

Faculty Senate Meeting Minutes

Tuesday, November 17, 2015

3:00 p.m.—5:00 p.m., FAMU's Grand Ballroom

Dr. Bettye A. Grable, Faculty Senate President presiding

Officer's (Present)

Dr. Bettye Grable, President
Dr. Joe Ann Houston, Vice President
Prof. Ann Marie Cavazos, Secretary
Dr. James Muchovej, Parliamentarian

Senator's (Present)

Dr. Lillie Brown
Dr. Kyle Eidahl
Dr. Huberta Jackson-Lowman
Dr. Allezo Owens
Dr. Darryl Scriven
Dr. Merlin Langley
Dr. Longineu Parsons
Dr. Paulette Reneau
Dr. Lekan Latinwo
Dr. Desmond Stephens
Dr. Musiliyu Musa
Dr. Lavetta Henderson
Dr. David White
Dr. Glen Wright
Prof. Phyllis Taite
Prof. Joseph Grant
Dr. Tiffany Ardley
Dr. Maurice Holder
Dr. Ebenezer Oriaku
Dr. Perry Brown
Dr. John Cooperwood
Ms. Sheila Labissiere
Ms. Thomasina Brock
Dr. Yassir Abdelrazig
Dr. Dawn Brown-Cross

Dr. Dawn Brown-Cross
Dr. Lauralyn Burke
Dr. Clyde Ashley
Dr. Aretha Hill
Dr. Michael Abrams
Dr. David Guthrie
Dr. Sevilla Bronson
Dr. Richard Gragg
Dr. Marcia Owens
Mrs. Pamela Monroe
Mrs. Gloria Woody

Senator's (Excused)

Dr. Daniel Solis
Dr. Roscoe Hightower

Senator's (Absent)

Dr. William Guzman
Dr. Jenny Jones
Dr. James Strohaber
Dr. Hassiem Kambui
Dr. Rebecca Blankenship
Dr. Raymond Hix
Dr. Keawin Sarjeant
Prof. Craig Huffman
Prof. Antonio Soares

EX-OFFICIO (Voting) (Present)

Dr. Donald Palm
Mrs. Faye Watkins

SGA (Voting) (Present)

Mr. Justin Bruno

The meeting was called to order at 3:00 pm.

Opening Remarks

Dr. Grable, President of Faculty Senate extended a warm welcome to senators, faculty, deans and guest. Dr. Grable briefly introduced Governor Alan Levine, State University System Chancellor Marshall Criser, III and Jan Ignash, Vice Chancellor for Academic and Student Affairs. I would also like to acknowledge the former immediate Faculty Senate President, Narayan B. Persaud and former Faculty Senate President, Dr. Maurice Holder.

Dr. James Muchovej, Parliamentarian, announced that there was a quorum at 3:02 p.m.

Dr. Grable addressed the following matters on the agenda.

1. Approval to adopt the November 17, 2015 Meeting Agenda

Motion made by Dr. Clyde Ashley and seconded by Dr. David White. Called for vote. Motion passed.

2. Approval of October 20, 2015 Faculty Senate Meeting Minutes

Motion made by Dr. Holder and seconded by Dr. Clyde Ashely. Called for vote. Motion passed.

Dr. Grable reiterated what **Vice President of Faculty Senate, Joe Houston** shared with you. *All senators are to sit in the middle section of the ballroom and non-senators and guest sit on the outskirts sections. Please take a look at the agenda items. When asking your question please speak in the mic and state your name and the college or unit you are from. This is an interactive meeting and the college of law is available via web; and I want to remind you that the media is present for coverage of this meeting. Dr. Grable further reminded us of how the meeting will procedure and she invited Dr. Houston, Vice President to address the procedure of the meeting. Dr. Muchovej discussed the standing rules and the length of time that each person will be allotted to address their concerns.*

Dr. Houston stated that when we are speaking I encouraged faculty collegiality. We have guest who have come to share with us so please listen to what they have to say and curtail your questions to the topic discussed. If you have cellular devices

please mute your devices. As secretary for many years please identify yourself when addressing your concerns. If there are motions please identify yourself. Dr. Houston presented Dr. Muchovej, Parliamentarian to discuss the basic rules that we will observe at the meeting.

Dr. Muchovej explained the Standing rules for faculty senators. Each member desiring to participate will speak two (2) minutes. He showed the audience that he had a timer that will be used to clock the speaker. A copy of the rules can be found in your package. Each person desiring to speak will have two minutes and will be notifying when they have 5 minutes, 2 minutes and when time is called. This is not a business meeting so there are no motions. Senators' will speak first and then questions from the general public.

Dr. Houston stated most university professors have to adhere to fifty (50) minutes so when asking a question please avoid pontification. Simply ask your question directly and avoid providing background information. Reminder the meeting ends at 5 pm.

As indicated on the agenda Dr. Grable requested Dr. Neil James to come forward and give a report on the Curriculum Committee. All senators have received a copy of the report in advanced of the meeting. All were able to peruse it and have an understanding of what you are voting on. Dr. Grable asked Dr. James, Chair of the Curriculum Committee to give his report.

Dr. James states, "Good afternoon madam President, senators, faculty, and governors. As the president indicated, all of the senators have received copy of the report in advance. There are twenty-two (22) new courses, one new program, new courses, and program termination. Let's start at the bottom of the report. At the last faculty meeting dated 10/20/2015, there were some terminations of some programs. One program was tabled and today I can now report that all necessary parties have agreed to terminate the program. I would like you to approve the termination of that program. There are twenty-two (22) new courses from the Colleges of Agriculture & Food Sciences, Engineering, Science & Technology, and the School of Nursing. All these courses have been described in the hand-out. Do you have any questions? I would ask that you approve those new courses. We have one new program a very important program in School of Nursing, "Doctor of Nursing Practice" degree which will bring FAMU in line with all the nursing

programs in the state university system. This new program will be on-line as well as face-to-face. Please refer to the Curriculum Committee Report in your folder. Any questions? Hearing none, I would ask that you approve these courses as well.”

Dr. Grable: “At this time I will entertain a motion to accept Curriculum Committee Report.” Motion was made by Dr. Ashely to accept the Curriculum Committee Report. Dr. Houston seconded it. No discussion. Call for the vote. Motion passed.

Dr. Grable: “President Magnum is at a very important land grant college meeting out of state and that’s the reason she is not with us today. However, we want to acknowledge Provost David and we thank her for joining us today.” Dr. Grable thanked our guest for attending this meeting and presented Governor Allen Levine.

Gov. Levine Remarks:

“First, I would like to say thank you for allowing us to be a part of this meeting today. We are all public servants. I have volunteered to be a member of the Board of Governors, it’s a passion of mine and I love higher education. I am a product of higher education system here in Florida. I would like to thank Dr. Davis for being here. Being a provost of a university is a tough job no matter what and we appreciate the hard work you are doing because it is a hard job. Thanks to the educators for the work you are doing. What you are doing is important for the lives of the students and for the state. So, I thank you for that.”

Gov. Levine shares his reasons for being at this meeting today (Why I’m here):

“I think it’s great that the chancellors are here to add their flavor to this discussion. They work every day just like you in academics and trying to get it right for the students. Years ago, the State of Florida decided to engage in the performance-based models for our state universities system.

The objective is to:

- 1. Ascertain whether students are getting a higher quality of education;*
- 2. Whether students got a degree in a reasonable time; and*
- 3. Whether students can graduate timely and enter the work force to pursue their dreams.*

This began longer before I got on board. This is a product that has been improved upon each year since being implemented. Last year, I should say was the first second year that we began using the funding models to reward universities that excelled. Some universities got penalized for not excelling. You are not the only ones, FAMU is one of three universities that had to make changes to their performance in order to try to get back to even. This is not a bad thing. This is academia. Academic is all about measurements, learning, adjusting and growing as we move forward. The idea of the performance-based model is simply this. It's starting from the perspective of:

- 1. What are the students seeking to achieve when they come to a university campus?*
- 2. What product do they expect to buy when they come here?*
- 3. What are they going to take with them to the work force?*

I actually have had people I worked with that are FAMU grads, some really great talented people. It is evident to me that FAMU produces incredible graduates that are capable of doing amazing things.

I also believe that FAMU is continuing to do some good things that are worthy of praise. For example,

- 1. Your university access rates, the number of students you have in programs are 62% relative to the state university system average of 40%. There is no doubt that you are providing extra portion of access to people that are low-income. Twenty-five to thirty years ago, the Pell grant would pay off 50% of the cost of a college degree. Today, the Pell grant may covers 25% of the cost. What has happened? Tuition, housing and food and everything else has increased. This is one of the biggest challenges universities are facing particular those that are trying to provide access to low-income students. But that is something that's very positive.*
- 2. The number of bachelor degrees within programs of strategic emphasis offered at FAMU is at 51% and the States' university average is 48%. That's a great thing. That's really based on the strength of your program. FAMU should take credit for students going into health care area. This is a good thing.*

3. *There are also opportunities. Here is the opportunity, today at FAMU, 39% entering freshman may expect to get a degree in six (6) years versus 61% may not expect to have a degree in six years. What comes with that? No matter what the intent --oftentimes it comes with debt. The Pell grant doesn't pay for college tuition as it used to. Students are accumulating an enormous amount of debt that ends up in default? No one intends for that to happen. No one intends for that to be the case. Oftentimes, students will leave without a degree and with debt. This is not a FAMU issue, this is a statewide issue. What I am happy to report is that for the first time in history, the State of Florida now because we have started focusing on performance is number one (1) in the country with respect to first time college graduation rates. This year for the first time we have surpassed California and became the top performance state in the country. That's why we measure this. Because it is relevant to a student who is trying to achieve getting to a career. What does that mean? I have received phone calls from faculty and I will continue to accept faculty phone calls. But I must state that my opinion is my opinion and that's all they are! I want my opinion to be informed and I do welcome the input and disagreements, and questions as to what we are doing and why we are doing it? I am here today because I believe it. I want to hear from you because it's important for students.*

Now, I want you to understand both the difference in the graduation rates at FAMU related to students that on Pell grants (low-income). So comparing apples to apples in terms of students that are low-income and also African-American students and how they are performing. A lot of numbers are consistent.

- *Students on Pell grants on an average in the State of Florida-- about 69% of students are graduating within six years; at FAMU it is 39%.*
- *African-American at FAMU graduating is 39%; statewide it is 57%.*

It doesn't matter how you crunch the data there is an opportunity here. This is something I embrace. I think that it is a positive thing. We have identify that there is an opportunity and I will give your president and the management team/leadership team where I saw recently that students were signing pledges for academic excellence. I think that's great thing to get the student body engage in this. It's their future.

As well, I know Dr. David and the team has been putting together some strategy. I know that FAMU had a large number of students that came through that were admitted. The problem is that if you don't have the resource and proper infrastructure to properly deal with low-performing students you will end up having the problem with students that stay here a very long time and you don't have a progression rate where you want it to be. I know you have strategies in place to deal with that. But the most important thing you have a strategic plan. I spoke with Dr. Robinson last week and one of the things he stated to me was that "our strategic plan was done before the BOGs put its' current plan in place." So it is appropriate for FAMU and other universities that are in the same position to take a look at the strategic plan and decide where you want to be in ten years. I encourage faculty to engage in that discussion and the plan. This is the future of your university.

FAMU is a land grant doctrinal research university. By way of show of hands, how many of you today feel fulfilled with the amount of research you are doing? (Show of hands) That's powerful. This is a land grant research doctrinal university. That's part of the conversation that we need to have. I think there are multiply opportunities for students to achieve the type of remediation that they might need so when they come to university they are prepared. Here is the statistic you may not know.

- The two (2) year community college transfers into FAMU actually shows that FAMU's numbers are competitive with other universities in terms of the four (4) years graduation rate.*
- The four (4) year graduation rate today at FAMU is 12%. These students are first time in college and they are coming to FAMU, 12% are graduating in four years.*
- Students that are transferring in from community college to FAMU, fifty-five (55%) percent are graduating within a four (4) years' timeline versus the university system average rate which is 68%. So FAMU is competitive with other universities. Again, this is really a great thing.*
- Another statistic that the BOGs look at is the number of access hours. Twenty-nine (29%) percent of your six (6) year graduates are graduating without access hours. The state university's system average is 61%.*

All of these statistics goes together. The types of students admitted in terms of their preparedness. There was a study done in Pennsylvania that talked about why low-income students take a longer time to graduate. It is a great study and I encourage you to take a look at it. The results of the study are basically two things.

- 1. The cost of education causes students to take longer to graduate, Pell grants don't pay a lot; and*
- 2. Students are not prepared for College.*

That is not a problem that FAMU created. It is a problem that FAMU have been trying to help fix, but the problem is that you cannot fix it as well. What you can do is to take a look at what happens to students that come to FAMU and how are you getting back to be at a place where they need to be. I am not going to stand here and tell you that you should not remediate students. If that is part of what FAMU thinks it needs to be doing then that should be something that's should be built into your model. But it should not be the only thing you are doing and it should not be the focus of what you are doing. You have an awful lot of students here that are high achieving students who have major ambitions and you can't let them fall behind.

The cost of a bachelor degree at FAMU is forty (40) thousand dollars. The state university system average cost for a degree is \$27,270 thousand. That's the average and part of that is because a smaller university the per diem per person cost is going to be higher. That is because a lot of the stuff you are doing is remediation. Yet, I don't have all the answers. I'm painting a picture of what I see. I am an outsider. I am somebody looking from the outside and I am telling you this is what the BOGs sees and behind these numbers are people. There are people like you (members of the faculty) who come to work every day and you take on a large classroom and oftentimes sacrificing your own research to teach and serve the students. Then there are the students. It doesn't matter if you agree or disagree with what I say but the intent behind what I'm saying is good. It is intended to have a dialogue as to how we can better serve our students. The intention is all good.

Let me set aside statistics. Now, I am talking about myself and what I have seen in the last year. Gov. Levine said that the op-ed article that he wrote in the Tallahassee Democrat was meant to be provocative. This is academics. We are supposed to provoke each other. That's what academic is. I will not take back anything I said. It is what we agreed to do. The BOG is putting pressure on all universities not just

FAMU but all universities to improve. We are doing this to everybody. It's our job. It is what we swore to do when we took these positions. I will never apologize for putting pressure on universities to improve its' performance. We might disagree on what the measures are and that's ok we are willing to work, but I am not going to apologize for the pressures the BOG is putting on universities to improve their performance. So much is at stake. You don't have a choice.

Another matter, I am disheartened frankly by the disharmony that's going on at FAMU. The public needs, the board, the president and all that stuff distracts everybody from what we are focused on. The intent of my editorial was to say that the governance issues and the issues with the president, those issues will have to work itself out. The BOGs is going to remain focused on the performance of the university. I will say the same thing today that was said in my editorial. Our job as the BOGs and as the constitutional body are responsible for what goes on this campus. That's not a choice we have; that's an obligation. That's in our constitution. What I said in the article is that the BOTs are responsible for seeing to that the objectives are met; and the BOTs are responsible for managing the strategy and the affairs of the university. The President is responsible for carrying out the policy as directed by the board. If there is dysfunction, please expect the BOGs to be very firm about wanting the BOTs to do its jobs and wanting the president to collaborate and work with the BOTs. I believe in the president and the BOT. No board is perfect. No president perfect. We all have challenges. I have a board that I work for and there are decisions that my board makes that I may not agree with but it is my job is to carry it out.

I cannot tell you how to manage to do that as faculty but what I can tell you is that I think from my perspective if we stay focus on the things we are trying to measure and improve, if that is the focus we are all working on, then all the other stuff won't matter. I just believe that and I am here with all the best of intention. I welcome any disagreement. I'm sure people were offended by what I said in the editorial but I can assure you that was not my intent. The intent was not to offend anyone but to be provocative! The intent was to tell you what I see from where I sit. Maybe it is time to step back and say why are we all here? I think as faculty, you are in a very powerful position to keep us all focus on that.

Closing Remarks

It should be obvious to you. Obviously, I am not African-American. I did not grow up in a poor neighborhood. So I can't stand here and tell you what's that's like for a young African-American student who grew up poor neighborhood _____ quality of their education and quality of their schools. I can't tell you what that's like. I went to a school that was fairly integrated. I went to a school that had a lot of different types of students. I never experienced racism as a child. His parents sent him to military school. I was standing in rank at attention, I wasn't allowed to move and the flag bearer from my company, who was a young foreign students came up to me and put the flag under my chin and said go ahead you "F....Jew", I dare you to move. I will tell you in my entire life until I the time I was 16 years old, I have never experienced anything like that. I didn't know how to respond to it. The reason why I'm telling you this story is my observation here aren't color blind, but I'm focused on the result. I'm focused on what we are trying to produce. I am not perfect. That's where the process of education is very helpful. I am not here asking for absolution, my opinion is what they are! But my intention is to stay focused on performance. I put a lot of faith in the work Dr. Robinson and what the strategic planning group is doing. I am anxious to play whatever role they want me to play. Perhaps none, that's fine too! But what goals are you trying to achieve. I will close with that and I say thank you and take opportunity to listen and answer any questions you may have. I would like to ask if Chancellor and Vice-Chancellor have any remarks."

Chancellor Criser's states: "Welcome, happy to be here." Would rather not give any further remarks but is ready to respond to questions that anyone may have.

Dr. Clyde Ashley, School of Business & Industry Question: "Associate Professor at FAMU for 29 years. Thanks for coming to share with us. He thanked Gov. Levine for his remarks and glad you are open for discussions. Dr. Ashley states that he has some concerns with respect to following metrics.

1. "Metric number two (2) applies to jobs in Florida after graduation;
2. Metric number six (6) applies to undergraduate degrees awarded in STEM; and
3. Metric number eight (8) (a) applies to graduate degrees awarded.

FAMU received the following scores:

1. Two (2) with respect to metric #2;

2. Five (5) for metric # 6; and
3. One (1) for metric # 8 (a)

My question is what is the rationale for metric #2?" In other words, we have graduates who graduated from this institution and from the other eleven (11) universities within the Florida system and in terms of economics, supply and demands students or grads go where the jobs are located. I don't understand the rationale. Why is there a penalty if someone gets a job in NY, California or Illinois? Why should that be a penalty? Students have to go where the jobs are. I understand about the tax dollars but this is the United States and students need to go where the jobs are.

Chancellor Criser's response: *"The easy response is to clarify that metric #2 it is not restrictive to the State of Florida. The database gives us access to other states, we also work with U.S. government to identify Federal government employees, and it follows our students wherever they go in their careers or continuing education."*

Gov. Levine's response: He stated, *"That the objective is to make sure we are offering students the opportunity to get jobs. The way to measure that is how many students get jobs. The way the universities can respond to that will be looking at the counseling that is provided to students, making sure that they are in a major that either going to enhance them getting a job or if the student wants to pursue a graduate or terminal degree, the idea is to start by measuring it with the goal being getting a job or graduate degree."*

Dr. Ashley's follow-up question: *"I understand why STEM is important and it is; but with respect to #6 and #8 does it open up SBI schools, nursing, pharmacy, environment, health, law, outstanding programs. STEM is important and it is part of our metrics but what #6 and #8 does it overlooks other school?" Trying to get students in degree program for employment or job opportunity."*

Gov. Levine's response: *"I think you got the highest score on metric #6. That's the state priority. The state priority is trying to get people in degree programs where jobs are available and we are trying to match the degrees with respect to employment opportunities."*

Chancellor Criser's follow-up response: *"One of the points of emphasis is the terminology of "program of strategic emphasis" and STEM. It is an intentional look*

at the job demands in the state and degree production. Therefore, I would include the health sciences and health services are included in degree.”

Dr. Richard Gragg, School of the Environment question: “Thank you for letting us know that you are open to receiving calls from faculty. My questions has to do with a constitutional responsibility. Can you tell us where we can access your process for the evaluation of the BOGs and where can we get that report?”

Gov. Levine’s response: *That is a very good questions. This is a conversation we had last week with members of the staff. There is a process for selection of the Board of Trustees. The governor appoints half (½) of each board and we appoint the other half. We go through a very public process where people apply and we interview them. There is a public vote and public discussion. The reality is typical of most corporate boards, the expectation is that each board is conducting a self-evaluation. We don’t evaluate the boards. It’s a very legitimate question as to whether we should be or what types of support we should be providing to the board. A lot of people who are appointed to these boards, one of the things we look for is some experience. Not everyone is going to have prior board experience but we do want to have some business people who have some board experience and there will be some that don’t. It is a legitimate question, and to my knowledge we have not done and evaluation of BOTs. Many of the boards I believe do a self-evaluation. A conversation I had with our inspector general last week was questions whether or not we should require by rule each board to do a self-evaluation and base on that self-evaluation, whether there should be remediation for the board of course if they identify areas where they fall short as a board and go and receive education. I have a thirteen (13) member board that I report to and they conduct an annual self-evaluation and if it is determined as a board that they have short comings, then they will bring in an outside expert evaluator to come in an advise them on how they can improve as a board. I think it is a legitimate questions and as far as I know there is no evaluations of the board. What was your name? Response, Richard Gragg.”*

Dr. Lekan Latinwo, College of Science and Technology and Professor of Biology for 25 years question: He states, Gov. Levine, you alluded to \$40 thousand dollars for our student.

1. Can you tell us how did you come up with the \$40 thousand dollars?

2. How did you arrive at that number while other schools get \$27 thousand dollars?

Looking at our campus, you can tell the difference between FSU and FAMU because of the structure. We don't have enough faculty. We don't have buildings. I'm from the College of Science and Technology, six (6) departments are housed in one building. FSU biology department has two buildings.

3. You asked about doing research; we do research but we are not getting the support like other school. Research was allocated six (6) millions dollars was awarded to the School of Engineering for five (5) faculty. I came in in 1991, I did not get anything. I had to work day and night to get my grants.
4. How do you expect us to teach, conduct research and also help students who came from schools in the south side.....?"

Gov. Levine's response: *"I am not an expert on research but the State of Florida does about 1.7 billion dollars a year in research and most of that is at major research universities and FAMU is one. FAMU is a doctoral research university. A lot of research we get is competitive research. We go out and get external funded research. (FAMU) is actually doing a pretty good job with external funded research. The problem is this.*

1. *The average age of the faculty at FAMU is older as opposed to the other state universities; and it is also safe to say*
2. *I believe because you guys have more of a teaching model here where you are teaching more classes; therefore you are not doing more research. You need to recruit younger faculty that want to do research. So, I don't know the answer to that. This is years and decade of building. It is a litigate point.*

The first point about the infrastructure. We did approve several major projects in the last few years since I've been on the board. Dr. Davis said that you have about thirty (30) potential partners for P3 maybe for new housing projects for students. If you are a parent and you bring your child for school and you see here some of the infrastructure as compared to other universities, it does make it difficult. The challenge that FAMU has and for most HBCUs--as major majority universities have become more focus on trying to attracting more minority students they are going out and raising money for scholarships and they are going after those students. It's a level of intense competition today for minority students that did not exist before. It's part of your strategic planning process. How do you deal with that when other schools are trying to attract minority students? They offer full-time scholarship. They are going out and raising money to attract those students. They identify

students early years of high school with an average income of nineteen (19) thousand dollars a year, hence 40 thousand. Low-income schools where they are the first student in their family to attend college, which is what you are up against. Schools like Emory, Harvard are competing with FAMU.

There is something special FAMU and about HBCUS. I saw a study that was done a couple of weeks ago that states the average HBCU student experience is very positive relative to minority students attending a majority school. That's something special about FAMU. Just so I can put to rest some perception, after my editorial I had a lot of people call me a lot of names and believe me I can handle being called names, that's ok. I won't say the things I say if I wasn't ready for the consequences. With that said, the thing that is really special about HBCU and "we do not want to let it go." FAMU is an incredible positive institution. It is part of our system. It is an incredible important part of our system and we are proud of it. So it is not a questions that we are trying to do something to harm FAMU; if anything, we are trying to elevate FAMU. Please note that. I agree with you on the facility and that is why we have taken steps in the last couple of years to put some capital towards FAMU.

Dr. Latinow's follow-up question: "Will you consider not using the same metric that you use for the other schools?" Normally, the majority universities are already at the top and we are at the bottom. We are and HBCU and we are struggling. Look at the average for HBCUs. Don't put us with the heavy weight without giving us heavy weight money."

Gov. Levine's follow-up response: "Tell me why?"

Dr. Latinow's follow-up response: I told you earlier that recently that the College of Engineering received 6 million dollars for five (5) faculty. Each faculty get at least 1 million dollar startup funding. We do not get that here at FAMU. We don't have the same resources. Those faculty that got one million dollars for startup funds, they can hire a lot of people. I came here to FAMU with nothing and had to starting write proposals. Dr. Robinson came here with a five (5) million grant. It is different for somebody when they get assistance and get one million dollars to start.

Chancellor Criser's response: When you referred to 6 million dollars for startup fund, is that the legislative budget request for the College of Engineering?

Dr. Latinow's response: six (6) million for salary; five (5) million is for 5 positions; each faculty gets one (1) million and I don't know where it comes from and it doesn't really matter, having the money is important.

Chancellor Criser's response: Let me clarify, the legislative budget request that was in place last year and it is the same for this year's budget there is a portion of that which addresses salary equity issues at COE. There is a portion of that and you are correct when you referred to it as startup fund but that is not intended for one (1) million dollar per faculty member. It's more like hundreds of thousands of dollar to recruit faculty to the College of Engineering. You asked a question of how the calculation with respect to the cost of a degree. The cost of degree is based on expenses assigned by the university to undergraduate education divided by the number of undergraduate students. That number is simply what the expense level is at FAMU for undergraduates divided by the number of undergraduate students at FAMU.

Dr. Latinow's stated: "Does it include buildings?"

Chancellor Criser's response: No, "The point would be the level of state funding at this stage for FAMU is equal to or above any other state university with the exception of new college, which is our smallest universities. So that number is simply an accounting of what the expenses are as it relates to students at FAMU."

Dr. Michael Abrams, School of Journalism & Graphic communications states he has been a professor for thirty-five (35) years. "How many Jewish professors have been on this FAMU campus but I have been here at FAMU for 35 years. I would like to say a few things about being a minority at a minority campus. He stated that he felt very welcomed when he first came and he calls this my family. We have seen many changes. He states that he always regarded this performance-based metric somewhat misguided for FAMU. I myself took an ordinary amount of time to get through college because I did not do it right the first time. Now, I'm standing here with two degrees, one from UF, another from University of Missouri, they have their own problems right now. (Laughter) and a Ph.D. I have seen almost all these presidents come and go. But Dr. Ammons said this more than once, "life goes on for our students at different times." Maybe sometimes it goes on a little later for other students or students who are coming from middle class families with

money to spend. I would like the board of Governors to take this into account. This is a place where miracles do occur. That's all I want to say right now.

Gov. Levine's response: *"I agree with you and I have always been made to feel welcome on this campus. FAMU is a warm and welcoming place."*

Dr. Ebenezer Oriaku, College of Pharmacy & Pharmaceutical Sciences: Good afternoon! I have a comment on what Dr. Gragg stated. We have had six (6) presidents in twelve (12) years, that's a problem. Until there is a change we will keep having issues. Secondly, you made a comment about students' in active. If you check the history of FAMU students have been involved and been active in civil rights movement.

Gov. Levine's response: *"I think some people may have misunderstood what I have said. What I believe I said was that student's involvement was both welcomed and positive. What I also said was that I was ashamed of the fact that they needed to go and protest the governing body and president. The whole thing is wrong. It is good that they went and protest. Like I said, that is positive and welcoming. But why should they have to protest governance. That's the point I was trying to make. They should not have to worry about the governance at their university. The students should have confidence that the governance is working properly. That was the point I was attempting to make with that. The first thing about 6 presidents in 12 years. My first job here in Tallahassee, I was CEO of what was then Tallahassee community hospital and I used to come over to campus and meet and have lunch with Dr. Humphrey. We were one of the training site for all of your nursing students and we welcome all of FAMU students in the training cycle. He shared with me his strategy for FAMU. He would go around the state and try to identify high performance academic achieving students they could find and convincing them to come to FAMU. That was his objective and mission. Something happened after that. What's happened is that a majority of students admitted did not meet your admission requirement. What does that do in terms of faculty? Here is what happens, the forty (40) thousand dollars per student cost versus twenty-seven (27) thousand on an average. That becomes a choice as to where you put your resources. You are putting your resources into students who are not prepared for the rigors of a four years university. If they come here you have to put a lot of resources into them and we are spending forty (40) thousand per students at FAMU, that's a fact! What are you doing with the resources? As part of the conversation,*

we made a promise to the students and we have to keep that promise. They came here and they want to get a degree and we have to help them get a degree. I think that is what Drs. Mangum and Davis are working on. How do we make sure students meet the academic? The objective is to make sure that no matter where you come from you enter a Florida university you have the opportunity to get education and a job. But it is encumbered upon us to making sure we are selecting the students that are best prepared.”

Dr. Marcia Owens, School of the Environment question: Good afternoon. Part of the difficulties is on one hand you talk about the special things that happens at HBCU then you talk about bringing the best prepared. That is one of the special things that happens at an HBCU. We are prepared to be accountable. How the model that we are be measured by accounts for those intangibles. I’m a product of another HBCU school. You talk about graduates and professional schools and the schools you mentioned are predominant white institutions. But because I went to the HBCU, I had the confidence, the self-esteem, self-knowledge and self-awareness to deal with some Missouri like things in getting my graduate education. How is the model that we are measured by take into account those intangibles that happens every day at an HBCU that is “excellence with caring”? You cannot quantitatively measure that caring. But when you talk to our alums they will tell you how that caring has help them to reach high places in this world. How is the model that we are being measured by going to account quantitatively for things which are really qualitative, intangibles outcome?

Gov. Levine’s response: That’s a great question. *“The first part, I don’t think it’s mutually exclusive to seek high performance and also create access. I’m not saying that we should not admit students that are not prepared. But we have to properly manage those students so we can help them with their progression. The question is did we do too much too fast. Are the students getting the experience they deserve and the degree they come for? I don’t think that those things are mutually exclusive. That is something you have to address in your strategic plan. What is the right balance of access opportunity and performance measure? The second part of your question, I would ask you, I don’t know, how do we measure the qualitative parts that we don’t currently include in our performance funding? Each university is permitted to develop and establish their own metric. Currently, the metric that FAMU selected is “research from external sources.” Perhaps, measuring yourself against other HBCUs is one that you should have there, as opposed to that metric?”*

Dr. Owens said, rather than us having to choose a quantitative measure while our other institutions are measured by a qualitative metric since that is one of the things we do best, don't make us use our wild card on the qualitative. I think everybody should be measured by something other than quantitative measures.

Vice Chancellor Ignash's response: *"One of the ways that we capture all the good things that we do with student advising. I know what your student affairs folks have been doing and the tracking software and changes that you have implemented. Your second score for retention rate is very good. You are retaining students and that is one of the things that is built into student success. The quantitative measure has got to be built so many thing that people do to make students feel welcome, to make sure that their progression is monitored along the way. In your work plan your talk about those things and it has been captured in that plan. All the things you do qualitative are shown. The numbers of retention shows that so that is one of the things that we see in your work plan."*

Gov. Levine's follow-up response: I would add to that, *"The reason why we want each university to choose a metric is because each university has their own uniqueness. You have Florida Poly, which is an Engineering university. You have two preeminence universities that are measured under set of preeminence standards that are set forth at preminent universities and have metrics of their own. We try to build flexibility in the model so that universities that do have some weakness can offer up some metric that they think is relevant. We want universities to establish what is important. Each university has something different they have selected based on that uniqueness of that university and opportunities for improvements. We are not disagreeing on this point. We wanted to have that measure driven by the university."*

Dr. Owens states, "With FAMU being as unique and special as you said then perhaps we should have multiple wild cards that we can determine."

Gov. Levine's follow-up response: *"Tell me why?"*

Dr. Owens' follow-up response: "Because you are comparing apples to oranges when you compare UF to FAMU. There are things that we are accomplishing—things that UF does not even seek to accomplish with students or with students

that UF doesn't seem to attract. Just because an African-America student or student of color is middle class does not mean that they come here or anywhere and do not meet adversity. I was a student from a state that was 50th in the things you don't want to be 50th in and first in the things you do not want to be 1st in. I'm from Mississippi and I have achieved much more than people on TV would say I should but that is because of family, the community and the HBCU School that I went to. Those things need to be measured, they need to be recognized and they need to be accounted for. They simply cannot be measured in numbers. On one hand, you say we are special but then on the other hand we are measured like other institutions. We do what we do here and we go above and beyond and we will continue to do so because we do love Florida A & M University."

Dr. Dawn Brown-Cross, School of Allied Health Sciences question: "What's at the heart of a lot of questions and comments I hear today. It's about an even playing field and that is at the heart of many of the questions. I came from a private university, I have come to love this university. I have heard comments about profile admits and that is a huge factor and it's limiting, to achieve the goals of the metric. Is that a fair relationship? That's my question. And basically there are certain standards we have to meet. But when are we not going to be punished for those transgressions of the past because this issue will plague us into the next cycle and perhaps the next cycle. We are operating at a deficit of resources and to really support our mission, how do we do that?"

Gov. Levine's response: *"There are two questions. The questions as to what is fair? Each of us is our own judge of what's fair. When I ask the question, I ask it as this, is it fair to bring a student here and have them absorb debt, have them have more than two times the rate of student loan defaults and not have a degree? I think that is unfair. I bring it back down to the students, I think that is not fair. What's fair in the eyes of the students? For better or worse, there are lots of students from different walks of life in the State of Florida. The situation is not fair! That's why the State of Florida has made investments. There are twenty-eight (28) state colleges throughout the state. As I mention before, transfer students from community colleges graduate within four (4) years at FAMU. FAMU is not the only school that is struggling. We have minorities' students throughout the state that are going to community colleges and transferring into top universities in the state including FAMU and are doing exceptionally well. This is what your strategic*

planning is going to address those issues and I'm not going to tell you what the answer is."

Dr. Owens' follow-up response, I understand that and we know that there are things that needs to be improve and the strategic planning will address that issue. However, we are working in an environment where resources are not available. If we continue to be punish for those past how can we be effective?

Gov. Levine's follow-up response: You don't only get points for achieving the goal but you also get credit and money for improvements. It's a dynamic process. It does not happen overnight. We do agree with that.

Chancellor Criser's response: *"The plan does not expect any university to compare or look at a list. The plan recognizes improvements and excellence. The goal is to recognize each universities progress. With respect to access and opportunity. One of the things that will be very valuable is to talk about students who starts at different places. In 2008, FAMU admitted more students who had a 1.0 or 2.5 high school GPA. This was two times more than what has been admitted to the entire state universities. In that same year, FAMU admitted more students based on their ACT and SAT, FAMU admitted two times more students than any other university admitted. I am not saying that was wrong. I understand your focus and intentions of success but those students have the lowest 6 years graduation rate among FAMU students. My conclusion is that many of those students did not finish. We are trying to understand how we serve the students to improve our students' academic credentials. If it true that this university's mission is to look at these students then we need to look at academic credentials. We have to be realistic that Florida has the best articulation agreement between college and university for students in open admission. What is the best thing should they be doing for students. We should be careful of how we do that. If that is your mission, what does that distract you from in terms of other goals and aspiration for your students? My concern is that the student is not represented here because the probability is that the student did not graduate. When we talk about the performance funding model we constantly come back to what is the best thing for the students. When we focus on that we come up with concrete solutions. That is the equation. That's what we are trying to do. A plan sometimes have negative side. It is nice to get money or not getting money at all. What do we owe to our students and what do we need to do to measure their*

success? It also can be a positive force not to get that money. This university has made immediate response to that conversation. You are going through a degree audit. I have seen other universities improve and we have published all the success stories. I believe on the long run when we have those kind of conversation, sometimes reinvesting what we already have. I hope we will continue to have those conversations. What are we doing for our students not just for the ones that are here right now but the ones who are not?"

Dr. Maurice Holder, College of Pharmacy & Pharmaceutical Science, former Faculty Senate President, chairman of the Steering Committee and former member of the BOT and the oldest faculty member in this room. Above all I'm a professor. I'm probably the oldest faculty here. I have four (4) things that Gov. Levine stated I would like to address:

1. BOG must insist on great functionality of the BOTs and the President;
2. Then Gov. Levine asked "why are we all here?" Something we should have ask a very long time ago.
3. Gov. Levine said that we must "focus on results"; and
4. Finally, you said that you are anxious to be a part of a strategic plan process that is currently ongoing, if necessary.

The BOGs represents an evolution. FAMU was put in a position that no one in higher education wants to be placed in and we are still struggle to get out of what the evolution intended to happen. Its' good to hear the positive things that you and Chancellor Criser said. But in my mind, and I know the "Pennsylvania study" takes into consideration the cost of education and under preparedness. As an oversight of the BOG has to be concern on two aspects.

- How you relate to the BOT and university?
- Another function, how do you get people there and how do we relate to the general public?

Under preparedness has legislative implication as to how we deal with minority students? **Dr. Houston** directed Dr. Holder to ask his questions because other people are waiting to speak.

Question: Do you believe that this performance-based funding model is fair to us when we are supposedly at the bottom of the ground? In my education, the funniest thing I have seen is a lady trying to push her cow up the ladder to eat the grass on the roof. Is the BOG pushing us to eat the grass on the roof, How is the BOG going to assist us to do that?

Mr. Levine's response: *As to point one, the board must insist on functionality of BOTs and the president; I agree with that and there is work be done. Point # (2) focusing on results, yes we are focusing on the results of the students. Point # (3) whether I'll be a participant on the strategic plan; I will tell you what I said to Dr. Robinson, it is best for FAMU's board and FAMU stakeholders; faculty, staff, students and alumni to have this dialogue. You have to decide what is the path you want to take? That has to come from your university. What is also true is that the constitution puts the responsibility for determining the mission on your university. We decide your mission. That having been said, your mission is pretty powerful. You are a land grant doctrinal research university and you embrace the diversity of your student population. You are primarily an African-American institution. I read your mission statement and its' a mission statement that I can believe in and I hope you can too. I would read your mission statement and ask, are we achieving that mission? If you are, great; if not, that's the purpose of the strategic plan process which is to match up your strategies to get you to achieve whatever your mission is of the university. As to the question is it fair? I will go back to what I said, Fair is in the eyes of the beholder. The reason behind performance funding is student centered. Irrespective where a student comes from we want them to have an opportunity to get a degree and with that get a job. Anytime there is a better way to do that we will listen. But this is the way we know today. We also think it's fair to give credit for improvements along the way. It's good to have aspiration to have graduation rate of 60% knowing that they will not be there right away. But you should get credit for the improvement that you make. It's the students' that benefits from this. Do I think it's fair? Yes, I do. Maybe you can convince a majority of the BOGs that it isn't fair. But when students today have the choice as to where to go to school, they can choose when they see results like this, they can choose to go elsewhere. We don't want that. We want high performing students with high academic achievement to stay in Florida and we want them to come to FAMU."*

Dr. Mark Weatherspoon, FAMU/FSU College of Engineering questions:

1. What is the function of council meeting and where are the joint-council meetings published? I have never seen the meetings published anywhere
2. Why is there no faculty representative on the board of governors' council?

3. Is the joint governor's council prepared to take action to abolish dual compensation system?
4. Question for Gov. Levine, what actions are the BOGs prepared to take with respect to dysfunction between the BOT and President? You mentioned in your article if things weren't done the BOGs can take action.

Chancellor Criser's response: "As to question #1, it is not a sunshine type group it is an advisory council. Our meetings are open and our meetings so far took place on the FSU campus in a boardroom and one time at FAMU. The issues of faculty disparity is one of the issues that was raised by a study that was done evaluating the College of Engineering and that was a question so we have to find funding to help address that and the disparity of the faculty as a whole. What have I left out?

Why was there no faculty representative on the council? It is the way the council was constituted. The provost represents the academic interest of the institution on the council. I don't know if there was a decision not to include the faculty. It was what was constituted when the council was put together which was a response to the legislative challenge to look at the College of Engineering and develop a plan for it. At the time, the two universities indicated a willingness to work together to basically to maintain a joint college and confirmation was made by both universities and that was the structure."

Gov. Levine's response: *"The question you asked me, what is your last name, Weatherspoon. I'm speaking for myself. That editorial was my opinion and it does not reflect the opinion of the BOTs. The BOT is the constitutional body responsible for the governance of the university. We delegate authority to the university boards. All of the authority they have is delegated by the BOGs and if you get a scenario where you feel that the board is not responding, there are both legislative and governance remedies for that. We could take delegated authority away from a local board. That's not what we want to do. Like I said, we believe in the governance of the university, the alumni and other stakeholders that have a vested interest in the success of the university. I have been on the BOGs for two year and before that I served on the BOTs at UF. I just have never seen this kind of disharmony between a board and its' president. It's frustrating to watch. I'm going to be fair to the BOTs and the president. I think there are arguments on both sides. I'm not going to pick winners here, that is not my role. What I see is a president who has come from the outside and she is trying to make changes as the president*

but maybe some of those changes are unpopular. Maybe some of those changes were right and maybe some were wrong. But I don't know. You have a president who is doing her job and you have a board. Set aside the last meeting with all that stuff happened with the house. I am the chair of the audit and compliance committee. I am interested in the university review of that. The university need to review its' own process before we take a look at it. I'm going to come back to that. The objective is the bottom line. If you look at the questions that were being asked. Take away the personalities. Questions that board members were asking, the questions are not irrelevant nor are they inappropriate. The problem as I see it was tone and collaboration. A lot of times communication is the reason why something fails or the lack of it. I'm here talking to you knowing that there are some people in this room who disagree with me. That's how you get to a place even if you understand where the person is coming from. That's my experience with governance. Your board is your fiduciary for your institution. My first board of governance meeting was two years ago. I was made chairman of audit and compliance. In my previous job I worked for Medicare fraud in the State of Florida. I do not do Medicare fraud, (laughter) I was responsible for Medicare Fraud. I was secretary of Health care for the State of Florida and for the State of Louisiana. I remember in Louisiana I was dealing with US Attorney and we arrested ten (10) people for Medicare scheme. So with that experience, I was named chair of audit and compliance. With my first job was FAMU and the external audits of your institution. I had a great relationship with Dr. Robinson. It was a collaborative experience. It didn't mean that I didn't ask tough questions. That's what governance does. You are not supposed to like your board all the time. Your board is supposed to ask tough questions. Your board is supposed to challenge your president. At the same time, the board also needs to respect that you brought in a president at a time where there is transition at the university and there are going to be changes and it will be difficult. So I don't have an answer for you as to what the board may or may not do. I say this, BOGs is very committed to performance and I don't see that changing."

Charlene Howard, Academic Advisor: I attended a state institution. I was a low-income achieving profile admit student. I work with our access students here. First hand, I work with low-income students and their issues. I know that you mention that you are not from that background. However, best practices allow a

time period before affecting changes. They allow two or maybe three years before financial implications. My question is whether there were any consideration at the time of the metrics to give a time period before implementing the cut in funding? It seems unfair. Also you mentioned something about student access, primarily African-American students and what they represents. There is no emphasis on non-STEM majors. Lastly, maybe providing access to represents our African-American students and not just funnel them through community colleges. Maybe there should be some kind of metric in place that speaks to our African- American students across the board. FAMU does that very well in some ways where we have student population. However, it just seems like overall when you are talking about profile admits it's more like funneling them through community colleges as oppose to making other state universities accountable to aiding our Floridians and our citizen's access to colleges and not just community colleges.

Mr. Levine's response: First, you make a very good point. I think it is important to have low-income students and low-academic performing students. The low-income student are students that have a 1.1 GPA. Not every low-income student is low-academic performing. There are high academic performing students that are low-income students. We have to differentiate this. We want opportunities for low-income students. You want them to be in the right place so they can excel at FAMU. But with a low-income student with a 1.1 GPA, that's a very good predictor that they may not finish and end up incurring debt and without a degree. How do we focus our efforts? I am not saying what you should do. This is what your strategic planning should address. However, there is a role for community colleges. If the student needs some remediation, then there is a role that they can help you with that. My own son could not get into the University of Florida. He was not prepared for college. He went to a community college for two years. I would argue if he and gone to the university as a freshman he may not have finished on time. He was not prepared for college. There were some courses he had to retake. He eventually went to UF. There is a combination of factors. I think you can do both but you have to measure how much you can do with low-income students and low-income students who is not prepared for the rigor of college. The focus of STEM vs Non-STEM, the issue is not STEM vs Non-STEM, it is trying to looking at what the job market looks like and trying as best we can matching up a student with career path they want to go on with a job. To have a job opportunity at the end of their studies. Some students may not want to go into STEM or the health care system

and that's fine. Part of the role of a university is to help create a workforce as the governor is trying to bring more jobs to the state. The employer is telling the governor and Legislature that we need more STEM graduates and more Engineers. Your role as a university is also to help provide that workforce. That's why there is a focus not just to provide STEM, but programs of strategic emphasis. The performances funding started before I got on the BOG. There are more opportunities for improvement. Because of the students you have here that you made a promise to you have to help them get their degree. I believe your number will improve if you focus on that.

Vice-Chancellor Ignash response: There is a performance funding metric. When the conversation of performance funding took place some of us went to Washington D.C. for a think-tank session and met with Tennessee, SUNY, West Virginia, Georgia and other state university. John Cavanaugh of Pennsylvania said we have got to balance improvement and excellence which is where we got that and you also have to look at access as well as quality. One of the metric is the percentage of undergraduate students with Pell grant FSU and FAMU did very well on this measure.

Dr. Charles Magee: We need more STEM graduates is a fact. Why do we have a cap on the number of out of state students that we can bring to FAMU because most of their students come from out-of-state?

Chancellor Criser's response: The cap is on the system is on the system and not on the individual university. Therefore, FAMU can make an intentional decision to recruit students from out- of- state. There is no effective cap on recruiting out-of-state students.

Dr. Perry Brown, College of Pharmacy & Pharmaceutical Science question: Can you explain the concept preeminence status?

Gov. Levine's response: That was created by the Legislature a couple of years ago. I think three (3) years ago. The preeminence status is age funded research. Florida is extremely competitive in funded research. They compete national with other research institutions. The Legislature wanted us to come up with criteria related to those preeminence institutions so we can continue to remain competitive in the area of research.

Dr. Phyllis Taite, Professor at the College of Law: “I attended FAMU, FSU, and UF. I can tell you that I have a relationship with faculty at all three institution. I can tell you I have relationship with faculty at all three institutions. I can tell you the way students feel and treated at the three institutions are very different. So you asked if there is a way to measure those intangibles. Students can be measured as follows.

1. Cultural climate;
2. Students satisfaction;
3. Contact hours that faculty have with students outside the classroom; and
4. How students are treated.

I can tell you that FAMU will blow them away because I attended all three. How students are performing but also how they are treated as well is important.

Gov. Levine’s response: “I think there is overwhelming evidence of how students are treated on perceived to be treated on campus is relevant. I have seen some studies about how students at HBCU schools feel as minorities. I have seen studies of how students feel on their preparedness and confidence. I have also seen studies that are disheartening as to how minority students felt at majority institutions. I do understand that and it can be used as a metric. But how does a student feel if they put their faith in a university and they spend 7 years at a university and they end up without a degree, they have debt and don’t have a degree and can’t get a job. How does that student feel? We have to come back and ask that question because it is relevant as well. I don’t have an answer.

I want to thank you for the dialogue. This was helpful to me. I hope it gives you a better picture as to what we are trying to do. Lets’ keep the dialogue open. We are trying our best to make the right decisions. We do have several board appointments coming up. I take my responsibilities very serious. I will take personal responsibilities of the outcome. I am one of 17 members. I am looking for people who have a passion for FAMU, who understands, will advocate for FAMU, yet hold FAMU accountable as a governing body for excellence.

Dr. Houston stated that Gov. Levine’s letter was truly provocative. We all carry a passion for this University.

Dr. Grable said that she would like to thank Governor Alan Levine, Chancellor Marshall Criser, and Vice Chancellor, Jan Ignash.

Meeting adjourned at 5:00 pm.