

**Florida Agricultural and Mechanical University
Board of Trustees**



Academic and Student Affairs Committee Meeting

Date: March 17, 2017

Time: 3 pm

Location: President's Conference Room

Committee Members: Matthew Carter, Chair
Justin Bruno, Thomas Dortch, Bettye Grable, David Lawrence,
Nicole Washington, and Robert Woody

AGENDA

- | | | |
|------|---|------------------------|
| I. | Call to Order | Trustee Matthew Carter |
| II. | Roll Call | |
| III. | Approval of Minutes for November 10, 2016 Meeting | Trustee Matthew Carter |

ACTION ITEMS

- | | | |
|-----|---|-------------------------------|
| IV. | Sabbatical and Professional Development Leave | Interim Provost Rodner Wright |
| V. | Honorary Doctoral Degree – Raymond A. Brown
(Posthumous) | Interim Provost Rodner Wright |
| VI. | Honorary Doctoral Degree – Garth C. Reeves, Sr. | Interim Provost Rodner Wright |

INFORMATION ITEMS

- | | | |
|-------|-------------------------------------|-------------------------------|
| VII. | Academic and Student Affairs Update | Interim Provost Rodner Wright |
| | • Introduction of Dean of Nursing | Interim Provost Rodner Wright |
| | • Update - 2 + 2 Program | Dr. William Hudson, Jr. |
| | • Licensure Pass Rate Update | Interim Provost Rodner Wright |
| VIII. | Adjournment | |



**Florida Agricultural and Mechanical University
Board of Trustees
ACTION ITEM**

Academic Affairs Committee

Date: March 17, 2017

Agenda Item: III

Item Origination and Authorization			
Policy ____	Award of Bid ____	Budget Amendment ____	Change Order ____
Resolution ____	Contract ____	Grant ____	Other ____

Action of Board				
Approved ____	Approved w/ Conditions ____	Disapproved ____	Continued ____	Withdrawn ____

Subject: Academic Affairs – Minutes for November 10, 2016

Rationale: In accordance with the Florida Statutes, a governmental body shall prepare and keep minutes or make a tape recording of each open meeting of the body.

Attachment: Minutes for November 10, 2016

Recommendation: It is recommended that the Board of Trustees approve the minutes of November 10, 2016.

**Florida Agricultural and Mechanical University
Board of Trustees**



**Academic Affairs Committee Minutes
Trustee Matthew Carter, Chair**

**Date: November 10, 2016 @ 2:30 pm
Location: Conference Call**

The meeting was called to order by Trustee Thomas Dortch. Ms. Valeria Singleton called the roll and the following committee members were present: Matthew Carter, Thomas Dortch, David Lawrence, Harold Mills, Belvin Perry, and Jaylen Smith. A quorum was established.

The minutes for the meeting on September 14, 2016, were approved.

Request for Leave of Absence Without Pay – A request for leave without pay (personal) for Dr. William Guzman for the spring 2017 semester and the fall 2017 semester was presented and discussed.

Trustee Perry moved to approve the request for leave without pay for Dr. Guzman and the motion was seconded by Trustee Lawrence. The motion carried.

Division of Academic Affairs Updates – Provost Rodner Wright provided highlights on some achievements of our students, faculty, and programs. Updates were also provided on the performance based funding metrics committee structures, the measures to increase bar passage rates at the law school, and the 2 + 2 program.

Several board members expressed concerns regarding the vision of the law school, so further discussion will be held during the next few months and an update will be provided at the March BOT meeting.

There being no further discussion, the meeting was adjourned at 3:58 pm.

Respectfully submitted,

Matthew Carter, Committee Chair



**Florida Agricultural and Mechanical University
Board of Trustees
ACTION ITEM**

Academic and Student Affairs Committee

Date: March 17, 2017

Agenda Item: IV

Item Origination and Authorization			
Policy ___	Award of Bid ___	Budget Amendment ___	Change Order ___
Resolution ___	Contract ___	Grant ___	Other ___

Action of Board				
Approved ___	Approved w/ Conditions ___	Disapproved ___	Continued ___	Withdrawn ___

Subject: Approval of Sabbaticals

Rationale: Nine applications for sabbatical leave were submitted for the 2017 - 2018 academic year. The Sabbatical and Professional Development Leave Committee reviewed the applications and recommended the approval of eight (8) applications for sabbatical leave to Interim Provost Rodner Wright and Interim President Larry Robinson. In reviewing the applications, the committee considered the programs and activities to be followed while on leave; the expected increase in value of the employee to the university and to the employee's academic discipline; specific results anticipated from the leave; and any prior leaves that had been provided to the applicant.

Attachment: Sabbatical Proposal Summaries

Recommendation: Recommend that Board of Trustees approve the sabbatical leaves for the 2017 - 2018 academic year for the following faculty members:

Sabbatical Leave

<u>Name</u>	<u>Title</u>	<u>College/School</u>	<u>Semester(s)</u>
Eisenhower Etienne	Professor	Business and Industry	Fall 2017
Sungmoon Jung	Assoc. Professor	Engineering	Spring 2018
Huijun Li	Assoc. Professor	Social Sciences, Arts and Humanities	Fall 2017 and Spring 2018
Marcia Owens	Assoc. Professor	Environment	Spring 2018
Nanda Shrestha	Professor	Business and Industry	Fall 2017 and Spring 2018
Kamal Tawfiq	Professor	Engineering	Fall 2017
Verian Thomas	Professor	Agriculture and Food Sciences	Fall 2017
Luther Wells	Professor	Social Sciences, Arts and Humanities	Fall 2017

SABBATICAL PROPOSAL SUMMARIES

Dr. Eisenhower Etienne

School of Business and Industry

Dr. Etienne's research proposes to do a critical evaluation, systematic probe and synthesis of a cross section of cases where companies experienced catastrophic quality failure, with the aim of uncovering and extracting the core lessons for management that are contained in them, focusing primarily on identifying and understanding the true causes, particularly the causes that may hide beneath the apparently manifest causes that are reported on in the public domain.

Dr. Sungmoon Jung

FAMU-FSU College of Engineering

The proposed sabbatical leave project will afford Dr. Jung an opportunity to bring new material to the classroom, based on the collaborative research activities, enhance course material by learning from project-based course taught in University of New Mexico, and ultimately improve how he inspires, motivates, and possibly entertains the students. The proposed sabbatical seeks to increase opportunities for FAMU students (especially under-represented students) by exploring different programs in Sandia National Laboratories and the Los Alamos National Laboratory.

Professor Chao Li

School of Architecture and Engineering Technology

Dr. Li plans to use the sabbatical leave to pursue collaborative opportunities with Chinese universities on engineering and engineering technology education. Additionally, the sabbatical plan intends to help Chinese universities to prepare for their application for ABET accreditation, which will also help ABET to expand their presence in China. Finally, Dr. Li will learn to improve his online teaching skills by researching the most current theories on online pedagogy and explore the recent studies of effective methods for creating and maintaining successful online communities.

Dr. Marcia Allen Owens

School of the Environment

Dr. Owens will conduct research and code qualitative data that will ultimately mark preliminary efforts for a scholarly publication. Through a longitudinal analysis (2005-2016) of autobiographies of an internationally and religiously diverse group of students at Florida A&M University, this sabbatical involves qualitative data analysis to explore: 1) Sources and impact of religious beliefs' on students' environmental worldview; 2) Conflicts and congruencies between religious, community and scientific values; and 3) Navigating the tensions between trust in a religious deity and belief in scientific methods and processes. The final project will produce at least four peer-reviewed publications.

Dr. Nanda Shrestha**School of Business and Industry**

Dr. Shrestha's research project will analyze the role of business in alleviating poverty. This proposed project extends the scope of his previous research on poverty, population, and development. The proposed research will provide three major benefits: 1) Contribute to the expansion of the university's research focus/agenda; 2) Contribute to the pedagogical contents of the graduate courses, namely World Cultures for Business and World Resources; and 3) Expand the professional growth and development of the applicant.

Dr. Kamal Tawfiq**FAMU-FSU College of Engineering**

Dr. Tawfiq will use the sabbatical leave to travel to Komar University of Science and Technology (KUST). This new technical university was established in 2009 and it is located in the Kurdistan Region in Northern Iraq. The method of teaching and research at KUST mimics the American system of higher education. During the visit, Dr. Tawfiq will write proposals to funding agencies such as the National Science Foundation (NSF), Federal Highway Administration (FHWA), and the Florida Department of Transportation (FDOT); participate in the upcoming 4th International Conference on Service Life Design for Infrastructure; and establish collaborations in this research area with KUST as well as to write publications related to this research.

Dr. Verian Thomas**College of Agriculture and Food Sciences**

Dr. Thomas proposes to travel to the University of Guyana and establish a new partnership. During her visit, she will conduct curricular revisions and revise existing introductory chemistry laboratories to include laboratory units from the proposed course entitled, Using Food to Teach Chemistry: An Interdisciplinary Approach. Dr. Thomas will also establish a second course entitled, A Global Seminar: An Interinstitutional Approach to Understanding Sustainability, while also developing a draft of the master's program in chemistry. She also intends to conduct at least three students' and two faculty professional development seminars.

Professor Luther Wells**College of Social Sciences, Arts and Humanities**

Professor Wells will develop a robust internship and professional development program for the Florida A&M University Theatre program. He will research and evaluate professional theatre companies in the United States that have an interest in providing professional development opportunities for Theatre students and/or Theatre faculty at Florida A&M University and other Historically Black Colleges and Universities (HBCU). Professor Wells will also conduct feasibility studies with extensive onsite visits to various theatre companies to observe and evaluate their operations, meet with artistic directors and their staff, and negotiate deals with the intention of developing Memorandums of Understanding to move both the FAMU Theatre program and the professional theatre companies forward.



**Florida Agricultural and Mechanical University
Board of Trustees
ACTION ITEM**

Academic and Student Affairs Committee

Date: March 17, 2017

Agenda Item: V

Item Origination and Authorization			
Policy ____	Award of Bid ____	Budget Amendment ____	Change Order ____
Resolution ____	Contract ____	Grant ____	Other ____

Action of Board				
Approved ____	Approved w/Conditions ____	Disapproved ____	Continued ____	Withdrawn ____

Subject: Honorary Doctorate Degree (Posthumous) – Raymond A. Brown

Rationale: Other than the earned doctorate, the greatest recognition the University can award is the honorary degree. An honorary doctoral degree is granted for the purpose of honoring those who exemplify the ideas of the University through significant achievements and contributions to society. The awarding of honorary doctoral degrees by the University is an extension of its role as a unique institution in our society devoted to the discovery, transmission, and preservation of knowledge.

The late Raymond A. Brown was an iconic civil rights leader and attorney who represented some high profile defendants in New Jersey. Also, during his 59 years of practicing law he worked as an NAACP lawyer and represented several noteworthy people. Mr. Brown attended Florida Agricultural and Mechanic College (FAMC) and later received his law degree from Fordham Law School.

Attachments: Nomination letter and three comprehensive news articles

Recommendation: It is recommended that the Florida A&M University Board of Trustees approve the honorary doctorate degree (Doctor of Law) for the late Mr. Raymond A. Brown.

April 2016

Dear Members of the FAMU Honorary Doctoral Degree Committee,

We are enclosing letters, documents, and a nomination form in support of the nomination of our father, Raymond A. Brown, for an honorary Doctor of Laws degree from Florida A&M University. An alum of FAMC, our father spoke often of his experiences at FAMC saying that this opportunity forever changed his life and the way he viewed the world. Although his family moved to Jersey City, NJ, from Florida when our dad was young, he often spent time there with relatives. In fact it was through a conversation with his uncle at a funeral in Florida that he was encouraged to attend FAMC.

The criteria for awarding an individual with an honorary FAMU degree includes unusual and fruitful service to humanity; a distinguished career in humanitarian endeavors that advance the value and work of human existence: and/or exemplified leadership in improving the quality of life, and in furthering human relationships. We believe that you will see from the enclosed materials that our dad clearly meets those criteria.

Although we frequently urged our father to compile a resume' it was something he resisted. He was so involved in the work that he was doing for others that he never viewed the recording of his accomplishments a priority. We have, therefore, enclosed five comprehensive news articles related to our dad's work. One is a recent opinion article regarding his contributions to NJ, another is an article focused on the unveiling of a bronze plaque in his honor in the promenade in the Essex County (Newark, NJ) Government Complex (following his death); the other three are articles written about our dad at the time of his death in 2009 at the age of 94, including an obituary in the New York Times.

Additionally, we are enclosing two letters from his former colleagues in support of the nomination. Neither Thomas Ashley nor Joseph Charles placed their letters on their letterhead, but I have attached information about Thomas Ashley which includes his office address and phone number should you need to contact him. Joseph Charles is a retired NJ Superior Court judge and attorney, and he can be reached through Mr. Ashley.

We have also enclosed a letter from Herbert Stern, a retired federal judge. Finally, we are sending a note from Barry Albin, an associate justice of the New Jersey Supreme Court, in which he indicates that he will forward his letter to us shortly. I will forward it to you as soon as I receive it.

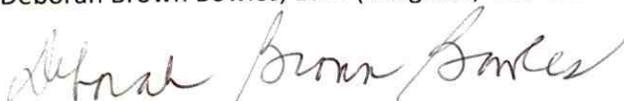
Thank you for your consideration of our father's nomination.

Sincerely,

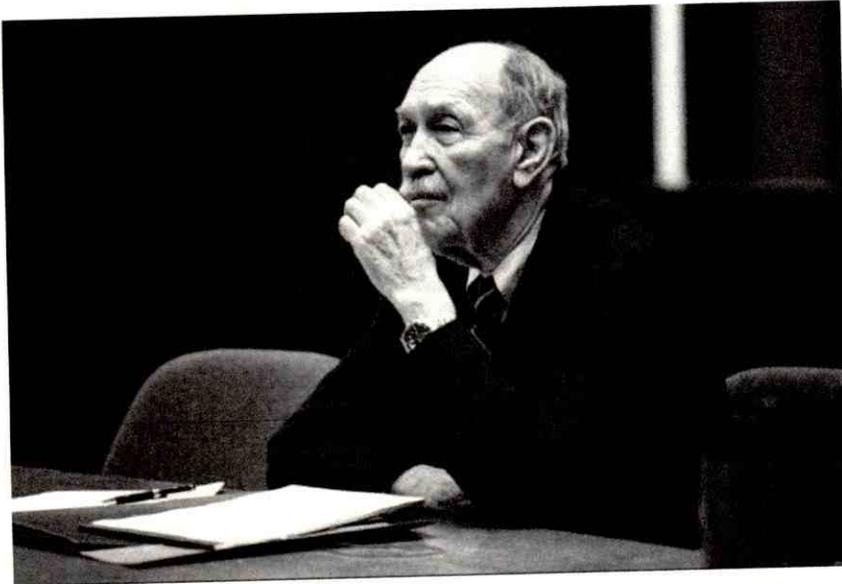
Raymond M. Brown, Esq. (son)



Deborah Brown Bowles, Ed.D (daughter) 609-213-4142 or debbieforkids@gmail.com



A Black History Month appreciation of N.J. civil rights lawyer Raymond A. Brown | Opinion



Raymond Brown stands in the Lawyer Hall of Fame along with Clarence Darrow, Thurgood Marshall and Abraham Lincoln. He fits right in. (1996 Star-Ledger file photo)



By **Linda Stamato** | **Star-Ledger Guest Columnist**

on February 13, 2016 at 7:09 AM, updated February 13, 2016 at 7:10 AM

February contains the birthdays of both Frederick Douglass, the abolitionist, and Abraham Lincoln, the president of the United States. It's not at all surprising then that **Carter G. Woodson**, the founder of **Black History Month**, would choose February to celebrate the contributions of African Americans to the life of the nation.

Woodson, a scholar and activist, educator and visionary, would find a perfect candidate in **Raymond A. Brown**, a great citizen of New Jersey, who left his own imprint on the nation.

Lawyer, teacher, scholar, friend, Brown confronted the worst of intolerance and bigotry, but remained committed to America; in fact he fought for it on many fronts, not least on the battlefields of World War II. Like Woodson, Brown vigorously pursued educational opportunities for himself and for others; he believed in genuine public service, contributing to the quality of life, not only of African Americans but all Americans.

Born in Florida in 1915, Brown moved to Jersey City at the age of five. He came from a humble background — the son of a railroad mechanic — and was what some might call a regular "street kid." He joined the U.S. Army, was placed in a segregated unit of black soldiers, worked as a longshoreman on the piers and docks after the war, and attended Fordham Law School at night. Admitted to the New Jersey bar in 1949, he was one of very few African-Americans practicing law in the country at that time.

And what a practice! In the 1950s and 1960s, he worked as an NAACP lawyer on individual cases in the South, including the 1959 Lewis case, in which he represented two brothers who were victims of police brutality.

He also helped to carry out an effective busing program for the integration of the public schools in his "hometown," Jersey City. During his 59 years practicing law, he defended civil rights workers and represented some noteworthy people, famous and infamous, including Rubin "Hurricane" Carter, H. "Rap" Brown, Jersey City Black Panthers, Mario "Dr. X" Jascalevich, bookmaker Joseph "News boy" Moriarty and Joanne Chesimard.

The operating principle seemed consistent throughout his career: Defend those who are defenseless, those whom others chose not to represent.

And, not just the famous or infamous, but, especially, the ordinary, who, in his son's words, **Raymond M. Brown**, litigator and host of NJN's "**Due Process**," were "people down on their luck, people who had done dumb things." And, those fighting for their beliefs, for their civil rights, their own and those of others.

Sandy Jaffe, a U.S. attorney who tried two cases against Brown, and worked closely with him on the "Riot Commission," said that "Ray Brown was a formidable adversary, a brilliant man, a man of integrity, decency and high standards; he became a lifelong friend."

Brown received honorary degrees from Rutgers, Seton Hall and St. Peter's, but what meant the most to him was the regard of his fellows and members of the community, and regard he got, for skill, persistence and dedication to social justice, on behalf of those who frequently had no one else to speak for them, in court and outside of it, but "Lawyer Brown."

He represented people because they needed representation and he did so, frequently, without compensation. It was said, by many, that he gave just as much to his penniless clients as he did to the high-profile celebrities and well-heeled characters that he represented.

Raymond Brown was a man of his community. He never stood apart from it. Actively investigating the causes of the civil disturbances in Newark, as vice chair of the "Riot Commission," he stood firm in his advocacy for the city and its citizens, black and white. And he stayed with it.

He knew that education was a critical factor in saving Newark and the lives of so many in it. His regard for education was a life-long one. Not only the education that takes place in institutional settings, but at home, and in his practice. He mentored hundreds of young lawyers and prosecutors and continued to do so even in his 90's.

Raymond Brown stands in the Lawyer Hall of Fame along with Clarence Darrow, Thurgood Marshall and Abraham Lincoln. He fits right in.

And he stands alongside Carter Woodson in that other hall of fame, where the famous and not so famous, those who believed in the power of education to transform their own lives and those of others, stand proudly, continuing to inspire those who, we must hope, will be leading, inspiring, pushing, believing and fighting for the right to learn.

Black History Month provides us with an opportunity to celebrate the life of this giant of a man. Because it was on every day of every month that he devoted his efforts, we need to do better with our own.

We honor Raymond Brown and his legacy, if we do.

Linda Stamato, a regular contributor to The Star-Ledger, is co-director of the Center for Negotiation and Conflict Resolution at Rutgers and a faculty fellow in the University's Edward J. Bloustein School of Planning and Public Policy.

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The New York Times

N.Y. / REGION

Raymond A. Brown, Civil Rights Lawyer, Dies at 94

By **JOSEPH BERGER** OCT. 11, 2009

Raymond A. Brown, a criminal and civil rights lawyer who deployed a sometimes theatrical manner on behalf of controversial clients like the Black Panthers, a Soviet spy, the boxer Rubin “Hurricane” Carter, and Dr. X, a New Jersey surgeon accused of murdering patients with an overdose of a muscle relaxant, died Friday at St. Barnabas Medical Center in Livingston, N.J. He was 94 and lived in Upper Montclair, N.J.

The cause was chronic obstructive pulmonary disease, said Thulani Davis, his sister-in-law.

Mr. Brown, a tall, slender man blessed with the courtroom gifts of a strong voice, sweeping arm gestures and a prowling gait, developed his ardor for civil rights as an African-American soldier sent to Army bases in the South and seeing firsthand how shabbily and humiliatingly blacks were treated. He honed his reputation with Southern civil rights cases in the 1960s and later defended some of the black students — including his son — arrested for taking over a building at Columbia University in 1968.

But his talent for courtroom bravado, oratory and canny legal strategies was such that clients like New Jersey politicians, organized crime figures and union officials sought him out when issues far from civil rights were involved. He defended the mayor of Camden, N.J., Angelo Errichetti, in 1980 in one of the Abscam cases

involving congressmen and other politicians accused of taking bribes in what had been a sting operation by federal authorities pretending to be wealthy Arab sheiks.

In the late 1970s, he defended Mario E. Jasclevich, an Argentine-born physician identified as Dr. X in early newspaper reports, against charges that he murdered five surgical patients at Riverdell Hospital in Oradell, N.J., with overdoses of curare. Gesturing at the jury with his gold-rimmed half glasses and quoting Shakespeare, Mr. Brown contended in his opening statement that the surgeon was framed by colleagues trying to cover up their own ineptness. Dr. Jasclevich was acquitted in 1978.

In an important sideshow, Mr. Brown accused M. A. Farber, the reporter for The New York Times who revealed the mysterious deaths, of joining with the Bergen County prosecutor to advance their careers, and subpoenaed Mr. Farber and The Times for thousands of pages of investigative notes. Mr. Farber spent 40 days in jail and The Times was fined \$285,000 in defending the right to protect news sources. (The Times was later refunded \$100,000 of that money after the newspaper and Mr. Farber were pardoned in 1982 by the governor of New Jersey).

Mr. Brown helped Resorts International get one of New Jersey's first gambling casino licenses despite allegations of ties to organized crime — allegations Mr. Brown characterized as going “to the third and fourth degree of remoteness.” Earlier, in 1964, he defended John W. Butenko, a 39-year-old American electronics engineer accused of giving defense secrets to the Soviet Union. Mr. Brown lost that one.

But it was his representation of a series of black radicals that brought him wider fame. In 1967 he successfully defended the poet Amiri Baraka, formerly known as LeRoi Jones, on charges of carrying a concealed weapon. He defended Joanne Chesimard, a member of the Black Liberation Army, who was convicted of shooting a state trooper to death on the New Jersey Turnpike in 1973. She escaped prison in 1979 and made her way to Cuba. Three Black Panthers accused in 1970 of attacking a Jersey City police station with a machine gun and H. Rap Brown, the chairman of the Student Nonviolent Coordinating Committee and leader of the Black Panther Party, were also clients.

Mr. Brown defended the boxer Rubin Carter in his first trial on charges that he murdered three people in Paterson, N.J., in 1966. Mr. Carter and another man were convicted but the convictions were thrown out in 1975. With Mr. Brown participating as a witness, the men were found guilty a second time but that too was overturned. After serving 19 years, Mr. Carter was freed in 1985.

“He was a very dramatic figure in the courtroom,” said Ms. Davis. “He had a flawless memory and could carry tremendous details of a case in his head.”

Mr. Brown was born in 1915 in Fernandina Beach, Fla., the son of a railroad mechanic. When he was 2, his family moved to Jersey City. He went to college at Florida A & M University, and, paying his way by working as a longshoreman, he received his law degree from Fordham University.

At a time when few black lawyers served in large firms, he became a solo practitioner focusing on casualties of prejudice and poverty.

He also was the president of the New Jersey chapter of the N.A.A.C.P. for 12 years and worked to integrate its schools and faculty. During the riots in Newark in 1967, he was serving with the National Guard and walked the streets to quiet the disturbances. Afterward, Gov. Richard J. Hughes appointed him vice chairman of the commission that investigated the disorder.

Mr. Brown’s first wife was the late Elaine Camilla Williams Brown. He is survived by his second wife, Jennie Davis Brown; two children from his first marriage, Raymond M. Brown and Deborah Elaine Brown Bowles; two stepchildren, Clifton O’Neill Howell and Denise Louise Howell Randall; and seven grandchildren.

Correction: October 28, 2009

An obituary on Oct. 12 about Raymond A. Brown, a civil rights lawyer with many controversial clients, referred incompletely to the outcome of legal action against The New York Times and one of its reporters, M. A. Farber, that was initiated after Mr. Farber refused to yield investigative notes during the murder trial of a client of Mr. Brown’s. While The Times indeed paid fines of \$285,000 at one point, it was refunded \$100,000 of that money after the newspaper and Mr. Farber were pardoned in 1982 by the

governor of New Jersey; the paper did not ultimately pay \$285,000 in fines.

A version of this article appears in print on October 12, 2009, on page A24 of the New York edition with the headline: Raymond A. Brown, 94, Civil Rights Lawyer.

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MONTCLAIR CIVIL RIGHTS LEADER HONORED DIVINCENZO IN NEWARK

The Late Raymond A. Brown, Montclair Civil Rights Leader and Pioneering Attorney, is Honored

 Essex County Executive Joseph N. DiVincenzo, Jr. (center) hosted a ceremony on Tuesday, December 15th saluting the lifetime achievements of the late Raymond A. Brown, an iconic civil rights leader and attorney who represented some of New Jersey

Essex County Executive Joseph N. DiVincenzo, Jr. (center) hosted a ceremony on Tuesday, December 15th saluting the lifetime achievements of the late Raymond A. Brown, an iconic civil rights leader and attorney who represented some of New Jersey's most high profile defendants. The County Executive was joined by many of Mr. Brown's family members and friends to unveil a bronze plaque in Mr. Brown's honor in the promenade in the Essex County Government Complex. Glen Frieson
12/16/09

Essex County Executive Joseph N. DiVincenzo, Jr. hosted a ceremony on Tuesday, December 15th saluting the lifetime achievements of the late Raymond A. Brown, an iconic civil rights leader and attorney who represented some of New Jersey's most high profile defendants. The County Executive announced a bronze plaque honoring Mr. Brown, who passed away on October 9, 2009, at the age of 94, has been placed in the promenade in the Essex County Government Complex to raise awareness about his contributions to Essex County and the State.

“Ray Brown was a champion of justice and left a legacy of fighting for people’s rights. He was a passionate advocate for all his clients, blunt in his arguments and never afraid to confront a judge or prosecutor when arguing for something he thought was right,” DiVincenzo said. “Ray was also a civil rights pioneer who served as a role model for generations of attorneys and raised the standards for all lawyers,” he noted.

The County Executive pointed out that Mr. Brown was retained to represent Essex County in two Federal Consent Orders that each lasted over two decades. Mr. Brown helped remove federal oversight from the old Essex County jails in Newark and North Caldwell and the old Essex County Youth House in Newark. “Our Correctional Facility and Juvenile Detention Facility went from being the worst in

the State to being recognized as model institutions that generate recurring revenue through shared services agreements. Mr. Brown was an aggressive defender of Essex County and these accomplishments would not have been possible without his commitment," DiVincenzo said.

"This is a wonderful tribute to Ray," said his wife Jennie Brown. "Ray is the epitome that hard work will take you far and compassion will increase your reach," she added.

"To be here with this enlarged family and honoring my father is a wonderful feeling. This is a special occasion for our family," Raymond Brown, Jr. said. "He may be most remember for the high profile cases he worked on, but we will remember him for the regular people he represented," he added.

"My father always looked out for those who had less and taught his children the importance of giving back," his daughter Deborah Brown Bowles said.

Born in 1915, Mr. Brown moved from Florida with his parents and grew up in Jersey City. After fighting in World War II, he became one of the first black officers in the U.S. Army and achieved the rank of Colonel by the time he retired from the National Guard in the 1970s. Mr. Brown worked on the docks while attending Fordham Law School on the GI Bill. His law career spanned 59 years, beginning in 1949 when he was among the first African Americans admitted to the Bar. Throughout his career, Mr. Brown was known for his extraordinary work ethic, dominating presence, oratory skills and courtroom theatrics – all to provide the best defense for his clients.

"Mr. Brown humbled himself to represent people who lacked representation in the justice system," Assembly Speaker-Elect Sheila Oliver said.

NJ State Senator Teresa Ruiz described Mr. Brown as "compassionate, dedicated and tenacious." "Students walking by, attorneys and jurors entering our courthouse and other visitors will see this bronze plaque and witness the memorialization of a great man," she added.

"As hard as he fought in the courtroom, he fought for dignity and understanding," said longtime friend Calvin West.

He worked on a variety of cases that involved ordinary people and some of the State's highest profile cases. These included bookmaker Joseph "News boy"

Moriarty, Rubin "Hurricane" Carter, author Amiri Baraka, Camden Mayor Angelo Errichetti in the Abscam case, cop-killer Joanne Chesimard and singer Sara Vaughan. One of his most famous cases involved Mario E. Jascalevich, the so-called "Dr. X," whose 1977 Bergen County murder case led to the jailing of New York Times reporter Myron A. Farber, who refused to reveal his sources or turn over his notes. He also took on a lot of cases for the NAACP and traveled the country, sometimes at his own expense, to represent blacks in civil rights cases.

"Ray Brown was the greatest Supreme Court Trial lawyer in New Jersey," Newark Attorney Frank Giantomasi said, noting he was an advocate for Essex County in several high profile cases involving the Youth House, Jail and Courts. "He saved Essex County because he cared about the people. He was always there to assist Essex County," he added.

"When Ray Brown walked into a courtroom, everyone stopped to see what he would do. He was a presence in the courtroom," Attorney Michael Critchley said. "It I could crystallize Ray, it would be that he respected everyone and feared no one," he added.

"He was one of the 20th century pioneers who placed New Jersey at the forefront of the Civil Rights movement," Rutgers University Professor Clement Price said. "We will not see someone with the same level of commitment at Ray Brown in our lifetime," he added.

Mr. Brown, a resident of Montclair, is survived by his second wife, Jennie Brown; a son, Raymond with whom he shared a law practice; a daughter, Deborah Brown Bowles; two stepchildren, Clifton Howell and Denise Randal; and seven grandchildren. His first wife Elaine died in 1968.

Several buildings and open spaces in the Essex County Government Complex have been named after prominent people who have influenced the development of Essex County. The park next to the Historic Courthouse is named for Barringer High School graduate and U.S. Supreme Court Justice William J. Brennan, Jr.; a plaza named for Civil Rights leader Rosa Parks is located in front of the Essex County Veterans Courthouse; the plaza behind the Veterans Courthouse is named for Congressman Donald M. Payne, who is the first African American Congressman in New Jersey; and the promenade on the south side of the Hall of Records is named for former New Jersey Governor and Essex County Prosecutor Brendan Byrne. The Veterans Courthouse and the Essex County Veterans Memorial Park are named as a tribute to the men and women who have defended our country and freedoms while

serving in the U.S. Armed Forces. The former Essex County Jail is currently being renovated into a office building and is named the Essex County LeRoy F. Smith, Jr., Public Safety Building. Smith served as Deputy Director of Emergency Medical Services for the University of Medicine & Dentistry of New Jersey for 38 years before retiring in 2007. In Brennan Park is a monument recognizing the late Charles Cummings, who served as the official Newark historian and librarian with the Newark Public Library for over 40 years. The plaza in front of the Historic Courthouse is named for former Essex County Prosecutor James Lordi. There is also a bronze plaque in the promenade recognizing Lena Donaldson Griffith, a cultural arts and civil rights pioneer in Newark and Essex County.



**Florida Agricultural and Mechanical University
Board of Trustees
ACTION ITEM**

Academic and Student Affairs Committee

Date: March 17, 2017

Agenda Item: VI

Item Origination and Authorization			
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board				
Approved _____	Approved w/Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

Subject: Honorary Doctorate Degree – Garth C. Reeves, Sr.

Rationale: Other than the earned doctorate, the greatest recognition the University can award is the honorary degree. An honorary doctoral degree is granted for the purpose of honoring those who exemplify the ideas of the University through significant achievements and contributions to society. The awarding of honorary doctoral degrees by the University is an extension of its role as a unique institution in our society devoted to the discovery, transmission, and preservation of knowledge.

Mr. Garth C. Reeves, Sr., graduated from Florida A&M College in 1940 with a B.A. degree in printing. Mr. Garth managed the Miami Times (which was founded by his father) for many years. The Miami Times is the pre-eminent newspaper serving the African American community in Miami and “all of Florida.” Mr. Reeves established “himself as an important figure in the Miami community during the civil rights movement by taking a direct role in desegregating Miami beaches and golf courses. Mr. Reeves also maintained a voice in the governing local boards and charities, using his clout to “prick the conscience’ of other Miamians in order to bring about social justice.” Mr. Reeves became the first African American to serve on the governing boards of the Miami-Dade Community College, Barry University, the Greater Miami Chamber of Commerce, and the United Way of Dade County.

Attachments: Biography

Recommendation: It is recommended that the Florida A&M University Board of Trustees approve the honorary doctorate degree (Doctor of Humane Letters) for the Mr. Garth C. Reeves, Sr.

GARTH REEVES

BIOGRAPHY

Garth Reeves inherited the *Miami Times* from his father and has led the paper ever since. Born February 12, 1919 in the Bahamas, Garth Reeves grew up in a segregated Miami and was profoundly affected by his military experience in World War II. Initially displeased with the hypocrisy of the United States, which employed him as a soldier in World War II but denied him basic rights because of segregation, Mr. Reeves thought about leaving the country for good. Instead, after a talk with his mother, he threw his energies into using the newspaper to advocate social change. He established himself as an important figure in the Miami community during the civil rights movement by taking a direct role in desegregating Miami beaches and golf courses. Mr. Reeves also maintained a voice in the governing of local boards and charities, using his clout to “prick the conscience” of other Miamians in order to bring about social justice. His service to his community is borne out by countless awards from the Boy Scouts of America, National Business League, the Urban League, Florida A&M University, the Urban League, YMCA, and the National Newspapers Publishers’ Association.

SUMMARY

Mr. Reeves reflects on growing up in vibrant community of Overtown, and how Interstate 95 disrupted that neighborhood. He discusses how his service in World War II shaped perspectives that influenced his management of the *Miami Times*. Of particular note in this interview is Mr. Reeves’ lengthy discussion of his involvement in the civil rights

movement and beyond, and how the *Times* strove to provide an important and otherwise ignored perspective to the white Miami newspapers. He also comments on issues important to Miami today, including the controversy over religious leader Henry Lyons and how the rapid infusion of ethnic minorities in Miami has affected blacks. This discussion of specific events lends a particular energy to his concluding remarks on the role of journalism in society.

Garth C. Reeves, Jr. was interviewed by Julian M. Pleasants on August 19, 1999, in Miami, Florida.

P: When and where were you born, Mr. Reeves?

R: In Nassau, Bahamas, on February 12, 1919.

P: When did your parents come to Miami?

R: May 11, of the same year.

P: Why did they come to Miami?

R: My father was on his way to New York to buy printing equipment to start his own business. He had a small printing business on the side in Nassau that he operated out of his home. He worked for the Nassau *Guardian* newspaper. He had a brother, Fred, who lived in New York and he was going up there to buy equipment and come back and open his own business. He never got to New York because he stopped here in Miami, and he met some friends whom he had known before from the Bahamas.... They said, this is the place you should drop your anchor; this place has a lot of potential. Now, I do not know how they could see potential in Miami back in 1919. Really, I do not think there were 30,000 people in Miami at that time and [there were] strict segregation laws and things

like that. I guess those old people had vision. They said, we think that something is going to happen here. Instead of going to New York, he stayed in Miami and opened a business. He never went to work for anybody else in this country. He bought printing equipment, and his two friends went in with him. I think they formed a company, the Magic Printing Company. Like all new business, it did not flourish right away. It took a little time..., [eventually] my father bought them out for a grand total of \$375, which was a lot of money in those days, and he kept the business going for himself.

P: The *Miami Sun* was the first paper?

R: Yes. That was, I think, in 1920, and it only lasted eight months because World War I was going on, and there were people shortages and other problems.... He was a master printer. He was very good at his craft, and he did well with his job printing. [On] September 1, 1923, he started *The Miami Times*. It was a struggle, but he was proud of his reputation of having gotten out a paper every single week. Every single week, he got out this newspaper, in spite of hurricanes, mechanical failures, [or] labor problems.... We will have completed seventy-six years, on September 1 [1999], and we have never missed an issue in those seventy-six years. I feel very proud of that, too, having taken over for my dad. But it has been a struggle. I remember we had paper shortages during World War II. In fact, *The Miami Daily News* was the dominant paper here then, instead of *The Herald*, and we used to buy paper from them, the end of their rolls that they would usually throw away. They would cut it up in flat sheets and sell it to us, and it kept our paper going. I never forgot that....

P: It must have been difficult during the 1926 hurricane. It is amazing you could get

a paper out under those conditions.

R I remember the electricity in our part of town stayed off more than a week. That was the only way we could get the paper out, by turning the wheel by hand, and I remember seeing those men do that.

P: When did you start working for the paper and what did you do?

R: ... I have never had another job in my life other than the four years I spent in the Army, serving Uncle Sam. But, I started off as a printer's devil around the print shop, sorting pie.... Sorting pie is the type, when individual characters get mixed up and you put them all in a pie box. My job was to sort them [and] clean up the place. Then I got a paper route, I guess I must have been ten when I started.... That was a good experience because I remember my dad used to print the paper one page at a time. First, he would fold the page in half and print that. Then, he would print the other side. Then, he would have to reverse that page, and then he would print the other two pages (a total of 8 pages). The press we were working on was no more than a twelve by eighteen press. Boy, it was a real project getting out newspapers in the old days, but that is what you had to do....

P: What was your readership, in numbers?

R: We printed about 500 or 600 papers a week when we started.

P: Is this where you got your love of journalism?

R: No, really, I was not really [in] love [with] journalism.... I was not obsessed with journalism because my dad never made a lot of money out of that newspaper, but his commercial job printing subsidized the newspaper in those lean years. I would always wonder why he spent so much time on that newspaper instead of on his job printing

where we were making a good deal of money. I remember him saying to me, one day, this newspaper will be more important than the job printing. I could not see that in those days, but he was right. There came a day in the 1960s, maybe the 1950s, after the war, [when] we continued to have the job printing and the newspaper, but the newspaper began to catch fire. Job printing began to get in the way of the newspaper because the newspaper began to grow....

Then, having coming out of the Army and having been treated like I was, made me take a different look at the newspaper part of [journalism], the power of the press. I knew that segregation was terrible. I suffered in the Army because I had to accept that. They sent me away from here saying, you are going out to make the world free for democracy, and we have to defeat men like Hitler and Mussolini. They were waving that flag at me, but they treated me like a damn dog, because I am black. It was a terrible thing to accept: you are laying your life on the line, you are overseas, and you see them treating the German prisoners better than they treat you. It just does something to you. It takes your manhood away. I never could deal with that. That bothered me. It bothers me today.... I have a twenty-five foot flagpole in my yard, on the water where I live, and I have never hoisted the American flag on that pole. I just cannot do it for some reason.... But I will never forget the way my country waved that flag at me and then treated me, under the false pretenses that I was really there to help save this world for democracy....

P: Did you volunteer, or were you drafted?

R: No, I was drafted. In fact, I went in the first black contingent to leave Miami.

Everything was segregated....

P: What unit was this?

R: I went overseas to Europe with the 383rd Engineer Battalion.... I was assigned to coast artillery... and was fascinated by the ninety-millimeter guns, and I put in for officers' school. I was accepted, and they cut my orders and sent me to Fort Belvoir, Virginia.... A black sergeant picked me up at the station. He looked at me strangely and he said, are you Sergeant Garth Reeves? I said, yes, I am. He said, well, I am supposed to take you to the fort, to officers' training school, right? He said, are you sure they did not make a mistake? I said, here are my orders. So, we are riding back to the post. This was a black guy, and he said, Sergeant, I have been on this post for twenty-two years, and I have never seen a black guy come... into this coast artillery school. I said, well, you see one now. I said, they did not make a mistake. He said, well, I'll be damned. And, I went to the post. I got there at night around eight o'clock. He took me into this captain who was on duty, and the captain looked at me strangely. He told the sergeant, put him in the room down there. The sergeant took me down there, so I slept that night. I got up the next morning, and they had cut orders for me... and moved me right out of there. They just overran the orders from the headquarters in Europe.

P: Were you in the Pacific theater?

R: I was in Hawaii. We went back at the time when we were getting ready to invade Japan, because the war in Europe ended while we were still at sea on the boat going over [to Japan]. Boy, we were all happy about that. We wanted the ship to turn around. They said, no, we still have another enemy over there; Japan is still there. So, they were building up the forces in the Pacific to invade Japan. God, I saw the intelligence reports, that we were really expecting 2,000,000 casualties in the invasion of Japan. None of us felt very good about that.... We figured we could win the war but, God it was going to be

very costly. But, sure enough, they dropped the big one on Hiroshima, and the Japanese changed their minds. I was very happy about that. The war ended, and we were still there in training in Hawaii.

P: Did you have white officers in those segregated units?

R: Yes. The first unit I went into, [had] all white officers. They had one colored [man]. He was the chaplain, the minister. The NCOs were all black. Only the officers were white.

P: While you were in this unit, were you discriminated against by these white officers?

R: No, not the officers themselves. I believe they realized that they were taking men into combat. You arm them and you know you [have] to treat them like men, or you are not safe. I think they were smart enough to realize that. It was not the discrimination. It was just the policy and the practices of the Army.

P: You attended Booker T. Washington High School in Miami, which obviously was a segregated school. Give me some idea of what kind of school it was and what kind of education you received.

R: Booker T. Washington had a great building. I thought it was the most beautiful thing I had seen when I went to that school (1931). [But]... in the classroom, the Bunsen burners were broken in the science labs, and I noticed that our science teacher, when he did an experiment, he did it, and we just watched. I wondered why we did not do our own experiments. He said, well, this equipment is broken, and they have not repaired it. I remember, the whole year, they never did repair it. Another thing was the books: we got the secondhand books from the white schools, hand-me-downs and things like that. We

never got new books. Even the athletic equipment. The black schools did not have any athletic budget to buy jerseys and football togs. So, Miami High and Miami Edison used to give us their old togs from the last year, and we used it in practice. We would have to buy jerseys to have for the games. That was the way things were.

I remember when I was going away to [my military] service, I confided to my mother: I said, my heart is not in this; I am going against my will. She said, well, I want you to be a survivor; I want you to come back home, you do not have to win this war by yourself. She said, you try to make it back home because I say things have to get better one day, but it is not going to happen overnight. I thought about that a lot of times because I had some situations in the service that were very disgusting. I remember once when I, heading to the Pacific coast to go overseas, over to the Pacific, I got on a train in New Orleans.... The conductor came by. I got my ticket, and I said, when are we eating; I am hungry. He said, just sit down over there; I will be back. An hour later, he had not come back. When he came back about an hour and a half later,... I said, I am hungry, and I am ready to go to bed now; I wish you would show me where my bunk is. He said, I am busy right now; you sit down over there, and I will be right back. Three hours went by, and the guy never came. I never ate. So, I confronted him. I said, look, you have my ticket there. I said, I have meal coupons to eat; I am tired, and I want to go to bed. He said, you sit down; you sit down right in that coach right there. I said, no, no, no. I said, something has got to be wrong here. They had military police riding on the train, so I went to the military police and I said, I want you to come with me and talk to this conductor.... I am ready to go to bed, and I have not had anything to eat.... So, the conductor looked at him, and the military police [man] told me, you do what that white [man] told you to do, or

I will have to lock you up on this train.... So I rode across the country sitting up in a coach, and I had to buy my food because I could not go into the dining car. Something like that, it is kind of hard to get out of your craw.

P: What was Overtown like in the 1930s? I understand it was sort of a Harlem of the South.

R: It was great. Neighborhoods were really neighborhoods. Any mother in that neighborhood could discipline anybody's child. It is quite different today. If Mrs. Johnson next door saw me getting out of line, she would straighten me out, even to the point of punishing me, spank[ing] me. Then, when my parents came home, she would tell them what happened. Well then, I would get another whipping. But everything was so different during that time. Booker T. was a closely-knit school. We had a lot of pride in that school. [There was] no graffiti on the walls or anything like that. Nobody was tearing up anything. I had gotten so that back in those days, I guess, the segregation did not bother me that much because I had not seen anything of the outside world, and I seemed to have had everything in my neighborhood that I thought I needed or wanted....

P: What is your view of the impact of Interstate 95 which went through Overtown?

R: It really destroyed the black community because up until that time, we were all right there together, and we had our own real community. But when I-95 came through, it came right through the heart of the city, right down 6th Avenue.... The people started moving out. The thing is, there was no place to go, because when you moved out, really, from Overtown, the nearest place was Liberty City.... So, where we are now was all white [back then]. From 62nd Street on back, it was all white.... The real estate agents got into it, too. They saw a good way to make some money. They started selling homes to blacks

in these fringe areas. Well, the whites started to move once one black moved into the block. It was like everybody had to go then; they had to leave. That is how Liberty City opened up. Then, a lot of people were stubborn about leaving, and we had some terrible incidents about integrating some of these neighborhoods. They had a bombing.... Blacks just started moving in, and the whites did not like it. They set off a dynamite charge in one of the vacant apartments.... I guess I reacted just like everybody. I got my gun and put it in my pocket, and I [went] out to see what in the hell was going on.... The police came, and nobody was hurt or anything, but the hostility was in the air. It was like they were bringing a war to our community, and the black people were very upset. But, we managed to get over that....

P: You started as a reporter. What did you cover?

R: Everything. In a black newspaper, you had to be versatile. You had to write an obituary today and a wedding story tomorrow. That is why I think a black journalist had an advantage over a white journalist because when a white journalist went to a newspaper, they gave him a certain spot, a niche, and that was all he did. We had to do everything.

P: Did you have any journalism courses at Florida A&M?

R: When I went to A&M, the only school of journalism was at the University of Florida. I told my English teacher, and he said, do not worry about that. He said, just take all the English courses you can, and you will end up being a good journalist. So, we took all the English courses, literature and all that. It is really enough. I worked on the school newspaper. I got the bug for the newspaper, the journalism bug, when I came back from the war.... I told my mother when I came back, I [was] not going to stay because doing my four years in the service, I had been to a lot of different countries, and I had been to a lot

of states.... So, I told my mother, I am going to try someplace else. She said, well, your dad is kind of depending on you; you are the only boy, and he was hoping you would take over the business. I said, really, I would like to help him but if I stayed around here, mama, I will get in trouble. I said, I think I have made a sacrifice for my country, and they do not respect me for that. She said, you do not solve problems by running away from them. It kind of caught my attention there, my mom talking down to me. I said, well, this problem is a little too big for me, and I do not think I can solve it. She said, you have not tried; anyhow, you think about it. When men have done their best, angels can do no more--my mother always told me that. She said, but make sure you have done your best before you give up....

So, I thought about it and I said, I will tell you what: I will give you a year [to] see if we can do something. Then the newspaper became my primary objective. You have got to have a propaganda arm in order to get anything done. I had not been active in the NAACP, but I became an active member. I got the newspaper in the fight, publishing the protests and... writing articles about the evils of segregation. We had a very good president of the NAACP, Reverend Theodore Gibson.... He was a fiery leader of the NAACP. I remember Father Gibson used to stop by the office sometimes and say, Garth, what problem will we attack next? I remember one day, I told him, you know, we really ought to go after the golf courses. I said, you know, I like to play golf, but they only let us play on Monday.... Monday was the day they maintained the courses. They were watering the lawns and cutting the grass and you are out there trying to putt.... He said, well, hell, let us do something about it. Sure enough, we organized a group called the Cosmopolitan Golf Association, which was a group of black golfers.... we started...

planning our fight... with the municipal golf course. We had two good NAACP lawyers there. We did not have any money to pay them, but these guys were committed. If we got the \$380, I think that is what it cost in those days, to file a suit, they would file it for us. So... we decided to file the suit. We did this back in the 1940s, but the suit lasted seven years, I think. It went all the way to the Supreme Court, and it became a landmark case.... (*Rice v City of Miami*. Joseph Rice was a regular member of the Cosmopolitan Golf Club). The Supreme Court ruled that you cannot take tax money, build a golf course, and restrict any of the residents. Simple as that...

P: Was the black community in Miami aware of the tremendous significance of Jackie Robinson breaking the color line in major league baseball, the number one pastime in America?

R: Oh definitely, because boy, everybody loved baseball. We had our black league, the thing was to really get it opened up. We knew it would happen one day. Believe it or not, I was one of those lucky guys.... When the season opened in Brooklyn that Monday, the Dodgers and the Giants in Brooklyn, I was in the stands when Jackie Robinson took the field for the first time. I saw it: major league baseball integrated. To me, that was a great day.

P: Was the audience integrated?

R: Oh yes. Because it was Brooklyn.

P: Do you think people today recognize what an extraordinary hero Jackie Robinson was and what he had to go through, what courage it took?

R: I do not think many people realize it. That was a tremendous thing that he did. Pee Wee Reese [MLB player, 1940-1958] died this week, and I remember how Pee Wee was the only guy on the team who stood up for Jackie. I'll never forget that, when they

were booing Jackie.

P: At the *Miami Times* you started as a columnist. Then you went to managing editor, then editor and publisher. How did that transition take place, and what different responsibilities did you have in each job?

R: They were actually overlapping because I always did whatever had to be done in the newspaper and, at the same time, [kept] the commercial job printing going, because that [was] where the real money was. When I became active with the NAACP and we started the civil rights struggle, I had to keep that part of it going. That was my job to write the articles. My dad always wrote the editorials. He never wanted anybody else to write his editorials. If I had a strong position on something, I usually took it to the front page, in a front-page editorial, and he maintained his column....

P: Did the *Miami Times* write editorials trying to persuade the community as to how to vote?

R: Yes, we would do that. We always made our endorsements, and we have such a following, a believability in our newspaper. Black people believed in the *Miami Times*. What they saw there was bible to them. We built that up over the years, I imagine, by fighting their fights and not sacrificing integrity in any way.

P: For example, would you have urged them to vote for John F. Kennedy [35th U. S. President, 1961-1963] in 1960?

R: Oh definitely. We supported Kennedy all the way. He was the only president for whom I left Miami to go to his inauguration. I was really enthralled with that man. I thought, this is a new type of politician here; this country has got to change with a bright, young man like this who, I thought, had his head screwed on correctly....

P: There were some fairly serious riots in the 1960s in Miami, and there was one in 1988 in Liberty City. What was your position, editorially, on those riots in the black community?

R: Editorially, we did not call them riots. We called them protests. Sure, everybody else called them riots but, editorially, we were saying that the people were not just rioting to be rioting. They were protesting wrongs that were piled upon them year after year and that it looked like nothing was being done about it.... That is when we had ... some serious problems with police brutality. We were protesting editorially and every way we could, in mass meetings and everything. But we could not get the city officials to really react to this thing, to really do anything about it. So our editorial strategy was, let us attack the top law enforcement person in the county, the state's attorney. Someone said, you are crazy; how are you going to attack Janet (Janet Reno, States Attorney for Dade County, 1978-1993; U.S. Attorney General, 1993-2001)? Janet is our friend. She is the only decent person down there. Why are you going to jump on [her]? Yes, but we have to get attention to this problem of police brutality.... And it worked. We wrote a piece in our paper saying, Janet Reno is to black people what Hitler was to Jews. That was awful. Janet asked me ... how could you write that about me? I said, we had to get your attention. The *Miami Herald* picked it up and said what the black newspaper said: Janet is a racist.... People started talking about it, saying police brutality in this town is bad. Then, the grand jury got on it and everything. Later on, I had to apologize to Janet. I said, Janet, you have to do what you have to do sometimes. I said, that is what we had to do; we had to use you to get the attention. So, once the state attorney's office was attacked, they had to respond, well, what could we do?....

Things really changed after that. The police were getting away with too much. We had a chief (in Miami) named ... Walter Headly [who] was known to have a dossier on every official in the city.... Nobody bothered Walter Headly. So the *Miami Times* came out one week with a front-page, saying, Headly should be fired; he is a disgrace to this city, and we do not need a man like that running this police department because brutality is rampant [and] he is not doing anything [about it]. Oh, we raved about it, and the *Miami Herald* picked it up the next day and said, the black newspaper is calling for the dismissal of the chief.... Everybody said, aren't you scared writing about him? Hell no. You have to bring these things to the attention of the public if we feel that we are right, if they are mistreating us and they are not doing a damn thing about it.... Sure enough, Headly was fired a couple of years later. We started the movement....

P: After that, they began hiring more African-American policemen?

R: Right. Well, we had African-American police even with Headly there.... The (black) police went through a lot, too, to maintain their jobs. You know, they were not policemen fully; they were patrolmen. They could not arrest whites. They were restricted to black areas. Still, it got our foot in the door. That is why in my civic activities around Dade County, I wanted a seat at the table. If you did not have a seat at the table, how could you be heard?....

P: In civil rights, how did you view Martin Luther King's gradual, pacifistic approach as compared to, say, the more aggressive tactics of Malcolm X and the Black Panthers--where did you stand in that ideological split?

R: I was with King to a certain extent. My mother always said, you do not pick a fight you cannot win. You cannot win if the other guy has a gun, and you have a slingshot. We

did not have any guns. We did not have anything to fight with. I was afraid it was going to be a real serious bloodbath if we did not go with King. If we went with Malcolm, it was going to be really, really rough. Things might have changed faster, but it would have been bloodier. King was making a lot of sense, and history proved him right. I think the real reason King was murdered is because King was beginning to get the poor white people of the South to see that, really, it is not just what [was being done] to black people; [someone with] white skin [was] not much better off with low wages....

P: How was your paper received by the white community? Obviously, the *Miami Herald* read what you wrote. Did other civic leaders?

R: They always viewed us as a responsible black press. Responsible--I liked that. My dad was far more conservative than I was, and he always used to quote an English philosopher, I think his name was James McKinley, who said, never have a group of men resolved a situation more meaningfully than when they sat around a table and talked about it. He thought that if you talked about a problem in a meaningful manner and truthfully, being honest with yourselves, you can do it. You know, that worked [with] integrat[ing] the beaches in Dade County.

I will tell you the story on the beaches in Dade County. We arranged a meeting with the county commissioners at Crandon Park. They agreed to meet with us, the NAACP delegation.... They did not know what to expect. They did not know if we were planning a demonstration, because demonstrations were going on at the time.... Our strategy was, we would bring all our past tax receipts from the county, and we would appeal to their sense of fair play. We said, gentlemen, we are here today for a redress of a grievance that we have, that you have about twenty-eight public beaches here in Dade

County, and blacks are restricted to only one, Virginia Beach. We feel that is wrong. All of us are residents of Dade County. We are all taxpayers, and none of us have criminal records. We brought along our tax receipts so you could see that we were freeholders ... and we [had] paid our taxes. Now, we notice on this tax pie chart that eleven percent of our taxes goes toward the maintenance of parks, playgrounds, [and] beaches, so we think that you are doing wrong when you restrict us to one beach and you are taking our tax money and maintaining the total of twenty-eight beaches. They listened to us, and nobody said a word.... They had all the commissioners there. We said, we have had our attorneys research the laws of the state and the county, and there is no law on the books that says, black people cannot enjoy the public facilities. So, we would like an answer from you. They would not give us an answer. They said not a word. [There was] nothing to say.

So we said, we are coming back at two o'clock today to use this beach and if you want to put us in jail or beat us up like some of your police officers have been doing, that is all right. We feel that we need some sort of answer and some sort of resolution to this problem. And we left. Though we might have had a dozen or fourteen people with us that morning, when we got ready to go back, we had about half that many. But we went back at two o'clock. There were a lot of policemen out there.... They did not know what to expect. We did not know what to expect, either. Somebody told us, do not go into the bathhouse. We could hear a lot of noise in the bathhouse. They said a bunch of white hoodlums were in there, waiting to beat us up when we come in to change into our swim trunks, and the police were going to conveniently not answer the call. So, we did not go there. What we did [was] we slipped on our trunks under our clothes, and we walked

down to the beach. The police didn't stop us, and we just walked down to the beach,... kicked off our sandals, took off our slacks, and went into the water. Nobody said a word. No police officers came up. Some reporters were out there because they did not know what was going to happen. We stayed in the water, maybe, a half hour or so, and we came out of there. From that day, and I think it was November 7, 1957, the beaches of the county became integrated.... Blacks slowly began going to different beaches, any one they wanted.

P: What was the *Miami Herald's* position on all this civil rights activity?

R: *The Herald* was not editorially positioned, as it is today. You see, it was not popular to take the position of blacks during the civil rights struggle. I guess they were looking towards their population. Ninety percent of their readership, I guess, was white. They skirted a lot of issues, and they tap danced around a lot of them.

P: Didn't the *Miami Times* get bombed one time?

R: Yes, and believe it or not, by a black group. They had an organization called BAMM, the Black African Militant Movement, I think it was. These guys were always attacking us for not being militant enough. They thought we should urge the people to riot. A lot of it did not make ... sense to us. Editorially, we were not going to do that. We would get these letters to the editor saying we were not militant enough and [that] people should rise up and all that. But one night ... they threw a bomb, more like a Molotov cocktail, in our front door. It smashed the glass, but ... it burned just the front. It burned out before it could do serious damage to the building.

P: Did you ever get any phone calls or threats or letters from the Klan or other racist organizations?

R: Yes, we would get those, but we would just throw them away. We would not even print them.

P: When a racial incident took place, the white press would give one interpretation, so you had to reinterpret or clarify some of the facts. Was that an essential part of your function?

R: We called it writing it from a black perspective, because the white perspective was quite different from the black perspective. I have been convinced in my general experiences that objectivity is a myth, because a writer can take that story and turn it anyway he wants to. So, if the white reporter views a demonstration in the community as a riot, the *Miami Times* might view that as a protest. That is it.... You can be as objective as you want to be, I guess.

P: Another thing that you did, and I presume this is part of your function both as a newspaper editor and a human being, is that you have been active in not only the black community but in Miami-Dade, in general. Did you feel that was a specific responsibility that you had as editor of the paper?

R: Definitely, because there were so many powerful white organizations that really ran the town, like United Way. They did not have any blacks on the board. And the Boy Scouts. I wanted to get in there because I was going to have my say. You know, you are not going to like what I am saying, but at least I will have my say, and I am going to say it in such a way [that] I am not angrily accusing you of racism as such. When I sat on the board of Miami Dade Community College ... the legal team would come in and I would say,... how many minority lawyers do you have on your staff? He would say, well, we really do not have any; it is not that we have not been looking for them, but none of them

have applied to our firm.... So I said to him, you know, this community college represents all segments of the community and, possibly, you should not wait on them to come to you; you might seek them out because we would like a legal staff to represent... all segments of the community.... The second time he came, I did the same thing. I think he had one Hispanic the next time. The third time he came, I shoved it to him. I said, no, I am protesting right now, and I am asking all my trustees to vote with me against this law firm representing our college because for six years, I have been asking him to include minorities on the firm. He has not done it, and I think it is time that we make a move. Mr. President [and] Mr. Chairman, I think that we should look for another law firm.... Moved him right out like that. You see, if you have a seat...and you do it in such a way [that] when you are in this dominant white group and you are the only black sitting at the table, whatever you say is not going to mean very much to them because they know they have the votes, but you kind of prick their conscience....

P: You were the first African-American, I believe, to serve on the board of the United Way?

R: Yes.

P: The same for the Boy Scouts?

R: Right.... They did not feel uncomfortable with me, I do not think, because I had paid my dues in the community. I felt I had done a good job, and I was working for the same thing [they] were working for, for a good community, a good wholesome community. So, nobody really objected. But then, I would always be their conscience.... You would be surprised to know the racism that could go on in a meeting if only all whites are in the room. So, I am listening carefully to what is said, and I am making my little

notes....

P: Would you do editorials about, say for example, the law firm that was dismissed?

R: No. Believe it or not, I did not even write it up because I did not want people to think I was using that as a forum for a newspaper.... It was not my job to make news for my newspaper. It was to get something done, to help this community become more rounded.

P: How many readers did you have in the 1950s and how many do you have today?

R: In the 1950s, our circulation was possibly about 7,000 to 10,000. Today, we are 22,000.

P: What is your major source of advertising?

R: Corporate. We get a great deal of corporate advertising. We have Sears, K-Mart, General Motors, Coca-Cola, [and] Pepsi.... I remember, five to ten years ago, we were heavy on automobile advertising. Right now, we do not get a lot of automobile advertising.... We usually get a lot of grocery advertising.... Now, the health organizations today are big because everybody has health services. Everybody has some Medicare or Medicaid.

P: That reminds me of another struggle you had, to integrate Jackson Memorial.

R: That is right. My mother had diabetes, and she was losing a leg. I went out to the hospital to see her. There was no air conditioning in this west wing where they put all the blacks. It had an electric fan that was doing a poor job. I had to do a sit-in outside the administrator's office. They kept me out there all day.... I made some phone calls to some politicians and things like that. The next day, they moved my mother to a ward in the wooded building. A couple of black nurses came up to me and told me, that is the first

[time] a black person has ever been in that building. She said, I have been working here twenty-two years. I said, well, things change after a while. If nobody could test it, you see, nothing would get done. Everybody seemingly would go along with the status quo. My newspaper never protested it..., but it hit me right at home that my mother was about to lose her leg and, Jesus, look at the conditions. Segregation is such a terrible thing, and it is senseless....

P: Let me ask you about another controversial issue. You might recall the controversy over Reverend Henry Lyons [former president of the National Baptist convention].

R: Yes.

P: Reverend Lyons was charged with several illegal activities. Some of the members of the black community defended him in the beginning because they thought this was the white authorities unfairly prosecuting Henry Lyons. What was your reaction?

R: Listen. There is only one way to put it. Henry Lyons was a crook, and I abhor people who would try to smooth that over. If you are a thief, you are a thief. We do not do ourselves any good by protecting a thief. Here is a man head at one of the largest black religious organizations in the world. He could have done so much good, had he been an honest man. But, he was a dishonest man, and he hurt so many people by that. I do not think we should find excuses for dishonest people.... Everybody should be accountable. Newspapers, too. But, we have not had that accountability.... I do not want to make excuses for politicians who are being tried for bribes and stealing money. Damn it. A lot [of people] said, but the white guys are doing it. Well, it is still not right. I tell a lot of black guys that. I say, and don't you think, with your black face, you can do everything a white

politician can do and get away with it. I say, the country is not like that.... I saw in the paper recently that people are trying to shorten his (Lyons' prison) term. Why? He has done his harm to the black religious community of this country. Why let him out to do more? No. Let him stay there and pay his debt to society. That is the way I look at it.

P: What do you think are the most important functions of your newspaper?

R: Number one, to keep the people informed, basically, and to educate. Education goes a long way because there are so many services that are offered by government that people who are not well-informed, do not even know that they are there.... Like health services. There are a lot of free health services that you could get almost everywhere. But, if you do not know about them, you are going to be sitting over here with diabetes, dying from it, and not even know you have it because you have not availed yourself of these health services where you can go down and get examinations.... There are lot of social services even that are available to people that people do not know about. There are a lot of people in our community who are really not sophisticated enough to interpret a lot of things to their best advantage. We need to educate them, explain this to them and make it known to them.... I think the black newspapers have to work very closely with the churches because our people believe in their churches....

P: When you took over the paper from your father, did you change much?

R: No. I found that the things my dad told me that I thought were not exactly right or not good for the paper, he had a lot more smarts about him than my young mind thought he had....

P: Has your audience changed, from 1950 to the present?

R: Not basically. We usually hold onto our readers. I do not know if we have as many

young readers today as I would like to have, but we kind of aim ourselves at the middle-aged voting community.

P: How has Miami changed in the years since you have been with the paper?

R: ... I thought that the Mariel boat lifts set the black community back twenty years, because once... the Cuban refugees came to this country, we sort of changed our attack against beating the drums for black people to [include all] minorities, and that was a mistake. I hate to admit it, but that was a mistake because we included the Hispanic brothers along with the black.

... basically, the Hispanic refugees never really joined with the black community in any way, and we included them in our suits when we amended our suits to say minorities.

That was meant to show that we are fighting for all minorities, but we did not get that kind of cooperation from the Cuban refugees. They did not really come in with us. In fact, I think that the refugees hurt the black community of Dade County more than it did anybody else.... Instead of all the black people really sticking together in their fight for equality and human decency, I see some divisions between American blacks, Caribbean blacks, the Haitians over there, the Jamaicans over there. America is a melting pot like that, but I think that black people must understand that they are in a position where they are easily identifiable, and the history of this country has shown that there has been always this kind of innate resentment of blacks. This is where we come from. We have not overcome it yet. Racism is still rampant in the country. I think there is so much more work to be done.

P: Have you changed your editorial policy, now, back to strictly supporting black causes, as opposed to minority causes?

R: We are slowly doing that. I think it is necessary....

P: How have the letters to the editors changed over the years?

R: Not a great deal. We do not get as many today as we used to get. I do not know if people are getting complacent and feeling that they have it made or that the problems of this country have been resolved. I do not know. We invite letters to the editor because we like to know what people are thinking. I wish we had more to give us a better insight on people....

P: How has technology changed the newspaper business?

R: Considerably, from the day we set type one character at a time.... My daughter is installing a new technology system now, and it is on order. It is going to be the most up-to-date thing that we have....

P: One theory is that in a few years, everybody will use the Internet, and people will not have the physical newspaper anymore. Do you see the end of newspapers?

R: I do not think so. I think the newspaper will always be a part of the community. I remember when segregation was supposed to end in the schools and the different public facilities.... Everybody was saying that this would be the end of the black press, that there was no need for a black press now with the segregation ending. But, that was not true. In fact, that pointed out that the black press was needed more than ever....

P: How many other African-American newspapers are there in the state?

R: We have about fifteen.

P: Are most of them the same size?

R: We are the largest....

P: Do you use syndicated columnists, like William Raspberry, the Pulitzer Prize

winning nationally-syndicated columnist for the *Washington Post*?

R: Yes. In fact, let me tell you a story about Raspberry. We have been using Raspberry for many years. The *Miami Herald* had the rights to the Raspberry column, but they very seldom used it. When I originally wrote for the rights, they said the *Herald* had that territory. I wrote back and said, well, they are not using it. I said, I read the *Herald* every day, and I might see one Raspberry column every two weeks. So, they started sending me the column, and I started using it. Then, the *Herald* picked it up. They would not miss a Raspberry now....

P: Any other columnists you use?

R: Yes. Carl Rowan [African-American syndicated columnist] and Jesse Jackson's [African-American political leader, clergyman, and civil rights activist; U. S. presidential candidate, 1984, 1988] column.

P: Do the columnists provide a more national view, and expand the parameters of the paper a little?

R: That is right, but I try to stay as black as I can. I try to pick the news that you do not see, that you will not find, in the *Herald* or the *Ft. Lauderdale Sun Sentinel*.

P: Would you use a white columnist?

R: Sure. In fact, I had a white sports editor way back in the 1960s. He was the only white on my firm. I did like the whites. I put him right up at the front desk.

P: So everybody could see him.

R: Everybody could see him.

P: Looking back on the time that you have been with the paper, what would you say

is your most important contribution to the community?

R: I believe, bringing the people the news of their community every week in an unbiased sort of way, from a black perspective, and trying to steer them. You are not supposed to steer, I guess, but we try to do that. We try to kind of steer them in the right direction, editorially.

P: What do you consider your most important personal contribution?

R: To this community, I think my most important contribution other than the newspaper was taking a leadership [role] during the civil rights struggle, in things like the golf law suit and the beaches. Somebody had to do that. Everybody knew it should be done, but everybody was standing around waiting on somebody else to do it.... Somebody had to step forward. If you are writing about it every day, protesting it and saying, this is wrong and we should do something, well, when they ask for volunteers, your hand should go up, or else you are not for real.

[End of interview.]



**Florida Agricultural and Mechanical University
Board of Trustees
INFORMATION ITEM**

**Academic and Student Affairs Committee
Date: March 17, 2017
Agenda Item: VII**

Subject: Academic Affairs and Student Affairs Updates

Summary: Updates will be provided on Academic Affairs and Student Affairs.

Attachments:

1. Biography for Henry Talley
2. 2 + 2 Program Presentation
3. Licensure Exams Status Report
and Action Plans

Biographical Information

Henry Clinton Talley V, PhD, MSN, CRNA graduated from the Harlem Hospital Center Schools of Nursing and Anesthesia in 1979 and 1981, respectively. He earned American Association of Nurse Anesthetist certification as a Certified Registered Nurse Anesthetist (C.R.N.A.) in 1981. He was awarded the Bachelor of Arts degree from Ottawa University of Kansas City in 1994 with a concentration in Health Services Administration. He also has earned the Master of Science (M.S.N.) degree and the Doctor of Philosophy (Ph.D.) in nursing from The University of Tennessee Health Sciences Center in 2001 and 2003, respectively. He has previously worked as a Medical Intensive Care Nurse, served as Clinical Instructor of Anesthesia and has worked in a number of hospitals since 1981. A recipient of the American Association of Nurse Anesthetist Foundation research grant for his dissertation, Dr. Talley is a member of the American Association of Nurse Anesthetist; Michigan Association of Nurse Anesthetist; Sigma Theta Tau International Honor Society of Nursing; American Nurses Association; Michigan Nurses Association; Men In Nursing; International Anesthesia Research Society; and founder of Minority Anesthetists Gathered to Network, Educate, and Train (M.A.G.N.E.T.). Dr. Talley holds the rank of Lieutenant Colonel (ret) in the United States Army Reserve Nurse Corps. Dr. Talley is a sought after speaker at a number of local, regional, national, and international conferences. Dr. Talley served as President of the Alpha Psi Chapter of the National Honor Society for Nursing, Founding Director of the MSU Nurse Anesthesia Program, and Past-Treasurer of the Board of Directors for the American Association of Nurse Anesthetist and the Michigan Task Force for Nursing Practice. He is well respected as a leader, peer, friend, father and husband. He has been very active in nursing policy and community organizations for the underprivileged and marginalized everywhere he and his wife have lived. Dr. Talley is the recipient of several research and academic recognitions and a valued member of the nursing community.



Academic Affairs Committee

PRESENTED BY

William Hudson Jr., Ph.D.

Florida Agricultural and Mechanical University

FLORIDA **A&M** UNIVERSITY



FAMU 2+2 Program Update

PRESENTED BY

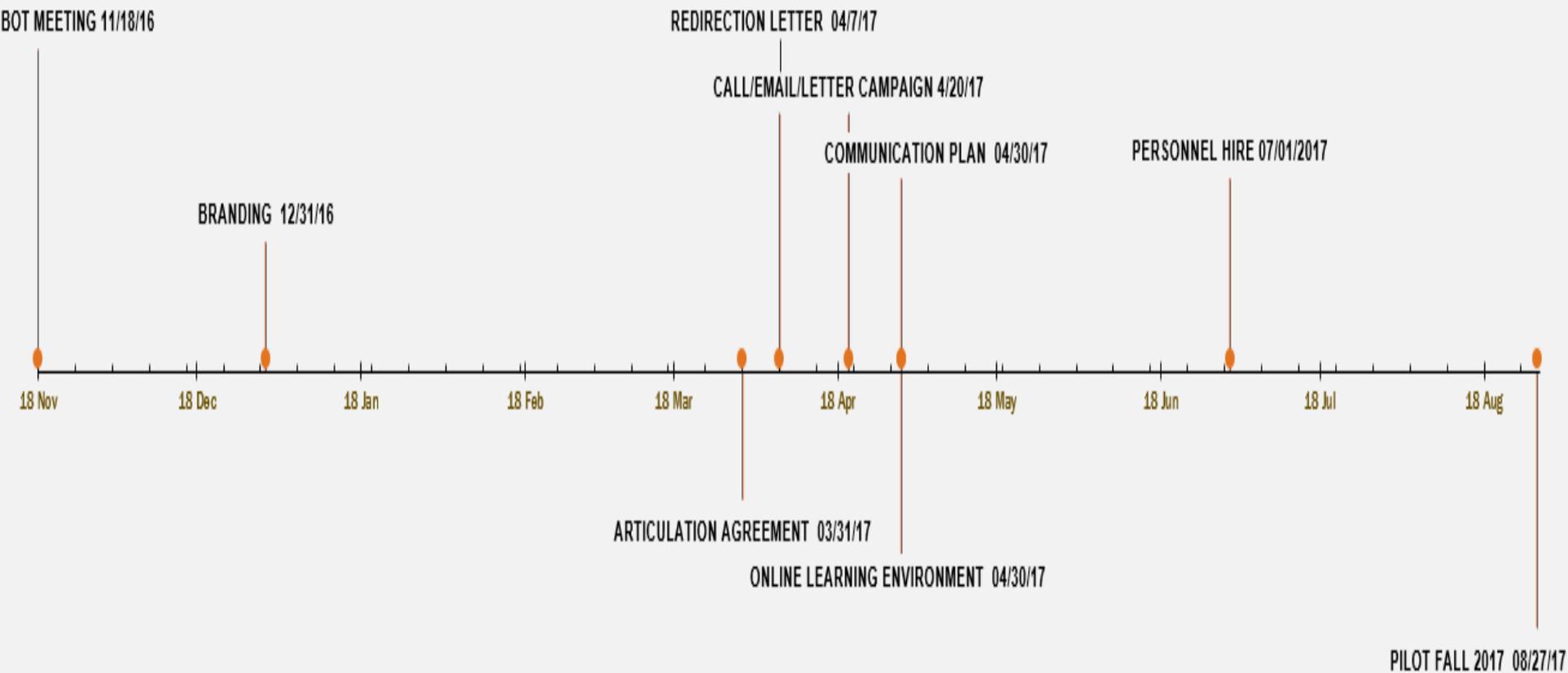
William Hudson Jr., Ph.D.

Florida Agricultural and Mechanical University

Division of Student Affairs

Tallahassee, FL 32307

IMPLEMENTATION TIMELINE 2017



FAMU IGNITE Transfer Program

Initiative	Person(s) Responsible	Definition	Timeline/ Status	Budget Authority
Intelligence Capture	Tamaria Williams Ron Henry	Eliminates manual data entry; improve business processes	6 Months In-progress	\$300,000 Title III Approved
Branding Competition	Kathy Times	“IGNITE Transfer Program”	Completed	No Cost
Marketing, Brochures, Printed materials, advertising, social media	Kathy Times	Student and parent centered communication and marketing	On-going July 1, 2017 FY 17/18	\$146,883 Approved Funds Available.
Communication: Email, Letters, Calling	Barbara Cox Nigel Edwards	Campaign with referrals to the Florida College System (FCS)	April 7, 2017	Budgeted



FAMU IGNITE Transfer Program

Initiative	Person(s) Responsible	Definition	Timeline/ Status	Budget Authority
Pilot Program	Rodner Wright William Hudson Jr.	Identify FCS institutions based on data analytics	Completed	No Cost
Communicate with Presidents of FCS partner institutions.	Larry Robinson Rodner Wright William Hudson Jr.	Contact FCS Leadership	Completed	No Cost
Develop draft MOU for approval by FCS and FAMU	Brenda Spencer Carl Goodman William Hudson Jr.	Dissemination of MOU for signatures by Presidents of FCS and FAMU	Completed	No Cost
Academic Pathways:	Academic Deans, Brenda Spencer Carl Goodman, Rodner Wright	Appropriately align courses between the FCS and FAMU	On-going	No Cost



FAMU IGNITE Transfer PROGRAM

TRANSFER PROGRAM PROPOSED BUDGET	FY 18	FY19	FY 20	FY 21	FY 22
Annual Hires	2 positions	1 additional	1 additional	No additional	No additional
Personnel (Recurring)	\$107,000	\$154,000	\$201,000	\$201,000	\$201,000
Fringe (.31) (Recurring)	\$33,170	\$47,740	\$62,310	\$62,310	\$62,310
Travel (Recurring)	\$50,000	\$75,000	\$100,000	\$100,000	\$100,000
Equipment (Non-recurring)	\$35,000	\$0.00	\$0.00	\$0.00	\$0.00
Supplies (Recurring)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Technology Upgrade Contractual (Recurring)	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Total	\$330,170	\$431,740	\$518,310	\$518,310	\$518,310





“At FAMU, Great Things Are Happening Every Day.”

established 1887

**Licensure Exams Status Report
and
Action Plans**

Prepared for the Board of Trustees

Licensure Exams Action Plans

March 9, 2017

**Licensure Exam Pass Rates: First-Time Test Takers
Academic Year 2012 – 2016**

Nursing: National Council Licensure Examination for Nurses (NCLEX)

	2012	2013	2014	2015	2016
Examinees	84	82	75	73	82
First-time Pass Rate	90%	74%	64%	78%	76%
State Benchmark	86%	77%	73%	72%	73%
National Benchmark	92%	85%	85%	87%	85%
Accreditation Standard	At or Above National Average				

Law: Florida Bar Exam

	2012	2013	2014	2015	2016
Examinees	123	175	157	122	91
First-time Pass Rate	67%	73%	73%	66%	54%
State Benchmark (Overall)	79%	78%	72%	68%	66%
Accreditation Standard	A law school can meet the bar passage requirement in one of three ways: (1) It can demonstrate that 75 percent of its graduates in the previous five years who took the bar passed. (2) It can demonstrate that in at least three of the past five years, 75 percent of its graduates who took the bar passed. (3) It can demonstrate that its first-time bar passage rate in at least three of the previous five years was no more than 15 points below the average bar passage rate for ABA-approved law schools in the states where its graduates took the bar.				

Pharmacy: North American Pharmacist Licensure Exam (NAPLEX)

	2012	2013	2014	2015	2016
Examinees	130	123	124	129	144
First-time Pass Rate	88%	85%	89%	85%	59%
National Benchmark	97%	96%	95%	93%	86%
Accreditation Standard	Within 2 standard deviations of the national average for first-time test takers				

Physical Therapy: National Physical Therapy Examination (NPTE)

	2012	2013	2014	2015	2016
Examinees	19	26	25	34	34
First-time Pass Rate	53%	46%	76%	53%	82%
Overall Pass Rate	95%	81%	92%	77%	88%
National Benchmark (First-time)	89%	90%	91%	91%	93%
Accreditation Standard	85% two-year ultimate pass rate				

Occupational Therapy: National Board of Certification in Occupational Therapy (NBCOT)

	2013	2014	2015	2016
Examinees	12	24	23	19
New Graduate Pass Rate*	92%	92%	65%	68%
Accreditation Standard	80% pass rate within one-year of graduation			

**Note: *Beginning 2013, pass rates are calculated based on new graduates within 12-months of graduation rather than first-time pass rates. New graduate pass rates may include multiple attempts.*

Cardiopulmonary Science: National Board for Respiratory Care Examination (NBRCE)

	2012	2013	2014	2015	2016
Examinees	23	21	16	25	16
First-time Pass Rate	70%	86%	100%	100%	100%
Overall Pass Rate	78%	91%	100%	100%	100%
National Benchmark	76%	85%	85%	98%	82%
Accreditation Standard	80% for the last three years (FAMU CPS – 98.3% for the last three years)				

Licensure Exams Action Plans

School of Nursing

Goal: Achieve 80% first-time passage rates by 2017

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Revise curriculum 2. Recruit, enroll and retain qualified students 3. Provide didactic and experiential learning activities for students admitted into nursing major 4. Create the infrastructure for student learning activities to concurrently advance the health and life success of FAMU communities through diversification of health professions through academic-practice partnerships 	<p style="text-align: center;">First-Time Pass Rates</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td><u>2014</u></td> <td><u>2015</u></td> <td><u>2016</u></td> <td><u>2017</u></td> <td><u>2018</u></td> <td><u>2019</u></td> <td><u>2020</u></td> </tr> <tr> <td>64%</td> <td>78%</td> <td>76%</td> <td>80%</td> <td>80%</td> <td>85%</td> <td>90%</td> </tr> </table> <p>Exam schedule: February and May of each year Date exam revised: December 2016 Projected number of takers: 40 in May / 25 in February</p>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	64%	78%	76%	80%	80%	85%	90%
<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>									
64%	78%	76%	80%	80%	85%	90%									
Objective 1: Revise curriculum to ensure alignment with licensure exam by August 2017															
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>											
Strategy 1.1: Review all courses	<ol style="list-style-type: none"> 1. Create a standing advisory council to review exam to define exam. topics/assessment 2. Review all courses and its syllabus to determine course alignment with exam topics. 3. Identify areas of weakness/gaps in course materials. 4. Review all courses to determine if the content listed in the report is present in the curriculum. 	<p>Henry Talley, Dean</p> <p>TBA, Executive Assistant to the Dean</p> <p>Lisa Gardner, SON Chair of Assessment and Evaluation Committee</p>	<p>March – June 2017</p>	<p>Course review timeline is currently being prepared.</p>											

	5. Identify the course, how much time is devoted to the content, what are the teaching strategies used, and what is included in the clinical learning activities.			
Strategy 1.2: Revisit new curricular and academic support plan to facilitate success on licensure exam	<ol style="list-style-type: none"> 1. Revisit new undergraduate curriculum, including emphasis on critical thinking/clinical reasoning and revision of clinical practicum courses. 2. Increase use of exam style questions on course examinations. 3. Expand use of active learning strategies and other contemporary pedagogies in the instructional process. 4. Identify cognitive domain level for unit and final exams regarding multiple-choice items, and revisit the number of alternate items in each examination. 	<p>Henry Talley, Dean</p> <p>TBA, Executive Assistant to the Dean</p> <p>Lisa Gardner, SON Chair of Assessment and Evaluation Committee</p> <p>Faculty members</p>	May 2017	
Strategy 1.3: Identify best practices	1. Discontinue use of “note card evaluation” system by third party who is not a nurse.	<p>Henry Talley, Dean</p> <p>TBA, Executive Assistant to the Dean</p>	May 2017	

	<ol style="list-style-type: none"> 2. Establish timeline for annual review of exam assessment. 3. Evaluate and update current courses for changes needed specific to NCLEX testing curriculum guide and ensure consistency with ACEN/AACN Core Competencies/Essentials. 4. Contact other universities who are successful on exam for possible enhancements/strategies to curriculum. 5. NCLEX “Boot-Camp” prior to actual examination. 	Sheena Daniels, Assistant Professor		
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Objective 2: Recruit, enroll and retain qualified students

<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
Strategy 2.1: Develop recruitment and retention plan	<ol style="list-style-type: none"> 1. Conduct recruitment visits, targeting qualified students at regional high schools and community college nursing schools. 2. Advertise regionally, nationally on websites and in appropriate journals. 3. Continually improve MSN program recruiting plan and 	Henry Talley, Dean TBA, Executive Assistant to the Dean Yvette Tellis, Director of Student Affairs Faculty members		

	marketing materials to attract potential students.			
Strategy 2.2: Promote enrichment experiences over and above those related to course material to further develop clinical and leadership skills	<ol style="list-style-type: none"> 1. Students Scholars will participate in a series of enrichment experiences intended to advance their personal and professional development in scholarship, leadership, service, and character. 2. Establish a framework for the leadership and service aspects of the learning experiences. 	Henry Talley, Dean Faculty members TBA, Executive Assistant to the Dean Yvette Tellis, Director of Student Affairs		
Objective 3: Provide didactic and experiential learning activities for students admitted into nursing major				
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
Strategy 3.1: Collaborate to formalize didactic education and clinical experiential training for nursing students that meets community needs and enhances the learning experience	<ol style="list-style-type: none"> 1. Invest in faculty enrichment and other educational activities through workshops to enhance faculty pedagogical and student learning activities. 2. Offer on-going support to faculty and preceptors through scheduled meetings. 3. Expand clinical site placements for students for immersion experiences. 4. Incorporate Evidence Based Practice, Teamwork 	Henry Talley, Dean Faculty members.	August – December 2017	

	& Collaboration, and Informatics in non-nursing courses.			
Objective 4: Create the infrastructure for student learning activities to concurrently advance the health and life success of FAMU communities through diversification of health professions through academic-practice partnerships				
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
Strategy 4.1: Collaborate to formalize didactic education and clinical experiential training for the SON students that meets community needs	<ol style="list-style-type: none"> 1. Develop new methods of education, clinical and didactic, to accommodate the learning styles of diverse students. 2. Develop a faculty orientation course that prepares faculty to teach to the new curriculum to enhance students' critical thinking skills. 3. Restructure Kaplan teaching, remediation, and evaluation process to competency-based assessment of skills/knowledge necessary to effectively pass the NCLEX on the first attempt. 	Henry Talley, Dean Faculty members		
Strategy 4.2: Revise the curriculum with faculty and preceptor input to	<ol style="list-style-type: none"> 1. Review NCLEX, ACEN accreditation standards, 	Henry Talley, Dean		

<p>address the new format for the NCLEX and ACEN accreditation standards</p>	<p>and current curriculum to determine if present course structure requires modification.</p> <ol style="list-style-type: none"> 2. Incorporate evidence-based curricular content that reflects the context of the findings. 3. Develop high fidelity simulation modules to support curricular content. 	<p>TBA, Associate Dean Faculty members</p>		
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Licensure Exams Action Plans

College of Law

Goal: Achieve Florida average bar pass rate for first-time takers

Objectives: <ol style="list-style-type: none"> 1. Clear consistent communication about the rigors and requirements of bar exam. 2. Improve Student Learning through multiple assessments. 3. Review and revise curriculum 4. Provide small section learning opportunity for first year students 5. Provide critical skills training prior to law school 6. Diagnose and remediate learning issues by second year law school (2L) 	<p style="text-align: center;">First-Time Pass Rates</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td><u>2014</u></td> <td><u>2015</u></td> <td><u>2016</u></td> <td><u>2017</u></td> <td><u>2018</u></td> <td><u>2019</u></td> <td><u>2020</u></td> </tr> <tr> <td>73%</td> <td>66%</td> <td>54%</td> <td>66%</td> <td>73%</td> <td>80%</td> <td>80%</td> </tr> </table> <p>Exam schedule: February and July of each year Date exam revised: February and July of each year Projected number of takers: 30 (February) / 95 (July)</p>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	73%	66%	54%	66%	73%	80%	80%
<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>									
73%	66%	54%	66%	73%	80%	80%									

Objective 1: Provide clear consistent communication to students about rigors and requirements of bar exam throughout their time at FAMU College of Law beginning with the recruitment phase.

<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<u>Strategy 1.1:</u> Promotional materials that include bar exam information.	<ol style="list-style-type: none"> 1. Create a brochure appropriate for recruitment. 2. Provide copies to all recruiters to share with prospective students. 	Chief Admissions Officer	May 2017	
<u>Strategy 1.2:</u> Include discussion of bar exam in student orientation.	<ol style="list-style-type: none"> 1. Initiate “One and Done” campaign at the beginning of orientation. 2. Include discussion of the bar exam in presentations. 	Associate Dean for Student Learning (ADSLA) Director Academic Support and Bar Passage. (DASBP) Dean	December 2017	Included in every orientation by DASBP. Others (faculty, alums,) will be included.

<u>Strategy 1.3:</u> Hold 1 event per semester for all students focused on the bar exam.	<ol style="list-style-type: none"> 1. Create the event. 2. Work with departments to host the event. 3. Provide an incentive (T-shirt, mug, etc.) for participation. 	DASBP	February 2017	BEST program kick off event every semester. .
<u>Strategy 1.4:</u> Remind students of importance of “One and Done” at student town hall meetings and other law school events.		Dean	February 2017	Dean Epps discussed bar passage at both student town hall meetings in Spring 2017
Objective 2: Improve student learning by using multiple assessments				
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<u>Strategy 1.1:</u> Provide multiple assessments in all first year classes	<ol style="list-style-type: none"> 1. Determine which faculty use multiple assessments 2. Obtain assessment tools from Barbri or other provider and provide to faculty. 3. Provide teaching assistants for all first year faculty. 4. Decrease section size 5. Monitor student progress in courses. 	ADSLA	August 2017	<p>Dean Epps requested assessment inventory from all faculty.</p> <p>Dean Jackson has reviewed the inventories.</p> <p>A proposal has been obtained from Barbri to provide materials needed.</p>

				Dean Abate will create a small section of at least 1 first year class.
Objective 3: Review and Revise Curriculum				
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<u>Strategy 1.1:</u> Conduct a bar exam study to gather data to support curriculum revisions	<ol style="list-style-type: none"> 1. Request that FAMU Office of Institutional Effectiveness conduct the study. 2. Report results of study to Curriculum Committee 	ADSLA	October 2017	Initial contact with in November 2016.
<u>Strategy 1.2:</u> Review the sequence of required courses.	<ol style="list-style-type: none"> 1. Compare sequence of courses with other Florida law schools. 2. Compare number of required hours with other Florida law schools. 3. Make recommendations to faculty. 	<p>Chair, Curriculum Committee</p> <p>Associate Dean for Academic Affairs (ADAA)</p>	<p>March 2017 begin process.</p> <p>November 2017 complete process and make recommendations to the faculty.</p>	Faculty held two brainstorming sessions (Dec 2016 and Jan 2017) to discuss bar related issues.
<u>Strategy 1.3:</u> Determine whether additional bar tested subjects should be required	<ol style="list-style-type: none"> 1. Based on results of bar exam study, determine courses correlated with bar passage. 2. Compare number of required bar courses with other Florida schools 	<p>Chair, Curriculum Committee</p> <p>ADAA</p>	This process will begin in October 2017 after the bar exam study is completed.	
<u>Strategy 1.4:</u> Review requirements relating to Intro to Analytical Skills and Advanced Analytical Skills.	<ol style="list-style-type: none"> 4. Review course content. 5. Determine whether academic credit and/or a 	Chair, Curriculum Committee	October 2017	

	grade should be granted for these courses.	ADAA		
Objective 4: Provide small section learning opportunity for first year students				
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<u>Strategy 1.1:</u> Divide one course in first year curriculum into 3 sections (day) and 2 sections (evening). 1 section will have 20-25 students.	<ol style="list-style-type: none"> 1. Review course schedule and assignments. 2. Make necessary arrangements with faculty involved. 	ADAA	August 2017	ADAA is developing the plan.
<u>Strategy 1.2:</u> Pair smaller section with Legal Writing and Analytical Skills courses.	<ol style="list-style-type: none"> 1. Review course schedule and assignments. 2. Make necessary arrangements with faculty involved. 	ADAA	August 2017	ADAA is developing the plan
<u>Strategy 1.3:</u> Require a set number of graded assessments for the small section.	<ol style="list-style-type: none"> 1. Work with instructors to create a list of required graded assessments. 2. Include the list as requirements in the course syllabus. 	ADSLA ADAA	March 2017 – August 2017	
Objective 5: Provide critical skills training prior to law school				
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<u>Strategy 1.1:</u> Expand orientation to a two week program similar to CLEO and SCALE	<ol style="list-style-type: none"> 1. Appoint a planning committee to create the program. 2. Identify faculty to teach in the program. 	Dean ADSLA	Spring 2017 – Planning Fall 2017- implementation	Committee members and faculty have been identified. (Estimated cost

				\$60,000.per year)
Objective 6: Diagnose and remediate learning issues by second year law school (2L)				
<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<u>Strategy 1.1:</u> Require that all students take a diagnostic exam (mini bar exam) at the end of their 2L year.	<ol style="list-style-type: none"> 1. Purchase diagnostic from vendor. 2. Require all students to take the diagnostic in 2L year. 	ADSLA, ADAA Chair, Curriculum Committee	August 2017	Vendor contacted and proposal obtained. Must request review by General Counsel.
<u>Strategy 1.2:</u> Remediate deficiencies identified by diagnostic.	<ol style="list-style-type: none"> 1. Appoint committee to develop remediation plan. 	Dean, ADAA, ADSLA	December 2017	

Note:

A law school's bar passage rate is sufficient, for purposes of ABA Standard 301(a), if the school demonstrates that it meets any one of the following tests: (1) That in three or more of five most recent years, the annual first-time bar passage rate is no more than 15 points below the average first-time bar passage; *OR* (2) 75% ultimate pass rate over the last five years.

There has been a downward trend in the Florida pass rate. The Florida average pass rate in 2014 was 74%. In 2015 it was 69%. In 2016 it was 66%. The Florida average pass rate was 58.4% for the February 2016 bar exam. FAMU College of law was ranked 4th in the state. The pass rate for the July bar exam was 68.2%. The FAMU College of Law was ranked 8th in the state. Due to the fluctuations in the Florida pass rate and the downward trend in the overall pass rate it is not possible to plan to increase our pass rate to a set level. It is appropriate that we work to attain the average Florida pass rate for first time takers.

Licensure Exams Action Plans

FAMU College of Pharmacy and Pharmaceutical Sciences

Goal: Achieve within two standard deviations of national average and achieve first-time pass rate of 90% by 2020

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Revise curriculum 2. Improve performance in high failure rate courses 3. Students to gain experience in taking the NAPLEX prior to actual administration 	<p style="text-align: center;">First-Time Pass Rates</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>2014</u></td> <td style="text-align: center;"><u>2015</u></td> <td style="text-align: center;"><u>2016</u></td> <td style="text-align: center;"><u>2017</u></td> <td style="text-align: center;"><u>2018</u></td> <td style="text-align: center;"><u>2019</u></td> <td style="text-align: center;"><u>2020</u></td> </tr> <tr> <td style="text-align: center;">89%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">90%</td> </tr> </table> <p style="text-align: center;">Exam schedule: Three distinct windows: <i>Jan-April; May-August; September-December</i> Date exam revised: Nov 2015 and October 2016</p>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	89%	85%	59%	80%	85%	90%	90%
<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>									
89%	85%	59%	80%	85%	90%	90%									

Objective 1: Revise curriculum to ensure alignment of learning outcomes with licensure exam by May 1, 2017.

<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<p><u>Strategy 1.1:</u> Add a one-semester long NAPLEX Board Review Course (RxPrep) as part of PHA 5919 Clinical Seminar for Spring 2017 to provide continuous exam review from January-April</p>	<ol style="list-style-type: none"> 1. Use purchased RxPrep Study Guide/Website and Pharmacy Access to have weekly quizzes and case reviews. 2. All students across the State of Florida meet with professors at each site via CiscoTelepresence videoconferencing for two (2) hour review every Wednesday at 5:30 PM. 3. Students must pass a NAPLEX comprehensive examination with 75% or higher prior to final 	<p>Jocelyn Jones, Associate Dean</p> <p>Michael Thompson, Dean</p> <p>Division Directors at Tampa, Davie and Jacksonville</p>	<p>January 2017-April 2017</p>	<p>Reviews are currently in process every Weds at 5:30 via videoconferencing throughout Florida</p>

	certification for official graduation			
<u>Strategy 1.3:</u> Update and revise ALL courses to incorporate PCOA and NAPLEX Blueprint Competencies and upgrade course content required for improving pass rates	<ol style="list-style-type: none"> 1. Create a taskforce of faculty to organize an all-day workshop to review each course to ensure course content comports with required competencies. 2. All Division Directors to work collaboratively with respective faculty prior to the workshop to include content changes prior to the workshop. 3. Cross-discipline review of all courses during workshop. 4. Incorporate all changes and submit revised syllabi to Curriculum and Assessment Committees by April 25, 2017. 5. Identify and correct gaps in course content. 	<p>Seth Ablordeppey, Division Director</p> <p>Jocelyn Spates, Assoc Dean</p> <p>Tonya Martin, Curricular Chair</p> <p>Angela Singh, Assessment Chair</p> <p>Division Directors at Jax, Davie and Tampa</p>	April 8-25, 2017	Currently courses are being reviewed within each Division
<u>Strategy 1.4:</u> Class Assessment Policies and Teaching Methodology	<ol style="list-style-type: none"> 1. Include more case analysis requiring clinical reasoning in skills labs (PDA, MTM). 2. Increase use of exam style questions on course examinations. 3. Expand use of active learning strategies and other contemporary 	<p>Jocelyn Jones Associate Dean</p> <p>Seth Ablordeppey Division Director</p>	August 2017	

	<p>pedagogies in the instructional process.</p> <p>4. Review all exams with students to facilitate self-assessment.</p> <p>5. Provide state-of-the-art pedagogy training for faculty Summer 2017.</p>			
<u>Strategy 1.5:</u> Identify best practices	<p>1. Contact other universities who are successful on exam for possible enhancements/strategies to curriculum.</p>	<p>Michael Thompson, Dean</p> <p>Shawn Spencer, Associate Dean</p> <p>Tonya Martin, Curriculum Chair</p> <p>Angela Singh Assessment</p>	May 1, 2017	University of North Carolina;
Objective 2: Improve performance in high failure rate courses				
<u>Strategy 2.1:</u> Identify high failure rate courses and develop assessment and remediation plans to facilitate mastery of course content	<p>1. Review I, D, F grade reports through Student Services to identify high failure rate courses</p> <p>2. Develop a faculty-approved remediation program utilizing CARE Program tutors/faculty</p>	<p>Marvin Scott, Associate Dean</p>	May 15, 2017	Review following end of Spring 2017 term

<u>Strategy 2.2:</u>	1. Reimplement formative assessment process to identify early failures to include P1-P3 students for first and second exams and link to remediation.	Marvin Scott, Associate Dean Seth Ablordeppey, Division Director Jocelyn Spates, Associate Dean		
Objective 3: Students to gain experience in taking the NAPLEX prior to actual administration				
<u>Strategy 3.1:</u> Students to take the Pre-NAPLEX exam after graduation and prior to sitting for examination to become familiar with actual format	1. Purchase vouchers from National Association of Boards of Pharmacy for students to take the Pre-NAPLEX examination in May 2017.	Michael Thompson, Dean Shawn Spencer, Associate Dean	May 2017	Purchase upon approval

Licensure Exams Action Plans

School of Allied Health Sciences - Division of Physical Therapy

Goal: Achieve 80% first-time passage rates by 2017: This goal was achieved in 2016
New Goal: Ultimate licensure pass rate of at least 85%, averaged over two years by 2019.

<p>Strategies:</p> <ol style="list-style-type: none"> 1. Standardize the DPT graduate applicant admission review process 2. Enrollment reflective of resources, outcomes, workforce needs 3. Core, associated and clinical education faculty meet program and curricular needs 4. Revise curricular and academic support plan for NPTE success 5. Ensure policies and procedures (program and institution) meet program needs 	<p style="text-align: center;">First-Time Pass Rates</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>2014</u></td> <td style="text-align: center;"><u>2015</u></td> <td style="text-align: center;"><u>2016</u></td> <td style="text-align: center;"><u>2017</u></td> <td style="text-align: center;"><u>2018</u></td> <td style="text-align: center;"><u>2019</u></td> <td style="text-align: center;"><u>2020</u></td> </tr> <tr> <td style="text-align: center;">76%</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">90%</td> </tr> </table> <p>Exam schedule: <i>Quarterly: Jan, Apr, July, Oct, 2017</i> Date exam revised: 2011 Projected number of takers: 24 / Jul, 2017</p>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	76%	53%	82%	85%	85%	87%	90%
<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>									
76%	53%	82%	85%	85%	87%	90%									

Objective 1: Physical Therapy program graduates will consistently meet the program goal of two-year average NPTE pass rate of 85% by October 2019

<u><i>Continue the strategies that have improved the first- time pass rate:</i></u>	<u><i>Actions/Steps to Operationalize Strategy</i></u>	<u><i>Responsible Person/Unit(s)</i></u>	<u><i>Timetable</i></u>	<u><i>Progress to Date</i></u>
<p><u>Strategy 1.1:</u> Standardize the DPT graduate applicant admission review process.</p>	<ol style="list-style-type: none"> 6. Enroll in PTCAS - broaden the pool and academic profile of applicants. 7. Set minimum thresholds for the GRE. 	<p>Admission Committee, Chair</p>	<p>Fall 2013, Fall 2018</p>	<p>Annual incremental revisions with target of a GRE 300 score for all applicants consistent with the national norm – In 2016 a GRE of 295 is the threshold.</p>
<p><u>Strategy 1.2:</u> Enrollment reflective of resources, outcomes, workforce needs</p>	<ol style="list-style-type: none"> 3. Use financial fellowships and waivers to incentivize students' in-program cum GPAs ≥ 3.2. 	<ol style="list-style-type: none"> 1. Program Director (PD) 2. Outcomes Committee, Chair 	<p>Fall 2013, annually</p>	<p>1. Only 4 of 72 DPT enrollees carry a GPA below 3.0.</p>

	<ol style="list-style-type: none"> 4. Intrusive academic advisement by faculty advisors. 5. Address and adjust faculty: student ratio consistent with recommended national norm for similar programs. 6. Track the % of graduates employed in Florida in the first year after graduation. 7. Integrated International Clinical Educators (ICE) video library as a resource for students. 			<ol style="list-style-type: none"> 2. Faculty-student ratio allows sufficient time for faculty to mentor, teach, conduct research and participate in service activities. 3. ICE is a singular streaming video collection, of real patients' and therapists' clinical interactions.
<p><u>Strategy 1.3:</u> Collective core, associated and clinical education faculty meet program and curricular needs</p>	<ol style="list-style-type: none"> 2. Evaluate the credentials of core and associated faculty, and core faculty scholarship. 3. Faculty education in active learning strategies. 4. Syllabi revisions. 5. Ensure credentials of Clinical Instructors are appropriate to meet the needs of the program. 	<ol style="list-style-type: none"> 1. Program Director (PD) 2. Director of Clinical Education 	<p>Fall 2013 and every Spring semester thereafter.</p>	<ol style="list-style-type: none"> 1. Annual Performance Appraisals process are linked to faculty credentialing and scholarship. 2. All syllabi and textbooks updated in 2013-consistent with the 2010 FSBPT PT and PTA Program Textbook Survey. 3. Redesigned courses to employ active

				learning strategies. Implemented DPT Clinical Faculty Self-Assessment and Survey process initiated - 2014.
<u>Strategy 1.4</u> Revise curricular and academic support plan for NPTE success	<ul style="list-style-type: none"> 6. Curriculum re-mapping. 7. Graduate Assistants (GAs) hired 8. Assign faculty as DPT academic advisors/mentors- Intrusive. academic advisement by 9. Provide students with more exposure to patients. 10. Mandatory O'Sullivan NPTE Preparation Course and Comprehensive Examination. 11. PHT 6960 Professional PT Practice -entirely devoted to NPTE preparation and test taking strategies. 	<ul style="list-style-type: none"> 1. PD 2. Curriculum Committee, Chair 	Fall 2014, ongoing	<ul style="list-style-type: none"> 1. Curriculum mapped (fall 2015, 2016) - incorporates all elements of the revised 2016 CAPTE criteria. 2. Content and sequencing of all courses reviewed and updated (2013, 2014, 2015, 2016). 3. Added integrated clinical experiences Yr 2 and use of "surrogate patients" in the labs. 4. GAs tutor students in PHT 5115 Gross Anatomy; PHT 5166 Neuroscience;

				and PHT 5154 Human Physiology courses – high failure rate courses (2014). 5. Students must pass Comprehensive Examination to be eligible to graduate.
<u>Strategy 1.5:</u> Ensure policies and procedures (program and institution) meet program needs	<ul style="list-style-type: none"> 3. Update admissions procedures. 4. Establish the Division's committee structure - program governance by the faculty. 5. Review and revise-academic progression policy. 6. Develop the Division's Strategic Plan (2013-2018). 	<ul style="list-style-type: none"> 1. PD 2. Student Progress Committee, Chair 3. Curriculum Committee, Chair, 4. Strategic Planning Committee, Chair 	Fall 2013, annually thereafter	<ul style="list-style-type: none"> 1. Review and revision - academic progression policy (2013, 2015)- better alignment with national norm. 2. Revised minimum grade requirements and permanent dismissal policies (2015). 3. Division's Strategic Plan developed in 2013.

Licensure Exams Action Plans

School of Allied Health Sciences - Division of Occupational Therapy

Goal: Achieve 85% first-time passage rates by 2017

Objectives:	First-Time Pass Rates						
1. Revise curriculum to align with accreditation standards and exam.	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
2. Analyze admission data and find predictive criteria for success on examination.	92%	65%	68%	85%	90%	95%	95%
3. Faculty will demonstrate competency is course content matter taught.	Exam schedule: <i>Ongoing calendar year</i>						
4. Conduct examination workshop prior to graduation.	Date exam revised: N/A						
5. Outcome measures for all courses to include simulation of examination questions as related to course content.	Projected number of takers: 28 from 05/01/2017-04/30/2018						
6. All students to pass a comprehensive examination to be eligible for graduation.							

<u>Strategy</u>	<u>Actions/Steps to Operationalize Strategy</u>	<u>Responsible Person/Unit(s)</u>	<u>Timetable</u>	<u>Progress to Date</u>
<u>Strategy 1.1:</u> Review all courses.	<ol style="list-style-type: none"> 1. Curriculum mapping to identify overlap and gaps in addressing the accreditation standards. 2. Review all syllabi for course content and exam alignment. 3. Review all outcome measures for courses to determine strengths and weaknesses in course content and exam alignment. 	Debora Oliveira, Division Director All Occupational Therapy Faculty	August 2017	<ol style="list-style-type: none"> 1. Have begun curriculum mapping. 2. Changes in two course content based on analysis of standards.
<u>Strategy 1.2:</u> Analyze three years of admission data and pass rates to determine predictive factors for success.	<ol style="list-style-type: none"> 1. Compile data for 2015, 2016, and 2017 2. Run analysis 3. Utilize results for admission criteria 	Debora Oliveira, Division Director Sarah Mbiza, Assistant Professor	August 2018	

<p><u>Strategy 1.3:</u> Determine faculty competencies and assign courses accordingly.</p>	<ol style="list-style-type: none"> 1. Faculty to demonstrate competencies through <ol style="list-style-type: none"> a. Licensure b. Continuing education c. Clinical experience 2. Utilize competent adjunct faculty for courses when deemed appropriate 	<p>Debora Oliveira, Division Director</p>	<p>August 2017</p>	<ol style="list-style-type: none"> 1. Faculty credentialing initiated.
<p><u>Strategy 1.4:</u> All students will attend a two to three-day national examination workshop.</p>	<ol style="list-style-type: none"> 1. Contact national company to set up workshop week of spring 2017 graduation. 	<p>Debora Oliveira, Division Director</p>	<p>April 2017</p>	<ol style="list-style-type: none"> 1. Workshop established. 2. Resource materials to be purchased for students.
<p><u>Strategy 1.5:</u> Review outcome measures (examinations) in all courses.</p>	<ol style="list-style-type: none"> 1. Faculty to conduct peer review of examinations for all courses. 2. Determine if national examination type questions are part of the outcome measures. 	<p>Debora Oliveira, Division Director</p>	<p>August 2017</p>	
<p><u>Strategy 1.6:</u> Purchase comprehensive examination for all graduating MSOT students through the national examination council.</p>	<ol style="list-style-type: none"> 1. Examination will be given once in fall semester and twice in spring semester year of graduation. 2. Students must receive a score of 70 or above to graduate. <ol style="list-style-type: none"> a. Three attempts to meet pass criteria. 	<p>Debora Oliveira, Division Director</p> <p>Aurelia Alexander, Associate Professor</p>	<p>April 2017</p>	<ol style="list-style-type: none"> 1. Division has purchased the Occupational Therapy Knowledge Examination (OTKE). 2. Students have taken 2/3 exams.