

MINUTES
District Board of Trustees
Tallahassee Community College
Tallahassee, FL 32304
October 17, 2011
Board Workshop – 2:30 pm
Business Meeting – Immediately Following

Chair DeFoor called the District Board of Trustee workshop and business meeting to order at approximately 2:30 pm.

Members Present: Chair DeFoor, Trustees Callen, Lamb, Messersmith, Moon and Moore.

Absent: None

Via phone: None

Others Present: President Jim Murdaugh, Jerry Schilling, Kate Stewart, Lauren Campbell, Alice Nied, Marge Banocy-Payne, Patricia Manning, Teresa Smith, E.E. Eunice, David Hendry, Chip Singletary, Sharon Jefferson, Carol Easley, Calandra Stringer, Frank Brown, Robin Johnston, Kermit Harrison, Jim Smart, Rob Chaney, Dale McColskey, Karinda Barrett, Sheri Rowland, Bill Spiers, David Wildes, Franzline Jean-Louis, John Chapin, Marissa Mainwood, Shannon Young, Greg Loyd, John Norris, Renae Tolson, Curtis Watkins, Margaret Wingate, Mike Robeck, Barbara Sloan, Marilyn Dickey, April White, Lourena Maxwell, Jennifer Bradley, Byron Todd and Lenda Kling.

COMMENTS

Board Chair – Chair DeFoor asked everyone to stand for a moment of silence and the pledge of allegiance.

Board Members – Trustee Lamb indicated he enjoyed the recent Good2Great Community event.

President – None

BOARD WORKSHOP

Accountability at TCC

Provost Sloan indicated they would be discussing the public dialogue about higher education. She stated No Child Left Behind allowed us to focus on three major areas:

- Access – students coming to the classroom prepared to perform well
- Affordability – how much states can afford to pay for post-secondary education
- Accountability – measuring student learning outcomes
 - Develop systems that collect, analyze and use student-level data
 - Use assessment data to measure student learning
 - Accreditation agencies focus on colleges' performance as measured by completion rates and student learning

Dean Banocy-Payne stated ENC1101, College Composition, must be taken by all students seeking AA and AS degrees. There are currently 3,000+ students enrolled in 113 sections with

54 different instructors teaching. This fall we are doing a full implementation of a Learning Outcome Assessment, for which preparation began in the fall of 2009.

With tremendous leadership and collaboration, the English faculty identified the major program outcomes. They continued by identifying six course outcomes, to include how to write a research paper and how to apply revision strategies. Next they aligned the general education outcomes, English program outcomes and the course outcomes. Faculty further identified the essay they wanted to assess and developed a rubric, a tool for assessment.

In Spring 2010 they participated in an assessment pilot, reviewing their results in Fall 2010. After making some revisions and developing some intervention strategies, in Spring 2011 they re-piloted the rubric with a very small group and came up with some results, which they studied very carefully. It is important to note that the student results must be the same for all courses.

In the organization category, most of the students scored in the center and we would like to move some of those to the higher levels so they can function better in the next level of courses. The target for the test group was to get 75% of the students to pass and we will use these same criteria at full implementation. Once this percentage is reached, we will develop a new benchmark. We will also be looking at our textbooks to ensure they match the course content.

Trustee Callen thought this was very timely and inquired if we had previously done in-service rubric training. Dean Payne indicated the English faculty was most familiar with using them. Trustee Callen said with rubrics training, we are getting more students ready for University. Provost Sloan indicated this is only one of the assessments we use.

Professor Harrison stated he would discuss the implementation of the assignment. He talked to the students about why they were there and what they would be doing, explaining that there is an expectation that all college students can read and write. He revealed to the students that when he went to school a 27 on the ACT was very high, but now a 27 is the average score for students enrolling at FSU.

For the assignment in his ethics course, he picked the philosopher and theologian Kierkegaard because of the way it splits ideologies. He showed them a movie which forced them to think critically and abstractly at the same time. Since students were aware of the rubric ahead of time, they scored very high on the areas of his focus. During implementation this time, he will focus more on the areas where the scores were previously low.

Dean Finklestein indicated faculty in his area had for three years been developing learning outcomes to assess critical thinking in their courses. The pilot program for History and Social Sciences included PSY2012, AMH2010, AMH2020, and POS1112 (State and Local Government). With the exception of POS1112, the classes have large enrollments, multiple sections and full-time faculty.

Faculty worked collaboratively to develop new learning outcomes and assessments tools, since they had not previously assessed critical thinking in this way. They developed three staggered learning outcomes to monitor how critical thinking skills improved throughout the semester.

Their post assessment discussions included future changes needed, why some students did better, etc. This process was a very big change for the faculty, although this type of

collaboration is an enlightening experience. Professor Kupfer's situation was somewhat different, since he was the only full-time faculty member teaching POS1112.

Professor Kupfer communicated that his background is in political science, where the focus was on content not assessment. He stated he participated in two programs while in graduate school – one through a university for preparing future faculty and the other with a focus on skills and teaching at community colleges. He shared that once he started teaching he was using a traditional syllabus but transitioned away from using multiple choice tests.

His exam question was "Why does the U.S. have a Federalist structure and how does this impact having a sense of community?" He gave the students materials to research that would help them develop an answer and developed a rubric that allowed him to measure. He has changed some elements of his classroom because of the outcomes of learning assessment and they now read the federalist papers in class.

Trustee Callen expressed bravos for being on the cutting edge for our school. She stated students do not develop this type of critical-thinking naturally, which is a safety issue for them, and this should assist with their development. She indicated group work was one of the outcomes she hoped to see because high level jobs now work in groups.

Chair DeFoor indicated he was blown away with the focus and accountability. Provost Sloan stated it has been a struggle and in some cases we brought in people to work with faculty, but mostly they had to sit down together and see the benefit of it. She said we have to get students through what they start and we can no longer assume students will make those connections.

Trustee Moon inquired if, such as in the sciences, the assessments account for the different ways student learn. Provost Sloan denoted that everything we do using active learning and multiple kinds of strategies as we develop the teaching methodologies will help students learn, indicating the healthcare professions have an advantage with a cohort of students.

Dean Nied shared we are very goal directed in Healthcare, indicating the Nursing Chairs would talk about what is going on in the Healthcare Programs at TCC. Professor Campbell is 1st year Nursing Program Chair and Professor Allocco is 2nd year Nursing Program Chair.

Professor Campbell stated as they developed their ten program outcomes, they considered the knowledge, skills and abilities needed at graduation to take to the workplace. Each semester one of the course outcomes ties to a program outcome. The Nursing approach is from the desired end result and then they develop the pathway from simple to complex in cohort groups.

She cited evidence-based practice in nursing, which dated back to the 19th Century, meant using the best current research to make decisions about the care of our patients. As an example, she reported that for years patients in shock had their feet placed higher than their head. Research now shows that does not improve outcome nor is it necessary for survival.

By the end of semester one, they would like students to understand the role of evidence-based practice, including locating and summarizing an article. In semester two they like them to use learning resources to differentiate between nursing research, peer review journal articles and other sources of information. In semester three they locate a research article and apply it to an assigned patient. In semester four they compare research to the actual care given and make a determination about whether the care was based on following tradition or evidence in research.

Professor Alloco shared that it has traditionally taken about 18 years for research to be put into practice, stating that evidence-based practice is the way nursing is trying to narrow the gap. It is also the way for TCC students to integrate multiple sources to care for and support the best outcome for their assigned patients.

In the classroom the student will present the patient medical and nursing management to discuss with their classmates what evidence-based practice says should happen. They will then share what they really saw in clinical and compare the two. Then they use critical thinking to analyze the discrepancies and find out if there is a reason for the difference or determine if more research is needed before changing the practice.

Additionally the students learn to evaluate the quality of the study, since there are lies and statistics – which can be manipulated. Generally, she said if we hear “clinical studies or clinical trials” the person paying for it may have a small vested interest in the outcomes. Even with true research, the outcome is sometimes a little shaky.

In the last semester students will read a research article showing that hospitals who employ more bachelor's prepared nurses have a lower mortality rate compared to hospitals that employ nurses with associate degrees. The students then break up into small groups to look through the study to identify areas that may have some flaws and then come together as a class to discuss. What they find is the hospitals themselves and the workloads are different.

One patient group was from a lower socio-economic background so they were less likely to have preventative care, which puts them at a higher risk. The patients in the smaller hospital were older and would automatically have a higher mortality rate. The small hospitals in the study were all in rural settings with less technology and there were more Board Certified physicians in the larger hospitals.

Although some of the variables were mentioned in the study, they never mentioned the age discrepancy. Students are taught to follow the money trail. The nurses doing the study all worked for a university in Pennsylvania, so with limited resources for higher education they might have a vested interest in the legislature looking more favorably upon a four year institution.

Dean Stewart stated in the Technology and Professional Programs they are working to infuse the learning outcomes from industry credentials. She provided the quote “By any reasonable measure, our education and workforce development system is not keeping pace with the technological changes of the knowledge based economy. Millions of Americans are falling behind because they do not possess the increased skill levels needed for emerging careers in high demand and high-growth industries.” Center for American Progress's Guide to the Senate HELP Committee's Draft Bill to Reauthorize the Workforce Investment Act, Stephen Steigleder June 2011

When she taught an internship course, she wanted to infuse some work ethic into the class that wasn't just reading a story. She located information on the Florida Ready to Work program available to all Florida citizens and students, which is probably one of the best kept secrets in Florida. She is an advocate of the free program that validates three basic work skills, including applied mathematics, locating information and reading for information. It allows someone to go through a series of curriculum pre-assessments, post-assessments and sit for a credential that will validate where they are with this level of information.

The curriculum is supplied and is online so it can be tailored to your needs. The program will not let you skip around in the skill levels, but does recognize during pre-assessment if certain levels are not needed. The credential shows the learning outcomes and is a national assessment, valid in all states. All internship students are required to go through the program and must complete the silver level to exit the dental program.

Our second venture into merging industry outcomes with course curriculum is our Computer and Internet Literacy course. This is one of our largest enrollment courses and covers the general skills of the Microsoft Office Suite, email and internet. Under Professor Hamilton's leadership, value was added to the course by aligning it with the IC³ Certification, an international recognized standard with relevant skills and students are recognized for having the critical entry-level skills.

Professor Hamilton shared the course had been around for 26 years, with the last redesign being tied to the industry outcomes. Funding today requires measurement, outcomes and industry recognition. The course is available in 24 languages in 141 countries. According to the vendor we are using a very robust business model, with the textbook and three exam vouchers available bundled in the bookstore.

At most institutions a site license limits the students that can sit for the exams, but this model guarantees that every student has the opportunity to sit and other colleges are looking at it. The bookstore manager stated this is one of the best bargains on campus, since the vouchers alone would cost about \$107 while the textbook with the vouchers cost \$134. The certifications stand out in the employer job market and over 350 students have obtained the IC³ Certification.

We have other classes that lead to A+ certification, Adobe certification, Security+ certification, etc. This is a somewhat costly venture, with the college currently paying about \$6000 per semester for the practice exams and materials. We have used grant money to help students earn the credentials, since financial aid does not pay for the vouchers unless they are bundled with the textbooks. This past semester they partnered with Workforce Development to split the cost of the test program for the Adobe certification, although this is not always doable.

Trustee Moon confirmed the textbook was called IC³ Standards. Trustee Callen inquired if we included a computer literacy survey during the faculty hiring process. Dean Stewart indicated we included different exercises for many of the applied technology positions and Provost Sloan stated for all faculty in general we require demonstrated use of technology for learning.

President Murdaugh shared that at the request of Trustee Moore we were heavily involved in bringing to life BigBendWorks.com. Chief of Staff Balog worked with the Executive Director of Florida Ready to Work to add their credentials program to the site.

Dean Brown discussed innovative approaches to improve student learning, focusing on a Chemistry Lab and stating scientists do not often change how they do things. In previous classes, before going to lab you were to read the lab exercise. At the lab you were given a recipe or protocol to follow with a table somewhere labeled data, you added numbers to the table and did a calculation to show the desired result. Then you answered the post-lab question, where the critical thinking is done. This is not the way on-job science is done.

The new process does not give students a protocol, but asks them a general question. They are given some tools and guidance on how to use the tools. The students then work in groups of four, develop their own protocol, do the experiment and gather the data to come up with an algorithm to showing the data leads to the answer of the question. Often people stopped at that point, which is called the inquiry approach because you were discovering things on your own.

The new approach is an argument driven inquiry because every group in the lab makes a presentation before all the groups with their data and outcomes, resulting in an argumentative type discussion. Each student then individually writes an investigation report; which is graded in a double-blind peer review, revised based on the feedback received and submitted to the instructor for evaluation.

An external study across the term shows that in all cases the report scores improve when the student rewrites based upon the peer feedback. Student scores also go up throughout the term, both in terms of the original and rewrite. During the term, weaker students gain more than the stronger students. Benefits of the argument driven approach include ownership, critical and creative thinking, critiquing others work and significant improvement in writing skills.

There is a national challenge with students attending community colleges being placed in developmental classes and many of those students never graduate. For the first-time in college students enrolling in 2003, 64% were placed in developmental classes and 36% were not. Of the 36% without developmental classes, 80% have graduated to date. Of the 64% needing developmental classes, only 8% have graduated as of today.

Professor Smart stated that a student placing in developmental math must currently take elementary and intermediate algebra before reaching a college credit class. Intermediate algebra is a gatekeeper rather than a gateway and does not meet the need for a lot of our students' majors. We are now looking at an alternative pathway, as part of an initiative under the Carnegie Foundation.

The Carnegie Foundation for the Advancement of Teaching is a \$14 million investment, funded by various foundations. The initiative connects researcher and practitioner teams from nineteen community colleges across the states. This alternative pathway leads through statistics and motivates students with examples from everyday applications.

This first semester we have about 50 students enrolled in these courses, which are designed to grow the critical thinking process and use collaborative learning. Instead of showing an example problem and then have students try to solve a similar problem, we are trying to help students learn how to struggle to an answer. Countries that do better in math do not assist their students, although the students may initially come to the wrong conclusion.

We are evaluating what is working and what is not, so that we can continually improve this course. Next year, our students will benefit from what the students did this year. Benefits to the students include the use of open source materials, which don't cost anything, and now it takes one less semester to go from developmental to college level math.

Trustee Moon inquired if anyone could get the learning materials for the course. Professor Smart indicated they were not yet published since the second semester is still under development, but there are courses available online through the Open Learning Initiative that may be assessed without an instructor.

Dean Brown stated the sponsors certainly want to ramp this up. Of the nineteen community colleges in five states, three are in Florida. Because this is a new way of teaching, professional development training is needed for the professors.

Trustee Messersmith indicated there are people who can arrive at answers, without going through the same process taught by professors. Previously they have often not been given credit, because their process has been different. Dean Brown indicated this new concept requires faculty to understand the new philosophy.

President Murdaugh stated we think this is important because previously the focus in higher education was about the degrees issued. Increasingly the dialogue is shifting to what the student is learning. The point today was to show the students are getting the credential and the learning associated with that degree. He indicated that beginning today we would develop a synopsis of each future workshop, passing out the first one to the Trustees.

BUSINESS MEETING

Chair DeFoor called the Board meeting to order at approximately 4:24 pm.

COMMENTS

Chair – None

Board Members – None

President – None

APPROVAL OF MINUTES

Chair DeFoor asked if there were any comments and requested a motion to approve the minutes of the September 19, 2011 Workshop and Board Meeting.

MOTION: Trustee Lamb
SECOND: Trustee Messersmith
Motion passed unanimously.

INFORMATION AND NEWS ITEMS

News clips presented by Rob Chaney included the Solar Farm and the Facing Florida program interview with President Murdaugh about TCC's role.

UNFINISHED BUSINESS

None

PUBLIC COMMENT OR PRESENTATIONS

President Murdaugh asked former Chief of Police E.E. Eunice to introduce our new Chief of Police David Hendry, a 28 year veteran of the Tallahassee Police Department. President Murdaugh indicated Chief Hendry brings the right temperament and understands how to work on a college campus.

President Murdaugh introduced Byron Todd, referencing Mr. Todd's campaign as President Elect in the upcoming AFC election. President Murdaugh handed out t-shirts with Mr. Todd's campaign picture to the Trustees for them to wear at the AFC Convention in late October.

The G2G event included more than 200 of our faculty and staff who volunteered their time to showcase the college for the Saturday Community Event. He presented certificates to April White, Greg Lloyd, Jennifer Bradley, Lourena Maxwell, Marissa Mainwood, and Shannon Young for their leadership role in planning the event.

NEW BUSINESS

Approval of Consent Agenda

Chair DeFoor asked if there were any comments or requests for the Consent Agenda.

MOTION: Trustee Lamb

SECOND: Trustee Moore

Motion passed, with Trustee DeFoor abstaining from the vote on the Human Resources Report, Tab 4 (see attached Form to Abstain).

Academic Affairs

Faculty Hiring (Action)

President Murdaugh indicated we seek the Board's approval at this time each year to begin the faculty hiring process. The timing is significant because it gives us an advantage, since we advertise nationally. This year we must keep in mind where we are as an institution. With the increased focus on higher education to be more productive, we must understand our role in taking people to work and the value we have in making sure students learn.

It has been four or five years since we have increased faculty, remaining at 178 – 180 faculty members during this time. Our enrollment has continued to be fairly steady and we have absorbed the enrollment by hiring additional adjunct instructors. We now find ourselves at a place where we are uncomfortable with the ratio of full-time faculty in the classroom to provide the core mission of what we do.

What we are presenting is a five year plan that we suggest will move us from 52% to 60% of full-time faculty in the classroom. He stressed this was critically important since what we do is excellence in teaching and this change should place us in a better future position than some of our competitors.

Provost Sloan expressed her appreciation to the Board for their attention to hiring, indicating the early recruitment brings us some extremely talented faculty. She indicated we were seeking a one year commitment and would review the plan annually. She shared we do not automatically replace vacant positions, but rather pool them so they can be best used.

Chair DeFoor shared he had spent the majority of his adult life as an adjunct faculty at various universities. He expressed his concern about the ratios, asking that we look at this again at a later time. He indicated the ratios are very important and we should aspire to nothing less than 50/50. He said we must look at things in a triangle of production, incentives and accountability.

Trustee Moore indicated she felt due diligence had been done, Trustee Lamb denoted the timing was good and Trustee Callen stated this is a fabulous establishment.

This request is for the Board to authorize the President to initiate the hiring process for 2012-13 and to include \$400,000 new dollars for this commitment to the 2012-13 college budget.

MOTION: Trustee Lamb

SECOND: Trustee Moore
Motion passed unanimously.

Investing in Excellence

Chair DeFoor introduced this add-on item to the agenda. The commitment we have made here reflects a core commitment going forward to the work of this college and to the engine now driving this college. We are now almost entirely focused on the people (students and faculty), which is the core of the enterprise. Broadly everyone understands the college focus going forward is on growing the kind of jobs we need, with our focus on outcomes – building the productivity, incentives and accountability triangle.

He thinks compensation tied to performance and the faculty ratios are a big part of this. We need to be aggressive with the new hires and retain the highest quality faculty, by drilling down within the entire institution measurable performance. We have greatly increased the focus over the past year on accountability, performance and measurable performance. Last year we looked at our budget, found we could and did give a pay increase.

This year we are having a discussion and presenting a motion for a pay increase. It is important to note, we can only have this discussion because we are well run fiscally and operationally in terms of our mission. Last year we were able to add \$2,000,000 to our fund balances, because we are run that well fiscally. Our budget this year assumed no growth in enrollment, but we had a 3% growth in enrollment that produced additional revenues.

Our expenditures are under budget, we have the 25th lowest tuition of the 28 community colleges and we are at about half of the cost of our competitors in this community. We can do this within the existing budget and it will not require a budget amendment, although it will require some vision and a willingness to stand out a little bit. This makes a big commitment to our faculty and our students.

Trustee Lamb indicated he would never hesitate to reward the excellence and quality here at TCC. Trustee Moon stated she would like to look at increasing the adjunct salary in the future. Trustee Messersmith shared he felt the increase was justified, but had some reservations about this due to the things going on around us in the world.

Trustee Moon shared that her distress from the workshop last month was that we raised tuition and lost full-time students, wondering if the loss was a result of the tuition increase. She said someone had to be in last place on tuition and if it is causing a problem with students coming here, she has a concern.

Trustee Callen said that sometimes wants and needs are the same thing, indicating we do not know the full-time student loss is a result of the tuition increase. She stressed that sometimes we must have a little faith.

Trustee Moore reminded everyone that we have invested every resource we have and stretched them to the max, indicating she had not seen another organization that can get more done with less and at some point we have to invest in them. Since it is not money we are trying to find, she stated we need to put the money in our best resources – the faculty and staff. She understands it is tough times out there and hard decisions are being made all over, but they want TCC employees to know they appreciate the work being done and they must invest back in the employees to continue the excellent work.

Trustee Lamb expressed that he appreciated the concern of Trustee Messersmith, but stated he was proud of our college that could do what others might not be able to do. Trustee Callen stated that sometimes more is expected of students and parents. It is not all bad as more parents hear about the good things at TCC.

Chair DeFoor shared he was sensitive to student aid, our tuition ranking and the downtown situation. He stated the research shows we have the fiscal support for a 4% increase.

This request is for the Board to approve employee salary increase as presented.

MOTION: Trustee Lamb

SECOND: Trustee Moore

Motion passed unanimously.

Administrative Services

Construction Status Report (Information)

David Wildes stated his goal was to support the mission of the college. There are a few minor things to be completed at Ghazvini, a few office/classroom upgrades and some infrastructure items.

Fund Analysis - September 2011 (Information)

President Murdaugh stated this was a summary of the college operating cost and revenue, indicating Dr. Smith would answer any questions.

Annual SREF Update – October 2011 (Information)

David Wildes indicated Gadsden County has informed us that all the outstanding items have been completed. The inspectors will be back this month for this year's inspection and our goal is for a much shorter list. President Murdaugh indicated the facility is not owned by the college and we have been working with the landlord to work on the issues.

TCC Foundation

TCC Foundation Update (Information)

VP Johnston shared the President's Circle Artist Reception would be this Thursday and invited the Board Members to attend as his guests.

DBOT Representation on the TCC Foundation Board of Directors (Action)

President Murdaugh shared the TCC Board has two seats on the Foundation Board and recommended the Chair-Elect of the TCC Board become a member of the Foundation Board. This will allow them to become familiar with the Foundation activities and bring the knowledge and connections from that experience with them.

This request is for the Board to approve the request to assign the Trustee representatives to the Foundation Board as described in the Overview.

MOTION: Trustee Lamb

SECOND: Trustee Moon

Motion passed unanimously.

Trustee Moon volunteered and Chair DeFoor appointed her to serve as the second member of the Foundation Board.

Workforce Development

Affiliation Agreement – Pharmacy Technician (Action)

President Murdaugh indicated this was for the purpose of our Pharmacy Technician program.

This request is that the Board authorize the President to enter into this agreement.

MOTION: Trustee Moore

SECOND: Trustee Lamb

Motion passed unanimously.

PRESIDENT'S REPORT

President Murdaugh shared the latest statistics on the BigBendWorks.com, indicating it was doing exactly as we had hoped by providing a robust network for people looking for jobs.

He distributed the schedule and season passes for our athletics events. After the first game on November 4th, around 7:30, we will hold an on court ceremony for the Bill Hebrock Eagledome.

He shared that Randy Hanna has been appointed as Chancellor of the Florida College System.

NEXT MEETING DATE

November 21, 2011

ADJOURNMENT

Meeting adjourned at approximately 5:17 pm.

Minutes approved at regular meeting of the District Board of Trustees on November 21, 2011.

Allison DeFoor
Chair

Jim Murdaugh, Ph.D.
President

FORM 8A MEMORANDUM OF VOTING CONFLICT FOR STATE OFFICERS

LAST NAME—FIRST NAME—MIDDLE NAME <i>DeFoorally James Allison</i>	NAME OF BOARD, COUNCIL, COMMISSION, AUTHORITY, OR COMMITTEE <i>Tallahassee Community College - Trustees</i>
MAILING ADDRESS <i>200 W. College Ave</i>	NAME OF STATE AGENCY
CITY <i>Tallahassee</i> COUNTY <i>Leon</i>	MY POSITION IS: <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/> APPOINTEE
DATE ON WHICH VOTE OCCURRED <i>Oct. 17, 2011</i>	

WHO MUST FILE FORM 8A

This form is for use by any person serving at the State level of government on an appointed or elected board, council, commission, authority, or committee. It applies equally to members of advisory and non-advisory bodies who are presented with a voting conflict of interest under Section 112.3143, Florida Statutes.

Your responsibilities under the law when faced with voting on a measure in which you have a conflict of interest will vary greatly depending on whether you hold an elective or appointive position. For this reason, please pay close attention to the instructions on this form before completing the reverse side and filing the form.

INSTRUCTIONS FOR COMPLIANCE WITH SECTION 112.3143, FLORIDA STATUTES

ELECTED OFFICERS:

As a person holding elective state office, you may vote on a measure which inures to your special private gain or loss; to the special gain or loss of a principal by whom you are retained (including the parent organization or subsidiary of a corporate principal by which you are retained); to the special private gain or loss of a relative; or to the special private gain or loss of a business associate. However, if you vote on such a measure you must complete this form and file the form within 15 days after the vote occurs with the person responsible for recording the minutes of the meeting, who must incorporate the form in the minutes.

For purposes of this law, a "relative" includes only your father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, and daughter-in-law. A "business associate" means any person or entity engaged in or carrying on a business enterprise with you as a partner, joint venturer, coowner of property, or corporate shareholder (where the shares of the corporation are not listed on any national or regional stock exchange).

* * * * *

APPOINTED OFFICERS:

As a person holding appointive state office, you may vote on a measure which inures to your special private gain or loss; to the special gain or loss of a principal by whom you are retained (including the parent organization or subsidiary of a corporate principal by which you are retained); to the special private gain or loss of a relative; or to the special private gain or loss of a business associate. However, you must disclose the nature of the conflict before voting or before making any attempt to influence the decision by oral or written communication, whether made by you or at your direction.

For purposes of this law, a "relative" includes only your father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, and daughter-in-law. A "business associate" means any person or entity engaged in or carrying on a business enterprise with you as a partner, joint venturer, coowner of property, or corporate shareholder (where the shares of the corporation are not listed on any national or regional stock exchange).

IF YOU INTEND TO MAKE ANY ATTEMPT TO INFLUENCE THE DECISION PRIOR TO THE MEETING AT WHICH THE VOTE WILL BE TAKEN:

- You must complete and file this form (before making any attempt to influence the decision) with the person responsible for recording the minutes of the meeting, who will incorporate the form in the minutes.
- A copy of the form must be provided immediately to the other members of the agency.
- The form must be read publicly at the next meeting after the form is filed.

IF YOU MAKE NO ATTEMPT TO INFLUENCE THE DECISION EXCEPT BY DISCUSSION OR VOTE AT THE MEETING:

- You must disclose orally the nature of your conflict in the measure before participating.
- You must complete the form and file it within 15 days after the vote occurs with the person responsible for recording the minutes of the meeting, who must incorporate the form in the minutes. A copy of the form must be provided immediately to the other members of the agency, and the form must be read publicly at the next meeting after the form is filed.

DISCLOSURE OF STATE OFFICER'S INTEREST

I, James Allison DeFour II, hereby disclose that on Oct. 17, 2011 :

(a) A measure came or will come before my agency which (check one)

- inured to my special private gain or loss;
- inured to the special gain or loss of my business associate, _____;
- inured to the special gain or loss of my relative, Mary Katherine DeFour _____;
- inured to the special gain or loss of _____, by whom I am retained; or
- inured to the special gain or loss of _____, which is the parent organization or subsidiary of a principal which has retained me.

(b) The measure before my agency and the nature of my conflicting interest in the measure is as follows:

Approval of the hiring of faculty for TCC for next year. Daughter is, and has been, an adjunct and is on the list. I abstained from her approval.

Date Filed

10-24-11

Signature

James Allison DeFour II

NOTICE: UNDER PROVISIONS OF FLORIDA STATUTES §112.317, A FAILURE TO MAKE ANY REQUIRED DISCLOSURE CONSTITUTES GROUNDS FOR AND MAY BE PUNISHED BY ONE OR MORE OF THE FOLLOWING: IMPEACHMENT, REMOVAL OR SUSPENSION FROM OFFICE OR EMPLOYMENT, DEMOTION, REDUCTION IN SALARY, REPRIMAND, OR A CIVIL PENALTY NOT TO EXCEED \$10,000.