to show the trajectory that
13 we believe is the appropriate trajectory for the
14 Florida Agricultural and Mechanical University.

15 I'll just walk through the ten performance
16 funding metrics as a basic primer, and then I'm
17 happy to answer any questions. Also in the room is
18 Doctor Beverly Barrington who can help me hopefully
19 if I stumble on some of these. I can tell you that
20 the performance funding metrics formulas are
21 complicated. We actually are always trying to
22 understand how we can move the needle forward. And
23 so one of the things we've done is had a
24 conversation about this in the past couple of
25 weeks, and we have scheduled time to go talk with

1 the Board and the people on the Board who
2 understand the formulas far better than just
3 about anybody else, to make sure that the
4 strategies that I'll tell you about that we are
5 working on already and plan to deploy in the near
6 future will actually help move us forward in the
7 way that we anticipate.

8 There are eight performance funding metrics
9 that are common to all of the SUS institutions, and
10 then there are two special performance funding
11 metrics, one of which has been chosen by the Board
12 of Governors and one of which is chosen by the
13 Board of Trustees. Taking it from the top on this
14 slide, the first performance funding metric is the
15 percent of bachelor graduates employed or
16 continuing their education in the United States one
17 year after graduation. This is a snapshot, so one
18 year after they graduate, how many of our students
19 are employed and how many -- excuse me, how many of
20 our graduates are employed and how many of our
21 graduates are continuing their education in some
22 kind of a graduate or professional program.

23 Our numbers are 69%. Our goals are to
24 increase this over the five years that we have
25 mapped out to 76%. This is actually a metric where

1 there was discussion, and a change has now been
2 incorporated which will take into effect next year.
3 The change that was incorporated is to only count
4 as employed those graduates who have an earnings of
5 more than \$25,000.

6 This is going to have an impact on all of the
7 universities. It will have a slightly larger
8 impact on our university. I will say that there
9 was a vigorous discussion about this in the Council
10 of Provosts. Most provosts were somewhat concerned
11 about having this change adopted, but we will do
12 what we can to move forward.

13 One of the interesting things that is
14 presented as a bit of a conundrum is the fact that
15 one of the strategic degrees is education, and in
16 early childhood education, particularly graduates
17 who might be working in daycare settings, salaries
18 in our region are regularly below \$25,000. So on
19 the one hand, we're encouraging this as a degree
20 and as a critical need for our state; but on the
21 other hand, we're kind of penalizing the
22 institutions for meeting that need because the
23 students are not able to command the salaries that
24 will take them above the 25,000 mark. We'll work
25 through this to the best that we can.

1 The second benchmark that's here is median
2 wages of bachelor graduates employed full time in
3 Florida one year after graduation. This is another
4 challenge for us. Ours is actually not so bad,
5 28,800 in terms of benchmarking against the other
6 institutions, but it is a challenge for us because
7 a lot of our students are very highly qualified and
8 sought after outside of the state. And so to the
9 extent that the metric focuses on the salaries of
10 folks who are still in Florida, it doesn't count
11 some of our SBI graduates, for example, who might
12 be recruited to New York or California or Michigan
13 or Chicago at very, very competitive salaries in
14 the 80 to -- you know, \$80,000 range, that they
15 don't come into our metric.

16 Another --

17 CHAIRMAN WARREN: Mr. Chair, this is Trustee
18 Warren. May I ask a question?

19 TRUSTEE CARTER: You're recognized, sir.

20 CHAIRMAN WARREN: Thank you.

21 Provost David, may I offer a suggestion maybe
22 before our -- this presentation is for our
23 edification and not necessarily for submission, if
24 you will, to the Board of Governors.

25 PROVOST DAVID: Uh-huh.

1 CHAIRMAN WARREN: But I think for purposes of
2 our Board of Trustees it's important for all to
3 keep note of the fact of where our folks go,
4 broadly speaking, as opposed to this narrow
5 pleasure here. So if it's possible to insert
6 somewhere in this report as it's presented to us so
7 that we don't get lost on the narrow focus, and I
8 know we're talking now performance funding metrics.

9 PROVOST DAVID: Uh-huh.

10 CHAIRMAN WARREN: But there's much to be proud
11 of in terms of where FAMU graduates go nationally
12 and internationally, and you don't get that -- you
13 don't get a gist or a sense of that looking at this
14 report.

15 PROVOST DAVID: Thank you for that suggestion.
16 When we were helping to prepare the President to
17 respond to the Governor's challenge for employment,
18 we started looking into that information. One of
19 the reasons why this information is collected by
20 the Board is because they have access to some
21 resources that we don't have access -- to which we
22 don't have access. Most notably is they have the
23 ability to track students based on their Social
24 Security numbers through reported databases. We
25 have to rely on what our students report as they

1 graduate; and as I think Trustee Washington raised
2 in her earlier comments, trying to figure out and
3 get information from students as they're out the
4 door can sometimes be a challenge.

5 We do have survey information, and what I will
6 try and do is see if we can generate a report that
7 just gives some broad parameters; but I just want
8 to caution you that it's going to be somewhat
9 incomplete. But it does tell a very helpful and
10 important story about the fact that our students
11 have a national reach when they're going out into
12 the world.

13 So I thank you for that suggestion, and I'm
14 sure I will have something more for you, if not by
15 the March 10th Board meeting, by certainly the next
16 time the Academic Affairs Committee meeting meets.

17 TRUSTEE DORTCH: This is Trustee Dortch.
18 Would we not gather that data anyway to have as
19 information on a national basis? It would appear
20 to me it would still work well and bode well as
21 we're looking at corporate America and as we even
22 do recruiting, that in spite of the state only
23 asking for those in Florida, we should -- I would
24 think we would have that anyway, that data, because
25 it also becomes a great tool for us for fund

1 development if we know the categories of our
2 graduates.

3 And then the other question is: What
4 percentage are we getting in return from the
5 surveys to be able to accurately say we -- you
6 know, we're giving numbers of our employment in
7 Florida. How accurate is that data?

8 PROVOST DAVID: So we do have information
9 about where our students are going. We don't
10 necessarily have the wage data, and we don't
11 necessarily have complete data because it's based
12 on students reporting.

13 We don't collect the data for this particular
14 metric. The Board of Governors collects the data
15 by looking into databases and using tax ID numbers
16 to see who's employed and to do a snapshot of their
17 wages. So we do have information. SBI, for
18 example, regularly touts it. We certainly track it
19 through our career services center, we certainly
20 have information. It's just not going to be the
21 same kind of information that will lead to a
22 number as the kind of number is reported here just
23 because we don't have quite as much ability to
24 garner the specifics as the state does through its
25 reach.

1 TRUSTEE DORTCH: Okay.

2 TRUSTEE CARTER: But what we'll do is we'll
3 gather that information, and then we can kind of
4 look and see, give the Provost a little discretion
5 on how she assembles that. And we can also look at
6 that and see how we go forward and use it as mostly
7 planning materials. Instead of putting a note on
8 this chart here which is required by the Board of
9 Governors, at least we can have that data on a
10 separate form, Mr. Chairman, that we can all kind
11 of look at it and then maybe look across some
12 trends or maybe look at some other -- for an
13 example, one of the things that the Provost said
14 about the folks that are working in early
15 childhood, particularly up here in the Panhandle,
16 that data may not necessarily be exciting to the
17 Board of Governors but it's certainly some data
18 that we could look at and maybe look at some good
19 decisions.

20 So I think that as we go forward this is good
21 to give the feedback and the information to our
22 Provost so she can come up with our -- you know,
23 with your discretion to put it in a form that's
24 readily identifiable and easily digestible to her.

25 PROVOST DAVID: I will do my best.

1 TRUSTEE CARTER: Okay. All right. Is that
2 okay, members?

3 (AFFIRMATIVE INDICATIONS).

4 TRUSTEE CARTER: Thank you. You may proceed.

5 PROVOST DAVID: The next metric is the average
6 cost per bachelor's degree, and to speak on behalf
7 of, I think, all of the provosts, this is the most
8 confusing and the most challenged of the metrics.

9 What the Board of Governors is attempting to
10 do with this is to take the direct and indirect
11 cost of education which includes faculty salaries,
12 advising salaries, and other things that have been
13 identified as being specifically related to the
14 educational experience and then to throw into the
15 pot -- and I'm really understandably going to be
16 vague -- the amount of tuition revenue that's
17 generated, the number of hours and credit hours
18 that's generated; and throwing all of that
19 together, they come up with something called "cost
20 to degree."

21 Our number is I believe the highest in a State
22 University System next to New College. There are a
23 number of reasons why we think that is the case and
24 we're working on it. One has to do with the number
25 of credit hours that our students take on average

1 per semester; another is based on the size of our
2 classes and how efficiently and effectively we are
3 deploying our faculty; another is certainly related
4 to the number of excess credit hours that our
5 students are taking, that that actually feeds into
6 the calculations in a variety of different ways for
7 more than one of the metrics. So we're working on
8 trying to make progress on this.

9 The goal is for this number to be low, and as
10 you see, the media trend is that this is going to
11 go up before we'll be able to get it to go down.
12 That is a combination I think of two factors: One
13 is, as the President has talked about, that large
14 cohort of access and opportunity students that
15 we're still working through our system who have a
16 lot of excess hours that we're trying to help get
17 out and graduate; and then another is, as we are
18 moving forward in trying to reshape our student
19 body, in the past couple of years our student body
20 has gotten a little smaller and so, of course, that
21 factors into this as well.

22 There has been discussion about trying to come
23 up with a better metric that more reflects the cost
24 to the students, because if you look at
25 out-of-pocket cost to our students, particularly

1 since we have so many students who are on Pell
2 grants, the out-of-pocket cost to our students is
3 actually reasonably low and very competitive if not
4 the best bargain for our students in the State
5 University System, close to being the best bargain,
6 but that is not the way it is being calculated.
7 There's a working group that is going to be called
8 together that includes financial and academic folks
9 to make presentations about alternative measures of
10 cost to degree that will be, I think, presented to
11 the relevant committee of the Board of Governors.
12 But we're not actually suspecting that they're
13 going to make a change on this metric, at least not
14 in the near future.

15 FTIC six-year graduation rate, this is the --
16 if you take a cohort of students who started as
17 brand new, first-time-in-college students in the
18 fall, six years later, how many of them have
19 graduated? Our six-year rate that we reported last
20 year is 39% down from 42%. We are projecting a
21 dramatic increase in this which is going to require
22 a lot of steps on our part. One is reaching out to
23 students who have stepped away, who are currently
24 in our pipeline and are on our books and making
25 sure that we're doing what we can to help them

1 graduate.

2 And then for students who are coming in,
3 what I think the most important thing that we can
4 do and that we're doing is setting the expectation
5 that four years is how long it takes to graduate
6 and making sure that we are putting them into a
7 major, keeping them in a major that will help them
8 be successful and help them get out as quickly as
9 possible. A lot of our students have drifted away,
10 either for financial reasons or because they've
11 been churning in a major where they haven't been
12 successful. And one of the reasons why we are
13 really pleased to have the new regulation in place
14 is that we're going to be much more proactive in
15 advising students onto a path that will help them
16 be successful and reach their ultimate goals.

17 The academic progress rate that is after
18 the -- again, looking at a snapshot of the students
19 who start as brand new first-time-in-college
20 students in the fall, how many of them return for
21 their sophomore year, and they have to have a GPA
22 of greater than 2.0. So it's a combination of
23 those two factors.

24 If you look at our retention rate, including
25 students who have less than a 2.0 GPA, it's

1 actually higher than this, and that's the case for
2 all of the institutions. But for those students
3 with a GPA of greater than 2.0, our reported for
4 2015 was 70%; and we project a dramatic increase in
5 this one as well to 2021. Preliminarily at least
6 our numbers seem to suggest that we have made good
7 progress on this in our first year, so I'm really
8 pleased to give you that hint of the numbers that I
9 can't really finalize until we get them back from
10 the Board of Governors.

11 TRUSTEE DORTCH: Does the university have a
12 retention program?

13 PROVOST DAVID: The University has -- so if
14 you mean by retention program, we have regulations
15 that talk about what a student has to do in order
16 to continue to make academic progress. We also
17 have various initiatives through our student --
18 undergraduate student success center. For example,
19 I think one was mentioned earlier today about them
20 calling students who have stepped out to try and
21 find out information about what's going on and how
22 we can help them continue as a student.

23 I've gotten a note from the President to
24 remind you that we have, specifically with
25 athletics pursuant to the NCAA grant and as well

1 with the athletics, a retention program; and we
2 also have our scholarship program that was
3 initiated through generous support of a donor to
4 make sure that we're bringing back on board
5 students who are successful. And that's, you know,
6 part of also what we're working with the alumni to
7 do. The first donor was working towards those
8 high-achieving students, and the alumni effort I
9 think is broader but equally important to our
10 success of reaching students and making sure they
11 have the financial resources to remain on track for
12 graduation.

13 TRUSTEE DORTCH: Yeah, the reason why I ask is
14 several of the universities in Georgia, even the
15 big white universities, have these programs where
16 they use upperclassmen who are actually engaged and
17 involved in the center types that you've mentioned
18 where they come in and tutor and work with the
19 students to help them through their academic year
20 because we still see a lot of young people coming
21 away from home the first time and they don't get
22 over the shock of being away from home; and then
23 those who come from smaller systems, smaller
24 schools and rural schools, a lot of time that
25 transition is a challenge and so the retention has

1 been one -- because I know the similar formula here
2 that for every 100 students, for example, in the
3 University System, that's worth about a million
4 dollars in funding over a certain period of time
5 and they calculate that; and therefore, they put
6 forth extra efforts to ensure that they're going to
7 keep those students in school and keep those
8 students up to par. So I was just wondering
9 whether we had a formal retention program to work
10 with students who may be at risk.

11 TRUSTEE CARTER: Let's hear from -- President
12 Mangum, you wanted to make a comment?

13 PRESIDENT MANGUM: Yes, thank you.

14 Trustee Dortch, we also have in-school awards
15 for our high-achieving students, depending upon --
16 and they come at different levels, depending upon
17 their household income. We find that some students
18 after being successful for their first and second
19 year may consider transferring to another
20 institution. So based upon their performance here,
21 we provide scholarship awards to them for their
22 high achievement to get them to come back. And we
23 do it for students that have household -- that are
24 Pell-eligible. But we also have another
25 philanthropist that provides high achieving awards

1 for students that go up to a household income of
2 \$80,000. So we are trying advance retention by a
3 variety of approaches in addition to the support
4 and the counseling and mentoring that you
5 mentioned.

6 TRUSTEE DORTCH: That's great, thank you.

7 TRUSTEE CARTER: Thank you.

8 PROVOST DAVID: The next metric that's here,
9 and I should say there are tons and tons of
10 additional metrics, but the next metric that you
11 see here is the University access rate, which is
12 the percent of fall undergraduates with a Pell
13 grant. We are at 62%. We are the highest
14 percentage in the University System. This for
15 us is -- accounts as an excellent score. I'll come
16 back to the scoring in a moment.

17 Bachelor's degrees awarded within programs of
18 strategic emphasis, this includes STEM, but it also
19 includes a number of other disciplines that have
20 been identified by the state as being important for
21 the economic growth and well-being of the state.
22 Educational programs are part of it. There are
23 some select programs from other colleges that are
24 part of this metric. There is a way of counting
25 the bachelor's degrees awarded and the graduate

1 degrees awarded.

2 As you can see for bachelor's degrees, we are
3 already above 50% which could be expected for an
4 agricultural and mechanical university with a
5 strong science program and health science program.
6 And we are projecting that we will continue to grow
7 that side of our programming even as we continue,
8 of course, to celebrate the arts and humanities.

9 For graduate degrees, we are at 43%, and we
10 are also projecting growth, continued growth in
11 that area.

12 Finally, we come to the two varying metrics.
13 For the Board of Governors' choice metric, this is
14 percent of bachelor's degrees without excess hours.
15 They chose a metric that would challenge us because
16 we have only 34% of our students graduating without
17 excess hours, which is to say with no more earned
18 credits or attempted credits than 120 required for
19 graduation plus an additional 10% leeway.

20 So we are working very hard to improve that
21 number by reducing the excess credit hours that our
22 students were taking. It will take a while for us
23 to move that needle because, of course, we have to
24 work through the system. All of the students who
25 are already currently here who may have excess

1 credit hours, but we have aggressive campaigns in
2 place for advising students in a very intrusive and
3 effective way to make progress in that metric.

4 And then, finally, the Board of Trustees'
5 choice metric, which is the metric that was chosen
6 by the Board for us, this is a metric that was
7 chosen that is a good metric for us, so thank you.
8 And it is the percent of research funding that is
9 external.

10 We are at 80%. This is an excellent score for
11 us. It reflects the wonderful productivity of our
12 faculty in securing grants, such as our
13 long-standing NOAA grant, our NFS grants, our
14 National Institute of Health grants and other
15 grants that we have that support research
16 activities and opportunities to do things such as
17 cure cancer and clean waterways.

18 Let me just briefly say a little bit about the
19 scoring. There are two different ways that you can
20 get a score for each one of the metrics and then
21 what your ultimate score is. It's based on the
22 higher of the two. You can either get an excellent
23 score so they have identified a range of scores
24 that are determined to be the benchmark of
25 excellence for state universities, and there's a

1 sliding scale within the excellence range for each
2 one of these metrics.

3 Additionally, if you have made an improvement
4 of your score, you can get points for improvement
5 for each one of these metrics. You actually don't
6 lose points if you slip down. So you can only get
7 improvement points, which is a nice plus; and then
8 what they'll do is they'll take the higher of your
9 excellence or improvement score for each one of
10 these metrics.

11 It used to be on a 50-point scale with a
12 minimum required score of 26 points. As stated but
13 not quite as applied, if you were in the bottom
14 three institutions in terms of your score, as long
15 as you -- let me stop for a second. If you did not
16 meet the minimum, then you're required to have a
17 work plan and have the oversight of the Board. I
18 want to make sure that I state unequivocally that
19 FAMU has never not made the minimum. We have
20 always made the minimum score.

21 If you are in the bottom three, then as
22 stated, you're not supposed to be eligible for
23 performance funding. Last year, they actually took
24 some of our money from prior award of performance
25 funding and put it back into the pool for

1 performance funding which resulted in a
2 \$2.7 million cut to our budget. That was a
3 different interpretation than had been announced at
4 the beginning of the year.

5 If you are above the bottom three, and last
6 year was also complicated by the fact that there
7 were some ties so they kind of also redefined what
8 it meant to be in the bottom three. But if you
9 were above the bottom three, then you're then in
10 the pool for performance funding for the next
11 cycle.

12 It's now been changed to a hundred-point scale
13 and you're required to have a minimum score of 52.
14 As I said, our preliminary numbers are in. I can't
15 talk about them because they're not final, but we
16 are seeing some improvement scores that we're
17 pleased about. But one of the things that it's
18 worth mentioning is that this system is volatile,
19 so you've seen that the schools bounce around a
20 lot. Because one year if you might have a lot of
21 improvement, your score might be very high because
22 you have improvement, but then the next year it's
23 kind of hard to maintain that level of improvement.
24 And if you haven't made it into the excellence
25 band, you might get no score or a much lower score

1 for that particular metric.

2 So we're seeing a lot of volatility and, of
3 course, it's not just whether or not you have a
4 good score, it's where you are in the order of
5 things; and so we don't know where we will be in
6 the order of things, which means that we will just
7 keep working as hard as we can until March when all
8 of this information is made available.

9 So that's a kind of primer on how the
10 performance funding metrics work with some of our
11 goals. They're actually -- I'm getting this big
12 note from Doctor Barrington who is trying to say
13 that the -- oh, yes, who is reminding me to remind
14 you that since we are waiting for our report to be
15 finalized, our information to be finalized, that
16 will be put into our accountability report. The
17 timing of it at this particular junction is that we
18 won't get the accountability report back from the
19 Board of Governors until the beginning of March.
20 It has to be approved by the Board of Trustees, so
21 the Academic Affairs Committee will have to have a
22 special committee meeting in order to approve that
23 and consider it so that it can then be presented to
24 the Board of Trustees so that the Board of Trustees
25 can consider it and hopefully approve it in time

1 for it to be then submitted to the Board of
2 Governors. But the timing of our meetings just
3 didn't quite synch for that to happen seamlessly.

4 TRUSTEE CARTER: Thank you.

5 Members, are there any questions?

6 TRUSTEE LAWSON: Yes. Yes, I do. This is
7 Lawson.

8 Chair Carter, I have a question actually
9 pertaining to you. My understanding is that there
10 were one if not two universities that were able to
11 have -- I won't say exception, but slightly
12 different metrics based on kind of their current
13 state. Can you share with us how that was possible
14 from your days on the Board of Governors?

15 TRUSTEE CARTER: It was primarily New College
16 because of their missions and their focus. They're
17 a smaller school in the system, about 800 students
18 or so; and they are primarily just a -- I don't
19 want to discount them just because they don't have
20 the STEM program or anything like that; but they're
21 primarily a baccalaureate institution and they're
22 pretty much -- and their cohort of universities are
23 different than the other universities and all, so
24 they have a separate one exactly for New College
25 and all that.

1 TRUSTEE LAWSON: Okay. And was it only New
2 College that had the exceptions, the two
3 exceptions?

4 TRUSTEE CARTER: Yeah, it was FSU and the
5 University of Florida because of their preeminence.

6 TRUSTEE LAWSON: Preeminent status that they
7 were pursuing?

8 TRUSTEE CARTER: Yes.

9 TRUSTEE LAWSON: Yeah. So then my second
10 question is for Provost David. I still don't
11 understand, what are we doing -- what's our plan to
12 work with either the Committee or the chancellor or
13 the appropriate body at the Board of Governors to
14 try and more strategically influence the mechanics
15 behind the metrics? The metrics I'm sure are going
16 to stay in place. That, you know, makes perfect
17 sense. But how the metrics are calculated, some,
18 you know, additional background that --
19 particularly this one about employment because we
20 know for, you know, two of our marquis programs,
21 pharmacy and business, a lot of our kids follow the
22 opportunities out of state or back home and we
23 don't get credit for those so, you know, right
24 there, at least for me, that's a negative for us
25 just in how the metric is determined.

1 But I'm still yet to understand, what's our
2 plan or our approach to engaging the Board of
3 Governors on the mechanics behind these metrics
4 such that they are, in some cases, more realistic
5 than what our reality is.

6 TRUSTEE CARTER: Before she answers, I think
7 it's going to be critical that we have some data
8 prior to doing that when we go to the Board of
9 Governors.

10 TRUSTEE LAWSON: Sure. Oh, absolutely. I
11 would agree, Chair Carter, but I still would like
12 to understand, you know, how do we plan to engage
13 there? Because I think to your point, Chair
14 Carter, if we had empirical data that spoke to
15 where our graduates went, I know that's hard to
16 get. I know Doctor Friday Stroud probably could do
17 some justice to helping us from a School of
18 Business standpoint; but, you know, to have that
19 metric sit out there knowing that we send kids away
20 to very promising opportunities but we send a lot
21 of them out of state from those two programs.

22 TRUSTEE CARTER: That's true. Provost.

23 PROVOST DAVID: So we engage all the time --
24 the Council of Provosts, for example, has given
25 lots of input as to these various metrics. As I

1 mentioned, there has been in the past on at least
2 two different occasions and there's plans to be
3 another conversation with experts in the room
4 talking about the cost to degree and other things
5 that are out there. The short answer isn't that
6 we're not engaging. A short answer is that there
7 are policies that are driving some of these
8 metrics, particularly the ones that are
9 Florida-centric and that we don't make very much
10 headway.

11 So they know, we talk to them about it. They
12 know where our students are going. We really do
13 present this information. I'm happy to, you know,
14 have the Board of Trustees and other people have
15 the conversation as well, but as an example, the
16 Governor's recent initiative on a 100% employment
17 is focused on employing people 100% in Florida.

18 All of the statistics that he quoted were
19 statistics that said, you know -- the statistic
20 that said you have only 60% of your graduates
21 employed, that's because they're only counting the
22 graduates who are employed in the State of Florida.
23 The focus is on the Florida aspect.

24 And so there are bigger policy issues that are
25 at stake that we don't have very much sway over,

1 but we really are making the effort. We are
2 constantly in conversations trying to influence the
3 performance funding metrics, I promise. It's just
4 that the policies that are in place are policies
5 that are pretty much enshrined in the performance
6 funding metrics as they currently exist.

7 TRUSTEE CARTER: And just so you know, Trustee
8 Lawson, is that this is not just a concern by FAMU,
9 a lot of the universities have come back to us over
10 and over again, particularly as it relates to the
11 performance metrics because, for an example, you
12 consider some of the employees that are outside of
13 the state. There are a number of states that are
14 in a consortium where we can gain information, but
15 there are several like our neighbors to the north,
16 Georgia is not a member of that; so let's say we
17 get folks that get a job in Atlanta, there's no
18 way for us to capture that data. So a lot of that
19 is -- and it's still a process of discussions among
20 the provosts and the presidents as they deal with
21 the Board of Governors on this. And we're still
22 trying to kind of come up with a -- I don't want to
23 say a one size fits all, but a better methodology
24 in terms of how we're doing that. So it's still a
25 process that's in -- it's kind of like planning and

1 activation at the same time, for lack of a better
2 description.

3 TRUSTEE LAWSON: Okay. Thank you.

4 TRUSTEE CARTER: Okay. Any further questions
5 on our performance metrics?

6 (NO RESPONSE) .

7 TRUSTEE CARTER: Just so you know, members, we
8 have some new members of the Board of Trustees, so
9 I wanted just for the sake of clarity and
10 information purposes for the provost to go through
11 this for us because this is kind of important. I
12 say kind of, that's being tongue in cheek; but this
13 is the way for us to move forward. And as you can
14 see, we are making progress. None of this is final
15 yet. Obviously we'll have to present it to the
16 Board of Governors before -- after we get it there,
17 but for now I wanted to make sure that we were all
18 on the same page and we could see how important
19 these performance metrics are and to see how we're
20 doing on them. So every time we have a meeting,
21 unless it's at a special called meeting that our
22 Provost mentioned, I certainly want us to have an
23 opportunity to discuss our performance metrics.

24 PROVOST DAVID: Well, and thankfully that
25 special called meeting will be specifically about

1 the accountability report, which includes the
2 performance funding metrics, so I'll be able to
3 comply even at least for that special called
4 meeting.

5 CHAIRMAN WARREN: Mr. Chair, this is Trustee
6 Warren.

7 TRUSTEE CARTER: You're recognized.

8 CHAIRMAN WARREN: Yeah, I think this was a
9 wonderful discussion on the part of the Provost
10 about the performance metrics. And Trustee
11 Lawson's line of questioning, I think it's
12 informative for all of us in that the performance
13 funding metrics don't capture in any -- they don't
14 capture the university that we are, particularly as
15 it relates to the product that we produce. You
16 know, historically Florida A & M has been referred
17 to as the Harvard of the south or maybe Harvard as
18 the A & M of the north. But our graduates go all
19 over the place, and it's unfortunate that they
20 don't get captured into the numbers in terms of how
21 we're doing as a university.

22 But more importantly, I think it's important
23 for us to recognize that you can't base the
24 performance of the University solely on the
25 performance metrics numbers. It is how we are

1 impacted financially for sure and the lobbying
2 effort that we would continue in the Council of
3 Provosts with the Board of Governors about the
4 underlying formula methods used to compute these
5 metrics, we have to continue to work at that. But
6 for you or us as members of the Board of Trustees,
7 it's important to know the fallacies, if you will,
8 in the arithmetic and how that adversely impacts
9 the University given the product that we produce.

10 TRUSTEE CARTER: Thank you, Mr. Chairman.
11 Trustees, are there any more comments before we
12 move to our next item?

13 (NO RESPONSE).

14 TRUSTEE CARTER: If not, Provost David,
15 you're recognized to bring us to speed on the
16 Academic Affairs.

17 PROVOST DAVID: Thank you, I'll be brief.

18 I wanted to actually relate just a little back
19 to the performance funding goals in that last fall
20 we tried a number of different initiatives that
21 will help us move forward. Specifically, we have a
22 new math lab which is helping our students. One of
23 our barrier courses is mathematics for students, so
24 we have a new math lab that we have put in place in
25 the Dyson Building, and that is allowing us to do

1 supplemental instruction and math laboratories
2 where students can do problem sets on a computer
3 which gives them feedback; and at the same time,
4 there's also upper-class students who are available
5 to answer questions and help them with their
6 understanding of the math concepts.

7 We've also used a much more vigorous
8 deployment of ALEKS, which is a math placement
9 exam, to try and make sure we were getting students
10 into the right math classes to begin with. And
11 we've seen some success with that in some of our
12 classes, that we had students who were able to get
13 through there placed in the right class and they're
14 able to get through the math classes.

15 At the same time our dean of science and
16 technology has been working very closely with the
17 substantive colleges, such as allied health and
18 pharmacy and business about tailoring some of the
19 math and science courses so that it's being really
20 specific, so the math will be very specific to
21 business -- pre-business students, the math --
22 science will be very specific to pre-pharmacy
23 students. And we're beginning to see some progress
24 on that front as well.

25 Our Living-Learning Communities invited

1 students into themed areas, including health
2 sciences, business and science and engineering.
3 And we're trying to be very careful because we want
4 to run the data to see what the impact is so that
5 we can be deliberate in deploying our strategies,
6 but preliminarily, it looks as if the
7 Living-Learning Communities have had a beneficial
8 impact on the fall success of the first group of
9 students.

10 A couple of things that we have in the works
11 moving forward that we hope to deploy this spring
12 for next year, one is putting in place courses in
13 common so that we have groups of students who are
14 taking courses together. This is something that's
15 been very successful with other universities on a
16 national level. It provides a different kind of
17 learning community. It's not a living-learning
18 community, but it's a learning community
19 nonetheless so that students know who to go study
20 with and how -- who to go have help with and they
21 can provide support to each other.

22 And then we're also continuing with our effort
23 to put in place mandatory scheduling and
24 preregistration. We did a first run of
25 preregistration last fall, and we're going to

1 continue that this spring, and then for incoming
2 freshmen, we are going to have mandatory schedules.
3 We're going to give them their schedule as opposed
4 to saying: This is the list of courses you should
5 be taking and then letting them schedule
6 themselves. So these are all things that we
7 believe will get students on track and keep them on
8 track.

9 And then just as a side note, I'd just like to
10 inform the Academic Affairs Committee that recently
11 Dean Epps of the law school, Felicia Epps was
12 appointed the inaugural Shirley Cunningham Chair.

13 TRUSTEE CARTER: Thank you, Provost.

14 Members, are there any questions?

15 (NO RESPONSE).

16 TRUSTEE CARTER: Let me just say, Vice
17 Chairman Lawson, thank you for the opportunity for
18 us to go out of order. And of course, I'm looking
19 at the clock, and I don't want to stand between
20 anybody during lunch. Are there any other
21 questions for our committee?

22 (NO RESPONSE).

23 TRUSTEE CARTER: Hearing none, we are
24 adjourned.

25 CHAIRMAN WARREN: Thank you. Chair Lawson,

1 I'm back in the fold.

2 TRUSTEE LAWSON: All right.

3 CHAIRMAN WARREN: Thank you for standing in my
4 stead. The meetings have been quite informative.

5 We are at the lunch break, and I'm going to
6 recommend that we do indeed take it rather than
7 moving one of the committees up. All of you like
8 me are probably due for some kind of break at the
9 moment, so we'll reconvene at 1 o'clock.

10 And I'm assuming at that time we would take on
11 the special -- the President's Evaluation
12 Committee? Which one did we skip over?

13 TRUSTEE CARTER: That was it.

14 TRUSTEE LAWSON: We skipped over the
15 Evaluation Committee, and we took the Academic
16 Affairs Committee. So we still have Audit and
17 Compliance and Facilities yet to do as well.

18 CHAIRMAN WARREN: Okay. Maybe by -- when we
19 reconvene at 1 o'clock, maybe by then Trustee Moore
20 will be available and we can go on with that
21 committee as a first start.

22 Thank you all for participating. I look
23 forward to having you back for the committees when
24 we reconvene at 1 o'clock.

25 TRUSTEE LAWSON: Thank you.

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CHAIRMAN WARREN: I suggest also that you follow Ms. Royster's advice and try to call in a little earlier just in case there are some connection issues that need to be resolved that can happen before the 1 o'clock time frame.

TRUSTEE LAWRENCE: Is there a problem if we simply stay on the phone?

(WHEREUPON, THE ACADEMIC AFFAIRS COMMITTEE MEETING WAS ADJOURNED).

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CERTIFICATE

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STATE OF FLORIDA)
COUNTY OF LEON)

I, NANCY S. METZKE, RPR, FPR, certify that I was authorized to and did stenographically report the foregoing proceedings and that the transcript is a true and complete record of my stenographic notes.

DATED this 21st day of February, 2016.

NANCY S. METZKE, RPR, FPR
Court Reporter

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