FLORIDA A&M UNIVERSITY BOARD OF TRUSTEES RETREAT DAY 1

TRUSTEE MEMBERS: Kelvin Lawson, Chair
Kimberly Moore
Justin Bruno
Matthew M. Carter, II
Thomas W. Dortch, Jr.
Bettye A. Grable
David Lawrence, Jr.
Harold Mills
Belvin Perry, Jr.
Nicole Washington
Robert L. Woody

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225 East Coastline Drive
Jacksonville, Florida 32202

REPORTED BY: Stephanie Shear, Court Reporter
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PROCEDINGS

CHAIRMAN LAWSON: Good morning, everyone, and welcome to Jacksonville. Some people call it the Bold City, some people call it the First Coast City. This is our semi-annual retreat. At this point, I'd like to call our retreat to order. Attorney Barge-Miles, will you please call the roll?

ATTORNEY BARGE-MILES: Trustee Bruno.

TRUSTEE BRUNO: Here.

ATTORNEY BARGE-MILES: Trustee Carter.

TRUSTEE CARTER: Here.

ATTORNEY BARGE-MILES: Trustee Dortch.

TRUSTEE DORTCH: Here.

ATTORNEY BARGE-MILES: Trustee Grable.

TRUSTEE GRABLE: Here.

ATTORNEY BARGE-MILES: Trustee Lawrence.

TRUSTEE LAWRENCE: Here.

ATTORNEY BARGE-MILES: Trustee Lawson.

CHAIRMAN LAWSON: Here.

TRUSTEE MILLS: Here.

ATTORNEY BARGE-MILES: Trustee Moore.

TRUSTEE MOORE: Here.

ATTORNEY BARGE-MILES: Trustee Perry.

TRUSTEE PERRY: Here.
ATTORNEY BARGE-MILES: Trustee Reed informed us he wouldn't be able to attend today.

Trustee Washington.

TRUSTEE WASHINGTON: Here.

ATTORNEY BARGE-MILES: And Trustee Woody.

TRUSTEE WOODY: Here.

ATTORNEY BARGE-MILES: Mr. Chair, you do have a quorum.

CHAIRMAN LAWSON: Thank you. Let's move right into the agenda. This morning I'm pleased to welcome Dr. Belle Wheelan, president of the Southern Association of Colleges and Schools Commission on Colleges to our retreat.

Dr. Wheelan currently serves as the president of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American female and the first to serve in this capacity.

Her career expands over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president and secretary of education. In several of these roles, she was the first African American as well as the first female to
serve in this capacity.

Dr. Wheelan received her bachelor's degree from Trinity University in Texas with a double major in psychology and sociology, her master's from Louisiana State University in developmental educational psychology, and her doctorate from the University of Texas in Austin in educational administration with a special concentration in community college leadership.

Dr. Wheelan, thank you so much for accepting our invitation, considering the large number of colleges and schools that you oversee. We are pleased to have you with us.

DR. WHEELAN: Thank you very much. It's my pleasure to be here. You-all have been SACSCOC'd to death over the last two days because I understand Pete Silver was here, at least talking with the faculty, maybe.

I am not here to criticize or to cajole; I'm here to inform. Okay. You-all have had your challenges with us, but that's over and we're on a new path. I am excited about it and I hope you are, too.

SACS has been around since 1895. It
started because colleges were fairly new then, if you take out the HBCUs and William & Mary. And people were trying to understand the difference between a high school diploma and a college degree. Okay. And so about nine of our presidents got together and said here are the things we think a quality institution of higher education needs to have in order to be recognized. And so they formed the Commission on Colleges.

About six years ago, the K-12 division moved out and formed another organization. At the time, you might remember the nation was talking about the Common Core so that all K-12 institutions would have the same set of standards.

Well, he felt that, well, if we only have one set of standards, we only need one accrediting body. So he formed what he called advanced ed and started pulling all of the K-12 units from the other accrediting bodies together. And so they moved out of our building which left us there by ourselves which was just fine with us; but what it also did was made us a little vulnerable because SACS being
a 501(c)3, if they went bankrupt he would have
gotten all of my assets. And I said that ain't
going to happen; I work too hard for my money.

So we became separately incorporated,

hence the name "SACSCOC." So you are no longer
accredited by SACS, have not been for the last
six years. You're accredited by SACSCOC. It
used to be that our board's decisions had to go
to the SACS board to be ratified which was why
you were then accredited by the parent company.

So it's difficult when you've been SACS
since 1895 to suddenly roll SACSCOC off your
mouth, but I need you to do that, please,
especially if there are any media here today,
please.

All right. What I want to do today is to
give you an overview of accreditation in
general from the national perspective as well
as who we are and then to talk a little bit
about not only our process and our
requirements, but some of those things that
board members do that get the institution in
trouble with us. Okay.

And I'm going to share some examples with
you today all of which are public. You know, I
have a conflict of interest statement and a confidentiality statement I have to sign. I like my job. I started year '13. I've done real well. So all of this stuff has already hit the paper, so you're already familiar with it.

We have been in the paper a lot. I don't know if you-all regularly read the *Diverse Issues* or *Inside Higher Ed* or *The Chronicle*, but our accreditation has had this bull's-eye on its back for the last five or six years. Everything that is wrong in higher education is a accreditor's fault because, of course, we validate, ensure quality institutions. So if you screw up, it's got to be my fault; right?

There are also some new things that are coming out. There is such a need to get people educated and into the workforce that you've got all of these things that are popping up to hurry students out of school. Competency-based education is one of those things where you don't have to go to class anymore. You just have to demonstrate that you've met a certain set of competencies in order to get a college degree. That's great, but it creates havoc for
students who start that kind of program and then say, This is too much. I need to go to the traditional way. How do we translate those competencies into credit courses? So that's something that's out there.

And there is no entity that accredits those little pieces. We accredit entire institutions. There is -- I say all that to say there's more than one type of accreditor. And so when you start complaining to the president or he starts complaining to you, please know to whom to direct your wrath because I get blamed for enough stuff. It's not all my fault.

There are national accreditors that do the same things we do. They accredit everything in an institution but they have no geographic boundary. And most of their institutions will have a single focus like an osteopathic school that's not affiliated with a college or university, like a freestanding nursing school that's not, you know, affiliated with a college or university.

When the online schools first came out, there was the De-- -- DEAC, DCA Distance
Education Accrediting Council [sic], DEAC, that accredited them. So, you know, they have their niches as it were.

All right. Then there are regional accreditors which have been around a lot longer than the nationals and tend to have more credibility because we have been around longer and because we tend to accredit the largest percentage of institutions of higher ed in the country. There are about 3,000 that the regional accreditors accredit where there may be only 500 that the nationals do.

But then there are also specialized or professional accreditors: nursing, teacher education, engineering, business, all of those.

The challenge is that if your institution gets in trouble with any of those specialized accreditors, it may also get you in trouble with us. Okay. So we have communication with them. When they send President Robinson a letter saying, you know, We have some questions about this or We're putting you on warning for low graduation rates or whatever, we get a copy of that same letter to see if indeed that triggers noncompliance with some of our

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standards. Does not always, but sometimes it
does, so you get caught in double jeopardy. I
just ask when you get mad, know at whom to get
angry.

We have several purposes of
accreditation. The first, the foremost, the
one that has been there since 1895 was to
improve the quality of instruction in
institutions or the overall quality of
institutions. That is still what we do. We
end up fighting with the federal government all
the time telling them what you want us to do is
not our job. Our job is to help institutions
improve. Okay. It's your job to worry about
financial aid. You loaned the money.

It also assures the public that you are a
quality institution; that you're worth parents
and students investing their time, energy and
money, you know, into attending because you've
passed this -- and most of you will recognize
this reference -- the Good Housekeeping seal of
approval. Some of y'all may not know what that
is, so just educate them if you would, but
thank you for being old enough to know what I'm
talking about.

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And then we do serve as a gatekeeper for federal financial aid. While regional accreditation is a comprehensive and a periodic process, we only come in once every 10 years unless there's another reason to. It focuses on institution-wide goals and processes and outcomes. We have one set of standards for all 794 of our members because we evaluate the effectiveness of each institution against its own mission.

So while Gulf Coast Community College has to meet the same compliance, we don't evaluate them the same because their mission is different. Okay.

We are regional in scope. Bigger than that, we are voluntary. You do not have to be accredited to exist. Okay. But semicolon, however, comma, you won't get access to federal financial aid which will kill your enrollment.

Any institution to which a student wants to transfer credits will have great difficulty because there's no way to access whether what they took was of quality or not. And getting into graduate schools will be difficult. And even some employers are beginning to question
students who went to institutions that don't
pass some kind of external evaluation process,
but it really is voluntary.

And there are about a thousand
institutions in this country that are not
accredited by anyone that have students. They
cost a fortune. And, again, those students
have difficulty transferring and sometimes
getting jobs. Okay.

We are not a governmental entity. We
belong to you. We are a membership
organization. I will gladly call anywhere in
Florida because you want me to because y'all
pay my salary; don't have a problem with it
whatsoever. Does mean I stay on the road a lot
because we do have 794 members, but we belong
to you. And we cannot make any changes in the
things we do without the membership approving
it.

A classic example is that you-all are
about to turn in your compliance certification,
and yet that's going to change in December
because we've had a committee going through
reviewing our standards. They've renumbered
them. They've gotten rid of some of the
duplication that was in them. We put in a couple of new ones and so when you get your feedback or if you have any recommendations, then you're going to have to respond to the new standards assuming the membership approves them in December. If they don't, then you'll be fine.

Okay. And we really do have a decentralized national system. Because we don't have a ministry of education and we are independent peer review college member-owned entities, we have seven different regional accreditors across the country that all have different processes. But the reality is we're all assessing the same things. We may have a different process by which we do it. And we're in constant communication -- we being the seven regional accreditors.

We are not for profit, don't make any money off of you. I have about $4 million -- I'm sorry. We're probably up to $6 million in investments right now, but it's not because of any money that you've given. It's just kind of built over the years and we have good investors. But there's no extra taxation that
you-all have that bills that. And it's there for legal fees if we need those.

When we drop an institution for membership and they appeal and lose the appeal, they tend to sue us because that's the only way they can stay accredited is if the Court tells us to leave them accredited. And so we have to pay lawyers to help defend us in those, or if we had planned a meeting in Florida and a hurricane came along and we weren't able to hold it and then I could still have some money to pay my staff and, you know, keep-the-doors-open kind of thing.

But otherwise, it's just sitting there. And we're not intentionally trying to grow it like you would your endowment because those are the only two purposes they have. And we hope never to have to really go into either one of those. Okay.

Here is a map that -- I do know that Ark -- I mean Alaska does not belong down in the Gulf. It goes up there. I just want you to know I'm not geographically challenged. I didn't make this map. I'm just showing you. And the fact that the southern states is red is
not a political statement; though it could be, it was not designed to be.

You can see that our region goes from Texas up to Virginia and Kentucky and everything south except Arkansas. Arkansas used to be in our region. In fact, in the 1930s the K-12 division got mad about something and they left and went north and when they did, their colleges went with them.

So you can see that Arkansas is a part of the North Central region. North Central is the largest of the regions, both in states and number of institutions but we educate more students than any other region. I'm sure it's not only the quality of the education, but the warmth and the football and basketball.

TRUSTEE MILLS: So, Dr. Wheelan, real quick --

DR. WHEELAN: Certainly.

TRUSTEE MILLS: I thought I had the SACS and SACSCOC --

DR. WHEELAN: COC.

TRUSTEE MILLS: -- understood until I saw this.

DR. WHEELAN: Okay.
TRUSTEE MILLS: So how does that work again? Could you repeat what you said before, the difference in the two?

DR. WHEELAN: What used to be called SACS is now SACS Commission on Colleges because we have a K-12 division --

TRUSTEE MILLS: Got it.

DR. WHEELAN: -- that's the council on accreditation and school improvement. That's where the split is, yeah. So they're separately incorporated and so are we. So this is SACSCOC's region.

TRUSTEE MILLS: Got it. Okay.

DR. WHEELAN: You can see middle states over to the far has Pennsylvania, New York, kind of the states between the New England states and then Northwest where Alaska also belongs.

The Western region has the Samoan Islands which are those little pieces down there that somehow do belong back in the Pacific though not quite so close to Texas and Hawaii, but mostly California. And they're having difficulties because as a peer-review process, we have the advantage of never inviting anybody
from Florida to serve on a peer review team for any institution in Florida. It's too much peer-pressure when you-all have to live with each other. So when your team comes, there will not be anybody from Florida on that team. We have 10 other states from which we can pull people.

California doesn't have that. And so they're having some political difficulties out there, you know, with folks not trusting somebody from USC to evaluate somebody from Cal, you know, that kind of thing. So they're working through that one. Okay. Just so you get the lay of the land.

All right. You can see that the size of the regions does vary from 162 institutions in Northwest to almost a thousand in North Central. We had more than our 7- -- the 796 includes two new applicants -- two new members that just came in, in June. I'm sorry. I had 794 on my brain. We had over 800.

Georgia has gone through this merging process. They have taken 14 institutions and merged them into 7 which kills my membership, kills my budget because I lose about $25,000
every time institutions merge, but that's all right. We still love them. They're still hanging in there.

So the numbers will fluctuate a little bit, but not a lot. You know, new members come. Others -- you know, we -- right now Paine College in Augusta was dropped for membership. They appealed and lost the appeal. We're now in litigation with them. They are included in that number, but if they lose the litigation then they would be out. So those numbers move back and forth depending on who's coming in and who's going out, but it's been fairly stable since I've been there.

I mentioned to you that we were a decentralized national system. We formed an organization that we called C-RAC and we put a dash there because otherwise it would be CRAC and they wouldn't take us seriously. We have enough credibility issues as it is.

But this is -- me and my six counterparts and our board chairs meet once a year, but the execs meet three times a year in person. We have biweekly phone calls. And I get more e-mail from them than I do my own institutions.
We have the most communicative group of people with whom I have ever worked. Part of that is self-defense because we're in the middle of the reauthorization of the Higher Ed Act which is the federal government's rule for governing higher education. And what they require of one of us, they require of all of us. And so we want to make sure that we're educating because we don't lobby Congress -- educating Congress in the same language. So we have brochures that we've, you know, collectively designed; we have policies that we've collectively implemented.

When distance learning first became the new topic du jour, we came together and put out a policy statement and a procedure statement so that we could all be evaluating distance learning programs the same.

We just did one on competency-based education because that's the next topic du jour. And we just -- we have a committee that's working to give us a recommendation on one for for-profit institutions.

If you have read Higher Ed, you know that one of the national accreditors lost its
recognition with the Department of Ed. ACICS was a national accreditor, had about 250 institutions they accredited. We have to be accredited, or we call it recognized, by the Department of Ed so that that financial aid link stays there. Okay. And they lost that link which meant their institutions lost federal financial aid. So they're scrambling trying to, you know, come back.

Well, some of those were online programs, you know, some of them were not; but we're trying to work together to make sure that whatever the ACICS accepted, we may buy into as well. Having difficulty with that because most of the regional's standards are much tighter than the national accreditor's standards.

TRUSTEE LAWRENCE: What if they lose it?

DR. WHEELAN: The depart- -- well, what happens with -- and I'll show you in a minute -- the accreditor has to do what you do and put in a compliance certification to the Department of Ed to show that we're still in compliance with the things we've agreed to monitor.

The Department makes a recommendation to an advisory committee we call NACIQI -- and
I'll show you that in a second -- that then makes a recommendation to the secretary. The Department felt that they were not adequately living -- or complying with the standards for which they were supposed to. NACIQI agreed with them. The secretary agreed with NACIQI and so they've lost it. They appealed, lost the appeal. And so now all those institutions are scrambling.

The government -- because it's not the institution's fault; it's the accreditor's fault but the institutions are being held captive. So the Department gave the institutions 18 months to go find another accreditor.

The problem is most of our processes are two-year processes. So they've had to ask for extensions, you know, for six more months so that students don't lose aid because the students are the ones who are suffering in this one.

And I don't -- I mean, I don't know the specific compliance issues they had, but whatever they were, they were bad enough. And, you know, I've been in around 44 years in
higher ed. I've never known an accreditor to lose its recognition with the Department. That was the first one, so it must have been bad.

This is the process that I was talking about. We send in, you know, a compliance to the Department. NACIQI is the National Advisory Committee on Institutional Quality and Integrity. That's why we call it NACIQI. Even that's difficult, but it's easier than trying to mouth all that. SACSCOC is easier than NACIQI.

It started out in about 1964 when the Higher Ed Act came out and all of the members were appointed by the administration or by the secretary. With the reauthorization the last time which was eight years ago -- they're supposed to reauthorize it every five years -- we're already three years overdue -- it became more political. The House appoints six; the Senate appoints six; and the administration appoints six. And of the House and Senate appointees, three are Republicans and three are Democrats. So it's taken on more of a political flavor than it had in the past. And then they make the recommendation to the
secretary.

We were just up before NACIQI. We had our fifth-year review. I am proud to tell you we got five years. That's the most they'll give us at any time. I always tell institutions, you know, you complain about a 10-year review; I've got to do this every five, so just back off.

And it got very contentious because with the last administration there was nothing -- there was no legislation that President Obama's administration in Congress could agree upon with higher ed, so they started putting in their own regulations. Okay, presidential regulations as opposed to things that had been negotiated because the Higher Ed Act had been there.

Well, we're technically not liable for complying with those because they're not in the law. Okay. But one of those was we've got to increase the graduation rates or the completion rates of students coming out of college because we need them to be employable so our nation won't lose any positional power. Okay.

So we don't have to do that. But all of
the regionals got together and said, We need to monitor graduation rates and we need to do something to get them up. So President Robinson got a letter from me saying, Here is the information you sent in to the National Student Clearinghouse which is a data storage that includes your full-time enrollment, your part-time enrollment, your transfer in, your transfer out, everything about your students. Here is the information that you send to the Department which is the same information except the Department chooses only to use first-time full-time students.

Now, when IPEDS, which is what that data set is called, first came out that really put that out to make sure athletes were going to school full-time. I mean, that's really why they had IPED. And 90 percent of students who were going to school were first-time college students who were going full-time.

Today, only about 18 percent of all college students are first-time full-time students. So when you use data that's only derived from 18 percent of your students to say, You-all have terrible graduation rates.
You've only got a 15 percent -- well, yeah, because it's 15 percent of 18 percent of my total population. Give me a break.

So we've got a plan where we've included Student Clearinghouse data that includes IPEDS, and that includes data that you send to us annually. And I've asked the presidents to say, Tell me which one you want to live with. Which one best represents your institution? And then how are you going to improve that number? Okay.

During President Bush's administration, there was -- when Margaret Spellings was secretary, she coined this term "bright-line indicators" or minimum standards. They want to set a minimum graduation rate for all institutions of higher ed.

That's not going to work. All of my institutions are not alike. All my HBCUs are not alike. All my research ones are not alike, all of my community colleges are not alike because they all have curricula and different students.

So I didn't expect no bright-line indicator. That's part of that message I'm
trying to get to Congress. Don't do that to me. Tell me and mandate that there's got to be a 3 percent increase in graduation rates, but let me work with my institution to figure out how to do that.

Okay. There was an article a couple weeks ago that came out -- and in full disclosure I'm also on the National Student Clearinghouse Board not because I want to be, but I am -- but they put out a report that shows when you look at IPEDS data, it suggests that -- they measure 150 percent of the time it takes to graduate. For your students, it would be a six-year graduation rate; for community college it would be a three-year graduation rate.

When you look at community college graduation rates over three years, only 20 percent of their students graduate if you look at IPEDS data. But if you look at Clearinghouse data which includes part-time and transfer students, it jumps to 40 percent.

So, now, tell me which number would you rather your institution, you know, be -- by which would you want them to be described?
Well, duh. So one of the things we're pushing them for is a better data system, you know, when the next reauthorization comes because it's just unfair to label an institution being, you know, so poor and it's completion agenda when the reality is they're doing a lot better than that.

When we in our own region looked at a six-year community college rate, it jumped to 45 percent from 19 percent because the students are going part-time and it takes them longer to graduate, guys. Come on. Okay.

Now, is there room for improvement? Oh, yeah, all over my region. You know, I have some state institutions that I have some selective admission requirement that still have a 40, 45 percent graduation rate no matter how you look at it.

So there's room for improvement everywhere, but the reality is there are different students, there are different admission requirements at every institution. And so it's just not fair to judge them all by the same. You with me? All right.

So I spend my time coming to

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institutions, especially to boards. And let me
tell you how this got started. About five
years ago, we were looking at our annual
meeting schedule. We have an annual meeting of
our membership every December. It has grown to
about 4200 participants. It was 2500 when I
first walked in the door. I said, obviously
it's the leadership that's bringing them in but
they just look at me like I'm nuts. But we --
it used to be all presidents coming.

But anyway, I was looking at the agenda
and I said, you know, We have a track here for
presidents. We have one day with activities
for presidents. We have a track for
accreditation liaisons. We have one for CFOs.
We don't have one for trustees. Do we not want
them to know what's going on? Do we want to
keep them uninformed?

So it was about the time of the last
recession. All the presidents said, This is a
great idea; however, I don't have any money to
bring them and because you-all have real jobs.
To ask you to give up three days from your work
to come to this conference may be asking a bit
much. So I instead started doing this -- this
is why I'm here, because I think it's important that you understand, you know, what accreditation is and the value it has and what happens if you get in trouble with us. So that's how this came about.

Here's a structure of the commission, of SACSCOC. Our members run the place. We call all 796 of our members the College Delegate Assembly and each college is represented by its president.

Whenever we vote on anything, it is the president of the institution that does the voting. Generally he or she will ask staff, What do you think? Is this something with which we can live? But the vote comes from the president.

In December, we will have a section roped off for presidents. They have special I.D.s. If they can't be there, I need a letter in writing with your president's signature saying I can't be there but please allow whomever, you know, to vote for me. That's how serious we are.

The membership elects two bodies every December. They elect a 77-member board.
Mr. Chairman, feel good about the size of the board that you have because my chairman has a 77-member board that I'll describe the membership in a moment.

The other group that they elect is an appeals committee. The appeals committee is only activated if we drop an institution for membership because you can be on probation or warning or have a monitoring report, but you're still fully accredited. You haven't lost anything. Okay.

When you get dropped from membership, you lose it all and so you have a right to appeal. The appeals committee is made up of former board members because they have to understand the process but not current board members because they may be evaluating themselves which doesn't work. Okay.

The Board then, itself, elects a 13-member executive council. That's the group to whom I report. Okay. And the other 64 members make up what we call colloquially the C&R Committees, the Compliance and Reports. I need you to remember the C&R Committees because that's who -- those are your best friends or
your worst enemies, depending on how it works.

Okay.

The 77 people that I talked about, every state has a minimum of three people who represent the institutions. We have one person who represents the associate and baccalaureate degree-granting institutions and we have two people who represent the graduate schools or the upper division institutions. Okay.

Then there's a public member from each state, someone who's not affiliated with higher ed at all. When your terms on this Board are up, you would be eligible to have your name submitted to be a public member of our board. But as long as you're affiliated with the institution, then you're not eligible for that particular position. Okay. So that's 44 people.

We had -- when I first came to the commission -- I came from the Washington, D.C., area -- you know, on their license plates it says "Taxation without representation." There were about seven international institutions that we accredit. One of them is Monterrey Tech in Mexico that's been accredited with us.
since 1952 which is longer than some of our
domestic institutions. They had never had a
voice on the board. I said, You think we could
take one of our at-large positions and give
them their own little state and then rotate the
person. So we now have one international
member who's also on our board.

The other 32 we call at-large members and
we use that to balance our board for gender,
for ethnicity, for public or private or
for-profit, for two-year, you know, to make
sure that the board is representative of our
membership.

States like Texas, Georgia, Florida, and
North Carolina have more people on the Board
because you-all have more institutions in the
state. Okay.

Public and private we also do
for-profits, all levels, whether it's a
community college, a law school, whatever it
is. We accredit anything that's within those
11 southern states. Our board only meets twice
a year, once in June and once in December which
is why our process is a two-year process
because they don't meet that often.
Our executive council is constantly responding to substantive change requests, however, because the board only meets twice a year and we don't want institutions to have to wait to put in a new program, open a new campus or whatever it is that you're doing. Okay.

And our board -- like I said, it used to be all presidents but now we have -- we had a librarian from Southern University was on the board for one term, and we've had orthodontists on there as public members. It's been a very diverse board over the time that I've been there which is wonderful because you get a greater perspective, you know, of higher education when you can bring people from all over the institution or from different areas.

I mentioned the appeals committee that the only time it's activated is when we drop an institution for membership. The principles themselves -- President Robinson, how long have you been in the higher ed?

PRESIDENT ROBINSON: Seven years.

DR. WHEELAN: Okay. You remember the old criteria?

PRESIDENT ROBINSON: Yes, I do.
DR. WHEELAN: We used to have over 400 criteria to which each institution had to demonstrate compliance. About 2000, people said enough is enough. We were literally counting library books per discipline because we wanted to make sure that students had original sources, you know, to do their research which is admirable except databases came along there and there were no library books to count anymore so what are we going to do? Okay.

So that's when we went to the current principles of accreditation which there are about 93. That's a big jump from 400 down to 93. The same areas were covered, but we became less prescriptive. We've always had the reputation of being the toughest of the regionals. I don't apologize for that. I said they figured folks are dumb in the South and we don't know what we're doing. I've got a different story for you, let me tell you. This is why we educate more students than anybody else in the country.

These are the requirements that in order to become a member on the commission and to
retain your membership, you have to be in compliance with all of our standards at all times. Okay. And we have committees and task forces of people from out in the institutions that put them together. My staff does not dream up this stuff. These are members who dream up this stuff, and it can only be changed by the vote of the membership.

Our most basic principle of accreditation is that of integrity. There is no documentation that your institution can submit to show that you're acting with integrity. It's the other stuff that you give us that makes that question.

I think you-all got hit with an integrity one because there were these audits that supposedly were done and the summaries were done, but we couldn't find the audits anywhere so it's kind of like, If you lied about that, what else you lied about? So it puts a little cloud over the institution.

So while there's no single documentation, it's kind of everything else. Edward Waters got hit with that one right before I came to the commission. They did what we ask
institutions to do and that is talk to other institutions. Find out what did they submit, you know, to satisfy our requirements but take their name off the report. We've had others, I just had to appreciate those. So that's what the principle of integrity was.

University of North Carolina, UNC, Chapel Hill. My God, we put them on probation. What gall. Have you lost your mind? No, I ain't lost my mind. You put in a course for 14 years that has no teeth in it and you enroll all these students and all they had to do is enroll and show up and you're going to pass them? No. That's at the heart of what institutions of higher ed do.

If your academic program is questionable, then why do you exist? And so, yeah, we put them on probation. They were -- oh, my God. I had members who wanted to drop them from membership.

That's for 14 years this went on. We didn't catch it because we don't delve all the way down into course enrollments, but they knew about it. There were plenty of people in that institution that knew about it and they were
not forthcoming, so we hit them with an integrity issue.

Okay. So you get hit with any, that's not the one you want because it does, you know, raise questions about what's going on.

Then we have what we call core requirements. Those are those elements that I told you, back in 1895, the colleges said, these are the things that every institution of quality has to have. You have to have a governing board, and you have to have an administration and never the twain shall meet. Okay. Governing board does one thing; administration does something else.

The administration's actions are driven by the policies of the Board, but Board members should not be administering the institution. You want to administer institutions, apply for a job. Okay.

You have to have a mission statement. Why are you here? What is your purpose? Not just to get state funds. Okay. You've got to have a real reason, you know. You have to have a curriculum that's appropriate to the college level. You have to have learning resources to
help students get through those curricula. You have to have adequate money to keep the institution open. You have to have adequate physical resources and make sure they're not falling down around the students.

We have a safety requirement that -- and you-all got hit with that one when the young man was killed with the hazing incident. Whether the incident is on campus or at a college-sponsored event, you have the responsibility of ensuring their safety. Okay.

You have to do evaluation and planning. You know, you've got to have a road map. What is that road map? And we've added what we call a quality enhancement plan which was our way of getting institutions to show us, how are you focused on improving student learning? How are you increasing those graduation rates?

I don't know what FAM's QEP is, but one of my favorites was in Mississippi -- and Mississippi is at the bottom of every assessment, salaries, anything, student performance, you name it, bless their hearts. They're on the bottom, followed by Louisiana. I mean, they just are.
So one of the community colleges said, We're worried because students are not finishing these academic programs. What's up with that? So they looked at the data and went back and were able to find that the grades they got in an Intro to Math course were directly related to whether they were continuing into their program or not, whether it was nursing, welding, didn't matter. So they decided for their QEP they were going to revamp the Intro to Math course. Instead of just pulling math faculty together, they pulled faculty from all over the institution to say, what do students need to show in this class to ensure that they pass this program?

So they revamped that. They put new textbooks, you know, got new assessment strategies, did an item analysis. When there was a problem, they would go back and fix it. The retention rate alone in the institution jumped 30 percent in one semester and the grades themselves improved from Cs and Ds to Bs and Cs in one semester. Okay.

That process worked so well that their nursing and allied health faculty did the same
thing with the anatomy and physiology course because that's the weed-out course for nursing and allied health programs.

That's the kind of thing that we want to see with the QEP, that you've focused on something that is directly related to improving instruction or student learning. It could be a process you have with faculty to help them learn about learning styles so that you can see, now that you know that students learn differently, what are you implementing and how can we track whether it's really worked.

We don't tell you what to do. Most of the QEPs are focused on writing -- improving writing or math skills or critical thinking skills, but there are lots of them. You can't tell me you're building a new parking lot to put them close to the building. That one won't work.

Then we have a bunch of comprehensive standards that support those core requirements. They're kind of the detailed pieces of those big ones. An example of that is a core requirement says that you have to have enough faculty to carry out the mission of the
institution. But a comprehensive standard says, and they have to be qualified. Okay.

Here is a hint for you, something you don't want to happen: If you get a recommendation in a core requirement, you will automatically go on either warning or probation. That's how important those core requirements are because those are those got-to-haves. And if you're not doing well in those got-to-haves, the rest of them don't matter. So you don't want any of those, Mr. President.

There are also a bunch of federal requirements. And we want to make sure that the federal government gets credit for making you do that and not us.

With the last reauthorization, there was a big focus on for-profit institutions. They were popping up everywhere. Students were paying a lot of money. They weren't finishing.

We had students who were registering and then somebody else was taking the test for them but they were getting the grade and the financial aid. That's fraud. So the fed said, You-all are monitoring these institutions.
It's your responsibility to make sure that they authenticate the student, that you know whoever's registering is actually the one taking the classes, taking the test, and therefore getting the grade. And they wanted to go farther to say, And you must use either fingerprint or retinal scan to do that. Now, this was eight years ago. Y'all got iPhones? When did Apple come out with fingerprint technology? Three years ago? Can you imagine how expensive that would have been eight years ago? So in my shy retiring manner, I said, Can you tell me who the hell's going to pay for that? My institutions can't afford that. That's crazy. So they backed off. But you still have a requirement if you offer online instruction to authenticate the student.

The other question I asked was, do you care about the on-campus classes that have 300 students? No, that's all right. We don't mind if they're getting somebody else to take a test. Federal government at its best.

The other piece related to online was the state authorization process. Every institution of higher ed has to register in a state and get
a license in the state to do business. But
with online instruction, airwaves open it up to
everybody. Well, states were complaining they
were losing revenue. So they wanted every
institution, no matter where it was, even if
they only had one student from another state to
have to register in that state.

Well, there is no similar entity in all
50 states to do that. There was no regulated
fee. The state of Massachusetts was charging
$60,000 for each institution that wanted to
register in the great state of Massachusetts.
You would have gone bankrupt.

So former Secretary of Ed, Dick Riley,
and the guy who was head of the state higher ed
offices, Paul Ligenfelter, put together a group
to say we got to find a solution for our
institutions. And that's where NC-SARA came
from, the National Council on State
Authorization of Reciprocity Agreements. I
forget what it stands for. I'm on that board,
too.

And what it does is there are four
regional compacts. For our region it's the
Southern Region Education Board, SREB. All of
the states in our region collectively do that and there's policy that drives the institutions. For them, it's 15 states Maryland, Arkansas, West Virginia are also in that mix.

In New England -- there's the New England one and the western areas. There's WICHE, you know. So, you know, we said since they're already working with these groups, why can't we -- if you register with one of those, then you're registering with all.

So that's what we did. It's a $2,500-a-year fee for every state. That's a lot cheaper than 60,000 for one and who knows how much for another.

So those are the kinds of things that the regional accreditors do on your behalf that you may never know about, but I want you to know. And I'm earning my salary on your behalf. You still with me?

So these are the things to which you-all have to respond in this compliance certification that's coming forward.

TRUSTEE MILLS: What's this complaint topic? What do they mean by complaint?
DR. WHEELAN: Oh, well, the Attorney's General get a lot of complaints -- consumer protection, they're responsible for. We get a lot of complaints when grades don't go the way they want; when, you know, a faculty member kicks a student out of -- and so we get complaints about institutions all the time. We only, however, look -- investigate those that are directly related to our standards. Okay. Otherwise, I'd be in the complaint business: There's not enough parking over at FAMU; I can't get close enough to the building; the food sucks, you know. Those are the complaints that y'all get to deal with. I ain't dealing with that. I deal with the ones that are directly related to our 93 standards.

TRUSTEE MILLS: But as it relates to the federal side --

DR. WHEELAN: They require that we have a complaint process. That's what that one is. Otherwise, I would not get in your business without your student complaints. What happens with that -- well, let me back up, something I missed.

There are four ways that I get to come...
visit in an official capacity other than
something like this: One is through the
reaffirmation process. If that uncovers
something of which you're out of compliance
then we send teams in and we'll say, Okay.
Let's help you fix this.

Formal complaints are another one. And
we insist that if you're going to file a formal
complaint, we're going to sign it because
otherwise who knows whose out there. And you
can't sign it on behalf of your child. I don't
care if you are paying their tuition. It's the
child who was wronged, not you, so your child
has to sign that complaint.

But it's got to be directly related to
our standards. If you-all self-identify an
issue, then we will come in and investigate it.
And probably the biggest one is when it hits
the paper.

You-all function in such bright sunshine
here in the great state of Florida, that I know
everything y'all do whether I want to or not.
Okay. And so when stuff like that -- stuff
hits the paper, in all of those instances, what
I do is I write the president a letter and say,
It has some to our attention that you may be out of compliance with our standard, and we give you a number. Could you tell us what's going on and make me feel good that you're still in compliance?

Most of the time I get back answers that satisfy me. It's like, okay. That's fine. Thank you. Appreciate it. Sometimes it's stuff, though, that is a little more than that so I end up taking it to the board for them to make a decision.

UNC Chapel Hill was one of those. That came to our attention because it hit the paper. That's a big institution with a lot of political back -- I wouldn't like to vote on that one. I took that one to the board. I said, Y'all can have this one. That's why they pay you the big bucks which is nothing, but nonetheless.

Does that answer your question?

TRUSTEE MILLS: It does.

DR. WHEELAN: The process, then, through which you-all are going is a two-year process. It started last December when President Robinson and his leadership team attended a
leadership orientation where we told them what the standards were that had changed since the last time they went through reaffirmation, you know, timelines, policies, fees, all that kind of stuff.

They came back home. And for nine months, kind of like birthing a baby, they put together the compliance certification. That's due to us in September. So that's what they -- on which they've been putting the finishing touches. That will come into what we call an offsite committee.

We have about 14 committees -- we have about 80 institutions that go through reaffirmation each year. Okay. Forty for the June meeting, 40 for the December meeting. So that means that I have 40 committees twice a year that have to look at -- it's not actually 40.

We give each committee three institutions. So we now have three agricultural schools all reviewed by one committee or three HBCUs by one committee or three community colleges so that there's some consistency in the evaluation. But they
literally go through every word of every compliance certification. And they will send -- they send out a form that comes back to the president that says, yes, we agree you're in compliance; nope, we don't agree you're in compliance; or I can't figure out whether you're in compliance or not based on what you just said.

The president then has an option -- and it is optional, though I have not had a president yet who did not exercise this option -- to give us additional information on those noncompliance and unsure compliance things because you don't want questions to be hanging out there. You want the board, you know, to know exactly what you're doing.

Those two documents then go to the committee that's coming to visit, what we call technically the "onsite committee." We have all these highfalutin names for these folks.

There are three things that this committee is coming to do. It used to be that the committee came and looked at everything. Well, you've already had a review, a paper review of what you do so we don't need to do
that all over again. That's redundant except for the federal requirements which they want us to verify on site. We're not looking for any new information. They just want us to verify what you said on paper. They're looking at any noncompliance issues that are still hanging out there, and then they're looking at the QEP to see whether it did what you said it was going to do. Okay.

They finish the report, then it goes to -- you remember that group I asked you not to forget about, the C&R Committees. That's the other 64 members of the board. We divide them into four committees so that they don't all have to look at 80 reports. They make a recommendation on whether you should have a monitoring report; whether you will be put on warning; whether you'll be put on probation; whether you'll be reaffirmed to go celebrate, glory, hallelujah; or whether you're dropped for membership. Those are always the five options that our board has. They make the recommendation to the executive council. The executive council can either accept their recommendation or they can change it. And then
it's the council's recommendation that goes to the full board.

It is not until the full board votes that you know about the status of your accreditation. We always call the president before we call the media because we want the president to have a chance to let the board know before the stuff hits the fan. Whether it's good stuff or bad stuff, we still want to give, you know, them a heads up.

TRUSTEE MILLS: So what's our timeline, relatively? I know the September --

DR. WHEELAN: Yep. Right now you're at the second stage. The compliance certification comes in, in September. It will be reviewed by the offsite committee this fall, November-ish. You-all have a committee that will come in, in late spring. You'll have five months to respond to any recommendations that may come forward, and so December of '18 is when you get to party.

PRESIDENT ROBINSON: March.

TRUSTEE MILLS: March. Got it.

DR. WHEELAN: Okay. So please be gentle with your president because this is a big deal.
I mean, he has had to go through and lead an institution into looking at everything you do. We look at your board minutes.

You know, I have institutions that televise their board meetings. It's better than reality TV. I mean, it really is. And they're not in the Sunshine State. So to try to get an institution that is trying to teach students to shift some of its focus to putting this report together to show that we really are doing what we say is taxing. Okay. And to try to keep them pumped up for going through this exercise is energy, number one, but also to solve any of the crises that may be out there before it comes to us because while you're identifying it for a compliance, we also want you to have a solution to it. Otherwise, you'll be out of compliance when, you know, the board votes. And you don't want that to happen. So it's a tough two years. So I know -- when I saw him, he had a 'fro out to here, too.

I know you have a break scheduled in half an hour. Would you like to take a bathroom break or a coffee break?
CHAIRMAN LAWSON: We're fine.

DR. WHEELAN: Okay. Well, here is the -- this is why you really wanted me to come here. What is it that you do that gets my attention other than just an invitation to come to Florida? There are three things that we ask boards to do: One is to make policy -- not to administer policy but to make policy, periodically review it to make sure it's still appropriate but to say here are the tenets under which we will function.

We ask that you hire, regularly evaluate, and, if necessary, fire the CEO. Okay. I have found that it is unfortunate and unfair to both an institution and the president when you omit that evaluation stage. Okay. You need to give the president regular feedback on whether you're happy with the direction he or she is taking the institution because to let stuff go and not say anything and then on one day say, Well, you got to go and he or she hadn't had a chance to work on it, it's just not fair.

The strongest, most effective relationship is the board chair president's relationship. If you-all individually have
problems with President Robinson, you need to let the chair know, and the chair then needs to let him know.

What I have found with some of our boards is that they get into trouble with us because individual board members feel like, I'm tough. You know, I was appointed by Governor Scott. I can -- I don't care. I really don't. I mean, I like Governor Scott. We've had our differences. I've had him on speed dial for a while. But you have no authority as individual board members. Your authority comes collectively as the board.

We've got the University of Virginia, Mr. Jefferson's institution, on warning. Oh, my God have we had balls or what? Because there were three board members who wanted to get rid of the president and rather than bringing it to the board and going through the official evaluation process, went behind closed doors, tried to negotiate votes so that they could get her out. That's not the way you do it. It's just not the way you do it. Okay.

And those kinds of things get you in trouble with us because you-all are required to
have policies that talk about how to get rid of a president, or for that matter, how to get rid of a board. Even if there's statutes that make that determination, your board still needs to adopt those statutes as yours. Okay. So that is a very important thing for the effectiveness of the institution.

The other thing we ask you to do is to oversee the money. You have to make sure that, number one, there is enough money. And that may mean going to the wonderful governor who appointed you and say, look here, Bubba, I need some more money for my institution or whoever it is that you have to lobby to get money.

It may mean donating it out of your own pocket, or it may mean, you know, jacking up your friends who got deep pockets and say, Look here, I need you to help us over here with this scholarship fund that we have going on.

Whatever it is, it is your responsibility to ensure that this institution is financially stable and has enough money to keep the doors open. And if you find that it doesn't, then that's when you start asking questions starting with, how come? Why is this not working? What
is it that we're doing? How much money are we spending for instruction? If we're spending more money to raise money than we're raising, something's wrong with that model. Okay. So those are the kinds of questions that you ask. You don't do anything about it. That's what you're paying him for, but you do ask those questions because we have found that our institutions that get in trouble with us for finances is because the board fell asleep at the wheel.

St. Paul is a perfect example of that in Virginia. The president did not listen to us when we explained to him you cannot continue to borrow money and not have a way to pay it back. You need to go back and cut some of your programs. You need to go lease some of your land. I mean, we gave him all kinds of suggestions. Bless his heart, he says, We'll be all right.

Well, they closed. We dropped them from membership. Nobody merged with them because they had too much debt. That's the downside of, you know, running out of money is you either close your doors -- you'll become one of
those institutions that doesn't have financial aid, you know, or you'll merge with somebody else. Those are the general options. And nobody wanted to merge with them because the debt was too high.

TRUSTEE DORTCH: They had all that land.

DR. WHEELAN: They did. They did. But those are your three jobs. When you start stepping out of your lane, that's when I get to come back. Okay.

At the end of each of these you'll see a CS or CR. That stands for core requirement or comprehensive standard. Remember I said if you get a recommendation of core requirement, that's a big deal. You automatically go on warning or probation. And there is a time limit as to how long you can be on warning or probation. It does not go on forever because the federal government doesn't want to pay you money forever. You either come into compliance or I'm not wasting my money on you. Okay.

Here is one that says -- it is a comprehensive standard -- every board has to demonstrate clear and appropriate distinction both in writing, that is in your policies and
in practice -- that's where those TV cameras
come in, very interestingly -- that there is a
difference between the policy-making function
of the board and the responsibility of
administration and faculty to carry it out.

When you have -- and remember I -- I'm
bringing you other examples. I'm not talking
FAMU, but when you have board members that say,
You know, I've got this friend who's got a
welding shop. You know, we ought to give the
contract to him. That's not right, guys.
That's a conflict of interest. That's
management. You are not into management.
You're into governance. That's entirely up to
the administration to go figure out how to
solve the problem.

You identify the problem and you pay him
good money to go figure out how to do it. If
he's not doing it the way you want to, then
we're back to that second step about firing the
president but don't you step in to be the
president.

TRUSTEE MILLS: So that one -- we're in a
retreat --

DR. WHEELAN: Yes.
TRUSTEE MILLS: -- so I have a lot of questions.

DR. WHEELAN: That's fine.

TRUSTEE MILLS: So that one is clear when you have a -- when you have a -- I'm trying to think. I had a little brain cramp here for a minute -- a conflict of interest.

DR. WHEELAN: Yeah, I got a conflict of interest policy, too.

TRUSTEE MILLS: Right, and the example you just gave is kind of sort of like that.

DR. WHEELAN: Okay.

TRUSTEE MILLS: But relative to -- relative to doing work for the administration, where does that become gray and --

DR. WHEELAN: If I find out about it, then I'm going to come back and write you up for being out of compliance with this --

TRUSTEE MILLS: So when I start doing spreadsheets, you're going to be mad at me?

DR. WHEELAN: Yep.

TRUSTEE MILLS: Okay.

DR. WHEELAN: Unless you're on the finance committee and then that's your job is to lay out stuff so that all the board can
understand it.

TRUSTEE MILLS: I happen to be on the finance committee, so don't be mad.

DR. WHEELAN: It's not true confession. I'm keeping it up here.

TRUSTEE DORTCH: That's also a violation of Rule 4958 of the Internal Revenue Service code and all of us can be fined if we don't disclose and we don't take action. The person who does that can be penalized by IRS. So you're not just dealing with SACS, you're dealing with federal --

DR. WHEELAN: SACSCOC. I want you to stay clean. I don't want you to get in trouble. That's why I'm here.

TRUSTEE MILLS: Conflicts of interest are fairly easy.

DR. WHEELAN: Not always. Not always. Morehouse College had a board chair who was president of a unit of a company. The university had a contract with the other unit, but we have a standard that says the board chair cannot have a financial interest. And they argued, Well, it's going to the other side. No, it's going to the company. The fact...
that he's in charge of a different unit ain't got nothing to do with it. So he had to step down his chair. So it's not always clear, but most of the time, it is. It should be.

TRUSTEE DORTCH: If he discloses and goes through the normal procurement process --

DR. WHEELAN: That's fine. If it's a open bid or closed bid process, that's different. That's very different. But, you know, the days of I scratch your back, you scratch mine -- gone.

TRUSTEE MILLS: Yeah, as it should be gone. I was just more concerned about the grayness of the work portion of it because this dividing division between, you know -- between administrating and governing is always an interesting process for a lot of boards; right?

DR. WHEELAN: But it shouldn't be.

TRUSTEE MILLS: It shouldn't be. I agree with you.

DR. WHEELAN: That's why -- to make sure that you-all understand that it shouldn't be and it's not.

UVA got written up on this one, too, because they have a policy that allows faculty
to evaluate the president. They bypassed that whole route when they were trying to get Dr. Sullivan out. So we hit them up for a noncompliance of this one as well because they have a policy that talks about what's the role of faculty in administration.

Now, as an aside you-all have student and faculty representation on your board which is a tough position for you-all -- in which you-all -- I hate to end sentences in prepositions -- for which you-all to be -- there we go -- because as a board member, everything you do here is a confidential. In spite of the open records thing, you have a different seat when you sit at this table than you do when you go back on campus. And you have to -- you have to play that -- you know, balance that, kind of like that, especially when you go into executive sessions. What goes on in executive session, stays in executive session, no matter who's asking.

The other difficulty boards have, especially those appointed by governors or legislators, is that they want to tell you how to do your job. I've been on a board. Okay.
You have to learn to say, Governor, I appreciate your opinion, I really do, even though opinions are like rear ends. Everybody's got one. I appreciate it, but I've got more information than you do so I need you to trust my judgment since you put me on this Board for my expertise that I may not be able to do what you want done. That's a tough thing to do. But that's where that integrity thing comes in. And if the governor says, Hey, you ain't playing my game, you're going to have to go, then you say, Bye. I'm walking away with my integrity, you know. And nobody can say that, you know, I was not my own person.

TRUSTEE CARTER: In a situation like that, there would be -- hold the Board member to disclose that information to the Board --

DR. WHEELAN: That's right.

TRUSTEE CARTER: -- whether they got it from the legislature or the government.

DR. WHEELAN: That's exactly right.

That's exactly right.

TRUSTEE CARTER: You have a duty to do that --

DR. WHEELAN: Yes, you do.
TRUSTEE CARTER: And I think that would
absolve you of any kind of --

DR. WHEELAN: It doesn't help you with
the governor, but it will help you with us.
And on some days we are more important than the
governor when it comes to your financial aid,
your reputation as an institution, so yeah.
It's a fine line. And we know it's a fine line
really, we do. But you do have to balance that
because you have the responsibility of looking
out for this institution.

You know, one of the things that I told
Governor Scott -- and you're taking notes and
that's fine, just spell my name right. When
President Ammons was here he went on -- The
president needs to be fired. You know, this is
a terrible thing to happen. So I called up; I
said, Governor, you have a Board whose job it
is to determine whether the president should be
fired. Please keep your mouth closed. Well --
and I got summoned to Tallahassee. I said,
Fine. I like Tallahassee. I'll come down. I
said, you know and then (inaudible) said, Well,
the governor's a citizen, you know, just a
regular citizen. I said the governor is not a
regular citizen. He is the governor. And he opens his mouth and says jump, people ask how high. You know, he needs to make sure that he gets credit where it's due.

And it is your job to keep this institution free from undue influence. And I got one of those standards coming up, too. And sometimes that means telling the governor, Thank you, sir. I do appreciate it. I'll do my best, but I can't promise. And I know that's tough.

We have -- this is a core requirement, okay, that you have the legal authority to act on behalf of the institution. That's generally determined in your Articles of Incorporation and that you have a minimum of five members and that it's not controlled by a minority of the Board.

Boards that have alumni representation that get upwards of 40 percent of their board as alumni tend to run into problems with this because that's a -- you know, a group that can control the way things go. And that's not what boards do. You know, collectively, everybody should have an equal voice in what's going on.
When South Carolina State was in danger of losing its accreditation with us, then-Governor Haley wanted to get rid of the board. Okay. You can do that; you appointed them. But then she wanted to put herself, the chair of the House Appropriations Committee, the chair of the Senate Finance Committee, the comptroller and somebody else as the board. I said, I don't think so. I mean, you can do that. That's your institution, but if you do then you will lose accreditation because if you can't govern and be, you know, on the board there at the same time, it just does not work that way. So I said, You can appoint five people which is what she did -- so -- yeah.

Another one. That's why I said spell my name right because I'm in every -- 11 state papers. As long as you spell my name right, I'm all right.

The governor of the Commonwealth of Kentucky -- I'm on the top of his because he disbanded the entire University of Louisville board, just said Y'all not doing what you're supposed to be doing. You've got to go.

Because there is a statute that allows the
governor to disband a board whether it's a
college board or a community service board, if
it's not ethnically diverse, if it doesn't have
appropriate gender representation; but it had
never been used with an institution of higher
ed board before. And we have a requirement
that you'll see that you have to have a policy
that talks about how to get rid of board
members.

The university did not have that statute
in its policy, so we perceived it to be undue
political influence. Oh, he went ballistic.
He made a YouTube video. We do not work for
accreditors. We work for you, the citizens.

Fortunately, the Senate didn't agree with
him and didn't like the fact that he had all
that power, so they changed the rules and said
the senate's got to confirm. You can appoint,
but the senate's got to confirm. So I'm not
one of his favorite people either. So I try to
stay out of Kentucky.

Here is both a core requirement and a
comprehensive standard that says you have to
have policies that identify what is the role of
faculty, what's the role of administration in
doing stuff.

Curriculum development is a perfect example of that. You have a process by which faculty dream up all these wonderful programs and they justify them. They give them to whoever and you-all should get final say, although I know you've got a Board of Governors that may have something to do with that, but ideally it comes from the faculty, not the other way down. Okay. Or, again, evaluating -- having input into the evaluation of the president, for example, or whatever. You have policies that talk about that. And when you step out of those policies, then I get to ask what were you thinking. Okay.

Same thing with academic freedom. You-all were another example -- not you, FAMU, but you, Florida, were another example of this. There was a faculty member who wanted to demonstrate that the written word could be as explosive as slapping somebody in the face. And so he had this experiment where he had his class write the name Jesus on a piece of paper. Remember that? And had the students put it on the floor said, Now step on it. Well, folks,
the governor was ready for him to be fired as well. That was another time I had to call the governor.

You know, faculty cannot say or do whatever they want. That is not what academic freedom says, but it does say that they have the right to present things that -- with which you may not agree, but they still -- I mean, that's the job of faculty is to present both sides of things.

Some states have gone so far now because our politics have shifted so far right to legislate that you to have present both liberal and conservative views on everything that you talk about. Okay.

Well, it should have been happening in my opinion in classrooms because that's what teachers do. They teach students both arguments and then you decide which one you want, but have some facts and not just emotions to determine what it is that you're thinking. But to legislate that -- see, I have no control over legislators in that sense.

You know, the governor of Mississippi was supporting a bill in the House and the Senate
that would have required students to have a 3.0 GPA and a 26 on the ACT before they can enroll in the teacher ed program because he was concerned about the quality of teachers.

Well, be concerned about the quality of teachers but it's faculty's role to determine what the GPA and ACT scores are. So the presidents tried to convince him he couldn't do that and asked me if I would write a letter. I don't get involved in your politics unless y'all ask me to. I really don't.

And so I said, you know, Governor, you can certainly do that but if you do, you're going to impact the accreditation of all eight of your state institutions because they have one governing board for all eight institutions. So he wanted to know who is this shadow organization that can tell the governor what to do. I said he'd defecate a brick if he knew it was a black woman in charge, shadow organization too. You've got to love this stuff, you really do.

As an aside, when the University of -- I think it was Mississippi has a medical school, and the president of the college appoints the
head of the medical school. Well, the board wanted to be able to do that but that's not the way their policies ran. So everybody went running to the governor, you know, because they were unhappy. And so before he made a comment, he actually had his chief counsel call me. I started laughing. I said, I'm sorry. I'm not laughing at you, but for him to call me before he opened his mouth is just, you know, funny.

TRUSTEE GRABLE: Priceless.

DR. WHEELAN: Yeah, it is, one of those things that go in my diary, you know.

So I said, if I were the governor, you know, to keep me out of it I would say, you know, we may not like the decision that the board made, but it is the board's responsibility to do that. So ain't nothing I can do; and stay out of that fire, which he did. So he listened.

Here is the one that says it's your job to protect the institution from undue influence whether it's political, religious, sorority, alumni, booster club. It don't matter. It's your job to protect the institution from them running the place. That can be just as dicey.
as telling the governor to back off. I understand that. But that's what you signed up for when you said, I'll serve on this Board.

Here is your conflict of interest policy. Interestingly, it says that the presiding Officer of the Board, which is the chair, and a majority of other board members have to be free from conflict. And it's not just real conflict, it's perceived conflict. Okay. So you have to be careful with that one, you really do. That's why we suggest if you're going to be chair, nobody in your family work at the college because when you start passing the budget, that's going to directly impact the money in your pocket because one of your family members works at the college.

Okay. Here is the one that it's your responsibility to select and periodically evaluate. Periodically, by the way, for us does not mean once every 25 years. We have had that situation where they never evaluated the board chair -- I mean the president. They don't know whether they have an effective president or not because they never evaluate them.
It's usually every three years. We recommend that there be annual feedback to the president whether it's formal or informal just to make sure everybody's still on the same page. Even presidents need atta boys. Okay. Don't just assume because things are going well -- I mean, presidents are humans as well. And it's nice to say, you know, I heard this compliment when I was out in the community about what you did or the students love the fact that you painted the building orange instead of green; you know, pick something, you understand what I'm saying?

Too often presidents are sitting out there, you know, like pigeons, you know, with people shooting at them all the time and if you don't give them something that keeps them here, then you're going to find that you've got a good one who's gone. And so you don't always want to give just the bad stuff. You want to be able to give some positive feedback as well. And if you don't do that regularly, at least do it once a year during the evaluation. Okay.

We have another one that I told you, you have to have a policy that talks about how to
get rid of board members. Okay. And if there's a statute in Florida that determines that, you just have to adopt that statute as your policy. But the process has to be -- there has to be a process, and there have to be legitimate reasons.

Many boards will say, for example, we have four meetings a year. If you miss three, then you need to get off the board. You know, you're not contributing to anything. Okay.

Speaking of that, I have one institution whose board meets 10 times a year. That is not a best practice in higher education. Okay. First of all, there should not be that much business to do but the president doesn't have a chance to be president if all he's doing is preparing board meetings. Okay.

Three times a year is usually pretty good. That should be adequate. And if you have committees, you know, they may have to be called to make some major decisions but, otherwise, y'all got a life. Go live your life. This is the president's life. Let him live this one. You know, check in three times a year and leave him alone except for football
games and basketball games. I know how that works.

We have two core requirements and a comprehensive standard on ensuring the financial resources and stability of the institution. That's how serious we are about having enough money. When institutions go on warning for finances, my phone blow up from institutions. My child's a freshman. Are they going to be in business four years from now when he graduates because they in trouble with y'all?

And my answer is always, always, The institution is aware of its challenges. They are working very hard to right the ship. And if I were in your shoes paying that tuition, I would feel comfortable that they will be in business. I'm not always right, but I've been more right than wrong because in the 12 years that I've completed there, we've only dropped seven institutions. And 7 out of 800 is not bad. I mean, that's seven too many, but it's still not bad percentage-wise.

TRUSTEE DORTCH: You look at relationships between the Board and the
foundation and the foundation and the
president?

DR. WHEELAN: Oh, yeah, and the athletic club and all that. Our standards say that the president is responsible for all of it. Baylor University's president Ken Starr got in trouble with that one because he turned over too much to the athletic director and, you know, lost control.

You know, I have been a president twice. I wouldn't be a president again today. I'll tell you why. I've been through two recessions, and at least we still had skin on the bone during those recessions. We're down to the marrow now. You know, and legislators are locking your hands not allowing you to raise tuition but they want you to maintain the quality and keep all the programs in play. You know, I've been there, done that, bought that CD. I'm not going to do that again.

The other thing is board members who often aspire to higher positions and so they will accept an appointment to a college board and try to get as much press as they can so they can then get elected to another position.
That may serve the person well; it does not serve the institution well at all because all press is not good press contrary to popular opinion. Okay.

When your institution gets on warning, there is a cloud that begins to hang over it. When it gets on probation, it's a darker cloud and enrollment falls, donations fall, faculty quit, you know, staff quit. It presents a tenuous situation. And so to be in charge of that institution to try to keep, you know, all the balls in the air is a tough job. I've done that twice. I don't want to do that again. I've got enough. I have 794 of them over here that are tough enough. You also --

TRUSTEE CARTER: Let me ask you a question.

DR. WHEELAN: Sure.

TRUSTEE CARTER: When you were president, did you have to -- like, in Florida we have recurring and nonrecurring funds.

DR. WHEELAN: Yes.

TRUSTEE CARTER: Obviously, our expect and our hope as board members, we're trying to get as much recurring as possible --
DR. WHEELAN: Certainly.

TRUSTEE CARTER: -- so we can plan for
the future and the university can move forward.
But as you were saying, a lot of the political
mindset, particularly from some of the
conservative, is just do nonrecurring but
nonrecurring is --

DR. WHEELAN: You can't plan like that.
Virginia tried -- I was in Virginia 18 years.
And Virginia tried to do that, and it just did
not work. I cannot tell you for how many
students I need to plan until they register.
And in community colleges it may come two days
after classes start. All my friends are gone
off. I ain't got nothing to do. I've got to
go somewhere. And it just does not work.

We also did have performance-based
funding at that particular point which while I
guess I understand the rationale, it -- again,
students have their own minds, you know. And
they're not concerned about your reputation.
They're concerned about whether I'm going to
get a job, whether life gets in the way. And I
may -- and there's no way to take that into
consideration.
TRUSTEE CARTER: I meant to ask you that earlier but I was seeing where we were going with this point to do that. On our performance funding, one of the things that I think the Board of Governors is probably going to do or they need to do is look at the graduation rates because the way that you broke it down, it makes it very -- very plain that there's no one size that fits all.

DR. WHEELAN: As long as they're looking at more than first-time full-time students, then I agree with you. But you have students who will come for a semester. They'll get sick. They have to step out, you know, they'll come back or they don't have enough money. They have to transfer to the community college and then come back and they're not counted for anywhere.

You know, if I start at FAMU as a part-time and then become full-time, I'm not counted anywhere in your data with the Department.

TRUSTEE CARTER: Or if you're at FAMU for your first two years and you go some place else.
DR. WHEELAN: And then transfer. That's exactly right. You're not counted anywhere. That makes no sense, none whatsoever. These are issues for which you need to have policies and big conversations. Okay. One is you're planning an assessment. What do we do? Why do we exist and how do we know if we're being effective? Okay.

Remedial education: Ideally you-all don't have students who are academically under-prepared when they come to you because you have admission standards. The reality is, you've got some. Okay. You do. And so you need to find out how many do you have and what services are we providing to make sure they're successful.

You know, the goal is not just access. That has been our focus for all 44 years I've been in the business, but now we're looking at student success because our country needs people to go out into the real world.

My generation didn't have as many children as my mother's generation. We literally do not have as many 18-year-olds, and they have many more choices today than they
ever had before. So you need to make sure they're going to get out. And you want to have some of that good data to show this is who came in. 87 percent of them in four years graduated, 92 percent in six years. I mean, you want good numbers.

You need to look at those completion rates, retention rates. It is less expensive to keep a student than it is to go recruit another one. And it's better for your reputation because students come because other students tell them what a wonderful place it is, not because of your wonderful marketing campaign always. It's because they had a friend or relative and they say, you know -- trust me.

A program review. If you're still having programs from, you know, 25 years ago and haven't done much revision to make it marketable with today's economy, students are not going to college for the same reason I did. I went to make a better life for me, you know, to add to -- they want a job. Bottom line, I need it quickly and I need one that makes a lot of money. And I don't want to have to go
through all these, you know, hoops to get there.

So Sweet Briar is a college in Virginia that had over $80 million in their endowment, but decided they were going to run out of money soon and so they were going to close. I didn't understand that given how many institutions I have with such smaller endowments. And their alumnae, they went ballistic. They collected money, they sued them and they got it back open.

So when I went to their board -- they have an equestrian program. I said if you are still teaching side-saddle riding at this all-women's college, you probably are not going to get too many students to enroll because that's just not what that market is calling for right now. Okay.

Transfer of credits is another one. The articulation agreements you have with community colleges is wonderful because students tend not to lose credits when they come to FAMU. If they have to repeat courses all the time, it will take them even longer to get out. So you need to ask, how are we bringing students in,
not just from community colleges, but from anywhere when they decide -- find out how wonderful you are and want to come here.

Yes, ma'am?

TRUSTEE WASHINGTON: I had a question about the completion, graduation rates because obviously your first time in college is 18 percent even if we count trans- -- transfer. Using of a rate requires a cohort which means that at some level we're not going to count all of our students. Are there other models that count numbers?

DR. WHEELAN: Which is why you're using Student Clearinghouse data, yes, because they are counting everybody who came in in that given year, no matter what happened to them -- whether they left, whether they transferred, whether they're still there or whatever. It's IPEDS data that's not the good value.

TRUSTEE GRABLE: So I can take from the remedial education point that you mentioned that it's not just about access. I heard that, but I would take it, then, that -- this would be an assumption on my part -- that if we bring them in, we must get them out.
DR. WHEELAN: Well, why else are you bringing them in? Not just to get a job, I hope.

TRUSTEE GRABLE: No, but I thought at some point it is who you bring in.

DR. WHEELAN: That's true.

TRUSTEE GRABLE: So all of them and particularly for the HBCUs because we do know who we're bringing in, and it's getting tougher and tougher to get them out.

DR. WHEELAN: To hold them responsible, though, and not just let them lolly on their own; to say, You need to be in my office at 2:00 this afternoon because we're going over this test that you just took because you weren't paying attention. That's a much more proactive approach than we've ever asked faculty to have before. We've had faculty who've done it, but that's not something we've ever done or, I'm going to have my office hours today in the learning lab. I expect you there, and hold them responsible for being there. That's what I'm talking about -- or assigning them to a tutor and saying, I want to see the timesheet where every Wednesday from 3:00 to
5:00, you were with that tutor.

I'm talking about that more proactive approach. That works. Okay. That local parentis that we had years ago when we were in college and for which HBCUs have pride in taking care of their students. We can't lose that. We cannot lose that. You're not going to catch them all, but you'll catch more than the 15 percent that you may have currently as a graduation rate. That's not your rate, but I'm just saying.

TRUSTEE GRABLE: Well -- but at the same time, the other side of that coin is, of course, administration more or less decides what students come in and faculty then just has to take on more and more responsibility --

DR. WHEELAN: That's right.

TRUSTEE GRABLE: -- while at the same time having to meet the other basic criteria of being a faculty member and then not feeling well paid.

DR. WHEELAN: Yep. But if you came in to higher ed for the pay in the first place, something's wrong. I'm very serious.

TRUSTEE GRABLE: You know, we're not
talking about -- there's expectations, but then we still have to live.

DR. WHEELAN: I understand. I do. I'm not arguing with you at all. All I'm saying is -- when I first became a faculty member I was -- I went to San Antonio College, a community college in Texas. And I went to interview with the dean and he says, I see you went to Trinity University. I said, I did. He said, Why didn't you go back there for employment? And I wanted to say because they were only hiring PhDs and I didn't have one, but I didn't. I said because I know students at community colleges are here because they want to be, not because of a band or the football team because they're a legacy, but because they want to make a better place in their life, you know.

And so people who go into education have to understand as a faculty member no matter what you're paid, when you signed on, you signed on to help students. You didn't sign on for the money it puts in your pocket. You didn't sign on for the reputation that it was going to give you. Your students should be coming first.
And so should you be well paid? Yeah, but you'll never be paid what you're worth. I don't know a teacher at any level from kindergarten through graduate school that is ever paid what they're worth because people don't progress without having a teacher there somewhere. We pay professional athletes a hell of a lot more than we pay the teachers. And I'm an athletic supporter of way back. But please don't ever put those together. But I need you to feel good at graduation knowing that that student would not be there marching across that stage if you hadn't taken the extra effort to get them in and out.

Yes, sir?

CHAIRMAN LAWSON: Just a question. I mean, we obviously have a desire to do all of the right things by the school and help get through the reaffirmation process, et cetera, but I think at the same time we want to perform at a high level.

What advice would you have for us collectively to help us get to maintain performance at a high level as a board such that we're not, you know, into micromanagement,
et cetera, but we're doing things to advance the mission of the institution?

   DR. WHEELAN: I think supporting the president because I think he's got a good handle on the things that the institution needs. I think using your bully pulpit with the Board of Governors, the legislators and the governor to let them know the good things that you're doing and why you need to continue to be supported and not be in the shadows of any other institution, to try to get those pay raises that they're talking about.

   I know in higher ed across the country, faculty have not had a cost of living raise in some instances in seven years which is criminal. It really is criminal because we expect everything from them, but we are in a political time where we're not into raising taxes. I'm not sure where that ever came from because this nation was built on taxes, but suddenly we're not going to increase taxes. We don't increase taxes, then you don't get a pay raise.

   That's what you do, you know, to make sure that you're asking the right questions.
The Association of Governing Boards is a wonderful resource for you. They have questions that you should be asking on everything having to do with this institution.

And my favorite example they use is for trustees: You should have eyes in, hands off. If you can remember that, then I'll only see you at the football game.

TRUSTEE DORTCH: We're trying to push the Association of Governing Boards -- I've been the last two years -- to also include more HBCU-specific training and sessions. They did one last year, just one, but they are -- the material they have is great for your overall material governance, but, you know, we no longer have (inaudible.)

DR. WHEELAN: You don't have as many HBCUs that belong to AGB either.

TRUSTEE DORTCH: Right.

DR. WHEELAN: And so they listen to their members just like we listen to ours. And if you're a small component -- what I was telling the chairman and the president last night at dinner, when I first came on board 12 years ago, there was a very bad relationship between
the commission and the HBCU community.

   My predecessor had been there 20 years. He was a retired Navy pilot. Everything to him was, you know, by the book. We weren't doing a lot of educating. You know, it's like, here are the standards. You tell me if you're in compliance and I'll let you know whether you are or not.

   And so when I came in, they hired me asking me, because we had just changed to the new principles, if I would please go out in the region and let people know, to feel comfortable about them. And so my first meeting was with the HBCU presidents. And I told them. I said, just because I look like you doesn't mean you get any special privileges. I just need you to know that.

   But what I will do is to help you better understand what our expectations are and in return, I need you to get more involved in the commission. Because they weren't serving on committees, they weren't putting their name up to be on the board. So, you know, don't bitch at me about what we're not doing -- what we're not doing when you're not involved.
And so the same thing is true for AGB. You-all need to get involved as trustees and say, I've got this population. I need these things. And so we have. I put in what we call the small college initiative which is what the chairman and the president came to in April that is designed for small and private colleges and the HBCUs. I wasn't coming in being the colored president having special stuff for the colored schools. I need my job.

I just -- you know, and I like my job but I recognize that the problems you-all have are very similar to small and private institutions. You have limited resources. You have faculty who are doing three jobs, not being paid for any of them well, you know, and so you don't have a chance to go out and go to workshops and stuff. So we can provide that at least where accreditation is concerned.

So we just had our 12th. I've been there 12 years. It was the second time we had done it on board and governance, you know, governance-CEO relations. We usually do it on finance and how to manage your finances and what our reporting looks at. We looked at
institutional effectiveness, you know, kinds of things. I don't know what we'll do next year, but it depends on which of our standards are creating havoc for our institutions.

TRUSTEE MILLS: Can I double-dip on that one?

DR. WHEELAN: Certainly. I am cutting into your break.

TRUSTEE MILLS: You are?

DR. WHEELAN: I just want you to know that.

TRUSTEE MILLS: I'm sorry.

DR. WHEELAN: Don't apologize to me.

It's your break.

TRUSTEE MILLS: I was apologizing to my colleagues here.

So in your experience, are there -- well, what might be some of the differences between small private institutions and HBCUs?

DR. WHEELAN: Some of the differences -- admission requirements are some. More HBCUs are open admission or have --

TRUSTEE MILLS: Generous.

DR. WHEELAN: More generous in their admission requirements than some of the small
privates are. Most of the HBCUs are -- I won't say most because I don't know that for sure -- are state institutions rather than private institutions, and so there's a financial base that kind of takes care of you when the privates don't have that. I have 72 percent of the HBCUs in my region. So I feel the pain, believe me I do.

    TRUSTEE MILLS: But in terms of the operating --
    
    DR. WHEELAN: Leadership turnover is another one, you know. Part of the reason leaders turnover is because boards don't support the leaders. I mean, that really is part of it. You either hire people who have been president forever and they were not successful at any of their other institutions but because they've been a president, you know, then you hire them because you figure they ought to know what they're doing. It does not always translate. Okay. Or you hire somebody brand new and then don't nurture them in that particular role. Okay. I mean, those are the two extremes but that's what's happening right now with presidencies.

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You know, we've had this thing where the baby boomers, you know, stayed at higher ed forever and now we're gone. Folks today don't stay in a career nearly as long. They do three to five years, they're gone. You know, and so there's a constant turnover. But when the president turns over, so does a lot of the other staff, and so it's a constant learning process except for faculty who tend to stay and will tell you, I'll be here when you're gone. I've said that. And it's true. It is true, you know.

TRUSTEE WASHINGTON: Obviously, enrollment is -- higher ed, we're having enrollment issues decline, HBCUs exacerbated. Are you seeing that impacting accreditation or how folks are going about that?

DR. WHEELAN: What we're seeing is that, yeah, it is hurting because a lot of the HBCUs are dependent upon federal financial aid. There's not a great diversity in their income. And yet they're also not reducing the program offerings that they have to accommodate the students that they have. They're still trying to be everything to everybody, and it just kind
of doesn't work.

And so, yeah, we're going to see a lot more that either need to merge before they get into such financial disarray that, you know, they can't keep the doors open anymore or they need to diversify the student body. And that can mean, you know, someone other than African Americans. It could mean older students. It could mean going online and offering -- I mean, there are a gazillion people out there, I'd bet, that would willingly take online courses if they could get a degree from FAMU, but it's an expense that -- you have to invest in it in order to get it started -- or international students is another population, but then the administration is making that difficult with visas. So, you know, it's tough.

TRUSTEE LAWRENCE: This is the best presentation I've heard in a very long time.

DR. WHEELAN: Well, thank you.

TRUSTEE BRUNO: Again, I do appreciate the presentation. It was been very informative.

DR. WHEELAN: Thank you.

TRUSTEE BRUNO: One that I didn't --
previously want to ask, when you were speaking
with Trustee Grable about how the faculty
interact with the students and everything and
how HBCUs are widely known for giving that more
intimate --

    DR. WHEELAN: Nurturing.

    TRUSTEE BRUNO: -- it's now apparent the
standards and metrics are making it more
difficult for faculty members to give that type
of attention because they're also looking at,
you know, I have to -- like she said, I have to
worry about my paycheck and I also have to
worry about these standards and metrics. So
how do you suggest that we get involved or
they, I guess, obtain that balance?

    DR. WHEELAN: We as students or we as the
Board?

    TRUSTEE BRUNO: We as the Board.

    DR. WHEELAN: We as the Board. I don't
know that there's anything that you as a Board
can do because faculty have governance
responsibilities, there are committees on which
they have to serve; but there are ways to get
around it. We're going to be on the opposite
side on this one, and that's okay. We can
agree to disagree. I was a faculty member 10 years.

TRUSTEE GRABLE: We certainly can. You're an LSU grad, so I can go along with that.

DR. WHEELAN: Okay. That's cool. I was a faculty member for 10 years and it does mean that you don't get to do things that you might want to do for you because you're spending time with students, no doubt about it. But I'm saying having small group discussions. It doesn't always have to be one student with one student, but it can be five or six of you that are having the same problem to come to my office to do something.

The difference is you have to say, You want to pass this class? This is the only way it's going to happen. And they have to be more proactive. We have still too many faculty who will say, I'm here if you want to come see me. Ain't no student going to come see you. They're not going to do that. Nobody wants to admit that they don't know something. So, you know, to take that more proactive approach is what I was talking about.
Yes, ma'am?

TRUSTEE WASHINGTON: Did you want to finish?

TRUSTEE BRUNO: Yes.

DR. WHEELAN: Oh, okay. I'm sorry.

TRUSTEE BRUNO: I had a couple of questions related to the principles of accreditation. So you went through a couple of them. I wanted to ask because I know that they're going to be -- the revisions are supposed to go before --

DR. WHEELAN: In December.

TRUSTEE BRUNO: -- in December for the assembly. Section 4 of those revisions focuses on the responsibilities of the governing Board, which you went through. Subsection 3 refers to the multilevel governance --

DR. WHEELAN: Yes.

TRUSTEE BRUNO: -- for cases in which an institution's governing Board did not retain sole legal authority.

DR. WHEELAN: Right.

TRUSTEE BRUNO: And so here in Florida we have --

DR. WHEELAN: The Board of Governors.
TRUSTEE BRUNO: And then each institution has its Board of Trustees.

DR. WHEELAN: Right.

TRUSTEE BRUNO: So under that rule, would each public University's Board of Trustees serve as the governing Board?

DR. WHEELAN: Yes.

TRUSTEE BRUNO: Okay.

DR. WHEELAN: Yes. Generally, you-all are the governing Board for the college even though there is a split responsibility with the Board of Governors. They have final word over some stuff but, generally, this Board is responsible for FAMU, yes.

TRUSTEE BRUNO: Okay.

DR. WHEELAN: And you just have to make that clear.

TRUSTEE BRUNO: Right. And so to clarify, and that's what leads me to that question because you have the responsibility of CEO evaluation and selection.

DR. WHEELAN: That's this Board.

TRUSTEE BRUNO: Right. And so the Board of Governors' regulation says that the Board of Trustees is responsible and then that selection
is subject to confirmation by the Board.

DR. WHEELAN: But you-all still -- it's generally a rubber stamp, for lack of a better phrase, not always, but you-all have to do the initial review and make the recommendation certain.

CHAIRMAN LAWSON: The current state search process actually calls for members of the Board of Governors to be on the search committee. So it's a very -- kind of, I guess, collaborative process. And so by the time that presidential candidate has made it to be the top three, they've already been involved.

DR. WHEELAN: Right.

CHAIRMAN LAWSON: And by the time he or she's made it to be the number one choice that you're presenting for confirmation, they've already been involved and (inaudible) the person along with you. So it's not a rubber stamp, but they've already had a lot of contact along the way.

DR. WHEELAN: Yeah. Is that it?

I'm glad you mentioned the revision. We do have two new standards that we're asking the membership to approve. One, is a requirement
that boards evaluate themselves. You'd be surprised how many boards that I have that don't sit down and say, Are we doing what we're supposed to do? You know, you-all do already, which is good.

The other one is because the federal government is concerned about the high student loan default rate even though colleges don't loan the money. I don't know why they're holding you responsible for students not paying it back, but our response to that is to ask each institution to put in a financial literacy component somewhere in the curriculum to help students not just with student loans, but if you buy a car, if you buy a house, you know, this is what is involved in paying it back. So those are the only two new standards. And the last question.

TRUSTEE MOORE: Thank you. And I'll be really quick. When you think about pushing the envelope in innovation as we see it now, where are you seeing those pockets of innovation when you think about the small colleges and HBCUs?

DR. WHEELAN: Competency-based education is one of them. Faculty are still a little
unsure as to what their role is. If I wanted
to teach a class, why do you need me and will
you need as many of me. So they're not moving
so fast into that arena, but there are some
that are.

Another is a marriage, for lack of a
better word, between credentials and college
degrees. There are companies that for which
you can earn a credential in that area.
Students are now able to bring that credential
back to the college and can actually get
college credit for what that is. That's a
biggie that's coming up. We just wrote a grant
for Lumina funding, so find out how much of
that is going on in our region because I just
have no clue and then to do a workshop that
will give best practices to institutions.

TRUSTEE MOORE: Thank you.

CHAIRMAN LAWSON: One question -- one
last question.

PRESIDENT ROBINSON: It's not a question.
It's sort of a what's out there, you know, if
you can expand on. You know, I was invited to
serve on a supplemental panel on differentiated
accreditation.
TRUSTEE MILLS: On what?

DR. WHEELAN: Differentiated accreditation.

I have institutions that have this idea -- this is my opinion, not necessarily theirs -- that they have been accredited for a very long time. They have never had problems with accreditation so why do they have to go through the same process that everybody else does every 10 years? So they want us to put -- is that a fair --

PRESIDENT ROBINSON: That's fair.

DR. WHEELAN: Okay. You know, my first thing is it's every 10 years. You've got leadership changes. Anything could change. Can you say UNC Chapel Hill? But we are looking at a process because the higher learning commission in North Central has a similar process that says things like, If you've not done a lot of substantive changes, if you haven't had, you know, major or consistent leadership changes over the 10 years, you know, and put in some parameters, then any institutions that can meet these criteria could go through this shortened
process. And so that's -- we're working on that.

It will not be ready in December because we need to see which of the principles you-all approve before we can decide which ones, you know, we could remove; but by next June the Board should have that and then next December they'll ask you -- I have such mixed feelings about it, I really do.

PRESIDENT ROBINSON: You know what my opinion was.

DR. WHEELAN: Huh?

PRESIDENT ROBINSON: You know what my opinion was.

DR. WHEELAN: Yeah.

Mr. Chairman, thank you so much for an invitation.

PRESIDENT ROBINSON: Thank you.

CHAIRMAN LAWSON: Thank you. We would welcome your return again at some point in the near future.

DR. WHEELAN: Thank you.

CHAIRMAN LAWSON: I know you have a big geography and a lot of schools. And I appreciate the time you took with us last night
to have dinner and talk, you know, more in
detail. And I appreciate the time this
morning. I know we ran a little over with
questions, but I think the value of questions
more than make up for the time that we ran
over. So what we'll do --

DR. WHEELAN: And thank you for all you
do for FAMU. I do appreciate you. Thank you.

CHAIRMAN LAWSON: So what we'll do is
take a break now. We'll come back at 10:30
with Dr. Edington.

(Brief recess.)

CHAIRMAN LAWSON: Well, we're moving from
the break into our next order of business.

And, again, we want to try to keep this
as conversational as we can because we're
technically in retreat mode, not in full Board
meeting. But the next topic is
performance-based funding in our choice metric,
and Dr. Edington will share his recommendation.

And this is an important one because this
is the only one that we get to choose as an
individual Board that can look different from
the other schools in the system. Now, granted
the Board of Governors has given some

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recommendations of which we have to choose from. And in the past, we have had the dollars coming in from research. And, quite frankly, it's one that we've been able to achieve for the last couple years.

So as we look to a new one, we don't want it to be a layup, but at the same time we don't want to choose something that potentially hurts us as well.

So, Dr. Edington, if you could walk us through the process.

DR. EDINGTON: Okay. Thank you. Good morning, everyone. I'll just summarize this one here. This is really just spelling out some guidelines, some of which Chair Lawson just covered, but essentially each Board of Trustees has to identify three metrics of consideration in rank order. One of the three can be the existing choice metric but then those have to be submitted by September 1st to the BOG, and then there's going to be a workshop in October where institutions come together and we discuss this in a lot more detail.

We have compiled a list of metrics for
consideration based on the initial list that was provided to us, so if we didn't have the option of just selecting any metrics. We had to start with the list of metrics that was submitted to us by the BOG staff. And we also had the additional option of looking within our strategic plan and identifying the metrics in the strategic plan that were not on their list.

So based on that, we had a list of metrics to choose from. And I will say we didn't have a lot of latitude based on the full list. We were kind of pigeonholed within the perspective of what was best for FAMU. I think our viewpoint on this was to try to identify metrics that would ensure that we're able to be competitive in this performance funding model, but also it's something that just aligns with our priorities. That was the framework.

And so we identified six metrics. The ones in red are the ones that we want to focus on because those are the ones that we're recommending for your consideration to move forward. And I'll just briefly describe each one.

At the top, total degrees awarded. So
this is the number of degrees that the
institution awards each year. In our strategic
plan, that's where this came from. We've
identified in order to get to 2500 degrees
annually. We're currently around 2200.

The next one is -- the next two have to
do with AA transfers from the Florida college
system. And so the second one on this list is
the four-year graduation rates of the
transfers. So after the AA transfers get on
our campus, what's the four-year graduation
rate for them, meaning four years after they
arrive, what's the graduation rate.

The next one is same population of
students, but it's head count. How many
students per year can we bring on our campus.
The next three -- and I forgot to mention we
did run these by the BOG. So we got some good
feedback from the vice chancellor. She ran
them through her staff and she talked to the
chancellor. They like the ones in red, and
they like the ones that have to do with AA
transfers the most for FAMU. They feel that
those would be good for us. It aligns with
what the state is projecting in terms of being
able to place students from the college system.

They expect enrollment -- excuse me, larger numbers of student demand. So they feel that that's good for FAMU. They also like the total degrees awarded. I think they like the transfer metric more than the total, but they like all three.

The other three -- so the graduate degrees awarded, STEM and health. They made a good point about that. We've looked really good in terms of the data. There is an existing PBF metric very close to that and their main point was if we use that in a good year, we get a double bump; in a bad year you get hit on two metrics for the same issue. So that's not good, but it is closely aligned with this metric so they probably wouldn't let us use that one anyway.

The next two issues there is that they're very close in alliance for admission. And so one of the underlying, I think, principles from the BOG is they felt like the choice metrics weren't -- for all the institutions weren't really challenging the institutions because we're all getting 10s because we self-selected
the metrics.

So I think they want us to select metric that really allows us to stretch and target something. And so what we're putting forth in front of you-all are those three. And what we also have is charts showing data for each one. And I'll stop.

PRESIDENT ROBINSON: If I might, I just want to point out, Maurice, can you explain why we are not selecting among these three, the existing choice metrics?

DR. EDINGTON: Oh, yeah. I'm sorry. Yes. So our current choice metric is a percent of the expenditures that come from external sources. So basically how much money from external funding sources for research and development are you getting. We have done very well on that. We're above -- at or above the 80 percent threshold for excellence points but according to our VP of Research Moore, he says that NSF is, you know, clamping down on how they allow institutions to report that data which means the way we report is we have different types of grants.

We have grants for pure research,

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research and development, we have training grants, education grants. We have been allowed to report those collectively so our number looks really good. And he says based on some workshops they participated in for NSF, as you can really tell in the institutions, you have to report in a certain way; so it looks like we won't be able to report the same way so the number's going to drop.

So rather than it be 80 percent, it's going to be lower because we won't be able to count as many of the external grants. Our grant expenditures is not going down, it's just the type of grants we could count would change.

So there's a danger that if we stuck with that metric and that happens, then our percent would drop and we wouldn't get any. And so, you know, this is an opportunity for us to, you know, focus on --

CHAIRMAN LAWSON: I just want to make sure I understand your process. So if we -- these are the three you're recommending. If we approve these three, it still has to go into this workshop and then the BOG can select one of the three as our metric?
DR. EDINGTON: Yeah. So the Board here is going to select three in rank order. Then the BOG is ultimately going to select one of the three. So the rank order, I think, lets them know where the board's feeling is, but they ultimately are going to pick, of those three, which one is our choice metric. And I think the workshop is an opportunity for us to have --

TRUSTEE WOODY: And the ones in red is the top three?

DR. EDINGTON: Those are the ones we're recommending to include in this.

TRUSTEE CARTER: This is a replacement of metric 10 --

DR. EDINGTON: Yes.

TRUSTEE CARTER: -- that we currently have on research?

TRUSTEE LAWRENCE: I'm missing something. I'm confused. Why are we -- I understand the three. Why are we only selecting or ultimately only have one of them?

DR. EDINGTON: So we're only talking about one performance based on the metric, that's No. 10. So that metric is what we're
talking about. We have to change that metric from the current metric to a new one, and we have to give the BOG three options for that replacement.

TRUSTEE LAWRENCE: So I'm still missing -- what's the current metric?

DR. EDINGTON: It is a percent of our expenditures from the --

TRUSTEE LAWRENCE: Okay. I gotcha.

Thank you.

TRUSTEE MOORE: Are we still going to be keeping an eye on the R&D data coming in because I know previously when we had talked, this was not for the purpose of the performance fund, but also for the economy rating, if I recall correctly. So are we still -- we don't -- my preference -- individual preference is to make sure that we're keeping an eye on that and that someone is still measuring it as we go closer to --

DR. EDINGTON: Yeah. There are several -- a few different ways I would track it, and it's still being tracked by the BOG. So they track -- aside from the PBF metrics, they have a bunch of key performance indicators and
that's one of them; and then also with respect
to our strategic plan goals, there's metric
tied to that same issue.

TRUSTEE MOORE: Okay.

DR. EDINGTON: So an institution will
track that and have goals establishing that.

TRUSTEE WOODY: So we would have to vote
on this in the September meeting or now?

DR. EDINGTON: We're asking you-all to
vote on it tomorrow because we have to submit
it to the BOG by September 1st.

CHAIRMAN LAWSON: That's a good
procedural point. That's a good procedural
point. So what we need to do is, you know, use
this time as our vetting time to see, okay, I
like this or I think No. 2 should be No. 1, et
cetera, and then they will -- tomorrow they'll
give us the rank order that we, you know,
basically agreed to and we'll take that to
motion and vote on it. So this is our time to
kick it around, test the waters as far as, you
know, I like 3 versus 1, I like 2 versus 1, et
cetera, so we can maybe change the rank order
of them.

TRUSTEE BRUNO: So the Board of Governors
selects which of the three that they're going
to go with. What is that based on?

DR. EDINGTON: Well, my opinion is that
it's based on what they think is the best --
what's best for the institution and how it
aligns with the system goals. So the question
was how will they select one from our three.

PRESIDENT ROBINSON: Chairman, the other
element of this is that they don't want anyone
to be able to receive more than seven points.
We picked the metric in the past, but we
automatically went to 10. So they have pretty
much mandated that no matter which one you pick
and no matter which one they pick, we start out
with seven points. So that means we're going
to lose three points automatically.

TRUSTEE WASHINGTON: Here is something
that we haven't really discussed: One,
everybody loses those three points, but the
actual thresholds for the BOG don't change. So
we're losing 3 and if we get closer to that 50
number by losing 3 automatically, how does that
impact us, like, there's some -- you know,
because they say that they're doing it so that
we end up stretching but if everybody was
getting 10 and now everybody's getting 7, the scale is still the same. The thresholds, however, can impact us more adversely than some of the others.

PRESIDENT ROBINSON: If you're getting 85 points, it may be one thing. If it's 65, it's a totally different discussion.

TRUSTEE MILLS: So tell me about this again. Is it the threshold or is it where you rank out of all the SUS or the bottom three kind of scenario?

TRUSTEE WASHINGTON: It's the bottom -- well, it's the threshold and the bottom three. So basically it used to be out of a hundred. Next year, they're saying it's going to be out of 97 is the highest you can get. Now, if you were at, you know, a hundred then you go down to 97. If you were at 53, you go down to 50, and you get punished for that. So, like, they're -- where you fall on that spectrum could be --

DR. EDINGTON: Consequences. Fall below the thresholds -- you may cut into your base budget. If you're in the bottom three, you won't get it.
TRUSTEE MILLS: So where are we relative to --

PRESIDENT ROBINSON: 65.

TRUSTEE MILLS: We were at 65.

CHAIRMAN LAWSON: We didn't lose, we didn't gain.

TRUSTEE WASHINGTON: Are they making any other modifications of the other metrics for next year?

DR. EDINGTON: That, I don't -- I know there's been some discussion, but I'm not sure. I think they're probably going to be addressing that pretty soon.

PRESIDENT ROBINSON: One of the ones -- if I might --

DR. ROBINSON: Please.

PRESIDENT ROBINSON: -- they're discussing is going to the four- versus six-year graduation.

TRUSTEE WASHINGTON: Is it first time in college?

PRESIDENT ROBINSON: Yes.

TRUSTEE WASHINGTON: Well, that's definitely going to impact us.

PRESIDENT WASHINGTON: Now, they haven't
done it.

TRUSTEE WASHINGTON: If it's only -- just like Belle Wheelan was talking about --

TRUSTEE MILLS: If we're from 65 to 62, then all of a sudden we get -- or not close to 50.

TRUSTEE WASHINGTON: Exactly.

PRESIDENT ROBINSON: Now, they haven't done that, but that was a feel in the future but they said they're going to look at it with the BOG anyway.

TRUSTEE WASHINGTON: So somehow we need to argue that -- and I don't know what the case is if they're going to go to four to only count -- you know, however we count, we can't -- first time in college is going to hurt us, so I don't know what the solution to that is, but that -- that cohort is a problem for us.

TRUSTEE BRUNO: Aren't we also saying -- I want to make sure I understand you properly. Aren't we also saying that we're going to anticipate a loss in the choice metric from last year?

DR. EDINGTON: In terms of points?

TRUSTEE WASHINGTON: Yes, everybody. You
lose three automatically. You're automatically losing three points.

DR. EDINGTON: Yeah, I mean, no matter what metric we select in year one, no one is getting more than seven points in year one.

TRUSTEE MILLS: So given that, I'll just kick it off here and people can beat me up, whatever, but I am of the mindset that my number one choice out of these three would actually be number two and for a couple of reasons: One is that the total-agrees-awarded scenario has the potential to lead to some unintended consequences but more importantly it's so dependent on our enrollment status and, you know, if we have declining enrollment to some degree, we have the potential to affect that total degrees awarded. So I'm generally inclined to go towards percentages when it talks about performance in general, how well you're performing relative to your population at any given time and not be that dependent on a role.

Now, the other thing relative to the four-year graduation rate for transfers from associate degrees is that we're at 64 percent
or expected to be -- the preliminary data is 64 which is a good number. And relative to the FTIC change to four years, in my mind it starts to create a culture of in and out, four years; right? And even though they come in in two, but this concept that, you know, the people in your environment are graduating in four years starts to drive the rest of the culture, you know, that that's the expectation of the university, et cetera.

So I'm more inclined to do No. 2 as --
listed No. 2 as my No. 1 choice, one because of the consequent rates versus the population, and 2 is because of the culture of something that there is this movement -- a four-year movement that's coming down like a train.

DR. EDINGTON: Let me share a couple points. I should have gave some additional insight in these three, kind of like what's good and what's bad about it.

What's good about this, you mentioned unintended consequences. Trustee Moore hit it right on the head about this which was a very good question. The concern was the interdisciplinary studies. Now, that's an
avenue of graduating students who have challenges matriculating, graduating.

And the concern that she expressed is making sure that we don't overly rely on that pathway to try to maintain our numbers here. And, you know, as I said we -- aside from this, whether we were doing this exercise or not, we had already identified it as a major area of concern. And we are working to put the proper structure and systems in place to make sure that that degree program is utilized as it was originally intended, so very valid point.

That's probably -- that's one of the major concerns; and then Trustee Mills mentioned the other one which it is tied to your enrollment to a certain degree. And so if you have declining enrollment, more than we have -- if we keep dropping, you will have an issue there as well. Here with the rates, the only negative --

TRUSTEE WOODY: Why would the top be one of our three choices?

DR. EDINGTON: Okay. Well, the reason is -- let me tell you about each one and then I'll go back to that.
TRUSTEE PERRY: Make sure you give us the pros and cons on each one.

DR. EDINGTON: Right. That's what I'm doing here. So that was the pros and cons on that.

TRUSTEE MOORE: Could I give one more con to 1 that if we don't put a process in place tied to the interdisciplinary studies piece is that we're going be killed on the back end with placement wage rate, so you'll be -- you think you'll be correcting one, but then the jobs that those students will be going into --

PRESIDENT ROBINSON: There are two out there, the job rate as well as the salary.

DR. EDINGTON: And program and strategic differences.

PRESIDENT ROBINSON: And strategic differences.

TRUSTEE WASHINGTON: But I would say a potential pro is we get credit for every degree we put out regardless of how long these kids have been in our system. Currently after four years or after six years, they don't count. So, like, we have to be very mindful of the fact that there are kids on our campus who
after -- have been there maybe longer than anticipated. We don't get credit for them, and we're not encouraged to support them in the current model, especially if it goes to four years, at four years and one semester. This would give us credit for every student we get out the door.

DR. EDINGTON: And that's a good point also.

TRUSTEE GRABLE: Potentially on negatives for No. 1, however, and I've discussed this with a couple of deans and faculty members, remember the interdisciplinary program kind of takes the students -- from the disciplines that would have graduated in the disciplines. Okay. So actually when you think about it, it looks like it's a plus. We probably do get more, but it's reducing numbers in the disciplines.

So, for instance, we know in journalism we're losing graduates to the interdisciplinary program. So do you see how it looks like the number is big in terms of the number of graduates, but it's reducing; is it not?

DR. EDINGTON: Yeah. Well, let me say --

TRUSTEE GRABLE: And this is something
that we really got to think very carefully about because I sit on stage during graduation, and I see students who I know started in journalism and because of their excess credit hours they had to get scooped up for a reason. That's why it created that interdisciplinary program, and they went over there so we're now losing.

So some of -- I know our dean and maybe others who are losing them because journalism has lost a lot of them that we can see are saying that we can develop our own interdisciplinary programs within our units, Dr. Robinson. I don't know if that's true -- but I know Associate Provost Goodman said that -- but we are reducing the numbers that are graduating in the disciplines because they're running over to interdisciplinary.

PRESIDENT ROBINSON: So that was one of the things we've discussed because -- and I've got sciences they've done. They talk about that in the sciences because those students have a much better chance of some type of gainful employment as opposed to a general interdisciplinary degree program for that. So
if it was something specific to that major, they have another chance. But we're already looking at it as a possibility.

TRUSTEE GRABLE: Again, when we look overall, it's still impacting the numbers within the discipline. And I guess that time will tell, and I don't know if you have any data on that.

DR. EDINGTON: I do want to say this about the IDS degree, it actually is a good thing for FAMU.

TRUSTEE GRABLE: Oh, we like it.

DR. EDINGTON: Because there's a -- the issue with it is when we don't utilize it the correct way. It's a good thing for FAMU. And the whole point of this program and several other institutions in this state and across the country is to have similar programs that's really designed for a student who would not graduate otherwise; that's it, whether they left --

TRUSTEE MILLS: What is that?

DR. EDINGTON: The interdisciplinary studies is really designed for a student who would not graduate by any other mechanism. So
whether they left, they never came back to the
institution -- and we have students who never
came back, but because they satisfied the
requirements, they can earn a degree. That's a
win for the student, right, because they're not
going to have a degree.

And then it's also for a student who's in
a major who's churning and churning and
churning and for whatever -- and there are
varied reasons -- but for whatever reason,
they're not going to be able to graduate in
their major or any other major.

Where it goes wrong is when an
institution takes that degree and start
utilizing it you say, hey, John Doe, you
satisfied these requirements. Even though
you're in this major, we need you to graduate
to boost our graduation rate, so we want you to
-- that's not what it was designed for.

So when we talk about putting in the
measures to address it, it's really reverting
back to the original reason and including the
structural components and start with advising
those types of things. And as Dr. Robinson
said, and as you mentioned, creating and

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identifying other pathways within the major or related majors for that same student that have battles. So the solutions are there, you know, but to your point we have to pay attention to it, I mean, we really do.

Looking at No. 2, the fact that it's a transfer rate is a good thing. And one thing Dr. Robinson expressed in our earlier discussion about it is that it's outcome based which is something we have control over.

Once the students get here, we control to a certain extent whether they graduate on time. That's a good thing; right? That's a good thing. Maybe the only negative thing is that there's some uncertainty about what the benchmarks would be because we're not at the bottom of the state. We have like three schools beneath us.

CHAIRMAN LAWSON: In No. 2?

DR. EDINGTON: Right. Here, in terms of --

CHAIRMAN LAWSON: So we don't -- we wouldn't set the bar.

DR. EDINGTON: We propose, right, but if we get in a room and they, say, okay, Bring
FAMU back. The state is at 60 -- whatever it is, 67. 67, you're at 62. We think 7 points should be worth 67.

TRUSTEE WASHINGTON: And then my concern with that, would we start filtering our students that come in because we want to meet the benchmarks?

TRUSTEE MILLS: We do want to filter, though.

TRUSTEE WASHINGTON: We do want a filter.

TRUSTEE MILLS: Because your filter is a positive filter.

TRUSTEE WASHINGTON: We're currently working on the two-plus-two pathways and stuff like that to make it a more, you know -- so how do we reconcile if we're doing two plus two, offering kids guaranteed admission and then potentially having to filter them on the way in. You know, we have to think about the whole path. Yes, we always want to have some control of our students coming in, but we're talking about building pathways with the state colleges and offering them guaranteed admission. How does that interact with --

TRUSTEE MILLS: But doesn't it force us
to -- I mean, at the end of the day what we're trying to get is high quality students, right, that can matriculate through the program which is why -- I probably didn't really like your original comment even about why the interdisciplinary thing was great because it feels like a K through 12, how-do-we-pass-people-along kind of thing, you know.

So at the end of the day, it's really a scenario of how do we identify the best students who can actually get the degree. We're using these aid transfers as a platform for better prepared students which means that is a filter in and of itself, and then we're just trying to screen that filter even tighter.

TRUSTEE MOORE: But it also forces us into a better model because if they have already successfully completed that first milestone, the idea of having those pathways already set up -- the pathways are designed to say, okay, this is what you're doing and this and this or there is what you're doing. So there is a clear direction and it would get us to the four-year gradation rate where it will
be a challenge if we don't have those pathways in place.

CHAIRMAN LAWSON: I think to me, 2 and 3 almost feel like they should be 1, you know, in other words because I think we all are saying -- I like what Mills said about creating a mindset of four-year graduation. I got a guy sitting next to me trying to kill it so he or she can get out in four years. I may pick up a little bit of his habits over time.

And then on No. 3, I'm opening my door trying to get more of these students in. So I feel like those two go together, the top one.

I struggle with the interdisciplinary degree, and I know why we did it. I absolutely know why we did it, but if somebody was coming in to talk to me and I saw two resumes and one said sociology and interdisciplinary degrees, I would struggle with the interdisciplinary degree person because I wouldn't really know what it meant. And I think that's a little unfair to some of our students. I know why we do it. And I know we have to do it in some cases, but it's a little unfair to our students.
So I like your 2 and 3 being higher priorities. So I guess -- so that we don't keep circling, as you guys look at this, the bottom line also becomes where do we stand to have the largest degree of success.

TRUSTEE GRABLE: And could I also --

CHAIRMAN LAWSON: I'm sorry, Dr. Grable. So from your expert opinion after spending weeks with this data, where do we have the greater opportunity to be successful?

DR. EDINGTON: I mean, that's why we're recommending --

CHAIRMAN LAWSON: They're in your rank order based on the data?

DR. EDINGTON: Give me one second just to say the third one is at the bottom of our three -- Dr. Robinson, he pointed this out earlier, is that it's about head count, right, and how many AA transfers can we get on our campus. We don't have as much control over that; right? I mean, really, we've got to establish partnerships, articulation agreements and those types of things that would create a timeline to bring students to our campus but things can evolve at the college system level that are
outside our control; right? Over the next few years some things happen. Those pipelines start getting closed off and we have a metric tied to head count, it's just a additional challenge that we'd have to respond to, right, but that's why it's at the bottom. The reason why I think that the total degrees should be number one is I'm looking at what gives FAMU the best chance of getting the most points.

TRUSTEE GRABLE: I have seen research. I want to go back to a couple of points someone made earlier regarding of the students being in the environment and seeing others being successful and then maybe they would take that on. I want to pose that question to Trustee Bruno. Is that -- you know, is that a mindset?

I've seen research that supports you bring in the lesser student and put them in a room with those who are excelling and supposedly there should be some sort of change. Is that something that you hear about or experience students talk about or what?

TRUSTEE BRUNO: I think the closest thing to that that comes to mind immediately is the living and learning communities. When you put

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those students together, obviously they're
going to become more inclined and probably more
confident they can endeavor forward and
whatever because I know when I came in, I was
taking all of these hard classes and if I
didn't have the people around me that were
struggling at the same time but kind of felt
comfortable struggling along with somebody else
it would have been a lot harder. So I'm not
sure if that's the same as you saying -- I'm
not sure if that's the same as you're saying
that you're putting somebody who's more
advanced with somebody who's struggling a
little bit more together. Obviously, that
would make an impact. I'm not sure how it
applies to this conversation.

TRUSTEE GRABLE: And I guess you must
have looked at research, Doctor?

DR. EDINGTON: Oh, yeah, we know it to be
true. The students in those communities --
they -- we survey. What you said is what they
tell us; it's true.

TRUSTEE BRUNO: Right. It does make an
impact.

PRESIDENT ROBINSON: And the data shows
it.

TRUSTEE WASHINGTON: I have a clarifying point. When we're talking about the four-year graduation rate of an AA transfer, none of -- that student is halfway through. That student is not starting at the same point as a freshman.

TRUSTEE MILLS: I know, but it's a whole bunch of them around you.

TRUSTEE WASHINGTON: Yes.

TRUSTEE MOORE: You're going where I wanted to go with it because I think when we talk about those rank ASF students because of a recommendation, one talks about university success, two talks about student success. I'm just saying how can we marry it where we both succeed because one will get you to FAMU straight to get the point.

Two will get that student out the door and they've done what they came here for and we should feel good about that as well, but do we want to challenge ourselves in that way if we are student centered?

PRESIDENT ROBINSON: Are you asking me?

TRUSTEE MOORE: Oh, no. You just
happened to be in my line of sight. That's all.

DR. EDINGTON: Can I offer a personal opinion? I do -- actually, I appreciate when y'all challenge us as an institution, and you should do that and continue to do that at a high level. My only thing is to think about what's going to give us the best chance of being competitive on the metrics.

TRUSTEE MILLS: I don't agree with that.

TRUSTEE DORTCH: Mr. Chairman, I think it's important for us to understand, and we just had that discussion about the policy versus administration. And I think the folks who we've hired to do the analysis to look at where we are and tell us. I come from the old adage, all smart people don't earn PhDs, they're hired. You hired some folks to give us their best based on what we hold them accountable for in what they do.

And if our president says this and Dr. Edington is telling us this and the faculty and others involved have said this gives us the best chances for success, we may have our opinions but at the end of the day that's the
people. These are the folks who've got to make this work.

And I would be more inclined to follow their direction based on us telling them, You're going to do this and they say, We can't but we'll try it. We'll give it everything, but this is what we think works.

I think we've got to listen to the team and -- but also for them to understand where we stand on all of this. I think Dr. Robinson and I had a little sidebar that yeah, No. 4 is good but what if one of the two-year institutions decide, Well, we're going to do a school of business and we're going to do X, Y, and Z does, that give us the students that still come in here versus the students who may go somewhere else? And so I think we've got to have immediate results.

And then I think the other point is that there are other factors out there still impacts us on jobs in the state, how much they get paid. So there's a global review of what we've got to look at into all of this as well.

So I would be more inclined -- because for me before the conversation started, No. 2
was my first choice. But listening to and
having been at commencement and looking at a
thousand-plus graduates, if we are hitting the
mark then immediately it may keep us in the
game and then I think the others, we work on.
So I would -- I would go -- because, again, No.
2 was my first choice but having listened to
all of this by being told we can best hit these
marks --

DR. EDINGTON: And can I just say, my
only issue with No. 2 is only one thing --
because it's a great metric -- is just I'm a
little uncertain about what they're going to
set as the benchmark because it's below the
state average. That's my only concern about it
and I'm afraid that, you know, when we get
there -- we'll find out -- there's a lot -- as
Trustee Washington said, there's room for
negotiation on the benchmarks. So it's not --
you're going to select these metrics but the
benchmarks, we're going to discuss. So my
concern is if we get there --

TRUSTEE DORTCH: So if the benchmarks are
right --

DR. EDINGTON: If we get there --
TRUSTEE DORTCH: -- then No. 2 works for us.

DR. EDINGTON: Right. Yeah. That's what I would say.

CHAIRMAN LAWSON: Number 1. Let's hear from Trustee Perry.

TRUSTEE PERRY: I just want you to amplify again why you think No. 1, when you take it and plug it in with the rest of the metrics, will serve us better?

DR. EDINGTON: Okay. So I'm going to rule this one out because we have the least control over that. That's why it's my No. 3. Then it comes down to these two. This is a better metric for us because it focuses on student success, but my job is to think about the metrics. That's my job. My narrow job is how can we best perform on those performance metrics, then I say we have a little more control. But if we get there and they let us use our benchmark scale, I'm comfortable. But if they say, No, FAMU, you're at 62 percent. You're going to get three points in the first year, I would say can we use this. You know, that's what I would say. If the benchmark is
there -- this is the better overall metric in its totality, but my job is to help us get better on those metrics.

PRESIDENT ROBINSON: Can you show them the supporting data? Maybe that will help.

TRUSTEE MILLS: That's actually one of the things that bothered me is the supporting data because, you know, the variability in it is wacky.

DR. EDINGTON: Yeah, see, these are relatively stable.

TRUSTEE MILLS: I don't think so.

DR. EDINGTON: Well, so look at the fluctuation and the context of the scale. So you want to say -- here is where we are. We're at seven. When we were at 2091 -- 2070 which is the lowest number up here, we would get six points. So even within the fluctuation within the last five or six years, if that fluctuation continues, we're still in the range to get five, six, seven.

TRUSTEE MILLS: But in 2012 to 2013, right, you had 13,000 people -- students, right and then you're -- I'm trying to remember this off the top of my head.
TRUSTEE DORTCH: Open enrollment.
TRUSTEE WASHINGTON: What year did that start, 2008, '9?
TRUSTEE MILLS: I just remember it was 13,000 in 2012.
PRESIDENT ROBINSON: The 70 percent plus.
TRUSTEE MILLS: So now in 2015, 2016 we actually did really good because we had low enrollment, but we had high graduation rates.
TRUSTEE WASHINGTON: Well, no, because you have to count six years getting those kids out the door.
PRESIDENT ROBINSON: This is everybody.
DR. EDINGTON: This is when we started with the IDS degree also. You know, there was some things, some factors that contributed to that. And, right, all those students were moving through. So there is variability, but this one -- if they use this benchmark scale, we're insulated to a higher degree but, you know, they may change, too, actually. You know, but then this one -- the rates, right -- you know. I mean, we're not, relatively speaking, that bad. My concern is just are they going to let us use our scale.
TRUSTEE MILLS: So you said if we were at 60, we would be at six, too, or five?

DR. EDINGTON: We'd be at five. So the issue here is we are below the state, the SUS average currently, so we have to see if the workshop -- how that's going to factor into -- are they going to let us use a relative benchmark meaning the benchmark is relative to FAMU.

TRUSTEE BRUNO: So the yellow is the SUS --

TRUSTEE WASHINGTON: So we're below in rate and also in enrollment, though; right? Like, what is our enrollment?

DR. EDINGTON: Yeah. See, the enrollment I believe they have to let us use a relative. This is unique to each school.

TRUSTEE WASHINGTON: But the enrollment, I'm saying for us, even on No. 2 our enrollment's going to affect our rate; right?

TRUSTEE MILLS: No, it doesn't. It never does. That's the beauty about rates, right, you can have a rate -- you can have a population of four people and have a hundred percent graduation rate. That's the
beauty about rates.

    DR. EDINGTON: Except if you recruit higher numbers of better students.

    TRUSTEE MILLS: Higher number of better students.

    DR. EDINGTON: You're growing, but you're growing by getting more good students and so the more you're bringing in are graduating.

    TRUSTEE MILLS: So wouldn't you expect that to go to 70 or 80 percent?

    DR. EDINGTON: I mean, in a perfect world.

    TRUSTEE MILLS: I mean, but your point right there, if you recruit higher quality students.

    DR. EDINGTON: Yeah. Well, I was just saying that -- you said that the size doesn't influence the rate. I was saying it would if the growth applied to a type of student. That's all I was saying. So if you just grow the way we were growing, you're right. But if you're growing and you're saying that the students that we're adding, there is a high proportion of high achieving students.

    TRUSTEE MILLS: Right.
DR. EDINGTON: I'm saying your graduation rate will go up as you're growing. That's all I was saying.

TRUSTEE MILLS: That sounds like a beautiful thing.

DR. EDINGTON: If we could do that.

TRUSTEE MILLS: That's part of the good and the bad.

DR. EDINGTON: That's what we're trying to do. That's the goal.

CHAIRMAN LAWSON: Trustee Bruno.

TRUSTEE BRUNO: Listening to all the concerns, and I do understand, like, where your standpoint is and we're trying to figure out which metric is going to benefit us the most. I agree with that, but I also -- I'm always looking at the cautionary approach to it because I have seen -- when was the IDS implemented?


TRUSTEE BRUNO: So when I came in -- even when that started, I didn't know what it was. And in these past couple of years it's like -- it's like -- it's like it's a bandwagon. Like, I've seen a bunch of people just kind of like
jump over and for a number of reasons.

So I had a friend of mine who said that their employer actually encouraged them to go from their major to IDS so that they could graduate and, you know, they could just get out as soon as possible so they could get into the workforce.

And then I also had a situation where a friend of mine was taking a little bit longer in his engineering degree because of outstanding -- you know, unanticipated circumstances and they were trying to push him to go to IDS so that they could get him out. And so if we are going to use that metric, my only concern is that we need to be painstaking in recognizing that we have a responsibility to do it the right way. We have to be disciplined in that regard so that we're not disenfranchising students in the process.

DR. EDINGTON: I agree with you 100 percent. So can I propose this? We put this No. 1 if y'all are comfortable and then the workshop is -- there's going to be a lot of going back and forth. And if we feel that that's not going to help us in terms of the
numbers and, you know, we say, This is our No. 1 and we get into it and they start talking about the benchmark. And they say, okay. We think your benchmark should be here, it means you're going to get four points in the first year and we say, Hey, hey, wait, wait. That's not what we want to do. You have the flexibility of --

CHAIRMAN LAWSON: I think we run the risk of -- as we talk through this, you know, I kind of go back to the original question, based on the data that you guys have looked at and situational circumstances, how would you rank these? And you're saying these are ranked in the right order. Because my concern is going in with (inaudible) and that would change my tune. If I go on with No. 2 and they say raise the number here to get to where the state average is and I say, No, no, no. I want to go back to No. 1. I'm kind of stuck.

TRUSTEE BRUNO: Is there an opportunity --

CHAIRMAN LAWSON: If you guys have vetted this and you're comfortable with it, I think we've kicked it up -- around to make sure we
really understand it and we've given our perspective but I think -- and as much as we probably hate to say it, we're still shooting for the most points in the model. And if you think this rank order gives us the most points, then we should go with it.

TRUSTEE MILLS: I disagree with that. I really feel like we're lowering our standards so that we can get a financial mark. And if it becomes about how much money we get as an institution versus what we're supposed to be -- versus achieving our mission.

And I feel like we're just pushing people to the short bus degree so I can get five more dollars. And it feels dirty, actually, in the sense we should be figuring out ways to push ourselves to help us improve even if that means we take a short-term hit on the financial implications, the long-term implications of being a better institution are much better for us as a long-term strategy than looking to next Thursday.

TRUSTEE DORTCH: Well, I think it's a poker game because --

TRUSTEE PERRY: But how can we survive
financially? Are we able if we take the short-term hit financially --

TRUSTEE DORTCH: Where is the money coming from?

TRUSTEE MILLS: But we can't ever put finances in front of the student success.

TRUSTEE PERRY: My concern is this: What effects -- because I want to know what's going down the road -- taking a financial hit will have on us being able to deal with student success with the current students that we have.

TRUSTEE MILLS: What are the numbers?

DR. EDINGTON: Well, you know, I'll just point out to you we have $11 million less this year than we did a year ago. That was a financial hit as a result of us getting the bottom three. We -- some institutions can afford to lose points and still be -- actually they're insulated by preeminence and emerging preeminence.

So there are four or five schools that are having the same discussion because they want to get out of the bottom three and they want to accelerate their chance to do it because what they're saying is, Trustee Mills,
is I can do a much better job at addressing those quality issues with that $11 million as opposed to not having it.

TRUSTEE MILLS: Yeah, but we're talking about something less than $11 million, in all fairness, because we're talking about the difference between five points and seven points.

DR. EDINGTON: But depending on where it puts you --

TRUSTEE MILLS: On one metric.

DR. EDINGTON: On where it puts you -- so where it puts you on that scale. Remember, we are -- it's not just an absolute score. It's an absolute score, but is it relative. So if we're at 65 and we lose 5 points to 60, somebody else has gained it and said, No, we're not going to lose, you know, 5 points. We're going to make sure we get that maximum 7, you see. So we've lost points in a very close battle for that bottom three not being in the bottom three, and it's a very close battle. And I think they were separated by a couple points.

So those five points could make a huge
difference. So I'm not arguing with you about
principle. You're right on target. We have to
be responsible for doing No. 2 anyway.

TRUSTEE MILLS: Right.

DR. EDINGTON: We've got to do that.
We've got to do a much better job of that. I'm
just saying and the team is just saying -- and
you can decide as -- by the way, it's a policy
issue which way you want to go; but, you know,
here is what's at risk. We owe you that
conversation. That's what we're presenting to
you.

TRUSTEE DORTCH: And I think knowing what
our president and his team has done and what
their commitments are, I think it would be
terrible on our part to even assume that they
would take the lower standard approach. We're
talking about, one, how do we get the money in
the door but we still set and maintain what we
expect and what, you know, again, performance
from this leadership team has to have so one --
it's like poker, we've got to get the money but
at the same time, we've got to continue to
improve and be the best in class.

It's like -- I heard a few minutes ago,
we've got to go after the best student. Well, everybody's going after the best student. We should go after the best student, but good students are still good students, too, because if you look at leadership in this nation, it doesn't come from the highest achievers.

In this nation it's those average and those B students who run this nation who does the best. You look at President Obama's administration, they got all those Ivy League folks and the reality is they couldn't perform to the level.

TRUSTEE CARTER: As opposed to now?

TRUSTEE DORTCH: My point is just because you went to an Ivy League school -- in President Clinton's administration you had more HBCU leadership and had some of the best leadership in this nation. We performed. We balanced the budget with more HBCUs in the cabinet as opposed to no HBCU leadership in the past administration. So -- but just because of what school you go to doesn't mean you're going to be the very best in class. That would be us saying, Well, let's close FAMU's doors because you're not an Ivy League.
CHAIRMAN LAWSON: I want to try to bring it back to the center for just a second. I think the big question is have you guys thoroughly vetted and given us the best opportunity for success? I think that's the big question, and it sounds like the answer is yes. But I think -- Mills brings up an interesting point and that is are we striving to be the best.

And I guess it's a little bit -- it's not a balancing act to a degree, but I think when you look at the other, what, nine or ten metrics -- we've got graduation rate, we've got STEM, we've got licensed passenger rates all those things to improve our performance but at some point we still have to make sure that we still have the financial undergird to do all those things.

So it is to a degree trying -- I mean, it is more of -- a bit of a balancing act because we need the financial undergird. And at the same time, we need to -- and I think we made that clear in our work plan -- we need to raise our overall performance as an institution.

So I think the other 8, 9, 11 metrics
drive toward that, but I think here we have the opportunity to try to maximize our financial reward within the model as the other schools that are -- call it six and below are probably all sitting around right now trying to pull the levers. They want to do better, but we all know none of us want to be in the bottom three. None of us want to be forced to get back up. So it's a bit of a heads game.

TRUSTEE MILLS: The last point I would make -- I really feel like I wasn't around. Maybe Dr. Robinson can comment. I wasn't around. I really feel like the administration and the Board was making this decision when they started talking about funding would be based on a head count, and it's kind of like the same thing. Let's -- are we making a financial decision over a quality decision? And it just feels in the same -- we're repeating history in some respects.

CHAIRMAN LAWSON: So to not keep this going, I think point of view well taken because I think in the days of where we got funding based on head count, that was the arms race.

TRUSTEE MILLS: The concept was financial...
versus quality.

CHAIRMAN LAWSON: Exactly. So now I think now we have clearly turned the pendulum to we have to have a better product in a number of different ways, whether it be STEM, whether it be licensed passenger rates of law, whatever the program is; and we have to improve our graduation rate, but at the same time it takes a degree of revenue to drive all of those engines and this allows us to try and maximize our footprint in the revenue race.

So it's a bit of a balance to be -- at least as I see it. But again, the fundamental question was have you guys -- and the answer is yes -- thought about this every which way to say this is where we have the greater opportunity to win. Because the last thing I want to do, even though I like No. 2, is go in and then have somebody say, Well, we want you to 70 because you're at the bottom of the state now -- and we're stuck. And it's tough to negotiate from that standpoint versus starting at the top and working your way down.

So this is a complicated model, honestly, but at least this is the one place where we can
deliberate and debate on what's in our best interest because the others are chosen for us. So if you-all are okay, if there is anymore unrest we can continue to debate. If you-all are okay, let's try to close this down with the priority order that you've given. We'll take it to full vote tomorrow, but if there's more unrest, we'll vote between the dialogue.

TRUSTEE MOORE: I probably could just -- it's going to be short -- say that I align as I said previously with opening that there are measures that speak to students and there are measures that speak to FAMU. The goal is how do we marry the two.

Relative to this, I wasn't on the Board when we did the profile admin piece, but I feel that we are walking a fine line recognizing that we have interdisciplinary studies piece being such a large part of how we get to that total degrees piece.

The other part of that ends up being an endorsement. I believe that the staff have a key role in giving us information, but I also believe that we have a role, a great role in making sure that students are first and that
they -- even though they don't have all the
information that they need to have, that we are
arming and preparing our students to succeed
and win not only statewide, but globally. I
don't know how an IDS degree gets you there.

TRUSTEE LAWRENCE: I just want to ask
Dr. Robinson -- Doctor, this is a path that
you're comfortable with and you also believe is
genuinely student-focused?

PRESIDENT ROBINSON: First of all, there
is a quality element to No. 1. You know, I do
think the concerns that Trustee Moore voiced
are very significant. In giving that point,
we've already decided that we've got to do
something to better manage and influence
students who are going into that IDS degree.

I've had -- you know, my first opinion
doesn't matter. The decision had been made. I
wasn't here either when that decision was made.
It was being discussed. Because I've been out
there in the world of work and I know that if
you want to work in the places that I've
worked, that degree won't (inaudible), it just
won't. So we've got to go back and take a look
at it.
Also -- and I understand the rationale -- I -- perhaps it does allow students who are out there just drifting an opportunity; allows one obvious metric to change, the graduation rate, which there are three or four others that are adversely impacted. But not only that, it is -- it may be prematurely -- prematurely causing students to make a default decision that perhaps if they had persisted a little bit longer, they could have been an engineer or a journalist. So we've got to take a hard look at this.

I am gravely concerned -- when I looked at the commencement program a couple of weeks ago and that large number -- those kids used to be in somebody else's major; because if you look at the data -- if you look at the data, the number of degrees haven't changed that much except that they're shifting from your major and your major to that major. We have to manage that better.

So I have my concerns about the overall process performance based metrics. We made that clear when we submitted our choice metric in 2012 and 2013, but we can't use that metric
anymore. We've got to find another one, and at
the very least I think we need to make sure we
generate as much -- you know, the points as we
can but not neglecting our obligations ensuring
the students who leave us leave better prepared
than when they came. And, you know, I'll
reiterate once again, I am concerned about
whether or not that IDS degree (inaudible).

TRUSTEE BRUNO: One more point. I'm not
opposed to us using that metric. I just --
considering everything -- like you said, you're
concerned about how that's going. I just think
we can use it more responsibly if we somehow
make sure those students that could have
finished in journalism or could have finished
in engineering don't just arbitrarily or
prematurely switch over.

We don't have to move away from using
that, but I feel like we can get as much of a
bang for our buck if we just do it more
responsibly and make sure that those students
are doing what they're supposed to do. I just
haven't heard how we're going to do that.
We're talking about -- I have a concern that,
you know, these IDS students -- there's too
many of them, but we still need to use a metric. So let's use the metric, but what's the solution? How do we use that metric and make sure that we don't have as many students just kind of, like, jumping ship.

PRESIDENT ROBINSON: Do you want to talk to him about that?

DR. EDINGTON: That's a great point. So the issue with the students in that pipeline to the IDS, when they get close to the end -- for the students who have been getting the degree, at that point in their matriculation, that's probably the only option that those students have because what happens is when they switch majors and retake courses, accumulate credit hours, they're no longer eligible for financial aid. That's one scenario.

And so when they get to that point, that student doesn't -- their option is to either get a degree or get no degree. The solution is to prevent the students from getting in that situation. We don't want them to get to the point where they're faced with that; then they're being advised to just take the option.

What we have to do is -- and what we're
going to do is look at the student coming in the front door. Use Justin Bruno coming in as a freshman, declared as an engineering major; we develop, map a plan for you.

And we have indicators, at-risk indicators with you as a student. And the minute you deviate from that plan, semester -- the semester by semester, that four-year plan, that's where we intervene and advise you to pursue a better path while we're also giving you the support system.

So you never end up in a situation where you've got 180 credit hours, you've exhausted your financial aid and you have no options. That's the major solution. It's all about devising a structure and really developing a map for you as a student. We don't want you to be in the situation where you have to choose that.

Then for those particular students who for whatever reason fall into a situation where they need that pathway, they can use it because it's for students who has no other option and who wants a degree. The problem is letting students get to that point. I would argue that
if I am a student and I only have one option, I always believe that it's better to get a college degree than no degree. I mean, I -- but we don't want that to be the scenario.

So it's all about devising structure, the degree maps and using analytics to intervene with academic support. Those are the solutions for that.

TRUSTEE MILLS: That's not a good argument.

TRUSTEE BRUNO: I think I would contend that if -- the number wouldn't be as large if it was just students in that specific circumstance who were graduating with that degree.

DR. EDINGTON: That's the problem. That is the problem.

TRUSTEE BRUNO: So I think there also needs to be some filtering of, like, are all the students that were graduating in IDS, do all of those students not have another option? And I don't know if we track that number.

DR. EDINGTON: Yeah.

TRUSTEE MILLS: If you can't get a degree, why do we create an option for you if
you're not capable of getting a degree? We're not here to be a degree factory. So if you don't have the capabilities to do it -- and by the way, not getting a college degree is not a bad thing. There is a whole bunch of pathways where -- have great successful lives, you know.

I make a joke -- and I apologize to anybody from the business school -- but you can go to school for four years and get an accounting degree and make $30,000 or you can go for 18 months and get a welding degree and make $100,000, right.

There's a lot of other things for people. I don't even like the concept that we have of this last resort option because you couldn't succeed anywhere else but you should be able to get a degree from FAMU. A lot of schools have those programs.

TRUSTEE DORTCH: College courses to get the degree -- I mean, I started out in pure math. I got a minor in pure math, but I decided I didn't want to be in the lab for four years. I got a minor my first year taking the most difficult courses in math and passing my freshman year, but I changed my degree to
sociology and I loved it.

I loved the professors; that's why I went to that degree. But now I have a master's in criminal justice administration; one in urban administration; turned down law school at Emory University because I didn't want to go to school for three, four more years but I could have gone to Emory Law School. But the fact that I changed my degree didn't mean I didn't have the intellectual capacity.

If I can pass freshman year -- what I'm saying is if I could pass my freshman year, all those courses, the issue is if we are discounting the courses they take that they change their degrees, are the issues -- are they being given degrees in weak courses? All of those things play into it because people change their mind.

TRUSTEE MILLS: Yeah, I'm not suggesting to anybody that you shouldn't change your -- you couldn't change your degree. I'm not -- that's not suggested, but we have some sort of remedial degree that people were given --

TRUSTEE DORCH: That's the issue, is it remedial or is it a combination of courses?
One, if you have a university course, it is a standard that is set, I hope. And if you pass that university course, it doesn't mean it's remedial, does it?

DR. EDINGTON: No, based on concentration.

CHAIRMAN LAWSON: So let's get one more comment and we're going to try to wrap this segment up, if we can.

TRUSTEE PERRY: Dr. Edington, what I'm hearing some of my fellow trustees are saying is that this degree or this ID--

DR. EDINGTON: IDS.

TRUSTEE PERRY: Are we just going to direct people toward the IDS, or are we talking about other degrees? Will we look at the total degrees awarded?

DR. EDINGTON: We're going to stop directing students to it who should not be directed to it. That's the issue. So, you know, again, I think the major rationale for creating it two years back was that there were a lot of people who had kind of gotten to the end of the road. You know, they needed hours and there was no way for them to get a degree.
And then there's supposed to be all these checks and balances. I remember when it was being discussed, and somehow we transitioned from that model to feeling pressured to get the students out at the graduation rate, you know those kind of things.

So to y'all's point -- a very valid point. We're all on the same page. It's just that we have to go back to the original intent and put the structure in place and not utilize it for the wrong purpose because, you know, that's the issue. And so that should happen whether we do this or not.

TRUSTEE PERRY: And you're telling me -- you're telling us that we're going to put the structure in place to make sure we award the real degrees in the real areas?

DR. EDINGTON: Well, that we direct students to a pathway that are best for them. That's the way I would say it.

TRUSTEE PERRY: Okay.

CHAIRMAN LAWSON: I think -- you know, so this is -- you know, it's tough to shut this one down because it's a good discussion around what our focus is. We want to increase
degrees, but you don't want to increase degrees in areas where it's a potential negative for the student longer term.

You want the people -- students to come in, advance toward a four-year degree in a meaningful area where they have multiple employment opportunities.

And I think when we look at our graduation rate, what we're trying to do with STEM, our licensed passenger rate, we're focused on trying to drive overall better performance but at the same time -- I go back to something I said earlier -- we have to try and manage to getting in the monies to do all of those things and not sacrificing the quality.

And I think Mills makes a great point that, you know, you don't want this benevolent program. You know, you want everybody to earn whatever it is they get.

And I think you-all continue to give us -- as we move forward, I'm asking for you-all to continue to give us confidence that that particular degree is not being abused, that only a select number of people are going in
there for various specific reasons and it's not becoming a, Hey, you've been there for four and a half years. Here is a catch-all to move you through the system.

So give us -- as we move forward, give us some safeguards because there are things in place such that we feel better about it. I think we want to agree on the degrees.

Two, clearly there's concern around the -- this kind of catch-all degree, so give us some assurances that it's not going to become just a safety net that, you know, you don't do it this way in journalism. That's fine, you fall over here. Give us some assurances that that's not going to happen. And I think we'll all be more comfortable moving forward.

But to advance this discussion, I think what we're all saying is we're taking your collective recommendation on the three options in that order. So we'll bring this to vote tomorrow officially, but this was our time to really go deep and vet this.

And one thing I did want to thank you guys for doing is taking the time to call all of us and kind of dive into this. But I think

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it still is a little different when you hear another person's perspective just a little bit broader, right, versus kind of hearing your own point of view. So thank you, guys, for taking the time to do that.

DR. EDINGTON: Okay. Thank you. And the last comment, so remember the BOG, they might select -- they can select any of the three. So our rank is just communicating to them what the board's preference is, but it could be any one of the three. And they do like these two.

TRUSTEE CARTER: So not withstanding where our recommendations are?

DR. EDINGTON: You just tell them -- I mean, your control is --

TRUSTEE CARTER: So what are we -- so our purpose in doing this is what?

DR. EDINGTON: It matters because you pick three.

TRUSTEE MILLS: The BOG liked all three of them?

DR. EDINGTON: Yeah, they liked all three. Of the six, they like these three best. All I'm saying is you're picking the three to send to them and you're telling them what your
preference is. I was just pointing out -- I didn't want you to come back later if they picked this and say, Well, what happened? It's really their control.

TRUSTEE CARTER: My only discussion on that is -- is such that if we are held accountable as the Board of Trustees, then just like anything else, we go to the Board of Governors on when it's submitted to them, they confirm or deny our recommendation, not change them, you know, what I'm saying? It just doesn't -- otherwise we've spent a whole bunch of time for nothing.

It seems to me is that -- if they're saying, Okay. You guys have talked about three ideas. Bring your priorities back to us and tell us which one's going to be -- although we're under no real requirement to accept either one of your recommendations. So, I mean, that just -- it rings hollow to me.

TRUSTEE MILLS: Do you want to submit a proposal to change it?

TRUSTEE CARTER: I'm just saying, think about what we're being asked to do now. We're being asked to rank these. They're saying,
Hey, regardless of what you're ranking, we're under no obligation to accept that. So why do they even want our recommendation if they're not going to utilize it?

TRUSTEE GRABLE: Did they ask us to rank?

TRUSTEE MILLS: You were on the BOG.

TRUSTEE CARTER: Which is my point, which is exactly my point where we have made recommendations. Most universities when they set things up, particularly when you've already talked to staff. It's just more a fait accompli.

TRUSTEE GRABLE: So if they are already ranked, which is what they asked us to do, do we really have to vote on one? Is that the question?

CHAIRMAN LAWSON: Well, what we have to vote on -- they want us to. They're giving -- the staff is giving the recommendations. The Board of Governors are saying, Do you agree with the staff? Vote on your recommendation coming from your Board. My assumption is that the Board of Governors is going to take our recommendation. That's my assumption. I could be all wrong now, but I think that's --
TRUSTEE LAWRENCE: That's the way it used to be. But you are saying minimally -- you are saying minimally, we'll have a vote, we'll give the decision, you'll have the chance to weigh in heavily at the workshop so that folks understand our point of view deeply. We've got a fair shot at it and we're adults. And whatever is chosen, we're going to make it work.

TRUSTEE CARTER: I would say we just send in just the one recommendation we have.

TRUSTEE GRABLE: But he said they asked for three.

CHAIRMAN LAWSON: Time out, guys. So if I could, they've set a protocol. So they're saying give us your top three in rank order. So I think to your point, Matt, we'll clearly say, Hey, this is our No. 1, give them, you know, the other two. And I think that unless we grossly miss something, we'll probably get our No. 1 recommendation.

So, Dr. Edington, I'm going to shut this down, if you don't mind. And Dr. Edington is going to stay around for the balance of the morning and afternoon to answer additional
questions.

So what I would like to do just for time is we're going to transition to board development, but we're only going to go until noon. We'll take our lunch break from 12:00 to 12:30 and come back with Board development, but we'll let Dr. Lyons at least get started for 15 minutes to tee it up.

So let me give you a little background on Dr. Lyons, if I could. Dr. Lyons, we'd like to welcome you. Dr. Lyons is the senior consultant with AGB. Dr. James E. Lyons, Sr., has served in numerous administrative positions in higher education.

I think we'll benefit from this discussion including five university presidencies. Most recently, he served as interim president of both the University of the District of Columbia and Dillard University from 2007 to 2010. He served as secretary of the Maryland Higher Education Commission where he helped to establish policies for Maryland's public and private colleges and universities.

Dr. Lyons served as president of the California State University, Dominguez Hills, a
Hispanic-serving university making him one of the first presidents that have served at that helm of both an HBCU and an HSI.

Prior to moving to California, he served as president of Jackson State University, president of Bowie State University, vice president for academic affairs at Delaware State University and vice president for academic affairs at Barber-Scotia College.

Lyons attended the University of Connecticut where he earned a bachelor's degree in Spanish, a master's in student personnel, and a PhD in professional higher education administration. I think the thing that stands out most to me is the five presidencies.

DR. LYONS: Six now.

CHAIRMAN LAWSON: Six now. So we will be very interested in your perspective. And I had the pleasure of speaking with Dr. Lyons a bit before the workshop as well as Trustee Mills. So we're looking forward to this discussion.

And this is our opportunity to take a step back from all of the policy and all of the other issues that we deal with in higher ed and university governance to see how are we doing.
What are our opportunities to improve? How close are we to the mission of what an effective board should be? So this is, again, one of the few times we get to stop and step back.

ATTORNEY BARGE-MILES: Can I just say for the record Trustee Lawson and Trustee Mills spoke individually with Dr. Lyons and not at the same time, just for the record.

CHAIRMAN LAWSON: Thank you, Attorney Barge-Miles. I appreciate that.

So we're very much looking forward to this. And this retreat environment hopefully allows us just to slow down for a minute and do some of these more board-enrichment type opportunities to take advantage of those that we really don't take advantage of during the balance of the academic year.

So with that, Dr. Lyons, we welcome you --

DR. LYONS: Thank you.

CHAIRMAN LAWSON: -- and the floor is yours.

DR. LYONS: Thank you, Chairman.

I thought it was tough following Belle
Wheelan, but now coming up 15 minutes before y'all eat, you know, that's tough, too. But I did -- the chairman was ready to go to lunch, but I just wanted to say some things before lunch to kind of set the stage and move forward.

He's given you most of my life story, most of my information. Now the way you-all can Google and all that stuff, you get it all quickly. I mean, all of my business is out.

But there are a couple things that I'm sure you wouldn't find on Google, and I want to share them. The first is I started my first presidency at Bowie State in Maryland in 1983. And shortly after that, I went on the Board of Trustees of what was then Philadelphia College of Textiles and Science. It's now Philadelphia University.

So way back then even, I was experiencing this whole issue of president-board stuff. I'd sit at a meeting up in Philly and watch how the board treated the president, then I'd go back to Bowie and say, Now, let's see here. How does this work? But it really did give me a real rich experience watching how as a trustee,
I was interacting with the board chairman of Philadelphia Textiles and then when I came back to Bowie in Maryland, how the board was kicking my butt, you know, and I said, wow.

You know, so even though now there's a lot of talk about president-board relationships, I want you to know this has been on my mind for years.

And when I was interim president of Dillard, I was actually on the Board of Trustees while I was interim president. So I was a trustee and president at the same time.

And at our board meetings, I literally had to say, okay, let me back up or let me go forward or I'd say, Mr. Board Chair, y'all asked me to be the president, I'm going to be the president.

And then other times, I just said, Well, you know, let me put the trustee hat on. And so I've been dealing with that dynamic, and it's been very crucial.

A second thing you wouldn't know from Googling me is the fact that I've got a son, Jamaal, who lives in Seoul, South Korea -- I'm sorry, son Jack. And so when you hear all this
stuff that's going on in South Korea and North Korea and stuff, know that there's somebody who's a parent who has to sit and watch the news and hear them talk about wiping Seoul off the map.

And my child is living in Seoul. He's been there about seven years. His day job is to teach English. And at nighttime he's a hip-hop something or other who goes by the name of Jack Zilla. So he does his thing during the day.

He left CNN where he was working with Soledad O'Brien, had a nice job, and I was happy. And he just walked away from the corporate life and said, I'm going to South Korea.

Now after I fainted and then got up off the floor and said, Now, Son, but you don't just leave CNN. He said, Yes, I am, Dad, because you're the one who told me how much you enjoyed Seoul, Korea when you took the choir there. I said, Son, you haven't listened to anything else I've said. Why that?

So then a third thing you wouldn't find out if you Googled me is there was a point in
my career when I wanted to be like Trustee Dortch here. I wanted to be like him because every time I went to Atlanta -- because we were thinking about leaving Connecticut and moving to Atlanta for years. Every time I went to Atlanta they were honoring Dortch. I mean, whether it was a football game, 100 Black Men, churches, whatever it was, every time I went to Atlanta they were honoring Tommy Dortch. So I said, you know, I want to be like this guy. Let me see if I can take some of this back to Connecticut with me or back to Bowie, to Maryland.

So that goes back 20, 25 years or so. I appreciate the comment you made about AGB because if there's anything that I can do -- and I'm not talking about you having to pay any money, but if there's anything I can do to help AGB do what you said, Tommy, to be of greater assistance to the uniqueness of black colleges, then I want to do it because I know that they have had sessions. I've gone to three or four sessions myself that AGB put on for black college presidents and their board chair.

But if they need to do more -- and you
can think about -- if you have specific ideas, I'd be very happy to take that back. And I'm talking about free stuff, now. I'm not talking about how they can charge you more money. I'm saying what are the services that AGB can provide even beyond what they're doing.

I've been thrilled by this conversation that y'all had this morning; two or three times I wanted to jump up and holler. I said, Well, this is not my business. Let me sit up here. I don't have the time.

And when Belle was talking and then this debate that you-all had -- this conversation -- this last conversation -- I'm working with two institutions, by the way, that are considering creating a general studies major. So as I listen to y'all talk about interdisciplinary, both of these institutions are thinking about that.

In one case they're trying to go out and reclaim students who used to attend the institution that may have 90 hours and 80 hours and all that stuff and they've concluded that maybe we ought to have a general studies degree as we bring them back to campus. It would be
easy for them to move through.

So they're not trying to be negative --
although I'm not trying to call you out --
they're not trying to be negative or anything,
but they're saying if we've got all these
students who left our institution with all of
these credit hours, how can we bring them back
and what might we do.

And so what's helpful to me is to hear
the discussion that you-all are having about
your interdisciplinary degree and kind of
process that and say is there anything that I
need to say to these institutions that they
should be concerned about on the front end?

When Belle was talking about your
responsibility as a board, she mentioned a
whole lot of things that, you know, I said,
well, I don't have to keep saying, You get in
trouble with SACS, you better watch out for
SACS because she laid it out there.

These are our duties as defined -- and
they're really serious. One of the things that
I had to understand as a trustee is that this
is serious business. This is not a joke. When

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I am a trustee. I'm on the board of two institutions: Dillard University in New Orleans, Louisiana; and Alliant International University in San Diego. And Alliant is now a full profit. It was bought by a big German conglomerate, and it's a public interest institution. And so we're having some fun with that. That sounds better than saying it's for profit. It's a public interest.

And so we're kind of dealing with those issues in San Diego. And so I get it both ways: the small historically black, United Methodist School; and a fairly large PhD master's level of psychology degree program with campuses in Mexico City, Hong Kong, et cetera. So I'm on their boards now.

And when you look at the responsibility you have -- I mean, this stuff is real. And so while Belle was talking, I was making notes. I said, she hasn't said perception. She keeps talking about all these, but she hadn't said perception. And before she finished, she came right back and said perception.

We've got to deal with that especially if
you get into conflicts of interest sub deals
and so forth -- the perception will kill you.
So the board has to -- not only do we talk
about our fiduciary responsibility, but we also
have to put things in place that will allow us
to satisfy that.

You don't want to be like Institution A
where they had a transparency situation with
conflicts of interest. So trustees have to be
very, very transparent. So one of the persons
on the board had a -- an asbestos abatement
company and they applied for contracts
according to (inaudible) so to speak, did
everything right. It was public. The trustee
moved off of the building and grounds committee
because that trustee didn't want any conflict,
never voted, didn't vote or anything and said
I'm not going to vote on this.

And the company was first class, did an
outstanding job in asbestos abatement. By the
time I connected with them, this particular
trustee's company had made about $7 million
from the university. Now, that trustee was
doing everything according to board policy.
The board policy simply said it's got to be
open. You've got to let it be known that my company's in this business, that they bid, et cetera, et cetera, and they were satisfied.

Well, when the governor called me, the governor said, James, is it true that trustee so-and-so has earned $7 million from the board on which she sits? I said, Governor, yeah, but you know, it's transparent. You can go back and look at the minutes. And so to make a long story short -- it's lunch time -- the board had to come back and create a policy that dealt with even the perception of a conflict and actually create a policy that says you cannot earn money from this institution. The institution that you serve, you can't earn money from them.

Because -- I had another situation where the trustee's wife had a travel agency. Everybody knew it. And in fact, on one of the opportunities to bid for the travel contract, the wife saved the institution several hundred thousand dollars by suggesting that we don't let the coaches submit their individual travel plans and negotiations -- and I want to stay at this hotel, and I want to eat over at Soul
City, and I want to do this. Let's just bid the whole athletic contract. Saved the university almost $200,000. But the perception, her husband sits on the board. And even though everybody knew and knew they went back and documented there was nothing in the record to even indicate that he was a partner in any way -- but it was his wife. And she was doing a great job, saved us some money.

But, again, the outside pressure and the questions and so forth and the perception was really beating the institution down. And the board had to come back and finally say, Trustee, sir, you've got to make a decision. We just -- you know, in that case the trustee made a decision to leave the board. He was not going to interfere with his wife's business.

So these things become very, very challenging putting the institution before all else. And we're not supposed to -- the thing that I have to remind myself also as a trustee is we're not intended to be experts when you get up with duty of care and so on. And I know I struggle with how much should I know and what kind of questions do I need to ask.
I'm not an accountant. So when we sit and talk about the finances, what is my obligation as a trustee to make certain that I'm doing my part?

So these are very serious issues, serve a public purpose as kind of -- basically, you had three items here and then the folk at AGB said, Well, you know, the colleges and universities are supposed to serve a public purpose and maybe trustees need to talk about a little bit more to make that clear. And so that fourth one has picked up a little bit of steam here.

Most of you have probably seen this document, Getting Governance Right: Ten Habits Highly Effective Boards. This is sort of a signature piece from AGB. And some of these are very, very clear. We can go back after lunch if there's any that you really want to tease out. They're pretty self-explanatory.

No. 6, I always find pretty interesting, delegate appropriate decision-making authority to committees and the whole issue of committees and developing consent agendas as you—all have done; consider strategic risk factors is one that we don't necessarily pay enough attention.
to.

I was working with an institution that had not considered lawsuits. They -- when I say they hadn't considered lawsuits, their institution was committed to doing the right thing but hadn't thought about the fact that if you get a certain number of lawsuits on your campus, now your insurance folks start to look at that and ask questions, is something wrong and so forth.

So from a risk standpoint, the notion was, we want to do the right thing and we can prevail if we have lawsuits and they weren't thinking about the fact that if you keep getting -- people keep suing you, this begins to cause some issues and attention to your insurance company. And they actually were dropped by an insurance company. They said y'all are getting sued too much and even if you prevail three-quarters of the time, it's too much.

So these are issues getting governance right. And we can come back to that if you want to after lunch. And the last thing I'll share before we go to lunch is this was a
study. It's brand new, kind of. It was just
distributed. Some of you may have received
that.

And about every 10 years AGB looks at the
presidency, you know, can this job be managed?
You know, is it still possible for one person
to be the president? Has so much stuff
occurred that it just can't be done anymore?
So about every 10 years AGB decides, let's sit
down and look at the presidency. And so this
is a very recent report. Like I said, it's hot
off the shelf. I just got my copy physically
as a trustee in the mail about two weeks ago.
And these are recommendations.

And the interesting thing here, the 21st
century presidency is called to enterprise
leadership -- enterprise leadership, the idea
being that, you know, when I started in this
business and somebody said they're both --
Trustee Dortch and I both had big Afros back
then when I started in this business.

The president could walk around campus
talking about I'm the academic leader. I'm the
academic leader. That's all he had to say.
I'm the academic leader. Well, there's so much
stuff going on now that you realize that, man, we've got to hire presidents, identify presidents who really look at the total picture of the enterprise. It's not just about -- you can't get away with just being recognized as the academic leader. He's a scholar; she's a scholar, but they talk about enterprise leadership is a critical piece.

And so some of the recommendations that they make have been very interesting. I was on a phone call talking about some of these recommendations, reexamining if necessary, changed both the president's and the board's fundamental assumptions about their working relationship.

What we're saying here is that, folk, we can't do this alone. You know, there has got to be a partnership, a relationship that we're in this thing together. And we need each other to survive. So I can't walk around the president with my chest stuck out saying, you know, I don't need y'all. And the board shouldn't feel that way either. So they're saying that that needs to be reexamined. What kind of relationship should we have going
forward?

Focus on the true competitive position of
the institution. Now, that's an interesting
one because, you know, sometimes trustees --
we've been hesitant to talk about the business
model, you know. I've gotten into some big
battles of faculty members who got mad because
I even talked about the business model because
the folks are saying, well, you know, That's
not how we operate.

I have trustees at Dillard that every
meeting one of the two of them always say, If I
operated my Burger King franchise like that,
I'd be out of business. If I operated my
insurance company like this, I'd be out of
business. The higher ed is a business and
we're in a competitive situation and we need to
look at it, et cetera. So, again, focus on
true competitive positions and we can, again,
talk about it.

I like 4, restructure the board's
processes to enable the concentration on top
strategic priorities. Sometimes as trustees,
you know, we don't really get to -- and some of
you said this in the board assessment -- are we
really getting to the top priority, the things
we really must deal with? Because I can tell
you as a president, I can come to the board
meeting and I can bring you more stuff than you
can imagine. I can tie you up for three or
four days with stuff, but it may not be the
right stuff, you know. But I can bring the
students in there and the faculty members and
we can have a time.

But as a trustee, if I fly all the way
out to San Diego the third week of September
and I get out there, I mean, I want to go out
there for business. I'm not going -- if I want
to vacation, I can go a different time. But
the third week of September, I'm going out
there for business and will we be focusing.

Our board at Alliant University got to
the point now where we were so frustrated about
all these reports, spending so much time on
reports that on Monday night the vice
presidents do all of their reporting over
dinner. We'll sit at a dinner -- Chart House.
Isn't that somewhere around here?

CHAIRMAN LAWSON: Yeah, across the
street.
DR. LYONS: Sit at the Chart House and we eat and the VPs talk to us. And we -- because the next day -- we come in Tuesday and we take care of business. No reports from vice presidents and all. We get into some of the serious stuff.

Schedule upstream discussions of major opportunities and challenges and strategic action well before the actions arise, I mean, because we got to get out of the reaction mode. And the only way you do that is try to spend some time looking at stuff down the road. I'm going to give you a classic example, and then we'll go to lunch.

Infuse the search process with candor. One of the things people are saying is there's so much turnover amongst presidents is because the process is somewhat flawed. And by the time you get to the end of that process, I'm a candidate. I'm so glad I'm a finalist that may get this presidency that I just shut up. And I said, you know, I ought to say something to Trustee Lawrence, but I better keep my mouth shut because I want this job.

This Board is saying we've paid X firm
$70,000 and we don't want to get there and mess it up. I'd like to tell Lyons I don't like the way he does such and such, but, you know, he may decide to walk and I just paid 70 grand to the search firm.

What do we really want? And y'all have a session tomorrow. I guess you'll be talking about the profile and so forth. Are we really canid in that process? Do we really have the chance to talk at each other? I believe now that once you get down to the finalist, that the chair of the board and the finalists ought to go away and retreat for two days and pray and meditate and talk. I mean, really get it out because once you hire me and give me a five-year contract and then you say, you know, I didn't like the shoes he had on when he came from the interview, those alligator boots. I didn't like it, but I didn't say anything. Now you hired me. Now you're going to tell me you don't like -- my boots don't look presidential, you know. So this recommendation of infuse the search process with candor. It is an interesting one.

When we come back from lunch, you know,
there's several reports that I want to take a minute and kind of lump together because there's a lot of negative stuff out there about HBCUs right now, a lot of negatives. And we don't want to come in after lunch and celebrate negativity, but we ought to know what those criticisms are, what's happening. And you have touched on some of those today. Belle touched on some of them, but the issue becomes how do we address -- how do we get ahead of the game?

I'm closing with this story -- this one institution that I'm familiar with at one point -- and you'll see the difficulty -- at one point had the top nursing graduates you could find, top. I mean, just outstanding. Everybody acknowledged that, top nursing program in the state -- black colleges, white colleges, everybody recognized that, that this black college is standing strong.

Unfortunately, no one stopped at that point and said, you know, at some point we're going to have integration or desegregation. And these brilliant black women -- and at that time there was all these brilliant black women who are coming to our institution. We're
turning away brilliance, majoring in nursing.

What's going to happen if they get some other options? What is our program going to look like because we've been riding this wave and we know we're tough. You know, we know that. So we didn't stop then to say, but what happens if these desegs take -- all right. 1954 and beyond, suddenly these brilliant sisters can go to nursing school anywhere they want to. And now the dean and folk are looking at the pool of applicants. And they watched as the pool of applicants changed.

And then two years ago the newspaper wrote, state department is going to pull the approval of the nursing program if they have another year of poor performance on the examinations, on the state exams.

So suddenly the alumni are screaming, What are you talking about? We had the best nursing program in the world. What do you mean the state is getting ready to pull the license because of poor performance?

Well, I tell Miss Alumni Lady, you know, I'm sorry to say this, but we're not getting the same students that we used to get before
desegregation. And it's a new day. Well, why
do we have to wait to be embarrassed, for the
newspaper to say we're going to pull your
license next year? Didn't somebody see this
coming? This is what she asked me, literally
asked me that question. Didn't someone see
this coming?

So y'all got Martin Luther King marching
all through the streets and -- everybody. All
this stuff going on. Didn't somebody see this
coming that the sisters were going to have a
choice and wouldn't necessarily keep coming?

So now you're dealing with a student that
comes in and you better set up some tutoring
and hand-holding. And Belle talked about
proactivity because now the state said you've
got to have 70 percent pass rate and y'all are
down about 53, 54 percent. And they're going
to yank the program from one of the best
programs ever set up in the United States.

What are the things as trustees we need
to be looking in? That's what I say when I
watch the presidents come in with all these
reports and things and I'm looking at my watch.
It's time for me to call Uber and I've been
here two and a half days. Have I discussed anything relevant? Have I really spent my time looking at what are those critical issues? Does the president sit down with the board and say, look, let's spend some time looking at the major issues facing this university going forward, going forward so that we can be in a better position.

So we'll talk about this. And I want to talk about a few of those reports because there have been several -- people are criticizing these reports, even the television show Quad. What's that show, Atlanta A&M and the impact that's having. I mean, we've got the black college presidents fighting each other over the value of the Quad, I think it's called. So we'll talk about all that, Mr. Chairman, when we come back.

CHAIRMAN LAWSON: Great. Thank you, sir, for the opening.

Linda, where is --

ATTORNEY BARGE-MILES: Breakfast is -- breakfast. I'm sorry. Lunch is right next door.

CHAIRMAN LAWSON: Okay. So 30 minutes,
is that what we need to do to stay on schedule, 
30 minutes? So we'll come back at a quarter 
till.

(Recess.)

DR. LYSON: Okay. I'm going to get 
to started and I will be requesting, Ms. Kimberly 
Anne Moore and others, that y'all get involved 
because there are some things that I'm going to 
put out there. And I've watched you. I know 
you're tired of just sitting watching the 
presenters, so I'm going to pull you into this 
conversation as I go forward.

There's been sort of a -- well, not sort 
of a. There's been a tremendous increase of 
negative publicity out there about HBCUs, and 
it is hurting us. My purpose for this brief 
segment is not to continue beating up on us. 
That doesn't get us anywhere, but to really 
make it clear that the HBCU brand -- we're 
taking a hit right now not only from folk on 
Capitol Hill and then of the state houses and 
foundations and so forth, but even folk who 
claim to love us and care.

And we have to address some of these 
issues even if they're nuances and the issues
like you -- you had very good discussion about
graduation retention rates. I mean -- and
there are nuances that many people won't even
understand about it, but what is out there is
hurting us.

The president of Dillard came to Atlanta
to meet with Dillard alumni and prospective
students. He asked the two of us -- and we're
trustees in the area -- if we would attend the
reception. And he -- so we attended. He did
an excellent presentation. Things went very
well.

So after it was over, a parent who had
two children getting ready to go off to college
cornered me and said, Mr. Trustee, you're the
guy who was introduced as a trustee and I said,
Yes, ma'am, I am. She said, I went online and
looked at the college score card and I am not
impressed with the retention and graduation
rate of Dillard. What are you as a Board of
Trustees doing about this college score card?

Well, are you-all familiar with the
college score card? It's posted on the website
-- I guess the US Department of Ed puts it
together and it has a lot of indicators of --
TRUSTEE WOODY: We got an e-mail.

DR. EDINGTON: -- of so-called success.

So you've seen that. Well, here is a parent approaching me as a trustee, you know. This is a problem for me. I don't have to send my child all the way to Louisiana to go to a school that has this profile. You know, and I'm sort of -- ma'am, I just came to support the president. You know, I'm just here, you know, for the evening, you know. But what are you doing about this because she was looking at the college score card and it talks about graduation rate, retention rates, tuition. It's a comparative thing; right? That's hurting us.

We have people in Congress and other places who have been our friends, foundations that are whispering. They're not saying it openly, but they're -- what's going on with black colleges? You don't have the same leadership organization.

You remember Nuffield really was the premier organization. Nuffield still exists now and it's working hard to do some things, but people remember the old Nuffield. And so
people are whispering who hadn't been doing that before -- foundations, corporations, et cetera.

So it ends up with articles like the one that I believe was sent to you by Rick Legone and Alvin, Black Colleges Teetering on the Brink Must Chart a New Path. You know, I understand that and I think it's important that we as trustees of HBCUs have a wake-up call, you know.

And in this article, you'll recall when you looked at it, mentions several things in addition to quoting Marvin Gay and what's going on; right? Here are a few of the problems: declining enrollment, underperforming institutional and board leadership, sharp reductions in state funding, obsolete business model, uncertain federal funding, a dearth of future leadership talent, inadequate financial support from alumni, intercollegiate athletic scandals. Okay.

In this article, If the HBCU Community Can't Keep Johnny Taylor, Just Who Can We Keep? This was an article you-all seen in HBCU Digest. Again, whether you agree with
everything that is said here but he's trying to make the point that HBCUs have some real problems.

And I quoted -- I highlighted, "Working with HBCUs is mentally and physically draining because our schools miss so many opportunities to fill in the gaps of missing resources with initiative and creativity. Ours is a sector which can't figure out how to keep a president for more than five years, can't figure out the value of charter schools on campuses, can't get out of its own way when it comes to engagements with the White House, can't figure out how to convince our children to attend our schools, and can't deal with the glaring realities about incompetence on our boards, entitlements among our alumni, and intolerance on our campuses."

Then the same gentleman put out an article, About 50 HBCUs Will Survive the Next Decade. It's time to start investing in that. Now, who picks out the 50? I mean, who determines -- this is the first time somebody has come up with the idea, you know, maybe we don't need 106; perhaps there's 75. I mean, 20 years ago, that kind of stuff. Who picks them?
The idea -- and I -- you know, whether you agree with all this or not, the idea is -- and in this article you received from Rick Legone, it says, "Unless they find ways to reinvent themselves, black colleges -- black colleges risk becoming marginalized, placing their sustainability and reputation in jeopardy. Some could hang on for a long time languishing and enduring a slow, agonizing decline."

So when you -- you know, you look at all this stuff, they're identifying the same issues. And so as a trustee, I have to ask myself, then what do I do about it, you know, what do I say about it?

What questions do I need to ask the president? You know, are there special things we must -- we have to be doing, Mr. President? Is there a checklist that I go down? Help me understand as a trustee, are we addressing declining enrollment? What are the performance issues we have in terms of board leadership and institutional leadership?

Is our business model obsolete and are we trying to do anything about it? And I laugh
about the business model because if you think about it, you know, how do you admit the least well-prepared students, poorest students who need additional resources and the support to matriculate and succeed, but you can’t charge them the full course -- or the full cost. I mean, you look at that as a business model and say, well, this really doesn't make sense, does it? Does this business model make sense?

So what do we do as trustees? How can we change that? The issue with all of this is what is it that we have to do to change some of these to address some of these, to respond to them.

I don’t like the whipping that HBCUs have been getting in the past couple of years and I can tell you that it’s worse than I’ve ever seen it. And I took my first job at an HBCU in 1973 at Kentucky State. And I have not seen this kind of whipping.

TRUSTEE MILLS: So can you give me some color on that?

DR. LYONS: What does what mean?

TRUSTEE MILLS: I know what a whipping is. But give me some examples of some of the
whippings that the institutions have been
taking.

DR. LYONS: Well, the constant -- the
criticism that we're not about serious
business, that we're an anachronism, we're a
group of institutions whose time has come, we
don't know what we're doing, et cetera, et

cetera. I mean, that type of constant, can't
keep leadership, constant turnover. I mean,
that -- I mean, you've heard isolated
criticisms at all institutions of higher
education for years, but I'd say over the past
three or four years, this is brutal. I was
trying to be sure that I had an education when
I said whipping.

TRUSTEE MILLS: I was trying to figure
out -- I was trying to tie that comment to the
comment you were making on the business model.
You know, I guess a question for us: Is that
our business model?

DR. LYONS: It's been the higher ed
business model for sure.

TRUSTEE MILLS: To bring in the lowest --

DR. LYONS: And I'm not saying that you
deliver donuts and --
TRUSTEE MILLS: We did, by the way. We did have that as a strategy.

DR. LYONS: You know, that's been a business model for a long time. The question is, it's not working. If my discount rate is 60 -- Mr. President, I'm switching hats, president, trustee, so you understand. But if my discount rate is 60 percent, you know, I'm not paying my faculty as much as I'd like -- I'm not picking on you. I was just sitting back there in the back.

TRUSTEE GRABLE: That's just fine.

DR. LYONS: Every time it rains, I've got puddles everywhere on my campus and so forth and buildings are leaking, et cetera, et cetera; but because of this business model my discount rate is 60 percent because the students don't have any money beyond the Pell Grant. So I've got to take the limited resources that I have and plow them back into scholarships because the students can't pay unless you force them in the direction of loans.

So that has been the business model and the question is, what can we do about it? As a
trustee I'd want to know from the president of Dillard and the president of Alliant, have you looked at this as an issue and what are you doing about it? Is there anything you can do about it? You know, that's the question.

As a trustee I shouldn't go to the financial aid office and try to tell them what the dis- -- and I'm not saying you do, try to tell them what the discount rates should be and, you know, et cetera, et cetera. But as a trustee I want to know if these are the major issues right now -- Mr. President, are we addressing any of them? Has your administration looked at them?

PRESIDENT ROBINSON: Is that rhetorical? The answer is yes. You know, in fact I think this Board -- I mean, that's what the previous conversation was really about, that choice metric consists of a snippet of the conversation that this Board has had to have over the last four or five years.

So I mean the business model part of that, that's really a valid one because I understand it fully. But at the same token, there are opportunities to fix all of those
things if we stay focused on the strategies
give them some time to
mature.

So the board, for example -- this Board
back in 2012 decided to change that business
model by, for example, mandating that we could
admit more than 20 percent of our student
population who were so-called "not
college-ready" by a standard established by the
state.

And in a conversation we had with the
board meeting with (inaudible) in June I was
asked, what do you think that number needs to
be? I think it needs to be 10 percent or less
because it changes -- it has to change that
business model. We can't be successful when
the business model that the system has doing
business and saying the way we've always done
it, you know -- and that's just the reality.
We just can't be successful over here doing
things the way we've done it.

And we just don't have, you know, enough
money to fill the gap. Now, we're going to do
everything we can to raise a lot more but when
you look at -- and this is part of what they
talked about. It was just put into quantitative sense what has happened in the state funding for FAMU since I was provost in 2004 and 2012. At that time when I was tracking it, it was somewhere around $60 million or less, the state appropriated funds.

So the state has basically decided that, you know, education won't be subsidized in the same (inaudible) and you can go out and take a chance on any student you want, but if you can't win this game, you're just not going to survive. So we have had to enforce -- to look at a new approach at Florida A&M University.

DR. LYONS: So what I'm trying to say, Trustee Mills, is that we're taking a whooping. I'm not going to go crawl in the corner and just, you know, lick my wound, so to speak, you know, but what is it that we are doing, can do to address many of these issues? How do we -- what are we doing about enrollment decline?

And then there are some schools that have had hundreds of student reductions in the schools that we used to identify as the largest HBCUs in the country. Now, when you look at
the numbers -- so to me, again, okay, you can
say this is happening; and you can look at the
country and see that this is happening what
then is the strategy for Florida A&M to try to
offset that? What are the kind of things
you're doing that -- I mean -- go ahead.

TRUSTEE DORTCH: I think -- and there's
plenty that can be done. I mean, one of the
first things here is we've got to market what
we do now. I don't think enough people -- the
average Joe probably doesn't know about a law
school, doesn't know about the school of
pharmacy and all of those. So, one, we've got
to separate from the crowd -- not just the
crowd of HBCUs from like-sized colleges while
beginning to be proactive about telling the
story of FAMU because we allowed for too long
that one big incident to define this one great
university.

And while it was one tragedy -- and Belle
said that she had to help shut down some of
that is that we -- too many people -- alums and
everybody sat on the sidelines licking their
wound. We've got to be very proactive about
Florida A&M University, have a comprehensive
massive PR communication and marketing campaign. That's one piece that ought to be here.

While we are happy with where and what we're seeing from the alumni, we ought to understand that is one of the greatest resources of the institution because they are the products of Florida A&M University. And so we need to look at what do we do to help work and support and enhance what they've done so far as opposed to some of the things I've gotten -- and Dr. Robinson has addressed them -- is that we have to be careful about what we do because we have to stay in our lane. Well, that's not what the president said and some other folks got to understand we've got to support and enhance that and that's what's coming from our chair as well.

And so I think that's another piece. The alumni provides probably the greatest asset for recruiting and for resource enhancement and development. But just like most of our HBCUs, we only touch maybe 10, 15, 20 percent of their potential. That's another opportunity. Then creative and partnerships. We haven't done
that. I mean -- and this Board -- I think Belle hit on it -- we've said we have a fiduciary responsibility not just to ask the president to count the money that they've raised. We've got to be an active part of helping to generate those dollars. And the president and I had the conversation. And I don't remember -- one meeting -- but we were as a board asked collectively now, we need you to make a pledge to --

TRUSTEE LAWRENCE: You've done that every Board meeting.

TRUSTEE DORTCH: I'll do that. I'll do that, but the board has got to say we'll do it. Now, the alumni association came and asked all us (inaudible). That's just a drop in the bucket.

And I agreed that I would match -- I think -- was it you that made the $50,000 -- somebody said they would give or put -- and I said, yeah, I'll match it. No, I haven't had any other conversation but my point was I'll match it and I'll put it in but don't -- if all you want is 50 -- I said, now, I'm worth seven figures in terms of finding and getting money
but don't just look at me for me writing the check. I'll do that, but I want to be in the master plan.

DR. LYONS: Let me ask you to hold up on this fundraising money piece because we're going to spend some time -- we're going to spend some time on that in a little bit, but let me -- what -- have we addressed our distinctive advantage and what is it that separates Florida A&M from the pack that is a distinctive advantage for us because as you go out -- because everybody's trying to become creative, everybody's doing it. I mean, you have certainly enjoyed it because I got in a car in Prince George's, Maryland, with the son and a niece and drove from Bowie, Maryland, to Tallahassee, Florida, to visit your business school a number of years ago.

And the only reason my son and niece did not enroll -- I met the dean, we talked. They wanted to get back to Maryland on the weekends and felt that Greensboro, North Carolina, was closer than Tallahassee, Florida. I got in the --

PRESIDENT ROBINSON: They made a horrible
mistake.

DR. LYONS: They didn't come to Bowie either, you know. But I got in the car and drove to Tallahassee from Bowie because of what my son and niece had heard about the business school, best in the country.

So, Dad, Uncle Jim, can you -- and drove down here and spent an hour or so with your dean, man. So you have enjoyed a very distinctive advantage because when my son and niece -- they were in the same class -- were looking up information, doing their research, they weren't just saying that Florida A&M had one of the best business schools among black colleges, they were saying Florida A&M had one of the best business schools in the United States -- in the United States. Now, that's what was out there. And that was a long drive from Bowie to Tallahassee, long drive. But it was because they were going to visit one of the best business schools in the United States.

And they made a mistake because they wanted to be home every weekend, and North Carolina was closer. I'm sorry. You've been trying to say something, then I'll come to you.
TRUSTEE LAWRENCE: Be patient with me even if I express things poorly. First of all, in addition to the reasons you've talked about for HBCUs, you better put into that old-fashioned racism and the fact of low expectations of some people in this country and elsewhere. I would add that to that if we're trying to be honest with one another.

The second thing is we're all responsible for elevator speeches. You're in fact sort of giving us an elevator speech now, but each of us is responsible. My elevator speech for this school would be that we have been through a nightmare. And the nightmare includes not only a hazing incident, success of presidencies, enrollment probably raised for the wrong reasons, folks getting back on track.

I think there is more reason to be optimistic about this place. And I would add to it that you had a board, in my reading of history, that thought it was sort of running the school as opposed to the president of the university.

So if you add all those factors in, I think that there is more reason to be
optimistic about this place than there has been for many years. And when you talk about the sources we can bring bearing this, the decision on a new president -- on a president, a permanent president, I think, is really critical to this institution.

Raising substantial money is really critical, and in my view, not just the alumni, though I think that is an important factor. I believe that there are all sorts of folks who are the same color as I am that can be sold the FAMU story and invest in this place. And I apologize for sounding like a very old-fashioned naive human being, but at age 75 I'm permitted to act the way I damn well want to.

DR. LYONS: And I understand that.

TRUSTEE LAWRENCE: And the reality is that this place is inching ever close to be able to have a springboard for the future. We don't get anywhere near a decent and fair share from the legislature of this state. It's simple.

We clearly have enormous competition from the University of Florida, UCF, FSU, USF, FIU,
FAU, and the list goes on up to 12. But we could be a university that was so student-centered in a way that no other university in this state is -- no other public university -- that folks could know, God, people are really going to care about me and that's our history and our reputation.

This place is poised to do extraordinary things. I was the first to say 50,000 -- well, I said 50,000 because -- and I said it to George Cotton, I'll give you 50 and I ain't rich. I'm not the seven-figure guy that you are. And if I could have some of that, I would be very grateful.

But I told George Cotton, you ain't getting a nickel of it until you can get everybody else on the board to give substantially. We're not giving enough. And being a life member of the foundation which I am as well didn't cost much, I promise you. We're poised to do spectacular things.

TRUSTEE WOODY: Dr. Lyons, let me put a different twist on this. I'm new to FAMU in that whole story and the whole story about what FAMU history is. But I know that what I've
heard throughout the years, it's a very rich history there.

And I think that that we've got to be more proactive. Just like what the other trustees have said, we have a diamond here. It's not even in the rough, and we've got to be more committed.

Let me give you an example. One of my responsibilities at the police department is to work with youth. And what I normally do is when we start a session, I talk to them about education. And this year I was talking to them about my relationship with FAMU and helping out FAMU.

To my surprise, very few of those young men and women knew anything or very little about FAMU. And my question to my fellow trustees is that when we're going out, are we really telling the story? Is the alumni telling the story?

Yes, I'm committed in giving X amount of dollars, but I know for a fact that if this country is going to be -- continue to be a great country, it's going to take institutions like FAMU and be able to tell that story.
And to be in the backyard of the University of Florida -- and give you an example, I know that there is folks with X amount of dollars who will give towards FAMU. I know that for a fact because I'm doing it right now.

In fact, a couple weeks ago with the assistance of the president and the staff, I had one individual come up here who is going to be talking about X amount of dollars down the road. We have a diamond in the rough, and I'm not so sure we're telling the story not only in Gainesville, Florida; Tallahassee or in Jacksonville; but in New York, California because you've got smart kids out there.

And let me say this: We have young African American males. At one time they were doing very poor. We have a program that we call Ricker House. They started off doing very poorly in school. And we've had them in the program for a number of years and now academically, they're doing a lot better. In fact, this year we ended up with our MOU, memorandum of understanding -- Santa Fe Community College.
We have pretty close to 47 to 80 students that's now -- that's enrolled as a student of FAMU going through Santa Fe Community College to FAMU. And what I'm doing and other local alumni -- what we're doing is pushing out there that brand, how important FAMU is, and just as important as the University of Florida.

And once they see and hear and get on campus and see the campus -- and, in fact, I had a group come up to FAMU a couple weeks ago. They were just totally surprised because they thought FAMU was a small institution. Now all of a sudden the young men talk about going to FAMU.

So we have a diamond -- we have a diamond in the rough. We've got to push it.

DR. LYONS: Well, I raised this only because you have to have the kind of conversation that you're having as a board. You know, I don't intend to stay on this.

CHAIRMAN LAWSON: I know you're going to get going to other things, but this is an interesting one coming off of Belle's conversation. And like we were talking -- your dovetail was nicely -- you dovetailed nicely on
her conversation.

But I just wanted to share perspective kind of listening to Dave and Tom and Woody about, you know, one event that almost defined FAMU. And I say almost because it was one event -- bad event over a series of time, but I've had the fortune, though, of being on the Board probably, I think, the longest.

And I remember being in the hotel room the morning that we got the news. I was on the Board, unfortunately, when it happened with the young man. And I go from that situation to where we are today. And I'm on my fourth university president since I've been on the Board.

If you really think about it, one, that shouldn't happen over a span of six years. Two, it's amazing the amount of progress we've still been able to make with all of those iterations.

And, three, I feel like these -- this group of people has focused on solidifying the foundation. And I think once you do that and once you're confident in that, it then allows you to go out and approach those more strategic
ideas and projects and initiatives.

And I somewhat feel like Dave from the standpoint of we are kind of right here above the waterline, but there is so much further we can go with the right leadership, with the right focus, with the right -- and the Board doesn't have to always agree, but bring those diverse points of view and then align on a point of view coming out of the discussion.

I just feel like there's so much further that we can go when you look at the success we've had over the last, call it, 10 years. And I still go back to -- you know, really think about some of the challenges we've had, whether it be underfunding, change of leadership, challenges with leadership, situations where we thought audits were done that weren't done.

So out of all of that and we still are where we are today. And I think we are where we are because in the last 18 months we've really put a focus on looking at every detail, but I think once we get more confident in the fact that somebody else is looking at that, the person that's paid to look at it is looking at
it appropriately, it will allow us to go even further.

So I feel like we're in a good place, but we're still a long way at the beginning of a story. The next couple of chapters, I think, will look even better as we move forward as long as we continue to focus on the right things.

DR. LYONS: And the change of leadership is in your control and you've got to -- stability in leadership. I mean, on every -- in every one of these articles, they talk about that as a concern because you really cannot grow and thrive changing presidents every couple of years. You just can't do it. I mean, that is not going to happen. That is not going to happen. I mean, literally, now with the other hat on, I mean, it takes two or three years to find out where the keys are, you know.

If I'm the president, I mean, when I get there, I've got to spend two or three years trying to figure out, you know, what's happening. How is the culture? Who are the people who know the trustees and go around behind my back and talk to the trustees while
I'm not -- I had to find all that out as the president.

And it takes me a year or so to find out, you mean, this person I've been looking at knows trustee so-and-so and they talk every night. I mean, there is so much stuff that you just cannot do it because by the time I've learned where the keys are, who has the indirect power and influence, et cetera, et cetera, and then I'm gone and you start over again.

So that is truly something that you do have to address. And I know you're addressing it, you've got a search committee. And do your best. This particular article talks about them and the importance of the relationship between the president and the Board. I mean, the days -- this is a new day and you're dealing with a very complicated issue. And presidents -- these jobs eat us up as presidents. They eat us up and -- I'm telling you. So support is needed. Support is needed.

My first year at Bowie they carried me over to Prince George's General Hospital, carried me out of the office. I worked as vice
president at Delaware State until 11:00 p.m. June 30th, and 8:00 a.m. July 1st I was sitting behind the president's desk at Bowie State.

And in October they carried me over to Prince George's Hospital. And the doctor told my wife the first day, Your husband's okay. He said, Well, what kind of job does he have because we couldn't find anything. He didn't have a stroke. He didn't have a heart attack.

I'm going to leave him in the hospital for a week. Go along with it, Ms. Lyons, and let him rest and try to reflect. And I understand when they were rushing me into the hospital on the gurney -- is that what you call it, gurney -- they were pushing me in the hospital on the gurney, somebody leaned over and said, "Is he dead?"

CHAIRMAN LAWRENCE: What was your answer?

TRUSTEE LAWSON: And it wasn't your provost.

DR. LYONS: And it wasn't my provost or my executive VP. But with all due respect to the clergy in the room, I said, Hell, no, I ain't dead. I mean, is he dead?

These jobs will eat a president up. And
so there's got to be that understanding. The president has to understand that these jobs will put you in the grave and the Board has to understand that they will put you in the grave. And that's just a fact. And I'm not exaggerating that. I'm telling the truth.

These jobs -- I've had enough of them. And they will eat you up. So there's got to be -- once the selection is made, then all the work that comes afterwards, you know, to try to make it happen.

But, you know, again, I point this out because of the strategies, the conversations. There must be conversations about these issues. I mean, you know, just throwing it out there -- y'all's enrollment is declining. Your business model is old. We couldn't operate my business -- all that kind of stuff. All right. But what else? What follows that? So what are we doing to raise funds? What are we doing to increase the alumni contributions, you know?

What is Claflin doing, Trustee Dortch? A school that nobody paid attention to that lived in the shadow of South Carolina State for decades, decades. So what has happened at

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Claflin that people suddenly -- when you start
talking about a school that's doing it, that's
on the move, oh, yeah, look at Claflin. Now,
Tisdale been there for 25 years.

But, I mean -- but the point here is a
school that literally was in the shadows of
South Carolina State. Nobody talked about
Claflin. And now more often than not, when you
get in conversation, Claflin is doing such and
such. Look at Claflin. Look at what's
happening with their alumni contribution. Look
at what's happening with their retention rates.
Someone started lifting Claflin up as an
example. So, you know, things can be done.

Let me move ahead because I want to get
into the assessment piece. And you-all did a
good job with that. You did a good job with
that. The only -- I don't have any criticism
of the assessment other than -- well, it's not
a criticism -- a statement, an observation.
The Board has to decide -- and I said this to
the chairman, I'm sure -- the Board has to
decide whether you want a deeper dive, and we
can go into that.

When you look at board assessments and
you see the boards reporting assessment of individual trustees, boards reporting self-assessments. And you heard Belle say this morning that everybody's going to have to do it because there are schools, colleges, universities that are not really into it. And you wouldn't think that SACS has to do a standard, you know, to address that. But as I said, y'all are tough. SACS is indeed the toughest.

TRUSTEE MILLS: How do you read this? What is the public --

TRUSTEE LAWRENCE: Go back to the two slides because I don't understand.

DR. LYONS: Boards reporting assessment of individual trustees.

TRUSTEE LAWRENCE: How is that done?

DR. LYONS: 12 percent of public universities reported that they assessed individual trustees at the end of their term, their period of service; 41 percent of that number, annually; and then other methods. And it's done by instruments, for the most part.

TRUSTEE LAWRENCE: Who, Doctor?

DR. LYONS: The Board itself.
TRUSTEE LAWRENCE: So I do Matt and each of us does everybody else or what?

DR. LYONS: It's done in different ways. For example, those that -- many of those who do it at the end of the term of service, the governance committee chair often will give you an instrument that assesses your performance, not only annually but sometimes the total period of time that you've been serving on the Board. It comes out of the governance committee, for the most part.

And there are boards -- 41 of that 12 percent actually assessed individual trustees annually. And it is usually an instrument. And then boards reporting self-assessment, this bottom figure is for the full board. The top figure was individual trustees. How am I doing personally as a member of my executive committee and my faculty committee? How am I doing personally as a trustee?

And then, like I said, the second one is the self-assessment of the full board. And 54 percent of public institutions reported doing that. And you can see when they do it.
And that's usually an instrument either
developed by your campus people; some of you,
AGB; some have sort of gone online and found
out what's out there.

TRUSTEE LAWRENCE: In the No. 2, this is
an instrument -- I've done this on boards
before -- this is an instrument in which I
assess myself, No. 2?

DR. LYONS: Well, it depends on the
questions. This is designed to assess the full
board. So the questions are more like the one
you had. How do you feel the board is
functioning? Do you think it's effective and
efficient?

CHAIRMAN LAWSON: I think the question
we'll have to answer at the end of this is do
we think this is deep enough or do we want to
go further with some additional diagnostics,
you know, once we see the output.

TRUSTEE DORTCH: Do self-assessments make
the Board member think about what they've done
personally, because having an individual
passing judgment on each other is not always
healthy, but if you get a self-assessment tool
and ask the right person that makes you think
about have I contributed? Have I come to meetings? Those really do work.

DR. LYONS: And the deeper dive -- and I'll give an example of the school that I've worked with -- in the deeper dive you really go with your individual stuff, you know. I do attend the board meetings, I attend the committee meetings. I have done this on the governance committee. I have initiated that. So you really get into it much further. And I'll share some of those types of questions with you.

But in terms of what you've done -- I mean this is a good start, absolutely. It's a good start. It was a challenge as I looked through it, of course, because it's sort of the self-reported general statement. So when you say, today, please rate your overall satisfaction with the performance of the Board -- and I didn't do slides of that because I know you-all have that here -- 39 percent said extremely satisfied and 46 percent said somewhat satisfied. Now, that's your statement. It doesn't try to go into it any deeper, but it's sort of a satisfaction
statement. How do you generally feel about the performance of the Board?

So you've got that 85 percent of the Board is generally satisfied with your performance. That's good. Now, I couldn't -- I wanted to compare it with some other institutions, but what I found out was that most of the institutions that I have worked with have a different kind of instrument, a different kind of scale so it's not a yes/no. So I can't say that, oh, 85 percent is in the top (inaudible) schools because they get into the ones and fives, with one being this and five being that. But 85 percent of the Board feels generally satisfied that you're on the right track. That's good. I'm going to talk about some of the responses because I think that they're some interesting responses.

Based on your observation was the second question. Do you feel that the Board is operating effectively and efficiently? 79 -- 76, 77 percent of you said that you feel that it's operating effectively and efficiently.

Now, I don't believe in this question that you defined "effective" and "efficient."
And so it's kind of left to the respondents to say yes or no and you each had your own kind of definition there. But, again, 79 percent felt that you were operating effectively and efficiently which is good without any doubt.

Now --

TRUSTEE MILLS: So one of the things just there on the Board -- actually, one thing first, we don't have a copy of what he has in here right, Linda?

MS. ZACKERY: On the Board?

DR. LYONS: I thought --

CHAIRMAN LAWSON: We don't have a copy.

TRUSTEE MILLS: It's called the Board Performance Survey. It's under a different tab called the BOT Performance Survey.

ATTORNEY BARGE-MILES: That's it. You have it. It's behind -- it's the green tab behind the Board Development.

TRUSTEE MILLS: The second thing I'll just point out, you know, to our colleagues here is that on this question of do we think this Board is effective, you know, Linda did actually send out, obviously, these effective boards -- 10 Habits of Highly Effective Boards.
I'm not sure if people had those in mind when
ty they were sort of ranging and scoring
themselves. But just as we kind of go through
this discussion, you know, I would encourage us
to kind of look at that as if that's a common
definition of what effective actually is.

TRUSTEE WOODY: This is the results?

TRUSTEE MILLS: So this is the results
document --

DR. LYONS: And I guess your point is did
you kind of have this in mind as you talked
about --

TRUSTEE MILLS: Correct.

DR. LYONS: And I don't know. Again, you
know, it appears as though you had your own
definition of the effectiveness and efficiency.
And I'm not criticizing that. But that is --
but the results were very positive, again, in
terms of how the Board sees itself operating.

TRUSTEE GRABLE: And I wanted to add just
one thought. I remember this question, and as
a researcher who writes survey questions this
would be a double-barreled question because in
the meaning of the definition of "effective"
and "efficient," there is some distinction. So
it's hard to determine -- if we say it's effective -- effective, we would define that differently than we would efficient.

TRUSTEE WASHINGTON: Actually, I would agree with that as well.

DR. LYONS: So when you completed this, you thought about that. And, you know, it's important for you to make those notations so as you talk about future surveys that you can raise that particular issue, you know, that maybe this shouldn't be one question. It should be --

TRUSTEE GRABLE: Right. So we don't know what the answers are referring to, effectively or efficiently. It would be confusing.

DR. LYONS: Now, that's a good observation.

CHAIRMAN LAWSON: On 2-A?

TRUSTEE GRABLE: 2-A.

DR. LYONS: Question 2.

TRUSTEE GRABLE: 2-A, yes.

DR. LYONS: Did everyone hear what she was saying? Question 2 -- the question was, "Do you feel that the Board of Trustees is operating effectively and efficiently?" And
the point she was making as a researcher herself that, you know, you could separate these questions out because the definition may very well be different.

So you could have the question about do you think we're operating effectively and do you think we're operating efficiently as different questions. And I think that's a good observation. And you should make a note of that because I would assume that your assessment -- people will go back and try to refine this -- this instrument. That's an excellent observation.

And that difference is why you see some interesting responses because people view it quite differently in some ways. So you have this in front of you. If you look at 2-A, you indicated that based on your observations, the Board is operating effectively and efficiently.

So you can see from -- and what he did was to pull the statements directly from your responses, the way they were written. And it says that on the bottom of that page, you know, the notation. Now -- so you see responses like, "Logistically, the meetings are organized
and structured well." I mean, so --

TRUSTEE MILLS: That's efficient.

TRUSTEE GRABLE: Efficient, yes.

DR. LYONS: Huh?

TRUSTEE MILLS: That's an efficient.

TRUSTEE GRABLE: That's efficient.

DR. LYONS: You see, so that's efficient.

So you see the chairman runs the professional meeting, Mr. Chairman. He's conscientious of trustee --

CHAIRMAN LAWSON: Yeah, I wrote that one.

DR. LYONS: I didn't want to identify it.

But he's conscious of trustee's and staff's time schedule. We have aligned -- we have aligned on the elements of strategic plan. This should guide lots of future actions.

Here is one down here that I thought was very interesting. "The Board has organized itself into committees based on individual strengths and interests. We do not hone excessive leaders." Now, you know, again, is that effective? Is that efficient? But these are responses of good operating rhythm and Board members are engaged.

So, you know, that's a good observation.
I don't want to keep repeating it because my purpose wasn't to criticize the instrument, but to point out a general feeling of satisfaction. Now, I will say this: That is not always what you get from surveys even like this. I can tell you that.

I've been involved in some instances where the percentages was reversed. So when I say to you this is a good response, I mean that because that is not always the case. But, again, 2-A allowed people to express the amount.

I was very pleased to see 2-B. Okay. I know you have to be careful because of the numbers involved, but 2-B says, "For those of you who do not feel that you operate effectively and efficiently, please state why," which was a good question because it does give the opportunity to -- for people to express themselves.

So even though the vast majority of the Board feels good about that and in terms of you're operating effectively and efficiently, the first respondent says -- has a concern that you've not really truly rolled up your sleeves
and gotten your hands dirty with all the matters and issues that clearly exist and cannot be ignored. I mean, that's -- you know, that's a strong statement.

So I'm saying, okay. Well, the majority of you may feel that you're operating efficiently and effectively, but are you doing the right stuff? You know, I mean, one would say -- here is at least one person says no because you're not doing the right stuff.

"Far too much focus on committee reporting out versus discussions on key issues." Again, we know that, you know, one of the standard practices at Board meetings is to have the presidents, folk come in and spend a lot of time reporting and here is someone who's identifying that and saying those may not be the key issues that we should discuss.

And I gave the example of our Board has just decided to change the format and -- so that we can spend the day focusing on the key issues in the evening before we do all the reporting.

We spend too much time listening to summaries by staff and not enough on full Board
deliberations which is a part of the same issue, Mr. President. You know, that's -- that's you and me, you know, in the sense that, you know, there's so much that we want to bring to the Board and share with the Board.

There's so much going on that it's very easy for us as president to come in with reports and items. By the time I give you the enrollment report and talk about what's happening with enrollment and what the faculty's doing in terms of faculty activity and the curriculum and what the new student profile looks like and why we're not getting more students out of the United Methodist Church and every time it rains in New Orleans we have flooding on the campus so we've got some infrastructure problems that they still have not -- we still owe a lot of money on the Katrina loan that we got after Hurricane Katrina. And they haven't forgiven that yet.

And here is our -- you know, by the time the president goes through all that, you can feel as a trustee that you've just sat there for two days and listened to reports.

And so the challenge for the Board is,
you know, how do you address that? How do you make certain that within whatever period of time you meet as a Board that you spend some time -- carve out time dealing with those issues that you feel are really critical issues. Some boards do it in a retreat, others have learned to do other -- use other methods.

TRUSTEE MILLS: I would just offer, Mr. Chairman, that on a couple of forethought company boards I'm on, we've kind of limited presentations to basically two minutes where they just give the highlights because it's all in the pre-read material and the expectation of all the Board members -- and so the rest of your time is Q&A and discussion kind of scenario.

So, you know, to this point, I would just keep encouraging us to limit these -- these dissertations. And I know we're in a university environment, you know, lecturers.

CHAIRMAN LAWSON: And I don't want to lose that point because one of the things that I asked Dr. Lyons for after we got done with all this -- because just like anything -- this is a fairly extensive document, but what I
wanted us to try to do is -- and you're the new chair of governors so hopefully you agree -- let's agree on three things.

TRUSTEE MILLS: I'm the new chair because, remember, you guys swindled me into that vice-chair thing.

CHAIRMAN LAWSON: What I wanted to try to do after we go through this -- this is kind of our -- you know, our first kind of step in the water with our new Board as far as how we're operating. But I wanted to just agree on three things that we want to focus on doing better so hold onto that thought is what I'm saying because I want us to come back and align on three things that we want to try to do better as a Board to make us more efficient and more effective as we go through this. Because, I mean, we can come up with five or ten but I figure if we narrowed down on three, we could see -- you know we could -- this would -- at least my vision of this -- and, Harold, you know, keep me honest here -- would be after we go through this, I want to save a little time for discussion to say, as a collective Board, what are three things that we believe we could
do better to be more efficient? And then we can decide who's the owner -- if it's how we structure committee meetings, if it's how we do reports. It's based on what those three things are.

We'll give them an owner so that coming out of this -- my whole thing when doing these diagnostics, so what do you do next? What's the action step? So I wanted to have an action step coming out of this discussion if everyone agrees.

DR. LYONS: Trustee Mills told me to hurry up and stop messing around, so I will do that.

TRUSTEE GRABLE: You can continue.

DR. LYONS: You have another question where you were asked to identify your top three strengths.

CHAIRMAN LAWSON: Which one?

DR. LYONS: The top three strengths. That's on page 4. In your opinion, what are the top three strengths? And you asked people to list them in rank order. And you-all did that. Okay.

And then on page 6 you were asked what
are the top three opportunities? And you did
that the same way. In a narrative form, you
laid out the top three opportunities.

So I want to show you what you -- what I
came up with, reading your narrative. The top
three strengths -- and again I pulled these
from the narrative, the frequency in each
category, et cetera.

The top three strengths, caring and
diverse board. We didn't define diverse and so
-- and as I read through these, there were
times when you meant different things.

TRUSTEE LAWRENCE: Apparently, you're
damn lucky to have me.

DR. LYONS: We can check off one of the
boxes. We didn't define the second at the top,
knowledge-based; and the third, engaged and
willing to work. So those were the three
strengths that based on the narratives and
reading through it, pulling the frequency, I
ended up with these three strengths.

And then three -- top three
opportunities, governance and leadership. And
that in some ways if you read through this was
all over the place in terms of how we operate,
whether we hold the administration accountable,
whether we're measuring up to the Board of
Governors' metrics. I mean, that went
everywhere, governance and leadership.

   Strategic focus and opportunity. Again,
that ties into the many comments about, you
know, how we spend our time and what other
things we're working on and talking about and
how are they the things that are going to help
secure our future or propel us into the future.

   And then the third, fundraising. And
that was in two categories. One was you want
to see a plan coming from the university for a
plan for fundraising development. And I know
you have the session following this one.

   And then the other one was Board members
themselves stepping up to the plate in terms of
making contributions. So, again, I went
through the narrative and looked at the
frequency of that and tried to pull them
together.

   So the first thing I think you need to
look at is, are you comfortable as a Board? I
mean, this is what you wrote. I mean, this is
what you wrote. And are you comfortable with
those three? If you say you're not, I can say, Well, you wrote it. But the point is, I mean, how comfortable really do you feel that these three strengths and these three opportunities kind of --

TRUSTEE CARTER: I think it encapsulates to our general perspective. I mean, I've only been on since December of 2015 but I think that we have a tremendous chemistry in terms of how well we work together. First of all, we respect each other.

Secondly, we're all engaged. I think it's very important for the university to have a Board that's actually engaged and we're passionate about specific areas of interest. But more importantly than that, we unify about what we want to have in the best interest of the university. A lot of that diverse Board is -- it's not just racial diversity, but there's also philosophical.

DR. LYONS: Even before I came in and saw one -- Trustee Lawrence, I felt that you were talking about diversity, diversity in many different ways. I mean, you could pull that out of the language that you wrote.
CHAIRMAN LAWSON: I still think, you know, one of the top opportunities for us just because of the state that we operate in, the Board of Governor's model that we have and the political process that we have is that we have to become more active in that circle, circle of the whole political, I guess, sphere within the state, whether it be the Board of Governors level, legislative budgeting processes, et cetera.

If we ever stand a chance of really getting the core level of funding that we believe we deserve as well as having influence on how even the performance metrics are established and monitored and measured, then it's tough from the outside looking in to really impact change.

So we have to figure out how to get closer to that inner circle.

DR. LYONS: And that was -- that was stated, getting more involved in the political process. But again, I pulled these based on the frequency, but that would definitely -- getting more involved in the political process.

CHAIRMAN LAWSON: I agree with you, but
if I could add a fourth one, that would be one
of them.

DR. LYONS: As a state institution you
have to --

TRUSTEE WOODY: Wouldn't that be a
strength, though?

CHAIRMAN LAWSON: An opportunity.

DR. LYONS: An opportunity to do that,
yes. But that would be -- but I guess the
question -- because what you -- what the
chairman talked about with me on the phone was,
okay, after we come up with these things, what
happens?

Now, I'll tell you quickly what should
not happen. You shouldn't just turn to
President Robinson and say, okay. Here is your
assignment for the next 12 months, you know,
and make this happen. I mean, it can't be
about that.

TRUSTEE MILLS: What hat are you wearing
right now?

DR. LYONS: I got them both on the side,
turned to the side because that's not what you
want to do, I mean, just to say, okay. This is
your problem. You take it. I mean,
fundraising -- I mean, obviously, the president and administration -- if the Board says these are our top three opportunities going forward, then obviously he knows that there's work to be done.

But are there things that -- are there Board committees that would be involved? I mean, you set up a strategy to deal with it. I just wanted to be sure because I've seen it happen where after a Board retreat, you know, they didn't have the court stenographer, but they said, you know, Here, give this to the president. And everybody left the retreat. The trustees dusted their hands and it was all on the president to follow up and make happen.

So if you buy into these or, you know, what is the mechanism? You know, do you have -- for example, you've just completed a strategic planning process. I've seen some institutions after going through an exercise like this incorporate certain things into the strategic planning as they were updating, but you've just recently updated it.

I've seen other institutions set up a special task force but you—all have enough task
forces and committee. I think I saw somebody's comment say you've got more than enough ad hoc committees and so forth, so that may not be the way.

There may be a special -- obviously the Institutional Advancement Office needs to clearly understand what are the board's feelings on this.

One of the comments specifically said we are waiting for a plan from the Advancement Office or we'd like to see a plan, you know. I didn't write that. That was clear, we wanted to see a plan from the Advancement Office. And other comments were that we personally are not contributing.

Now, when you get into personal contributions, that's a sticky one. And some colleges and universities kind of use the give-or-get language in order not to turn trustees off, you know, because every one cannot give at the same level. Some people just don't have it, you know. And you don't want to be humiliated and so forth. So a lot of schools go into the give or get. You know, can you connect me with somebody? Can you do

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certain things?

And I know of one school that actually has a document and to show who gets the credit for the introduction. I mean, they formalized it such that somebody was saying that you've made -- you opened the doors and made some comments, but that comes in on a piece of paper. Trustee Woody went to the office first. And I'm serious. And it actually comes in on the form and Trustee Woody turned this over to the vice president for advancement. So when the vice president for advancement goes in and makes the contact, the record is clear that Trustee Woody got -- you know.

So strategic focus, it sounds like you're working on that, you know. And really, the -- I'm on the executive committee of our Board at Alliant and the president and I talk about -- probably about every two weeks now with the knowledge of the chair of the Board. The chair of the Board is not in higher education and there are certain things he kind of says, Well, Jim, why don't you help us out?

And what I have talked to the Chairman of the Board about -- I mean to the president
about is how do we carve some time out just to
decide with those strategic issues that we've got
to deal with because -- I mean, when we go to
Board meetings it's so busy. Even when we have
a retreat, now everybody wants to come to the
retreat and do a lot of things. So in other
words, you've got to identify the strategies.

CHAIRMAN LAWSON: You mentioned executive
committee, and we haven't talked about that in
a while. I've been hesitant to establish an
effective committee for the simple reason when
I first came on the Board, I felt there were
the haves and have nots as far as information
goes. And I feel like having committee chairs
but then having everyone having the ability to
listen in on that committee and then a full
report out, it keeps everybody in the loop.

I just felt like there was a time -- not
now, but there was a time when I first hit the
Board I really felt like, you know, I was
looking up for information. And there was
really a have and have nots. But -- you know,
I'd love to throw that out to the Board because
I feel like we've operated well without an
executive committee. And at this point, I
didn't really have an interest in establishing an executive committee unless there was a feeling that we needed that.

TRUSTEE WASHINGTON: With Sunshine (phonetic) even if you have an executive committee -- it's not really --

PRESIDENT ROBINSON: I would like -- because I think -- I talked to Trustee Perry about some developments in one of our sister institutions who is not far from us who have an executive committee process. And this didn't happen to this Board anyway, but you might just want to hear about, something to consider when you start going down that road. Belvin Perry, if you would.

TRUSTEE PERRY: I'll share what I can share without divulging any company secrets. But executive committees sound nice in theory, but they can lead you down the path where Board members are uninformed and decisions are made that comes back to haunt the Board and you start having people point fingers at each other.

Our Board is small enough where -- and the way that we operate, where we all may be on
different committees but we are able to sit in, participate but not vote. You have the opportunity to get the information that you need so you can formulate the proper policy.

So I would be very careful about investing too much power in an executive committee. I think we do well in sharing information the way we do it now. And it has led to a horrible result at another institution.

TRUSTEE LAWRENCE: A couple of things: I well remember the first Board I went on in Miami with an executive committee early on, 28 years ago, and it took me several years to know there was a disaster.

Mr. Chairman, I think you've done a wonderful job in the area of inclusiveness. And I think we all feel we're in this together. I don't think you need an executive committee at this point in time.

CHAIRMAN LAWSON: I appreciate the confirmation. I'm just -- I'm not a fan of the concept for our Board. And I -- you know, from your standpoint --

DR. LYONS: And I wasn't recommending it.

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I was just saying I am on the executive committee of one of my boards. But -- and you're right, it does -- there is a challenge in terms of keeping people informed. I mean, our executive committee I've got to call today, for example, at 5:00 p.m., 2:00 West Coast time. And we spend an hour twice a month.

But there really is a challenge. How do you keep the rest of the campus involved and how do you make certain that stuff loops back around so that the full Board is in fact -- like today, we're going to discuss selling the campus, you know, and to move -- it's an old campus in San Diego. And as I was telling Justin this morning -- I think I was talking to you about that, you know, it's an old campus and the infrastructure is so bad that there's no way that we'll ever come up with enough money to fix it.

So we're talking about selling the campus and moving into a nice office complex. And I was telling Justin, the undergraduate students don't like that because they like the campus idea. The master's and doctorate students say, Hey, look, we don't care. We're moving to an
office complex, a high rise, you know. So it's a different issue.

But the point is how does this stuff loop back from the president and the executive committee. There are five of us on the executive committee. And thus far, the president's been reporting out very well but clearly it has the potential. If you don't keep good minutes, you know -- who made this decision and that. So if what you're doing now works, then you stay with it, you know. I certainly wouldn't suggest changing it.

TRUSTEE DORTCH: Does bylaws call for an executive committee?

CHAIRMAN LAWSON: No. I think it's optional.

TRUSTEE DORTCH: Because there may come -- I trust the leadership and I trust our chairman now. And I think we've built trust. There may come a time there needs to be a meeting and if it's just the Board, you can't get a quorum of the Board. There may be an emergency meeting with the chancellor or with the Board of Governors or with the governor.

And the executive committee serves in
that purpose. It is not given the authority to make decisions that the full Board has that has to report back unless there's a resolution that gives them the authority to make a final decision. And they have to keep minutes that come back to the Board and use it for ratification but I think -- I'm not opposing the executive committees. I think you always have an emergency gathering if you can because I know how difficult it is for us to get a quorum for our committee sometimes because everybody's busy.

DR. LYONS: Well, one of the things -- one of the things that I think has made in some instances the executive committee unnecessary is the fact that people are beginning to use the telephone so much and now having telephone meetings quite frequently.

In fact, in one situation that I'm aware of there is a concern that they're having too many telephone meetings and not enough face to face. The institution did that to try to cut back on expenses and they said there's no sense in us meeting four times a year face to face, flying folk around the country. This
institution's in the north central part of the country.

So they decided to go more into -- to add a couple of telephone meetings and now folks are saying, well, that helps because you can get people together. What is the thing you call doodle or something that you just send it out there? And you can get meeting -- pull meetings together quickly with everybody, but the face to face thing is important. So you have to do what's in the best interest of your institution.

TRUSTEE DORTCH: I can rule that out. You can't do that in Georgia now. They rule out phone Board meetings --

DR. LYONS: Is that right?

TRUSTEE DORTCH: -- and you can only miss one Board meeting. You can only participate in one Board meeting by phone out of a year, but they ruled out Board meetings by phone.

DR. LYONS: Is that right?

TRUSTEE LAWRENCE: It's a very different meeting when you do it by phone.

DR. LYONS: It is. And so you have to balance whether or not the money you saved from
having everybody come is worth it. So you've got to figure that out.

Let me just run through this quickly and then get back to the three. Another thing I did was picked out some of -- general suggestions for improving performance. And you see the list there. And I thought that some of these were quite interesting. "Hold management more accountable for performance. Make certain that its data are accurate and reliable." So obviously somebody feels that the Board doesn't get the most accurate data. I mean, that's -- obviously, that goes without saying.

"Unblur the lines of shared governance."

We haven't spent a lot of time talking about shared governance, but clearly, as Belle pointed out, there are certain roles for all of the stakeholders. And again, someone feels that we've got to make those lines a lot clearer, and that is a challenge. I mean, how far do you go? You know, the faculty makes decisions on academics -- makes recommendations on academic matters. And things work best when you can honor those recommendations, you know.

And I've always operated that if I can't
comfortably -- and this is personal. This has nothing to do with Justin. I've always operated personally, if I cannot accept a certain percentage of recommendations coming from the faculty, then there's a breakdown somewhere. There's -- you know, we're not looking at the institution the same way. We're not focusing on the same -- because I'd like to believe that, you know, in academic matters -- where academic matters are concerned that the faculty would certainly take the lead, they're closest to it.

I had to laugh when somebody this morning talked about the turnover of administrators and the fact that faculty members stay on and buy in so personally. I don't remember who said that.

TRUSTEE GRABLE: That's what Ms. Wheelan said, and I agree.

DR. LYONS: When I went to Bowie State as president and I hired a provost within six months after I got there, the president of the faculty Senate came to our office and said, I hired both of you, and I will be here when you leave; so help me, he did. And he was right.
And he was right. He stayed at the institution 40 years. But he was right.

And he had the nerve to tell me, you know, I helped bring both of you here and I'll be here when you leave. So -- and this is a slight aside, but here is the reality to it.

So I come into an institution new trying to understand the culture, do the very best that I can, but I've got to deal with the faculty members who've been there 15 to 20 years. And he said to me, I've seen president -- you-all come and go. So we are the heart of the institution.

TRUSTEE GRABLE: And we are the true residents.

DR. LYONS: We are the true residents. We're the heart -- you guys come and go. So anyway, back to over here. "Help the organization look out and focus on longer-term projects." These were general suggestions for improvement. Continue to monitor the performance -- and you really had a great conversation this morning as you talked about metrics. And obviously that's going to continue.
"Move the university near the top in the SUS. Routinely engage in conversation on Board performance." You know, don't let this be a one-time thing but, you know, routinely have the conversation about are we meeting our responsibilities.

And someone else had a comment. I didn't put it up here, but I read -- someone made the comment that -- you know, we're talking about meeting our fiduciary responsibilities. And someone made a comment that they felt that we were doing the very basic in meeting our fiduciary responsibilities, but there's so much more we should be doing.

And I thought that was interesting because obviously that individual doesn't feel that as a Board you're going as far as you could go and have a mandate to go as trustees. You're doing the basic part. You know, I've come to the meetings and I vote on issues and so and so. I'm president.

"Maintain the focus on priorities. Get more involved in the legislative process," as Chairman just pointed out. And I kind of ended it with this very strong statement, "FAMU Board
of Trustees is very talented and a capable team that simply needs to refocus its efforts toward those actions that will best advance the university well into the future." And that's a very fine statement.

TRUSTEE LAWRENCE: I only want to say that on the last one so connects to the previous one; in my estimation, when we fully have our act together we will be all in on the legislative process. We're not all in now.

TRUSTEE GRABLE: And that goes again to Trustee Dortch's comments about the marketing. That involvement is a part of the marketing because when I attend those advisory council or faculty president meetings, I can just tell by the comments when I walk in the room. The questions that I am being asked or the comments that are being made, that's marketing and that's -- some of the comments are based on either the lack of or maybe not the real understanding of who Florida A&M is and what our contribution is to the SUS and the state of Florida which goes to the Board of Governor's comment -- governor's meetings I attended in Gainesville where Florida A&M is a part of the
Board of Governor's focus on what the SUS -- how it ranks across the nation.

So it's always about marketing, and that is one true way because it's the experts in this field offering educational opportunities to students that can determine what your brand looks like to people who may not understand education.

DR. LYONS: Back to the --

CHAIRMAN LAWSON: Can I suggest something?

DR. LYONS: Yes.

CHAIRMAN LAWSON: Because I think slides 8 and 9 had the laundry list of things that we could -- things that we should do. Maybe if we take slides 8 and 9 and individually overnight prioritize those, right, so that we can end up with three, right. We take that overnight simple assignment, each of us -- I'm asking if you agree -- each of us prioritize those. We give them back to Linda just to tally out what's the top three and through Trustee Mills, get them back to us with recommended owners. You know, and some of it -- if it's only three, my assumption is governance is probably going
to show up.

TRUSTEE MILLS: Isn't that what we have on page 7?

CHAIRMAN LAWSON: Well, I saw a longer list.

DR. LYONS: How I came up with these was the frequency because remember you were asked to list top three opportunities. And so you had all the ones -- your assessment paper put all the ones together, all the twos together and all the threes. And I went back and went through them. So...

TRUSTEE MILLS: Yes, and we might be there as well.

CHAIRMAN LAWSON: Yeah, in a way.

TRUSTEE MILLS: Because you kind of got Trustee Washington on strategic focus stuff. She owns the whole thing by herself. The fundraising --

DR. LYONS: Is that where that came from? I mean, that's fine, whatever you suggest.

CHAIRMAN LAWSON: Think about how you want to move forward because I was thinking about when we assign an owner, just the top three.
Dr. Lyons: Two things that I would say you don't want to do is just pack up and leave them as part of the record. And, two, I already said, don't just give it to the president and say run with it. Short of those two, I would think there are some things like you just suggested.

Trustee Mills: So let me offer just a little bit of color. You know, again, I'm newly into this role. So, you know, the one from a fundraising perspective -- and I know Trustee Dortch and Trustee Lawrence feel very passionate about this one, but I don't know if that's a part of an existing committee already. Is it part of DSO or --

Chairman Lawson: He's our Board liaison for the foundation.

Trustee Mills: Okay. So then that kind of --

Chairman Lawson: By default.

Trustee Mills: -- by default slides in his pocket. The other thing is -- I mean, all three of them -- we're all involved in all of them, you know. From a strategic focus scenario, you know, I think we're in a place
now where we all feel comfortable that we have a strategy and now we're in the difficult part of it which is how do you -- how do you execute and how do you get started, you know, kind of scenario. And that's where, you know, the metrics and the monitoring, you know, of Dr. Robinson and the team comes in from our part that, you know, becomes leading that we all participate in.

Governance and leadership, you know, that's an ongoing discussion. I mean, I would suggest that we -- my recommendation we do have a deeper dive. I would -- you know, I do like the idea of having us all on the same page about what is an effective Board, perhaps divide -- separating efficient from effective. So there is a little bit of a deeper dive. And that's an ongoing basis scenario of whether that's, you know, annually or some other time that we just kind of keep bringing this up.

CHAIRMAN LAWSON: To the table.

TRUSTEE MILLS: We're also in the scenario that -- I'll just introduce this concept -- is that on one of the other boards I was on, we just did a skills assessment which I
might bring to the Board in the shorter term
since we have an opening. So if we have a
competence or a skill that we think we might be
missing and we want to have on this Board and
we don't that we could focus on that as it
relates to the Board recruitment, so to speak.
So I'll take it outside of this environment.

In the other environment, you know, we
need someone who had more experience on M&A.
So here we might want to have somebody with
more experience with cybersecurity or something
of that nature. That's, you know, a big part
of our future as an institution. So that kind
of assessment in terms of a skills assessment.

CHAIRMAN LAWSON: I want to thank Trustee
Mills for stepping in because our former chair
of this committee, due to personal reasons, had
to resign from the Board. We will miss Trustee
McCoy, but I do want to thank Trustee Mills for
stepping in to chair.

DR. LYONS: Let me conclude by sharing
with you when I say deeper dive, I want you to
know -- now, this is an assessment that was
used at an institution in the west that I
worked with. Under mission and direction,
"Please assess the board's performance in these areas. And on a scale of 0 to 4 -- and 4 being excellent, articulates the mission and acts as ambassadors by telling the story and history of the institution. Ensures the institution operates under a strategic plan that defines the institution's strengths, challenges and opportunities. Ensures -- uses the mission and defines priorities to guide the board's decision. Uses relevant data to monitor progress on the strategic plan."

So these are -- each of these questions are on a scale from 0 to 4. Under the leadership and shared governance question, there was a question. "Please assess the board's performance in this area of responsibility; again, 0 being poor; 4, excellent. Elects a chair who can effectively lead the Board and build a partnership with the chief executive. Works with the chief executive in appropriate constituent groups to gain support for institutional goals. Serves as a sounding Board and thought partner to the chief executive. Has policies and practices of shared governance that delineate the
responsibilities of Board, chief executive, administration, and faculty."

And, again, this was an example of, you know, a survey that really takes a deep dive into it. Not saying this is the greatest thing, but this is an example.

Finally, Board culture. Again, 0, poor; excellent, 4. "Understands and respects who may speak on behalf of the Board of the institution. Channels communication with the chief executive through the Board chair. Incorporates practices that build diversity, enforce their inclusion at the Board level. Conducts itself in a way that inspires confidence and instills trust with the constituents." So this is very deep.

TRUSTEE MILLS: So we'll look at some of those kind of opportunities in our next round and continue to elevate our process.

The only other thing I would just add real quick is -- and I don't know if we have time for a brief comment -- but I wanted to kind of go back because I did write down some interesting things that came up from this discussion. But, you know, one of them was,
you know, on marketing because I actually believe that we should be, you know, marketing ourselves a lot better in terms -- the question is what are we marketing and what are our differentiators?

And, Dr. Robinson, you were kind of talking -- you used the word "success." So I'm not quite sure we have a picture of what success looks like. Maybe that's an interesting scenario for us to spend some time on, what is that definition of success? Just as much as we talk about our definition of differentiating, right, because I don't want us to get into a place where -- you know, as leaders we're always trying to move the organization forward but we also don't want to market a bad product.

And one of the dangers of every institution, candidly, particularly the older ones, is the concept of inertia, right. And that can happen within a Board. And it's certainly a board's responsibility to keep that from happening within the institution.

So, you know, while we might -- we're making a lot of the improvements, in some
respects we're also making some incremental improvements. So we should be looking at how are we reinventing ourselves as it relates to those articles, et cetera, as an organization. And, you know, we -- not bury our heads in the sand on some real issues that we still have, you know, particularly financial issues, you know, both in our debt capacities, you know, where we have funding. You know, we can't rely on the state, you know, as much -- neither can any university, but certainly we can't.

And we need to have focus on self-sustainability with better fundraising, all those kinds of self-sufficiency -- better fundraising, all those kinds of things, you know.

I just want to make sure we don't get into a place where we're over-promoting a scenario that needs a lot of improvement. I feel your optimism. By the way, I'm on this Board not because I have a whole lot of extra time, right. It's because I believe in it and I believe what we could do.

But in many respects -- and I told a couple of people this -- I am of the opinion
that we are sitting here like Woolworths or Blockbuster, right, where they -- if you imagine being on a Board of Woolworth at that time or being on a Board of Blockbuster, yeah, they were making a lot of changes and they were doing stuff to try to do the same thing they were doing, but doing it better. And they were just missing this whole other concept of how the world around them was changing.

And that's the danger of inertia. And one of the reasons why I was pushing so hard this morning, right, is this idea of how do we get out of this box to think about, you know -- you always bring up what we're doing on online training, online classes, right, which were very minimal. Those have to continue to be efforts our ours. And I just think as a Board, our job, particularly in this situation, we have to put extra effort into pushing this organization really, really hard to get out of its own way in many respects. Out of its history in many respects so we don't wind up like one of the people on the list.

DR. LYONS: You want to be in the 50.

TRUSTEE MILLS: I want to be much better
than 50, that list of 50.

TRUSTEE PERRY: And to echo, I totally agree with Harold. But we also got to remember in our marketing, there's one critical element that we have to target. It really feeds us and we really don't discuss, our guidance counselors. Harold knows that 100 Black Men, we mentor at Jones High School. And one of the things I sadly found out was guidance counselors -- people that look like you and I --

TRUSTEE MILLS: Don't recommend it.

TRUSTEE PERRY: -- would discourage the kids from going to FAMU. And a couple of times we had to kind of get a little ugly with them. And that's one thing in marketing we need not forget because those are the people that will be whispering in the kids' ears from the day they arrive at that high school.

DR. LYONS: And don't forget the high school coaches, too. The coaches are in that same situation. I called a meeting once of all the black coaches in Mississippi because that particular year neither Jackson State, Grambling, Southern or Valley got a blue
chipper. And I said, Now, something's wrong here.

I called the coaches together and gave them lunch. I said, Let's talk about the student athletes coming out of Mississippi. You know what I got the real issue was? The personal pride that coaches had by saying, I've got a kid at Auburn. I've got a kid at LSU. And I'm sitting there -- I said, Well, you've got to be more complex than this. You know, this -- I mean -- but there was such pride in the pride of the coach that I've got a kid playing at LSU.

And I'm saying, wow. Nobody in Louisiana and nobody in Mississippi that year got a blue chipper. So coaches and guidance counselors and so on need to be brought in for lunch each year.

TRUSTEE WASHINGTON: I'm just going to echo. I think that we as a Board, sometimes we have conversations and we sort of flip off things really quickly like, Oh, we talked about this and then we move on to something else, but I think this is important, right. Like, at some point -- I mean, obviously, I know why I
think FAMU is successful, and it ain't important, but at some point some marketing messaging needs to literally give us, what are the things?

What are our differentiated points? And it needs to be clear and consistent so that we're all saying the same things. Because I think that one, it helps with marketing and branding. It helps if somebody's -- if people are hearing the same thing over and over again, right. Like, there's something about continuity that resonates. And it helps the message get to where it needs to go. And I don't -- I don't think we have that right now.

TRUSTEE MILLS: Well, and it can reflect reality and our aspirations.

TRUSTEE WASHINGTON: So, you know, I just think I want to echo because I think we toss it out as this thing that we need but, no, we actually do need that to be better ambassadors and messengers and to help in many aspects of what we're doing as far as messaging. We need a brand.

DR. LYONS: And here is an area where -- when you talk about giving and getting, here is
an area where getting can really help you. If any of you know people in the marketing area who can either give you very reduced price -- I don't know what the -- you know, the bidding rules are --

TRUSTEE MILLS: There are a lot of great business school graduates.

DR. LYONS: -- but let me tell you, because the marketing stuff, what you've got and branding is so expensive. I mean -- and you don't always know what you're going to get on the back end, but I can tell you the marketing folk start at $100,000, you know. They start -- if you're lucky.

So if anybody has connections in your area and you can get some help in that part even if you fragment it and get people to help you with pieces to move forward because you can spend -- I've seen schools spend a half million dollars on a marketing campaign, marketing, branding.

TRUSTEE WASHINGTON: Why would we use our students?

DR. LYONS: Well, I'm just saying keep that in mind wherever you -- you know --
TRUSTEE DORTCH: The other thing that you do is in addition -- as compared to these Fortune 500 and Fortune 100 companies, we do it in the 100. We ask them in addition to have their agencies give us X number of hours, and they do. They assign the agency to do the work for us pro bono or they will just pull it under their piece.

And then you have several national -- like the National Association of Marketing Developers. There are professionals who do that as part of their private mission. It's a matter of looking at inkind services. And that's available.

DR. LYONS: If you can do that -- because that's -- I mean, I just throw that out there because I've seen people spend an awful lot of money with that. So to the extent that you can do -- whether it's your own graduates or companies giving you pro bono service because they do -- they do have good ideas, you know.

TRUSTEE WASHINGTON: We can do a whole Instagram --

DR. LYONS: Well, Mr. Chairman --

CHAIRMAN LAWSON: I want to thank you.
DR. LYONS: I'll be around for a little while.

CHAIRMAN LAWSON: I'm not sure, Dr. Lyons, if we invited you to dinner but if you are here, you are welcome to join us if you can.

TRUSTEE MILLS: We were waiting till the presentation was over.

CHAIRMAN LAWSON: We talked about that in the hall. We didn't want to step -- go too far. But thank you very much.

We're actually running ahead of schedule. Let's take 10 -- let's take 15 minutes, and then we'll have -- we'll tee up Trustee Carter's project at, let's say, a quarter till.

(Brief recess.)

CHAIRMAN LAWSON: I just want to frame this up for everybody before we get started. This is -- this is an early phase exploratory discussion. We are seeing -- some of us are seeing some of this material for the first time.

So this is one of those -- and the way Matt describes it to me is one of those big ideas that we want to preview the Board on and
we'll get a little feedback on it as far as what your thoughts are, but this is not something that the Board has voted on. It's not in our strategic plan. It's not in our short-term or mid-term priority list. So I just want to frame that up properly. This is an exploratory discussion for us to have to learn more about the opportunity.

TRUSTEE CARTER: Members, first of all, thank you for your indulgence and for your time. This is a follow-up on our discussion that we had in the academic and student affairs committee meeting in March. I want to follow up on that.

Okay. Basically, the process is just to give you an overview of what I brought to you in March as a concept for a public/private partnership for the Osteopathic College of Medicine at FAMU. I have to apologize to our staff for not being there because some of what I wanted on here I didn't get a chance to get to them in time, but basically Dr. Robinson reminded me -- remember we were talking about Metric 10 which it was the one chosen by the Board before, regarding the amount of research
dollars, R&D dollars, from non-state noninstitutional sources.

The other thing that this deals with -- this presentation deals with is that the areas of strategic -- both in terms of our bachelor's degrees with a strategic emphasis and our graduate degrees with a strategic emphasis. And as I said to you in March is that my idea of STEM for FAMU was a healthcare-based STEM focus. So that's kind of the process that we're going through on there.

One of the things, just kind of an informational -- if you look at the funding about minority health and the health disparities, you see the actual appropriation from 2014, $268 million; next year, 269. But as you can see from fiscal year 2016, it's gone up to $281 million, so that's going up. And a lot of that has to do with minority health disparities: African Americans, Hispanic Americans, Native Americans. It's really very difficult as you look at some of the kind of things that have happened with Native Americans and alcohol abuse and things of that nature. But basically that's an institute that provides
research funding for that.

Some of the kind -- the information that lets you know that I didn't just pull this out of the air is that information from the Association of American Medical Colleges from a study they did in 2012; also the -- from the health initiatives committee from the Board of Governors. One was a gap analysis and the other one was on the supply and demand. One was in May of 2015, the other one was in September 2015.

Basically, the legislature took a perspective in 2007 where they asked the Department of Health, okay, what do we need to do to take a comprehensive evaluation in terms of our workforce and physicians, but more importantly, the quality of healthcare in our state. So that's kind of that little process from there.

From that, they identified that there was a -- how do we offset physician shortages? And one of the things that they thought about was maybe increasing the number of medical residencies in the state.

Also, they found in that -- in that whole
process that the predominant physician workforce was almost two-thirds white and 77 percent male which is not representative of our population.

Now, this last bullet here -- I want you to kind of think about this -- is that the Board of Governors did a report in 2005 and their results was quote, "Though data sources are conflicting on the exact number of physicians that will be needed, we all agree demand outstrips results."

Let me flip the slide and then I'm going to come back to that because I'm going to show you what happened. That's what they said in 2005. Those data sources are conflicting on the exact number of physicians that would be needed; all agreed demand outstrips results. This is what they did in reference to that. Go to the last bullet there.

In 2006, they approved two new med schools to deal with it, UCF and FIU. So in the context of that, you see what they were trying to do to deal with the shortage of doctors in Florida, but we're going to see that it's more than just a shortage of doctors.
It's a shortage of doctors, nurses, and collateral and healthcare specialists. Like we have OT/PT, et cetera, and all that there.

I had Linda to send you guys an article from the CBS from August 2nd of this year and it talked about the need for primary care physicians. There's a shortage in primary care physicians because a lot of the doctors are getting older and they said, The hell with all this paperwork. I don't want to do this. I want to spend time with my patients and I can't do that, you know, Medicaid reimbursement.

Also, they're retiring, and we're having a problem there. But your primary care physician, that person is the key person to how you matriculate through the entire healthcare system. You know, for the last 10 years, back and forth to Shands and different medical specialties and different hospitals all over the place and all like that. My primary care physician is the one that sent me here, there and everywhere and all like that.

But by 2025 that same article said it's going -- there's going to be a shortage, predicted shortage of 35,000 primary care
physicians, primary care physicians. That's not all of the doctors, but just the primary care physicians.

One factor that I would like to share with you that may not make sense to anybody or anything like that, but let me just tell you this is that the Boston Globe on about the same date that I sent you that August 2nd article, the Boston Globe reported for the second year in a row, the incoming freshman class at Harvard, incoming freshman class at Harvard University for the second year in a row, the majority of students were nonwhite.

So you can take that and run with it and do whatever you want to do with it. But basically, I wanted to kind of let you know that the context of what we're trying to do in terms of meeting the needs for minorities as well as underserved communities.

This is -- I'll flip to that page just to show you what they have done in 2006 to come up with UCF and FIU med schools. But basically this is kind of going to some of the data in there is that a quarter of all the practicing physicians in Florida -- not just primary care,
but all of the physicians, a quarter of them are like Dave and I, they're geezers, 65 years old.

TRUSTEE LAWRENCE: Mr. Geezer to you.

TRUSTEE CARTER: But only 10 percent are younger than 35. So as you can see, there's going to be a shift, a broad chasm in terms of the number of doctors that are required and the doctors that we have.

Obviously, by the time these guys get 65, they say, Hey, man, the heck with this process. I can take a walk. I've made enough money. I'm out of here. But if you can see by the same token, the number I read to you from that article, they're saying 35,000, the shortage of primary care physicians. Look at this. Our population in Florida is expected to increase by 60 percent by 2030.

Now, as I was saying about Mr. Geezer and myself is that that population, you know, seniors -- that population's going to increase by 124 percent in Florida. So you can see we're going to need more and more doctors because we're going to have more and more population and more and more people.
Just kind of a brief shot here. Only thing here is the gap analysis shows supply and demand. It shows that they rejected an opening of 1934 physicians between 2014 and 2022, but they're showing the Florida med schools only graduate 975, and out of that 975 they're saying that only 34 percent of those are employed within Florida in the next year.

So as you can see, that's why we're losing a lot of students to a lot of states and all like that because they have residency programs. We don't have that. They have some other things as well. But you are graduating -- if you have 975 medical graduates in a year and you only got 35 percent of them staying within the state of Florida, we're only netting about 331 of those. So that's not rocket science. You can figure that one out to see that we have a problem.

So then they say, Well, why do we need to be concerned about the future of healthcare in Florida? Well, first of all healthcare has changed. The future of healthcare has changed. For one, for us, we got our population growing. We'll be about 24 million by 2030.
The other thing is that our population is diverse. I think in Miami-Dade I was talking to folks in the school district down there and they were talking about how many languages that they have to have those tests in. So you see we have a very diverse population in the state of Florida and a vibrant population.

So that vibrant and diverse population, they have special healthcare needs, then can have the special delivery. So the person doing that, they're going to need a specialized understanding and education.

A lot of the older doctors have not -- I mean, they haven't been acclimated to that process. They don't speak Creole. They don't speak Spanish. They don't -- you know, it's just not something they're dealing with. But just because a person doesn't speak English doesn't mean that they're not entitled to quality healthcare, particularly people living in Florida.

The other thing they're dealing with is the economic impact of the healthcare industry is that in 2014 nearly a million jobs from the healthcare industry, 881,000 jobs -- they are
projecting within the next eight years in terms of the actual growth of jobs in Florida and the economy, 23 percent of those are going to come from the healthcare industry. That equates to another 200,000 jobs -- doctors nurses, healthcare professionals.

So -- and if you go back to 2014, you see that in there that the new ages, just the new ages, like what you guys are doing -- $50 billion in 2014. So you can kind of do the math and see that it's increasing as we go forward on that.

So the question was asked by the Board of Governors and state universities, How can we help? How can Florida's universities help? Well, one is that the Board of Governors created this health initiatives committee which I was fortunate to be able to serve on.

The other thing that they did was we asked the -- we wanted to do an environmental scan is what is the status of access and what's the status of healthcare in Florida, but also what can we do by dealing proactively with the 12 universities. I say 12 because it includes all universities -- state universities -- to
deal with the future needs regarding healthcare in the state of Florida.

And I'm going to read this quote to you. It says, "Florida should effectively respond to the future health needs of an estimated 24 million persons by 2030. The state universities need to align bachelor's and graduate degree production with the projected needs of the healthcare workforce and impending changes in population and practice."

That's why when I told you that we were talking about Performance Metric 10 was dealing with research but also we have the graduate degree program dealing with areas of strategic emphasis, but we also have the bachelor program with strategic emphasis. All of those are related. You can't just do one without the other. And fortunately for us, the Board -- this year we passed -- we approved, rather, a doctorate of nursing. So we can get a lot of nursing specialties with that -- Tim's going to talk more about this later, but I believe that by having a medical school that can be the crown jewel of us, but not only for nursing and OT and PT allied health, but also in the
context of our pharmacy school in terms of moving ideas from the research lab to product development and as well as putting them on the market.

So the gap analysis of the 21 occupational specialists that were presented in there, they -- once again being vague on the language, they said we definitely will have a shortage in nurses and physicians. And those are all kinds of nurses. So how do we deal with that?

Some of the problems that the state university system said -- the university said look, here's what we got. They told us that we got a problem with the three Fs. The three Fs are funding, faculty and facility. Funding, I mean, don't have to tell anybody from FAMU about the problem from funding.

Faculty. Do we have the right kind of faculty for that? Do we have the right kind of faculty to go after our STEM focus on healthcare?

Secondly, do we have the facilities? And those facilities are more than just the buildings and the labs, it's state-of-the-art.
equipment because I don't know about you but I certainly don't want a doctor who hadn't been back for refresher training since 1942 dealing with my illness that I'm dealing with in 2017. That's probably not a good idea.

Just like lawyers have continuing legal education, I'm sure doctors have continuing medical education as well. So in that process they did a survey of 12 universities and they said, Okay, tell us how do we deal with the future of Florida and healthcare. They said, Well, first of all, research funding is becoming highly competitive. Tim can tell y'all about that.

The other thing about it, they said more must be done to recruit the appropriate faculty that's most needed -- where they are most needed and the type of faculty that's most needed. Also, we need state-of-the-art facilities because of the critical needs that universities have on that.

The other thing is that trying to come up with ways -- we came up with a way -- I think it's based at the University of Florida, a computing center that can be shared by all of
the universities.

I don't know if they've completed that process or not, but I do know that when I was on the Board of Governors we talked about putting some funds together so we can have a -- instead of each university trying to buy a big data facility, they buy one and each university can participate with it in their processes.

And that -- in turn, having that process will allow us to become a destination -- Florida itself to be a destination through our state university system in the context of clinical research which I think we can do in our pharmacy school, which we have now, our nursing school and all. I think we can do even more with a medical school. So that's kind of where we're going on that.

The other thing is as we try to go from idea to commercialization, the schools in the state university system said they are trying to come up with new ways and explore ways for the transfer -- technology transfer from the research stage to the commercialization stage and they said that most often the challenge that was presented to them was, one, the
absence of seed capital and proof of concept
funds for prototypes and preclinical drug
development, kind of like what you guys are
doing down at Florida Blue, a lot of the
technology and new kind of things.

So the universities themselves identified
25 areas of research which was either
unaddressed by the 12 universities -- when I
say 12 universities, obviously, I mean our
state university system -- excuse me -- that
were either unaddressed or not addressed
adequately including neuroscience, disease
prevention, health lifestyle, health
disparities among minorities.

And I say that because when folks in the
majority community sneeze, we have pneumonia.
So there's an added focus on health disparities
among the minorities because, you know, when
you consider a lot of folks not withstanding
the Affordable Care Act and the great things
it's done to bring folks into the context of
having healthcare that didn't have it before
even though it's through health insurance, you
still had a process where a lot of folks that
look like me and look like you had just
generational kinds of things.

Like my dad -- by the time my dad went to the doctor, oh, my God, his process was so far gone to where, you know, he was not here very long. My father-in-law who passed four years ago, he went to the doctor and a month later he was gone home to meet the Lord.

My mother-in-law who my wife used to drag her to do her mammograms and stuff like that, she got -- after my father-in-law passed away four years ago, she decided, Hey, I don't need you to take me to the doctor. I'm an adult and all like that. So guess what happens? She goes to the doctor, and I think she lasted 45 days.

So I said all that to say is that it's a very significant problem. It's not just me, and I'm sure that I'm not the only one that can say that, but health disparities among minorities is a tremendous national problem, a national concern. And at Florida A&M University, I think that we are ideally suited to deal with that. First of all, we have a reservoir of experience in terms of dealing with folks with all kinds of concerns.
When our kids come to FAMU, we're not just dealing with them on an academic level, we're dealing with them like, hey, they've got homes -- they've got problems at homes. Some of them are homeless. They've got other kinds of issues and systemic -- systemic issues that a lot of universities don't have to deal with.

So I'm saying that to say that we are uniquely situated to deal with those because not only do we have the wherewithal in terms of the institutional knowledge and experience, but a lot of what we're doing in our pharmacy department, a lot of what we're doing in our allied health department, it's significant.

I know that after 10 years of dealing with my gastrointestinal issues and all like that is that last year at our spring meeting when I had that episode, Dr. Hoffman from our health care facility at FAMU, he came down and in five minutes, five minutes he told me what I need to do. He brought me some fruit, got me some -- got me hydrated and all like that, got me to the emergency room. Everything that he told me, five doctors told me the same thing. Mind you, this was after 10 years, four of
those years at Shands.

This guy comes in in five minutes, five minutes. And what's the common denominator? He sees a lot of people that look like you and look like me. So I'm saying that that's a selling point for us, and we need to explore that fully.

So how is healthcare delivery changing? New trends, telemedicine, genomics, which is what Harold and his folks are working with. They've got a promise for trying to reach more of the population.

But telemedicine and genomics may not help our community unless people make an -- you have to make an effort to reach out and help folks like that, particularly folks in the (inaudible) community as well as poor folks.

So they did a literature review of the merging involving health -- and as well as a survey of the state and university colleges of medicine as well as colleges of health. And they identified five key trends: First, they said we need to have an increase in collaborative models of practice because we've got to be a patient-centered and team-based
approach in terms of how we deal with the medical challenges of folks.

There's a change in training from the traditional hospital-based setting to community-based settings. One of the nice things about us in Tallahassee, we have two major hospitals. We have two major community centers, but we also have a plethora of specialty clinics around town and all like that. And I'm sure that's not just Tallahassee, it's probably statewide.

Third is a greater employment of physicians in practices owned by hospitals or other organizations. When I started 20 years ago with my doctor, my private doctor, he was -- had his own practice. CHP -- CHP has now bought his whole practice so he's now an employee of CHP. So he says, Matt, don't call me on the weekend. We have somebody at CHP that you call on the weekend. But before, I just called him, but they don't do that anymore. So that's the change that's happening.

And then No. 4 says that -- and this is why I'm so passionate about why we need to have
this med school to coincide with our nursing program, OT/PT, allied health and all this is because look, it says it's an expanded role for advanced nurse practitioners, physicians' assistant and other healthcare personnel other than physicians.

If you're hurting, you go to the doctor and he says, Hey, man, I'm tied up. I can't see you today but if you want to see my physician's assistant or the nurse practitioner, you can come on in today at 2:00, what do you think I'm going to do? I'm going in at 2:00 because I'm hurting.

So this is a tremendous area that's being utilized more and more by hospitals, more and more by doctors' offices, and more and more by HMOs. And also some of the fascinating things that Harold and those folks are doing down there is the emergence of personalized medicine and genomics.

Personalized medicine, I read an article -- I think I shared that with Maurice -- Dr. Edington, that is -- from a research standpoint is that a lot of the medical trials that had been done historically did not include
us. A, they didn't include African Americans. They were -- primarily white men is what they did them on. They didn't even include women.

So if you're going to have personalized medicine in genomics, you've got to get to the core of the matter, getting to the person themselves. So that's a graying area.

And then I'd like for some of our students to be -- once they graduate to be employed down there. So as we continue on about the healthcare delivery being -- changing, I talked to you about telemedicine and all like that and technology, chronic disease management.

But now it's a more systematic approach to provisional healthcare. It's not just the doctor. It's the doctor, it's the physician's assistant, it's the nurse, it's the intake folks and all like that. It's an entire process now. That's why I really -- it's not just I'm trying to get the medical school at Florida A&M University. I'm trying to get a complete canopy of a healthcare process so we can be a destination university for not just this country, but internationally as a
destination university for healthcare STEM focus, healthcare STEM focus. But we've got everything but a college of medicine.

So the -- like I was mentioning earlier about some of the doctors, they're saying, Look man, I'm tired of dealing with this because of the emerging emphasis on outcome-based reimbursement. They're changing the way they reimburse folks for Medicare and Medicaid, things of that nature. Instead of giving you a Band-Aid and sending you home, now they're going to say what's the outcome of it.

I wish I'd had that 10 years ago. But for the universities, they're using things -- electronic health records, telemedicine. They're trying to work together on professional interdisciplinary training care.

Again, new practice plan development, I think that -- it's just parenthetical -- I think that in the context of new practice plans, telemedicine and genomics and all like that, that our pharmacy school can work hand in hand with a college of medicine and say, okay, we're doing trials as it relates to minority health initiatives for -- NSF, National
Institution of Health, and all like that, and this can be a model. We can take that and drive that process and be like a reservoir where it brings folks all over the country to come in and get training, not just doctors but also faculty members of other medical schools and hospitals can come and do it. So I'm looking at it from a global standpoint.

So when the university was asked what's the greatest healthcare need, they said the number one area cited was access to care. You can't have access unless there's a doctor somewhere. I mentioned about the two healthcare centers around town, one on our side by the university, and the other one over near French Town and all like that.

I wish you could see how -- some of the patient load that they have there, the inadequate funding, they don't have the resources necessary, and then with the mentality coming out of Washington probably not going to get it. But if we can collaborate greater, we can have an opportunity to provide great opportunities for folks to have access to medical care.
The other thing was that prevented acute healthcare services to the underserved. Underserved minorities, underserved the poor folks, underserved a lot of our rural places. Was it last year when the lady in Blountstown went to the hospital, looked like you and me. She said, Hey, you guys didn't do anything for me. I'm still not feeling well.

They were like, Man, get her out of here. She died in the parking lot. Why? Underserved, and didn't have the sensibility or the sensitivity to understand that, Hey, you've got to listen to the patient. The lady said, Hey, I'm still hurting here. I'm still hurting. I mean, you don't have to be a rocket scientist to figure out maybe we need to take her back in there and at least take her vitals. They didn't do that and she died in the hospital parking lot and they lost -- they got a fine by the Department of Health.

They had to be taken over because they couldn't -- a rural hospital. And if we start shutting down the rural hospitals, even the minimal care that people are getting, they won't be getting.
But just say we had that opportunity at Florida A&M University to bring in not just the doctors but the nurses to come and do symposiums at our college of medicine and our college of pharmacy. We could say, Look, you know, medicines interact with people on different basis so here is some of the kind of stuff.

Unfortunately for me, I had to learn this the hard way by being a guinea pig. And some of this stuff that I'm going through now is a result of the medication that they had me on 10 years ago. And it's not fun. But dealing with the underserved. And that's a major problem for us here in Florida.

The other thing is that universities said, Look we don't have the numbers of clinical faculty. We need more clinical faculty. We need more graduate medical education funding, availability of -- I think the dean of pharmacy was telling me about how important preceptors are for the healthcare programs, and we just don't have that.

Then they talked about the critical needs, you know, we are unable to address the
critical needs -- let's call it the way it is -- mental health, access to affordable healthcare, physician shortages, lack of residency programs. That's going to be with us.

But wouldn't it be nice if we had an opportunity to not only have a partnership with a hospital -- excuse me, a partnership with a medical school but also have that med school have a partnership with 25 or more hospitals in the state of Florida where we can provide residencies for our students because the state's not going to fund anymore. They said we're tapped out. And every time -- I remember when we were on the Board of Governors and we talked about that. Every time -- they're saying we don't get enough doctors.

So the folks from the medical schools come and say, Look, guys, you're not funding enough residency programs. So even with the funding, the funding that we've been able to get from the state, we're just not getting it. And we want to be able to get there. So that's why it's so important to have that there as well as look at all aspects of not only just

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training the doctors, but have a residency
program for them to do after that.

    And some of those programs will allow you
is that if you are -- of course, medical school
is not cheap and we all know that, but there
are certain provisions where if you were to
work in places like rural communities or
special minority communities and all like that,
I think it's on a graduated basis, where
they'll deduct a portion of your student loans
over a period of time to where five years or
so, I think you can end up with the whole thing
taken care of.

    And that can help a lot of our students
who may -- for whatever reason may not have the
financial wherewithal, but certainly if you
know that you're going to be able to go and
help people that look like you in a community.
And the beauty of that -- not only are you
doing good, but you're doing well while you're
doing good is that one is you're helping people
that need medical care, but two, is that in the
process of doing that is that because of you
doing something good for the state, they're
reducing the cost that you'll have to pay back

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in terms of your student loans and all.

So this is the thing about what I'm so excited about listening to Harold and those folks are doing is that it said that we also need our graduates prepared for practice of personalized medicine instead in subjects like genetics, pharmacogenetics, bioinformatics and all.

We are situated now to deal with stuff like that. We're going to have to be situated to do that if we're going to be prepared. Fundamentally, my friends, is that the future of FAMU in terms of -- is bright. And I believe that we can be that destination for healthcare STEMs.

You know, we're not the University of Florida. We won't ever be the University of Florida and we don't have to be, but we can be the best FAMU that's ever existed. And we can do that by looking at opportunities. These are future opportunities. Pharmacogenetics is a new thing. These guys are investing millions of dollars in that process. Wouldn't it be wonderful for us to have -- our students instead of -- I know when I finished high
school, my granddad told me I would get a job on the farm -- on his farm which was not an alternative I looked forward to because on the farm there's always something to do. It seemed like our livestock always got out on the days it was dark, it was raining. And I'm like, I want to go to school. And they said, No, you can't go. You've got to find all those pigs that got out and get them back in there. Then we've got to fix the fence.

So anyway -- but these are areas for the future that will provide our young people with a dynamic future for resources and living well, being part of that $50 billion dollars -- which it was $50 billion in 2014. It's probably more like 70 billion now.

So where do we go from here, Matt? Okay. The state university system needs to focus on high demand occupational areas that are clearly demonstrating a future shortage, especially physicians and nurses. Going all the way back to the original 2005 and coming forward, you see we still have those shortages.

The other thing is that Florida has established a competitive program for our
students is that we want our students to be just as -- we want our program in nursing and OT/PT and pharmacy, we want our program to be just as competitive as they are anywhere else in the country.

I don't see us as competing -- and this is no disrespect to HBCUs, but I don't see us as trying to compete with HBCUs. I see us in the forefront of international and national destination universities. That's where I think we -- that's where we're headed, and that's where I think we can be. We've got the leadership. We've got the potential. And all we need is the moxie to say yes, we can.

So then from that, you see that the universities dealing with the legislature is a -- sometimes it's a zero-sum game. At the last session Dr. Robinson gave a stellar performance both with the House, the Senate, answered all of their questions and everything, met with whoever that wanted -- that we needed to meet with and all like that. But still as you saw in the final analysis when it came down to funding, of course, they hit -- all the universities got dinged. But like I said
before, when they sneeze we get pneumonia so if
you're already at a lower rate in your funding
mechanism, and then they cut that. If we're
asking for -- this is a hypothetical -- if
you're asking for a thousand and they say,
Well, Matt, I can't give you a thousand, but
here is ten bucks. What can we do with that?
We can't do anything with it, but we're glad to
get it.

But by the same token is that we've been
kind of doing this -- what do they call it
Goldberg contraption with our finances, you
know, robbing Peter to pay Paul and all like
that. But I believe that by focusing on a STEM
healthcare destination university, not only
will that help us with our research funding,
it'll also help us in the context of attracting
a more STEM-oriented student body. I'll say
that's diplomatic, a more STEM-oriented student
body -- kids that are majoring in biology,
physics, anatomy, you know, those kinds of
things, nursing, et cetera, et cetera, and
pharmacy.

So the state university says funding is
needed to provide the cutting-edge educators.
You know, we've got to have the right faculty, facilities. You know, the other guy was saying this morning, you know, about you're trying to teach and the rain is coming through the building and leaking and all like that. So we need better facilities.

But we also need state-of-the-art equipment. I don't think they're using the little microscopes they used to use when I was in high school. They got plugs into them now. They're using computers and those kinds of things.

And also wrapping up the collaboration among the universities and other research entities. I mentioned in March when I talked to you about -- when I first mentioned VCOM, which is my shorthand for the College of Osteopathic Medicine is that collaboration among state university systems -- we can collaborate with the FSUs and the Floridas of the world, but they're only going to collaborate with us so far as it doesn't hurt them, but we also can collaborate with other research entities.

In that presentation that I made to you
in March, I showed you just the campus --
VCOM's campus at Blacksburg in Virginia at
Virginia Tech; that campus at Wofford College
in Spartanburg, South Carolina; and the campus
at Auburn. In 2015 they generated over $138
million.

So this is no -- I'm not talking about
chump change here. I'm talking about -- we are
talking about a relationship with the second
largest college of osteopathic medicine in the
country. So when I say "and research with
other entities," that's what I mean by that.

And then so where do we go from here?
Well, collaboration is the key. We can see
that we need to have an investment in faculty,
facility, state-of-the-art equipment. And this
is from the report that we had done at the
Board of Governors. But even with all of those
reports and even with all of those
pronouncements and all like that, that still
doesn't get us any money. So we're going to
need money to do that.

And whether we get it from the state or
not, we still have a mission. We still have a
mission. And our mission is to be the best of
the best. We're not just the best HBCU in the
country. We've been there, done that. We can
do that with our eyes closed, but I'm talking
about being one of the destination universities
in the world for STEM with a healthcare focus.

So where do we go from here? The health
care delivery. Our population is growing.
Roughly -- the med schools that we have dealing
with about 3 million patient visits. That's
okay, but when you consider that we're going to
have 24 million people by 2030 that's okay but
when you consider, say, we got a 35,000
shortage of primary care physicians. That
doesn't include all of the doctors, that's just
your primary care physicians. That lets you
know that there's a great opportunity for us
out there for us to do some great things.

So in that context, my friends, I wanted
to just kind of get through that to kind of let
you know the basis of why I think this is good
for us. One, is that -- the research. Two, is
for our graduate and our bachelor's areas of
strategic focus, STEM. And I'm going to tell
you something is that when we talk about STEM,
some things are going to change. Technology is
going to change, the times are going to change
and all like that but as long as we have human
beings, we're going to need doctors, we're
going to need nurses, we're going to need
healthcare professionals to work.

Even if you got a machine to assist you
with surgery, the doctor's got to supervise,
right. I mean, I'm certainly not going to go
into a place where it's just me and HAL from
2000, What do you want to do, Dave? You can't
do that, Dave. Open that -- I can't do that,

So we have to have people in this
process. And I'd submit to you that we are
ideally suited to bring the people to the
table. And the context of my presentation was
I wanted to give you the kind of overall view
from the policy standpoint for both the
legislature, the Board of Governors, and the
Association of American Medical Colleges. And
I wanted Dr. Moore to come in and talk
specifically about the Via College of
Osteopathic Medicine.

Why don't we do this, if you guys don't
mind, can we have Dr. Moore do his presentation
and do all the questions at one time?

CHAIRMAN LAWSON: That's fine.

TRUSTEE CARTER: Thank you for your time.

DR. MOORE: Good afternoon, everybody.

We're going to watch a video right quick, if
you don't mind. You can't hear the video, but
you can watch the video. While you're watching
the video, look at the guy in the video. He's
trying to book his vacation, basically trying
to get the hell out from where he is.

Sometimes it's like working at Florida A&M
University. You get pounded. You get pounded.
You get pounded. Golf balls are flying at you,
finally somebody throws a golf club at you and
it just spirals on itself.

Everybody talked about HBCUs. The reason
I bring that humorous thing up is this: We
sometimes sit here and we'll say, Well, it's
harder for us because we're a black school.
Other guys don't have the same problem. Well,
I will tell you this: The difference between a
large university and a smaller university, they
got the same number of problems; it's just more
dollars involved, more people involved, more
history.

I'm going to walk you through for the next 15 minutes a program that I put together at Auburn University back in 2011. It was a stupid idea I had, and I happened to hit at the right time with the right thing. But I'm going to tell you why it worked. And I want you to think about that. Why did it work? Because there's a medical school sitting at Auburn today that wasn't there in 2011. Why did it work? The Board was on board and the president was on board. The deans bought it. The faculty were ambivalent. And the alumni were kind of going, Where are you going? But today it is viewed as the game-changer for the university. Why? Because it was about the vision. It was about positioning the university beyond where everybody thought it should be to where it needed to be to succeed.

This is it to give you, the senior leaders of this university, the chance to play pinball with me, stump the chump on all the questions you've got regarding this opportunity.

Let's talk about medicine right quick.
There's two forms of doctors out there in the world today. There are allopathic doctors, MDs, and osteopathic doctors, DOs. They both have the same rights, privileges, specialties, subspecialties. They can be neurosurgeons, primary care, oncologist. You name it, they can do it all. So what's the difference?

The osteopathic physicians take about 250 more hours of class time in the didactic phase -- year 1, year 2 -- of learning how to deal with the body as a reciprocal and interrelated unit. Trustee Mills has a bad shoulder. He can't hit his golf ball the way he likes to hit it, but his actual problems stems from the fact that his feet are messed up and he's got a biomechanical misalignment. That is a different story than going to the orthopod and he says, I can flip that rotator cuff and fix you because all he's saying is a way to solve that pain point, not find the origin of the problem. It's a different approach to problem solving. Okay.

Today -- and these numbers are a little bit off -- but you get the idea -- 141 medical schools of the MD variety and about 31 of the
DO variety, not counting branch campuses. Okay. They've got 19 new schools underway, one MD, 19 DO and those numbers are going up the same way. And you look at all the medical students enrolled in the United States today. It's a paucity of where we are as a nation.

330 million Americans and we're only kicking out about 100,000 at the end of four years. We're in trouble, folks. By the way, the fastest growing medical profession in the United States is doctor of osteopathic medicine or what is called doctor of osteopathy. Okay.

In the state of Florida -- you can do the numbers -- it ain't real good. Medical shortfall for family medicine, 45 percent. In Tallahassee, Florida, it's projected to be 62 percent. Mark O'Bryant who runs Tallahassee Memorial Hospital is paying $200,000 signing bonuses to get family practitioners to come practice in Tallahassee.

My son who is a third-year resident in Meridian, Mississippi, hasn't even gotten his full medical license yet, is being told, If you'll stay, we'll give you quarter of a million dollar signing bonus. And they're
waiving his medical debt. That's how desperate they are to get physicians to come in.

The University of Northern Colorado is doing this right now, private medical school hosting. Just think about it that way, hosting. All right. VCOM, the Edward Via College of Osteopathic Medicine was founded by this gentleman, John Rocovich. He's a very wealthy tax attorney. His wife, Sue Ellen, they've been high school sweethearts. She was a seventh grade science teacher, went back to Virginia Tech, got her PhD in genetics and then went on to DO school and became a practicing emergency room physician for over 20 years.

John is mega wealthy, mega wealthy meaning by the time he's 50, he's like, I don't need to work anymore. What am I going to do with my money? So about 15 years ago, 16 years ago decided I'm going to start a medical school program in my rural area of Western Virginia. And that's what he started off with. All right.

He's committed. He's also committed to helping the underserved. He reaches out to Winston-Salem State, Morgan State, Virginia
State, Seymour Johnson University, all the way down the line. He briefs those students. He offers them opportunities to get into medical school.

This is their campus at Virginia Tech, main campus at Virginia Tech. In their buildings here they actually have -- one of the pictures didn't show up. They actually have seven buildings in their research department. They've grown faster and bigger than they can manage. They have 180 students per class there, not including their post-baccalaureate program. They also are one of only 11 schools doing chronic traumatic encephalopathy studies for the NFL for chronic brain injuries occurring during constant contact.

And at Wofford -- Trustee Carter talked about -- they started in the Carolinas. They were going to put it in North Carolina, but Chapel Hill didn't want another medical school. Imagine that. So he went to Spartanburg. Spartanburg was saying, Hey, come pick us. We need the economic revitalization. Come to us. I'm going to show you a picture in a second.

There is Wofford College where I went to
school. They're partnered with a small liberal arts school. There's only 1600 kids that go to school there. But I want to show you a picture. This is the old Spartan Mill site, 2010; breaking ground March of 2010; May of 2011; September of 2011, building's open, ready to roll. $24 million fiscal plan, $8.2 million property acquisition, and then the city started giving them additional properties such as the old Dupree house, Reverend Dupree house. It looked like it was termite infested and rat dump here to the left. A year later they put a million dollars into it and turned it into their alumni center.

They've also started buying old -- the old mill villages out there, fixing up and selling them to low-income families. They've also bought all the property here for economic revitalization. How do they do that? Because they're there as a partner. Okay.

You'll also notice from the faculty instructional standpoint, two large didactic classrooms, Socratic style. Every faculty member stands on a 8-by-12 grid. That 8-by-12 grid records everything the faculty member says.
no matter where he or she walks. When they turn and write on the board, everything is captured. It's all uploaded to the web. They have a mandatory flash requirement by facial recognition. And everybody can then access the materials after-hours.

They also have a state-of-the-art human cadaver room for gross anatomy. What they do, and it's very poignant, when families donate members for science, they host a very somber dinner ceremony for the medical students to meet the family members who donate their loved ones to advance science as a way to say thank you.

The facility is also open for other activities during the school year for meetings such as things that maybe FAMU might want to do.

2011, an idiot, standing before you, came up with an idea. Auburn had wanted a medical school for over three years. Jay Gogue, the president who just retired, had said I want a medical school. There were three reasons behind this and it was all about money -- money, money, money. He realized that they
needed to grow their research base. You could
do it through classified programs,
international studies, or human health-related
studies. So they formed a committee -- well,
actually, they formed two committees. They
were both cul-de-sac committees. They were
blocked. Nobody wanted a medical school. They
thought it was going to be competition at the
trough.

My son went to first-year medical school.
I got into his white coat ceremony. I sat in
the back. I looked at the number of faculty.
I looked at the building and the capital
infrastructure and I had an idea.

I came back and I briefed him on October
the 26th. By December of that year we had this
deal locked and cocked.

This is the announcement ceremony in
August when everything was signed. The reason
for the delay was the land deal, and I'll tell
you about that in just a second. John
Rocovich; Jimmy Sanford, chairman of the board;
Mark Levine, president of American Osteopathic
Medical Association; Wayne T. Smith. Mr. Smith
is the CEO of Community Health Systems, the
second largest hospital operation network in the country, 150 hospitals across 29 states. Mike Hubbard, Speaker of the House of Alabama; Mayor Bill Ham of Auburn; William Anderson, retired osteopathic surgeon, also noted civil rights leader from Albany, Georgia. We'll talk about him in just a second. He's also on the Board of Directors of VCOM. He came here in 2015 and spoke, and he was the one that said, "We've always wanted to put an osteopathic school at an HBCU."

That's James Andrews for those that follow sports. That's the guy that fixed Adrian Peterson, Brett Favre and other athletes, orthopedic surgeon to the stars; General Robb, the highest-ranking two-star general in the osteopathic world in the Air Force; that's Andrew Hugine at Alabama A&M and former President Rochon at Tuskegee; and the hound dog on the end is Jay Gogue.

The reason for this is it was a unified approach to try to deal with rural medicine and rural problems. When I say "rural," it is poor white folks, but there's a lot more poor black folks. As I tell people -- and I'm going to
tell you about this in the state of Florida in just a second -- it's bad. And it's about to get a lot worse.

This was Jimmy Sanford's slide. He wanted me to put it together. So you see Auburn seal, VCOM seal, two 501(c)(3) non-profits, completely separate funding and accreditation. If we blow up, they're not touched; if they blow up, we're not touched.

27,000 students versus 1400 students, $2 billion a year. Folks, I want to tell you again, they're worried about Auburn's brand at $2 billion a year in funding. They're worried that they're going to be obsolete in the new world order. That's why they went after a medical school. And the state of Alabama is broke, I mean broke. That's why they did this. And the idea was to do what? Extensive basic and applied research versus clinical and the idea was for the citizens of the state, the land grant with a free medical school and a medical school with a free land grant.

To show you I'm not lying, it's $150 million a year economic impact estimation just out of the construction of the school, not
mentioning the operation of that school. This is the building that is now in operation. There are two full -- excuse me, three full classes that are in there now, 162 kids per class. That's 100,000 square foot physical space sitting on 16 acres. Auburn University since that state property leased it to the medical school for 99 years at a million dollars a year. That money goes straight to the bottom line of the university.

In addition to that, every student in year 1, year 2 -- so 324 students if my math's right -- pays the $568 per semester student fees so they can ride transit systems, buy a meal plan, go to football games so they can get in, et cetera.

This was my slide from 2011. This is the future home, now home, of the pharmacy research building and the new nursing school. They created Auburn University's health sciences corridor. The whole idea is there's going to be an entire infusion of businesses and research around health sciences.

I'm going to walk you through this. And this may be controversial for this crew, and I...
apologize but I'm a straight shooter. I don't bullshit people. I'm going to tell you what I think. If you don't like it, you can fight with me over it, but that's fine. What are our strengths?

CHAIRMAN LAWRENCE: You need to stop pussyfooting around.

DR. MOORE: For an old curmudgeon you're right.

CHAIRMAN LAWRENCE: Talking about you or me?

DR. MOORE: As my son used to say, I have two colors of hair: black and old, but mostly old.

It compliments our core mission setting. It seamlessly fits with our rural roots and extension mission. It's a bold addition to our FAMU brand. It creates a new destination for our best and brightest.

Anybody in here know a guy named Curtis Crowler? Smart guy, right? Does he go to FAMU anymore? No, he's not. He left. Where did he go? He got sucked off by University of Florida. Second-year student, 4.0 superstar, going to be a doctor. They said, Tell you
what, we got sex, drugs, and candy. Come on
over. We'll get you the one year, and we'll
get you right into medical school. You don't
need a baccalaureate.

Guys, what you don't understand is this,
that we are in a pitch battle for the best kids
we've got in our programs and they're getting
sucked off by other programs that go, I want
diversity. I'll just steal Mr. Mills. We're
losing because he doesn't have a medical school
to go to.

What are the threats? The state. What
are they going to say? UF and FSU, what are
they going to say? What about our alumni?
What are they going to say? How about
ourselves?

By the way, I've heard all the rumors.
Dr. Robinson, I apologize for this: The first
rumor was when this medical school's -- I ought
to give this man the job.

The other rumor is this medical school is
to make sure this man doesn't get the job.

The other rumor is that this was offered
to FSU first but they turned it down so we're
getting sloppy seconds. Can I say
categorically that the one thing at Florida A&M University I've learned in 32 months that the most valuable commodity in existence for currency is rumors. The more salacious, the more tabulating, the more value. And yet I will tell you this: 99.999% are people talking out their rear ends. Wouldn't recognize how to solve a problem, don't want to help, just want to sit there and talk about it.

The opportunity is here. If we're going to make a bold pivot, this is the way we're going to do it. If this isn't it, and I tell everybody -- Gary McCoy was here -- Trustee Carter, I'm a soldier. If this group says we're not interested, roger that. We're going to move on wherever you tell me to go, but if this isn't it, then you tell me what it is. If it isn't now, then you tell me when now is. And if this is not where we're trying to go as an institution, then where are we going?

By the way, when I briefed the governor's chief of staff, the first question that came up was, Well, what about John Thrasher? You know what I answered? With all due respect to John Thrasher -- I love the man -- but guess what, I
guarantee you he didn't wake up this morning worrying about what his decision's going to do to that man sitting in that chair. And I don't really give a damn about what I'm going to do to him.

We're fighting for the same niche in the ecosystem. We better understand that. That's why I showed the commercial, the guy in the golf cart picking up golf balls. If you're getting shot at all day, it becomes normal.

If I said, Justin, that's going to be your job. I'm not doing that job. Man, I'll be loss of hearing, I'll be nervous all day long. All that guy was trying to do was get to his retirement. Get to my vacation. We've got to do something different, folks, or we're going to keep getting the same stuff we've always got.

Wayne T. Smith owns 150 hospitals in the nation, 28 of which are in the state of Florida. Let's talk about residencies for just a second because this was the second question that came from the governor -- governor's office. What about residencies? We lose half of our medical school graduates
because there's not enough residencies.

Let me tell you a dirty little secret nobody tells you about medical school. Justin,
do you know what the tuition is at Florida State for a medical -- let's say $25,000.
Let's just be casual about it; right? That medical school tuition doesn't cover but 25,000 of $150,000 per year cost to the state for four years per student. That's a lot of money going to support a program that supposedly is financially neutral.

Residency programs are expensive to start. They're about a million dollars a pop. Do I know that? How do I know that? Because I started three in Alabama when I was with this medical program. Who pays for that? Well, some -- or the medical program pays for it. Some -- VCOM was sitting on a pile of cash. How much?

The Via name, for those that don't know is nothing. Mr. Via was a nice man. He was an engineer, but he married money. He married a lady by the name of Marion Bradley from Milwaukee. She was one of two adopted daughters. Those of you that are older in the
room -- Justin, this won't be you, by the way.

There are the Allen-Bradley company out of Milwaukee. When they sold the company after the old man died, the family trust went to $1.7 billion. So Edward, I don't believe, has ever drawn a W-2 in his life, collects baseball cards -- a great job to have, by the way. I'd love to do it. But he's lent part of his escrow to this program and it's grown from there. They're sitting on about a quarter of a billion dollars.

All of their programs operate in the black. They charge $42,000 a year per student. Every amenity is afforded to that student. What do I mean by that? FSU student. When an FSU student goes off to go through clinical training, they usually go to Tallahassee Memorial Hospital. Tallahassee Memorial Hospital, you'll see them. They're like a herd of turtles behind one doctor, 30, 20 kids behind a doctor trying to look and see what he's doing. VCOM thinks that model is absolutely wrong. So what do they do? They pay their clinicians. Their clinical faculty draw a thousand dollars a month per student up
to a maximum of three students. They get an iPad mini. They get their terminal learning objectives so when little Timmy is there trying to learn how to be a doctor, Dr. Carter can say, tell me about Ebola.

The point is, is they use small numbers. When my son went through this program -- because he transferred from the Kentucky program to VCOM. He liked the clinical model. The second thing, they put him off in these rural areas.

Where do they live? VCOM pays for the apartment or buys the house and furnishes it so four or five kids at one time go to that hospital. They check in with their linens and their suit and their stethoscope and a month later they check out; power, cable and everything is on, paid for them.

TRUSTEE MILLS: So they put them in one of the hospitals they own?

DR. MOORE: One of these hospitals, yes, sir. As Mr. Smith -- when I went up and briefed him in Franklin, Tennessee, he said, Any of my hospitals are open to VCOM at any time. And when the dean asked him, she said,
Sir, well, we'd like to talk to some of the CEOs. He said, What part of my directive don't you understand? If they disagree with me, they don't have a job.

We've been offered -- the president will tell you -- Trustee Moore was also there when Mr. Rocovitch came to visit us about a year ago. We were offered the opportunity -- they would pay for a completely online post-baccalaureate program and allow us to derive all the revenues from that program.

What does that mean? When you have some students that have a lot of fun in their first year and then get serious in the second and third and fourth year, the GPAs just aren't quite there. This program allows a nine-month program. Basically it's a master's non-thesis program for a year. If these kids pass with a 3.6 GPA, they're automatically assimilated into medical school if they want to get in.

I'm going to tell you about a young lady that Trustee Carter met when we went to Spartanburg. Her name is Bridgette Peters. She was a Spelman graduate. She was at Auburn when she got her PhD. Tried though she may,
she could not in the old MCAT formula do very well on the MCAT test. It's very difficult. The cutoff for most interviews at Florida State or University of Alabama in Birmingham is 29. She was ringing in at about a 18. They would not even interview her.

VCOM interviewed her and took her as a whole person. She's now in her third-year program at VCOM Spartanburg in clinical phase, 4.0 both years. And she's going on to become what? A rural health provider in her home area of Charleston, South Carolina. That's what this is about, transforming lives.

Where are we right now and what's the next step? We have an articulation agreement that Dr. Robinson signed. I would like to have some type of -- we've done this with Trustee Carter; that was one visitor. I'd like to have him come down and look at how we build this program if -- it's up to y'all; look at a joint research sciences institute.

Mr. Rocovich has already offered to put a million dollars on the table. We have to match it, and we can do that, in kind and other ways. He's also offered it to Auburn University and
has offered it to us. He would pay the whole
freight for the building, the medical building;
since it sits on our property. If they default
or go away, the building becomes ours for free.

And he's offered it to Auburn and for us
that if we want a dedicated biomedical sciences
building, he will pay for half the building and
half the equipment. By the way, the two floors
of the four floors of the pharmacy building
research at Auburn are paid for by VCOM.

Oh, by the way, the dean -- former dean
at Auburn's medical -- excuse me, pharmacy
school is a gentleman by the name of Dr. Lee
Evans, a rather irascible individual. And when
I first had the pleasure of having to brief him
at the direction of Dr. Gogue about their
medical school concept, he absolutely cussed me
in his office. He threw things at me. He had
a hissy fit, if you will, and said that I was
going to destroy his school and this would be
the end of him and ending everything he was
trying to do and how dare I. A year later, he
said this is the best thing that's ever
happened this college. He's got a new research
building and he now supports it and he's
actually moved up his NSF rankings.

TRUSTEE MILLS: So for me --

DR. MOORE: Yes, sir.

TRUSTEE MILLS: -- and maybe not for anybody else. I apologize, but can you just start back here where they were going to pay for the entire building --

DR. MOORE: Yes, sir; all the faculty that they use.

TRUSTEE MILLS: All the faculty they use. And what's the size of that scale? Tell me again.

DR. MOORE: My guess, given that you get bigger every time, about a $110,000 building. You're looking at about 10,000 square foot building. The building itself would be 27, 28 million fiscal, then whatever the lease works out for our property.

TRUSTEE MILLS: And the number of faculty?

DR. MOORE: They have usually about 40 faculty. Don't forget, direct faculty in the didactic phase year 1, year 2, that's a varied cap. That's eight-hour-day kind of program. Then they have about 360 clinical faculty.
spread out everywhere else. Does that make
sense to you?

TRUSTEE MILLS: And that's totally
different than the previous slide with the
online program?

DR. MOORE: That's correct, sir. The
online program would be ours. We would set it
up. We would populate it. We would run it.
We would collect revenue from it. And we'd be
paid to set it up if we wanted to do that.

TRUSTEE MILLS: And then after that, then
there's a research facility.

DR. MOORE: Yes, sir, that's correct.

TRUSTEE MILLS: That they would pay for
half of it.

DR. MOORE: That's correct sir.

TRUSTEE MILLS: If we wanted to have a
medical -- biomedical --

DR. MOORE: So let's say it's a $50
million building, 25 million plus --

TRUSTEE MILLS: Right.

TRUSTEE WOODY: So the first building you
said he would pay 100 percent?

DR. MOORE: Yes, sir, 100 percent of the
first building which is his medical building.
I'll go back and show you. That building right there is 93,000 square feet, sits on 16.8 acres of land and it was a cost of 27.3 million, I think, to complete. He did it all with local architectural and local contractor support -- contractor support to make it happen. And I think that building took about 17 or 18 months to complete. The one in Spartanburg was about an 82,000 square foot building and was about $23 million. And the clock time, I think, from the construction was about 14 months, 13 months. They didn't like it, but they were up against the window.

TRUSTEE WOODY: What about the operation cost?

DR. MOORE: They pay all that. There's no deferred maintenance. They pay all their freight. They pay everything.

TRUSTEE MILLS: And all we do is provide the land?

DR. MOORE: Yes, sir, the land.

TRUSTEE DORTCH: And that's a ground lease?

DR. MOORE: Yes, sir, that's a ground lease.
TRUSTEE LAWRENCE: What does the Board of Governors think of this?

DR. MOORE: What do they think of this, sir?

TRUSTEE LAWRENCE: Yes.

DR. MOORE: I can't speak for the Board of Governors. Trustee Carter may be able to add to it.

TRUSTEE LAWRENCE: Well, you must have had some conversation.

DR. MOORE: I've had a conversation with Allen Levene who's kind of in our overwatch position which is kind of unique because the hospital network I showed you in Florida, he sold to Mr. Wayne Smith. So he also retains hospitals in Johnson City, Tennessee. He knows VCOM. He likes them because they pay for the residency program in those hospitals.

Why is that important to these hospitals? As you know, Trustee Mills, when you have a teaching hospital, when you have a clinical residence and practice there, you actually get to get a 50 percent differential on your Medicare bids -- Medicaid bids. So they actually make more money because they're a
teaching hospital.

TRUSTEE CARTER: So I talked to the -- to answer your question, Dave, I talked to several members of the Board of Governors and the question they asked was -- what is it that you're asking -- in your concept that if we bring this school to FAMU, what is it that you're asking us to do? I said the only requirement for the Board of Governors would be to approve or disapprove the lease because they're going to build their own building. They're going to staff their own faculty. They're going to pay their own costs and all.

So the only thing would be -- and, of course, I said I would like to have it on FAMU and I said down by the pharmacy building, the old FAMU High because them kids can walk across the street. That can be our medical and healthcare corridor down there. You already got pharmacy down there, right up there you got Dyson, you got biology and all, so you've got all of that. That can be like our medical healthcare corridor.

But the only requirement and the other responsibility, for lack of a better word that
the Board of Governors would have in this project as we presented would be to say yay or nay on the lease.

TRUSTEE WASHINGTON: I have a question.

TRUSTEE CARTER: So if they're coming in -- sorry. They have the building, the faculty. So if they're putting a lot -- what is the government structure because I feel like that's going to be an issue, who's making those decisions for them, how do they interact with us and then the Board of Governors?

DR. MOORE: Seven page articulation agreement between the two universities. They're separately accredited and separately financed.

TRUSTEE WASHINGTON: But do they have a Board?

DR. MOORE: They have their own Board of Directors, yes, ma'am. They have to.

TRUSTEE CARTER: Yes, they have their own Board.

TRUSTEE WASHINGTON: So who -- so they're their own but they're on our --

TRUSTEE CARTER: They're just a tenant.

DR. MOORE: It would be like Chick-fil-A
except they're doing medical school.

Trustee Carter: Right.

Trustee Washington: But we have different regulations that we have -- I feel like that's something that needs to be flushed out because I don't feel like we can just say that they are leasing space from us and we don't have any liability or anything.

Dr. Moore: The articulation agreement would handle that, ma'am, because you're exactly right. They have clinical liabilities that they have insurance for their students, our faculty.

If we had Dr. Holder from pharmacy wanting to come over and teach pharmacometrics or cardiology, he would be able to pick up an extra stipend if the university allowed it to happen to teach there or if he retired and wanted to go work there, you can do that.

But from a standpoint of governance, we can't govern another institution that has their own charter, nor they us.

Trustee Washington: What happens if they make a decision that we don't like or don't agree with?
DR. MOORE: Well, you own the land --

TRUSTEE CARTER: I'm trying to put my mind around what kind of decision would they make that we wouldn't like in that they're going to be operating their college of medicine and we're going to be operating our programs like we normally do that won't cause us to do anything any different than we're currently doing now or cause them to do anything any differently than what they're doing.

TRUSTEE BRUNO: Would there be a term of the lease -- the land lease and do you know how long --

DR. MOORE: My guess is since we cannot sell state property assuming there's a sovereignty, it will be just like it was in Alabama. We did a 99-year lease and fixed rate. What the university decided to do because they did the lease in 2012, they decide to defer any lease payments for three years to allow the building to be constructed and then it was a graduated step-up. Over the next three years it went from 500 to 750 to the $4 million, and it was $4 million thereafter. And the university makes about 4.2 -- 3.75 to $4.2
million a year in the bottom line just for
having them.

TRUSTEE MILLS: I've got to figure that
out -- after Thomas.

DR. MOORE: Yes, sir.

TRUSTEE DORTCH: So with the -- I chair
at Fulton-DeKalb Hospital with the Grady Health
System which is the fifth largest safety net
hospital in the United States.

DR. MOORE: Yes, sir.

TRUSTEE DORTCH: And we have six clinics
and Emory University and Morehouse School of
Medicine are our providers -- well, 30 percent
of our doctors come from Morehouse School of
Medicine and 70 percent from Emory. So I
understand -- we're one of the largest teaching
hospitals in the United States. So I
understand this pro-health area.

So we do the ground lease. And, of
course, that land and plan -- well, it will all
be spelled out in these documents, it reverts
back to us. And I'm sure we will require
insurance where we are insured under any kind
of insurance that they would have we would be
listed as insured under any of their potential
liabilities.
   I assume we then would also or would need
to put in there a protection so that none of
our faculty are recruited to come from here
with any circumstance that they don't become
competitors for anybody that may be in our
system including -- I assume that whole issue
will be worked out that there is a -- hopefully
a practice where our students who qualify from
here will have access into their programs.

   DR. MOORE: Yes, sir. We have an
articulation agreement that says that.

   TRUSTEE DORTCH: Okay. And with that,
I'm with Trustee Washington. I'm sure there's
got to be some other restrictions from the
Board of Regents other than just that we're
leasing the land to them.

   So all of that said, it sounds almost too
good to be true.

   DR. MOORE: Yes, sir. And, by the way,
that was the impression at Auburn as well. And
when we went in there -- again, I'm offering
two things: And, one is, Trustee Carter when
he first heard about it, he said the exact same
words. It sounds too good to be true. There's
got to be a catch.

TRUSTEE DORTCH: I'm not even saying --
the reality is that we need to understand this
is not a medical school -- this is not our
medical school. We're just providing the land
for them and how -- we want to ensure we hear
from Dr. Robinson, but the reality for us is
that we're providing land for a medical school
to be on our --

DR. MOORE: Yes, sir.

TRUSTEE DORTCH: -- which collaborates
with research and all that. I think I do see
the potential for enhancement and opportunities
and also as long as we're clear that we're not
-- it's not our medical school --

DR. MOORE: Yes, sir.

TRUSTEE DORTCH: -- that we're bringing
in a partner, contingent partner that can
enhance our program because it is a medical
school, then I think that as long as we're
going in with our eyes wide open, I see a great
potential.

DR. MOORE: And Auburn since it's not
Auburn's medical school but it's an affiliated
or adjunct medical school. Auburn University's

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ability to capture NIH funding goes from 4 percent to 24 percent per proposal. If you're Harvard you have a 51 percent of getting funding. So you've got a six-fold increase and no cost to the university, too.

Let's talk about the dynamics that happened at Auburn because I think it reflects kind of where we are. The Board was unified. The Board was unified, but they wanted to do something bold and declare the provost and the general counsel didn't want it. The general counsel held the land deal up for seven months. And they finally said, We've got a time clock. We're going to get going. So we have to find some other dirt and in Auburn we're going to build.

And Jimmy Sanford found out. He got the president. They got everybody on the phone and the president issued (inaudible). Get the deal signed or submit your resignation and get off the island. We're going forward.

Second thing, the biggest pushback we got in the state is two people: the governor, Robert Bentley, who resigned this year who's a MD from Tuscaloosa and the University of
Alabama, Birmingham. They absolutely went berserk.

The arguments were DOs aren't real doctors. That's not true. Auburn University doesn't deserve a medical school because you're a CAL school (phonetic), just adding. It's not your job; it's our job. If you want research dollars, we'll give you $50 million. We've got $500 million a year. Will that make you go away? If you don't stop, we'll build our own pharmacy school. And none of it worked.

In the end, there are three hurdles to go through in the state -- in Alabama -- the Secretary of State for businesses, the Department of Education -- excuse me -- yeah, the Department of Education, private school licensure. I'm not so sure they worked -- and then the Alabama Commission of Higher Education. Those were the three hurdles I had to go through to substantiate and authenticate they were real.

This is built, and what UAB was very upset about was the fact that they counted on the 20 best students from Auburn coming to the University of Alabama every year. Now they're
in competition. But let me just say something about these schools. This is a little old piddling old osteopathic school. They had 9,000 discreet applicants for almost 600 slots, 9,000.

Our articulation agreement says if Bettye Grable first year student, second year student keeps 3.6, 3.7 GPA and the basic sciences are around a premed program, they will offer her a seat in medical school upon graduation from FAMU with a degree, maintaining everything else as is.

She now doesn't have to go through all the application process. She doesn't have to go through the multiple MCAT training programs and she and her family don't have to pay for travel to go visit all those schools unless she tries to go to Emory. As I tell every kid, you want to go to Emory, that's your ego, go.

TRUSTEE MILLS: Can I do this $4 million -- you mentioned $4 million revenue number. Will you stack that for me?

DR. MOORE: Okay. Million dollars for the property. 162 plus 162 times 568 times 2. So how that comes to be, that's your yearly
number. So a million dollars base for the property, 162 kids per class times 2 classes times $568 a semester for Auburn University student fees paid by VCOM times 2 semesters. That's what you get each year. That's the number. I think that comes to like 3.4, 3.5, somewhere in that range.

TRUSTEE MILLS: Dortch was the math guy.

DR. MOORE: He's smart. I can't do it. But taking it back on the IT infrastructure, their e-mail system, it's @auburn.vcom.edu, Virginia Tech.

TRUSTEE WOODY: Tim?

DR. MOORE: Yes, sir.

TRUSTEE WOODY: You said you met with the governors. What was the opinion of the governors?

DR. MOORE: Well, they -- they asked the question, what about the University of Florida and Florida State, what about residencies, and then in the end they go, this fits in the governor's model of public/private partnerships, no state funding. I'll ask the governor if the governor has any problems or at least the chief of staff; I will get back to
TRUSTEE MOORE: So just to the point of transparency was I met with them a year ago and it didn't move and then it kind of transitioned. I think it's transitioned among at least three Board members, this conversation going back and forth.

As a point of transparency, one of the things that brought concern to me at that meeting was one, the governance piece; and then the second piece of it was tied to the need for speed and that it had to get done in the year 2017 relative to the commitment.

And I wanted to understand better why was the push for 2017 this year and why FAMU -- not that we were not deserving of a great opportunity, but I just wanted to understand that piece.

So, Tim, if you could talk to them about why 2017.

DR. MOORE: John Rocovich reached out to me two years ago, Trustee Moore, when Dr. Mangum was in charge and asked if we would be interested in a medical school. And I said
I believe it's a little bit hectic, that university right now, and I think we need to allow things to calm down.

So he's been checking back in about every three or four months. And then after Dr. Robinson was appointed, he even asked, should we delay it until after the first of the year. He's a new guy and he's trying to get his arms around the university and are we going to put too much on his plate. And I said, No, sir, I think the time is right. We met in November. The ball's in our court.

And since then, we've effected a visit to the other two campuses so that Trustee Carter could authenticate what he saw. I can facilitate. I can turn you over to Mr. Rocovich. You guys can talk to him. I'm not the broker here.

Please, guys, understand this, my ego's not wrapped up in this. I've done one of these. I've got all the bling on my wall that I care about. I look at this as a game-changer for the university, as a way to flip the story.

With regard to your other comment, Trustee Moore, about a timeline, the timeline
is not urgent. I don't know if that was --
maybe I missed that, but there is a timeline
that I laid up here of next steps.

And I think the articulation agreement
has been signed. We're looking at -- the VCOM
visits have already occurred, not the whole
Board, just one Board member beginning
development of an online post baccalaureate if
we want to. We look at a joint research
institute between the two enterprises.

So we're kind of dating before we get
married. We start looking at student
recruiting. We start looking at an
establishment of the two-year didactic program.
What does that mean? If we do a full-up branch
campus a la Auburn, it's got to go up to the
National Board with the Council of Osteopathic
Accreditation and they have to be reviewed and
approved; however, if we do a satellite
program, you can have 30 to 40 students in a
brand-new building built basically just as a
general location and have it done.

Then we start looking at 2019, 2020, the
actual site selection and building of a new
campus. That might be an expansion of this or
this may be space they rent from us to do their
work and then looking at a whole new medical
campus. That's the five-year timeline, which I
think coincides with our strategic planning, if
I'm not mistaken.

TRUSTEE MOORE: Well, we have a different
perception of the meeting but Dr. Robinson was
there so maybe he can chime in with how he
perceived it and heard it.

DR. MOORE: Okay. But what was that --
tell me if I've got this wrong because this is
what --

TRUSTEE MOORE: No, what he specifically
said because I remember I put a pin on it, but
why the urgency for 2017 because there was some
language that if it didn't happen this year,
there was something that was happening --

DR. MOORE: What your point is that
people -- in the aliphatic -- osteopathic
world, they're merging the ACGME. It's called
the ACGME merger, American Graduate Medical
Education Merger, i.e., residency programs are
all going to be one. They're all going to be
one. And so they wanted to try to get in on
that window, that horizon. That's passed.

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That's gone. That ship has sailed. So that's what we're looking at, this 2022 window or as a satellite campus.

TRUSTEE WASHINGTON: I have a couple questions. One directed to the articulation agreement is who actually signed that and what would be included in it?

PRESIDENT ROBINSON: And let me just for the record clarify the nature of that agreement. That agreement was not about a medical school. Just in case -- it was about -- it was about student recruitment and research. It was right there -- but the idea when I met with Mr. Rocovich and Dr. Moore, he expressed his willingness to take every single student we had and put them in a medical school career. Well, you know, that's fine and good. I don't think that's going to happen because they need other options; however, we did develop this MOU. Subsequently, we met with his -- I guess it's the dean of diversity or something at the medical school.

DR. MOORE: That was Dr. Gary Hill. I believe he's the highest-ranking African American in the osteopathic medical world.
PRESIDENT ROBINSON: So we can disagree focusing in on students and research collaboration. That was it.

TRUSTEE WASHINGTON: So we would have to expand?

PRESIDENT ROBINSON: No, you have to have a totally different agreement -- maybe elements of that would be part of it, but I just want you-all to know that there's nothing anywhere --

DR. MOORE: There is no promissories.

PRESIDENT ROBINSON: -- that has anything to do with the medical school.

Now, I do want to point out that -- Tim and I have talked about this too in my conversation with Mr. Rocovich, for whatever reason I'm not sure, but he said they weren't ready for a new school at this exact time because in some amount of time Auburn had --

DR. MOORE: Auburn has to get its first class out by 2019 and that way it will complete their completion cycle. They're required to graduate in, like, a full program. So that's the earliest they can begin looking at this.

That is the -- he was trying to get a soft

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touch down before 2017. That window has elapsed and so he's looking at this.

I also make sure -- I'll offer this; Jay Gogue is retired. He's in Auburn now. If it would be beneficial to this Board, I could get the old guy rasseled up and put him on the phone because I think it's important that you have a fully informed opinion about what you're about to consider.

And, again, I want you to understand I'm passionate about it because I believe health science is -- being 22 percent of the U.S. economy, our kids have a fighting shot to be big players in that economy.

The way we're going to be able to be a big dog on the ground is to have something like this. And the odds of getting the state legislature to commit to a state-financed medical anything for us -- I won't say is impossible -- it's remote, in my opinion, but this is the only way we can do it. And that was the comment from Governor Levene was that the legislature would never give us the opportunity -- that was his opinion -- to pay for a full medical school out of state costs.
He felt this was the way to go, but he can't sit there and endorse it in advance. I mean, he's got to do all the things he's doing. We just had a conversation about it. It lasted about an hour and 20 minutes. So real -- I'm sorry, sir.

PRESIDENT ROBINSON: If I could -- I do want to -- because I think everybody's trying to find out well, what does the president know? Well, I really appreciate somebody perhaps even more of us, as Trustee Carter said this morning, looking out there to see what's big, you know, and presents a great opportunity or opportunities for the university.

This, you know, obviously falls in that category; but I have to be parochial for a minute and go back to the world that, you know, I'm in right now and in particular those of you who had a chance to see a bit of this back in June when we presented our work plan to the Board of Governors.

And it was -- it was not an easy discussion even talking about taking our enrollment from 9600 students to 12,000 students. It was -- and in fact before that
presentation -- and you saw the notes, right, the back and forth on the draft work plan with staff when they were questioning FAMU, you know, do you really know what you want to do? You got these products over here with student success, but you're trying to do research, for example. They were telling us, Why are you going to pursue that?

And so we made an argument that, you know, research for example had individual benefits and impact on the values of undergrad students. But in that world, from that sort of view of things, it was hard enough getting a non -- I mean, just sort of a -- you know, and I don't want to divulge the work plan because it's very, very important, but we weren't talking about dumping our enrollment. We weren't talking about adding a new PhD program in chemistry and biology, right.

We were basically talking about some incremental -- incremental things and they were met with, Why are you focusing on these things? You ought to be in fact -- I got asked a question, Why would a student come to FAMU based on how you perform?
So that's sort of the parochial provision. So I think that -- you know, and I know you could all do it, but you-all have those contacts and so forth. That would take a lot of vetting, a lot of vetting to move this forward on behalf of the Board of Governors, the legislature.

It's going to be a ton of work, so what you have to balance that against is what about everything else that you have as priorities. And not that we should ever stop thinking big and trying to identify unique opportunities like this to address major problems that impact the constituents, and this allows you to do that.

But I just want to put that parochial thing down for a minute so you can understand that we've got to look at that because we can't get past that. I'm not saying that we shouldn't, you know, continue to look out here and plan but you've got to include in that a major outreach campaign.

CHAIRMAN LAWSON: I would agree, having sat through the work plan-discussion and pre-discussions and the post discussions in the
hallway. I don't think -- we definitely don't want to push this aside, so, Matt, I would ask that you keep us apprised with the next -- you know, additional developments that we should be contemplating that are more longer term. I think right now for us it would pose significant challenges to the Board of Governors and the governor's office considering our current performance.

Now, those things can change quickly as we, you know, address law, pharmacy, et cetera, et cetera, but I think given the current environment and the challenge we had -- to echo what Dr. Robinson said -- just getting our work plan approved with some of the metrics and the goals and et cetera, I think the lay of this -- on top of that the question would be -- and it came from Governor -- I won't mention the name, but let's really talk about what you should be focused on versus what you're talking about. And that was a painful discussion to sit through.

So I think at this point, this is an interesting idea, but I think the timing -- we may be a little premature, but what I don't
want to do is to say, let's stop it. So as you
looked at those components of it, maybe there's
pieces of it that we can continue that wouldn't
draw a lot of attention, that wouldn't be
controversial so maybe he can help us flush
that out.

TRUSTEE BRUNO: I had some -- recorded
some questions. So back to the -- I know you
said that we would own the land and it would be
a land lease, but if for some reason they were
to end the partnership and not -- no longer
operate the school, would we then be receiving
the ownership of the building, then?

DR. MOORE: Yes, sir, that's correct.
The way it was set up at Auburn and the way
Mr. Rocovich does it, which I think is
brilliant and it's a model thing, we try to go
to the future. He builds the building through
a holding company. The holding company takes
on the debt because of the bond rate they
enjoy. They borrow money at a very cheap rate.
And then he builds the building.

Then he goes out and -- in the Auburn
building he had two $10 million dollar new
market tax credits, so building ends up costing
him after seven years, $7 million. Then at
that point when the building's debt free, he
assigns it to the medical college.

If at any point in time in there -- he's
on full obligation. He's got full escrow to
pay off the note. If he defaulted, they quit,
they couldn't get accreditation resolved,
whatever, the building comes to us debt free;
or goes to Auburn debt free, in that case; or
Wofford -- or in that case, Virginia Tech.

TRUSTEE BRUNO: And that kind of leads me
to another one. So I might be going a little
left field with this one --

DR. MOORE: No, it's fine. I like left
field.

TRUSTEE BRUNO: To my understanding, this
Board previously approved a proposal to
establish a college of dentistry -- dental
medicine --

DR. MOORE: Yes, sir.

TRUSTEE BRUNO: -- and this -- I guess it
kind of got placed on hold. I'm not sure where
it -- you know, where it went.

DR. MOORE: It was killed.

TRUSTEE CARTER: That was requesting
state funding. This project does not ask for
any state funding.

TRUSTEE BRUNO: Right. I understand. So
I guess the reason I'm saying it's left field
is I'm seeing maybe that there could be an
opportunity to ask VCOM if we could partner
with them to develop a sharing space or use a
wing of the facility for the osteopathic
school --

DR. MOORE: Oh, yes, sir.

TRUSTEE BRUNO: -- to do a school of
dentistry.

DR. MOORE: One of the things that I had
suggested and they didn't act on it and now
they wish they had was I had suggested they put
on an extra 20 tables for the cadaver lab.

They said, Why would you do that? You can
actually turn that into revenue for training
physicians and new orthopedic techniques
because they're always advancing. There's
always limited space. So for a PT program, our
kids could go in there, do work; nursing
program as well.

In terms of shared space, one of the
things VCOM does is that every student, first
and second year, every Friday meets with mock patients. They go through mock patient interviews to develop their skills with discerning patient issues. Our nursing program could utilize that same space. It's videotaped, you have a proctor that actually watches you and then you come back and dissect it for the student to improve their interpersonal skills of building patient history. So that's one evidence.

They also allow us -- they would allow us to use it for meeting space, Board meeting space if you so decided or other activities that were local -- student government, whatever.

TRUSTEE BRUNO: And so my thinking would be that -- because obviously it got shot down because they don't want to provide state funding for us to do a dental school, but if we pair it with something that's not being funded by the state, one that would significantly reduce the cost of doing the dental school and then also probably give our proposal a better chance. So that's just something that I --

MR. MOORE: That's an interesting point.
Lake Erie College of Osteopathic Medicine in Sarasota which is near where Trustee Mills is, they actually have a pharmacy school and a dental school and an osteopathic school. They actually have -- their dental clinic is actually up on I-10 as you turn south to go to Destin.

The reason the dental schools are so expensive, just so everybody understands -- Trustee Dortch will know this -- in medical school year one, year two is where all your expenses are. In year three, you're sending them out to the hospitals to be trained. And so you're actually having the hospital bear the weight of having that kid and having patients and all the infrastructure and whatnot around it.

Dental schools, you actually have to have the clinic there because you require low-income or indigent patient populations in sufficient numbers to be able to populate the program. That's why they're so expensive.

USC Medical School in Southern California is $94,000 a year tuition. That's why it's -- you just can't even get in.
TRUSTEE MILLS: Before you wrap this up, I just want to maybe respectfully take a different angle because I actually think this is the definition of leadership, right, in the sense of how do you get out of this inertia. One thing is to -- okay, on a practical basis if you look at what the downside risk of this is for us as an institution, there's not much other than our time and maybe energy, okay; but financially, there's not very much downside to this at all.

So that's where I think the Board of Governors should be spending more of their emphasis on is, you know, what are some of the financial implications to the institution relative to this.

But I also say if you're trying to figure out how you're going to attract quality students to the university and now you have this sort of premed track for them that you never had before, that didn't cost you anything but actually generated revenue for you, right, that's a very interesting way to actually move the ball forward through sort of an alliance-partnership scenario while not trying
to find how to shift around from other places
to fund something -- something like that.

So I must admit, I wasn't sort of hearing
this. In the ether, I wasn't really that much
of a fan of it but hearing some of the details,
I have to say, you know, when you think about
trying to change an organization from something
that's, you know, here and you're trying to get
it there, any time you get a chance to put
something out there that doesn't cost you a
bunch of investment dollars that integrates
with what you're also trying to be and aspire
to be, that's a really, really interesting
strategic opportunity in my mind.

So that's just my two cents on it. But
it's one of those things that I think we should
try to exploit because -- I actually -- because
if they put it across the street, I'm not sure
I even care about the governance. If they put
it across the street I wouldn't care, but I'd
still probably say to my kids that they could
go there if they wanted to, right, because
that's a deal they're having and a little
program they said if I have a GPA of a certain
amount they could go across the street and it's
not on state land and all that kind of stuff.

That's okay with me in that sense. The only difference is instead of putting it across the street, we're trying to give them some land that's on our property, a lease basically.

So anyway, I think it's a really interesting strategic scenario relative to what we're -- who we're trying to be.

TRUSTEE CARTER: I prefer to put it on FAMU's land so that we can enjoy the rental income.

Secondly, I wanted it on campus because I think that we've got enough -- we've got a law school down in Orlando, wherever. I wanted to create a -- you know, like a lot of cities have what they have urban services area where they try to put things. I'm saying we can make that a medical corridor. You already got pharmacy on one side, you got biology on the hill; it's just -- it's just a natural --

TRUSTEE MILLS: But if it was that or zero, you would put it across the street and just let the students go there. And then you wouldn't have to worry about the BOG or anything -- anybody else.
TRUSTEE CARTER: But see, if we put it on private land across the street, then FAMU doesn't get any rental. It doesn't really matter, you know --

TRUSTEE MILLS: We would still get our students --

TRUSTEE CARTER: We would still have our students.

TRUSTEE MILLS: Well, we'll get three of the -- we wouldn't get the million dollars. We would get $3 million versus 4.

TRUSTEE CARTER: Right.

DR. MOORE: One other thing I'd like to point out because I don't want to take up Mr. Cotton's time. And, Mr. Chairman, you've been very, very generous and I thank you.

CHAIRMAN LAWSON: One more question over here.

DR. MOORE: I want to make sure of one other thing. With Auburn, when Auburn's programs kicked in, applications went up in the premed track. They actually exceeded their capacity for premed track pathway, and so you're starting to see alternative pathways. You're starting to see kids going in the
kinesiology track and also going through the engineering and bioengineering track to try to find ways to get here. Because now -- Auburn was -- with 27,000, was kicking out 20 medical students a year. They're now kicking out about 60. That changes their alumni base.

And then one other thing I'll tell you with George in the back of the room, John Brown is a graduate of Auburn from 1950-something. John Brown was the founder of Stryker Medical, CEO; and John Brown gave $100 million to the advancement of the medical corridor because he saw that as the game-changer for the university and bringing together in a vet medicine and human medicine and all these other kind of things. So I just wanted to make sure that was clear.

Yes, sir?

TRUSTEE WOODY: Mr. Chairman, are we going to continue the discussion on this subject?

CHAIRMAN LAWSON: Just for the sake of time, I was trying to close it out. I heard a slightly different perspective from Trustee Mills. So I think at least from where I am,
the wrap-up or the next step, because this isn't a voting item, should be that just Trustee Carter and Tim continue to research the item and it be discussed at the next Board meeting -- not tomorrow. I'm sorry. It can be discussed at the September meeting --

TRUSTEE CARTER: Here is what I was saying is that Tim and I've pretty much given you what we have.

CHAIRMAN LAWSON: Okay.

TRUSTEE CARTER: It would be beneficial for the Board to invite the people from VCOM to come. They can answer far more questions and all that; at least talk to them. There's no commitment or anything like that, but at least you can ask whatever question that you want to ask. I mean, I've been to all three campuses, three different states and all like that. I've seen their model. It's working.

The universities are not -- I mean, we're -- a lot of this stuff that we're talking about is really a non-issue -- some of this stuff we're talking about is a non-issue in terms of the governance because we're not governed -- they have their own accreditation. We can't
touch that. We have our own accreditation; they can't touch ours. They have their own faculty, their own payroll. They pay all of that sort of stuff. That's not what we're asking them to do. It's kind of like you get Burger King on campus. You don't run the Burger King. They pay you a lease.

TRUSTEE DORTCH: Mr. Chairman, I think the way to get us forward -- and since we aren't making -- I would hope that tomorrow we put it on the agenda just for a sense of the Board. The Board goes on record to say that we authorize that they continue the next step. It at least sends a message to these folks that we haven't shut the door on them and that we want more information without making a --

CHAIRMAN LAWSON: I would agree with that. I think we have a discussion tomorrow just to take a motion on having the dialogue with them in person. And that's not saying we're moving the idea forward. That's saying we're going to do a deeper dive to understand what the opportunity could be.

TRUSTEE MOORE: Where does that (inaudible) because that's one that -- with the
Board, relative to the BOG, relative to the governor's office since we don't know how that should proceed we have the -- you know, we say that, where does that then position us by putting that on the Board agenda?

CHAIRMAN LAWSON: Yeah, that's a good point, Trustee Moore, because I didn't -- some of the comments that were made to me were more around you guys need to focus on things that you have.

TRUSTEE DORTCH: What Belle Wheelan told us this morning.

CHAIRMAN LAWSON: So I think that what we need is to communicate very clearly that we're not endorsing this. We're simply going to take an action to learn more. So it's not an endorsement of the concept. We're taking a simple action to learn more about opportunity. We're not saying we're signing up. We're not saying we're taking a vote on it.

The only motion I think we should entertain at this point is the simple motion to learn more from the content experts because these two guys know a lot. They've been at the facility. There were some interesting points
that we should consider. There's a lot of
trepidation as well with those interesting
points, but I think that we should explore more
to learn more, to learn enough to say, kill it,
keep it moving, what have you.

TRUSTEE DORTCH: Mr. Chairman, we're a
Board of Trustees and just in training this
morning that we went through, we got to have
the courage to make decisions based on what we
think is in the best interest of FAMU and we're
trying to determine that.

Nobody muffles Florida State if they want
to have more dialogue on something they want to
do. And we as a Board should not be fearful of
what the governor and the Board of Trustees may
-- Board of Governors may say if we're
exploring based on what we as trustees are
trying to see what's in the best interest. So
if we're going to be senseless not to even
explore it, then we might as well call them and
say tell us how to vote.

TRUSTEE MOORE: I would actually counter
that. I would counter that. You carry an
opinion; I carry an opinion as well. And it is
certainly how you perceive what the

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conversation was that took place today. My perception is that we do -- we owe it as a responsibility to make sure that we understand the environment around us.

We were so concerned about performance funds and to make sure that we can adhere to that. If that's the case, then look for additional resources that fall outside of that and then be bold and take on option 2 which meant that we would care and put in front of us the student measure versus the one that would get the funding.

CHAIRMAN LAWSON: To try and satisfy -- you know, and it's probably not a good term -- to make sure we cover all bases, one being there's energy to explore. One being, we don't want to step out without having the Board of Governors thoroughly informed.

So I will take on the responsibility of informing the chancellor that we're simply going to have a discussion of exploration. We're not taking a vote to move forward. The vote that we will take potentially tomorrow is only a vote that we'd like to invite this body to the table to have a further, deeper
TRUSTEE CARTER: You know, and I would suggest that we have ample time so that the Board members can ask whatever questions they may have on it, you know, for as long as they want to do that.

CHAIRMAN LAWSON: Dave and then Trustee Bruno.

TRUSTEE LAWRENCE: So I don't even think you need to vote to have further exploration, but what I would say is we frequently invite people -- we'll invite people, et cetera.

The truth of the matter is, if I see the president really nervous about this now in terms of what he has and what he thinks we have on our plates -- that's what I heard very clearly. And if I myself am nervous about what we already have on our plates and need to say grace over -- the selection of a president, all the other things that we have talked about -- I'm nervous about all of it.

Having said that, I've got no problem in inviting somebody to talk to this Board. But this is -- I don't want it -- I don't want to come out of here with a sense of, yeah, we're
sort of going for this.

CHAIRMAN LAWSON: And from what I'm hearing, what we're signing up for is a face-to-face discussion to learn more.

TRUSTEE LAWRENCE: I think we would be better off with the Board of Governors, incidentally, if we didn't take a vote, if we simply invited some folks to come in and make a presentation in Tampa.

TRUSTEE PERRY: Dr. Robinson as our president has the authority to talk to anybody he wants to talk to. And if he wants to bring somebody back to talk to us, he can. I don't think it takes a Board action to do that.

TRUSTEE MILLS: I just want to make sure you guys understand -- and you guys are much better at this me than me because I'm just -- you know, I'm just a little business leader, but you guys are talking politics. And I'm talking what I consider to be substance and, you know, financial gain and opportunity, et cetera.

So I get it. And I don't think we need a vote, all that kind of stuff, but I just want to make sure that as a group we're separating...
what we're really discussing here. We're
talking politics with the BOG versus, you know,
a ground lease that's going to pay us money.

TRUSTEE PERRY: All I'm simply saying is
to explore this, to take it down the road, we
don't need a vote. I mean, Dr. Robinson and
his staff -- and Dr. Moore's a part of
Dr. Robinson's staff the last time I checked.

DR. ROBINSON: He thinks he works for me.

CHAIRMAN LAWSON: So to close -- I'm

sorry.

TRUSTEE BRUNO: Just to include in that
corversation when we do continue --

DR. MOORE: My hearing's bad. I'm sorry,
sir.

TRUSTEE BRUNO: When we do continue the
dialogue with VCOM, I would just say to include
maybe requesting some types of opportunities,
either them partnering with the graduate
program or offering full-time scholarships.

DR. MOORE: Sure. And Mr. Robinson has
offered to come down and take all of the rising
sophomores and juniors that have a 3.5 GPA with
any expressed interest in medical (inaudible)
degree to go to dinner in Tallahassee and he'll

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pay for it and the deans as well just so they can be more informed of what's going on.

One last point I'd offer up to the Board, I didn't mention it. I apologize. Jimmy Gibbs who is a very wealthy magnate -- textile magnate from Spartanburg, his philanthropic outlet is cancer research. He has partnered with VCOM in Spartanburg. He's putting in $660 million of his own money into the formation as what he has termed the largest cancer -- excuse me, the largest cancer treatment center between Baltimore and Houston.

VCOM is the only embedded medical school that's being built on I-95 between Greenville and Spartanburg. The reason I bring that up is not to lord it over anybody. I want to just say this: When you start the domino effect, people jump in because they see motion.

And I would just tell you this, I'm a kinetic guy. And I know the board's got a lot of stuff in their windshield and I don't even pretend to understand 2 percent of it. But kinetics are hard to get. You get on the ball, you're moving. And if we don't -- if we don't seize the opportunity, it will bypass us.
And I always tell the kids -- I had a kid that went up for an internship with -- I was telling Trustee Bruno about this at CHS in Franklin, Tennessee. You can't be a baby bird. You can't sit in a nest and wait to be fed. You've got to flap your wings. You've got to want it. And if you want it, I'll work with you. If you want to sit there and me giving it to you, get out of the way. I'll get somebody else who wants it.

And I'm not saying that that's the way Mr. Rocovich is about us but he's an -- when you meet him, Trustee Carter, he's an aggressive guy. He's a smart guy. He's a rich guy. He does what he wants to do. He's connected. He knows our Board of Governors. He knows our governor.

This is not going to be, I don't think -- this is me. I don't think it's going to be as much shock and awe to them if this guy is in the movie as it is if we're trying to proffer it ourselves going, Who are these guys that can't do basic blocking and tackling and now they want to earl a hail Mary? This is a little bit different opportunity and because it
doesn't involve state dollars, the way I like it and the way I throw it back in the governor and other places was this: You say you want public-private. Here it is.

CHAIRMAN LAWSON: Let's start bringing this to a close.

Dr. Grable.

TRUSTEE GRABLE: I just want to get on board with Trustee Moore. I don't know if it's the appropriate time for us to throw this out there because beyond the Board of Governors, we have our other constituents and stakeholders.

This is going to start a lot of discussion, a lot of chiming in, a lot of this, that, but I don't have a problem with us inviting these people to speak to us. But I really want us to think long and hard before making something like this a public discussion because it just won't be about the Board of Governors. It will be about everything. We are possibly opening up newspaper articles. If we have that discussion tomorrow, we're going to open up a whole bunch of chiming in from the various peanut galleries.

CHAIRMAN LAWSON: Points well made. You
know, I think -- you know, around the table we've had points well made. But I think, you know, as you try and weigh all of the options here, I think if we are crystal clear with ourselves that this is simply a discussion we don't need a vote. But we also need to be clear with any external person that asks the question, You guys are voting on a medical school? No, we're having a discussion about a potential downstream opportunity.

So I think we need to be really clear about that because that's all we're doing. We're having a open discussion.

TRUSTEE CARTER: At our last meeting during the public comments, there were people coming up talking about medical marijuana, doing these deals at FAMU. So -- I mean, there were just people walking in saying all kind of stuff like that.

So this is a more organized perspective in terms of folks coming in saying this is -- so before we can make an intelligent decision, we need to, you know, do a complete evaluation.

CHAIRMAN LAWSON: But I'm just saying, as we talk to others outside of this circle, we
need to be really clear. This is simply a discussion of opportunities.

TRUSTEE CARTER: About a ground lease. Basically, it's about a ground lease.

CHAIRMAN LAWSON: We're going to try and get back on target.

DR. MOORE: I really want to thank the Board for the questions and the time and the attention and allowing me to have my brief bouts of profanity. But I want you to understand, I want what's best for FAMU. If this is the board's decision, I'll execute with everything I've got.

MR. COTTON: Let me first just say good afternoon to everybody. I want to make sure that I be sensitive to the fact that I think I'm your last presentation for the day and you've been in a cold room for a long time.

CHAIRMAN LAWSON: But you're important.

MR. COTTON: That's right. It's the most important piece as far as I'm concerned. Let me begin by saying you have heard us talk about Tomorrow's Promise and why we think the timing is right for us to move forward with this.

And, Mr. Chairman, what we intend to
present this afternoon is what we think is the
case for implementation right now with
Tomorrow's Promise. For all practical
purposes, we're looking at presenting you with
a $125 million campaign that would be spread
out over a period of seven years and it would
focus primarily on four areas of emphasis. The
first would be student scholarship and academic
excellence. The second is faculty support and
research. The third being capital improvements
and infrastructure. And finally also the
enhancement of our athletic program.

We begin by saying to you that we
understand that probably the most important
part of this entire campaign is making the case
for. If you talk to anyone all across the
country, one of the biggest challenges
universities face when they start to talk about
100 million, $200 million campaign is a case
for. Why FAMU? Why do it now?

We believe that considering the
challenges that we've talked about including
some that you talked a few minutes ago, we
think that the case has already been made.

FAMU has an excellent brand. FAMU has a
historical legacy, one which can build. And we also believe that the number 125 million makes sense.

Just to give you kind of a snapshot, just to kind of let you know what we've done, we've spent probably the past six or seven months talking to peer institutions and we've listed some of them for you right here. I've talked to my counterpart at those institutions. We've taken a look at feasibility studies conducted by these institutions.

We've even visited some of them. And we've asked them: Why did you do your campaign the way that you did it? Why did you utilize the resources that you utilized? And we've also talked to them about the numbers and why they picked the timing that they did.

I spent a lot of time talking to the folk at SIU Carbondale, spent a lot of time also talking to my colleagues at North Carolina A&T. Ken Sigmont is my counterpart there. We spent days talking to Ken talking about the numbers and the rationale. They are embarking on an $87 million campaign and are currently in the silent phase of it.
This campaign will be aligned to the strategic vision and the strategic focus for FAMU. If you take a look at our values, this entire campaign will be built around that. When you talk about scholarship, you talk about service, you talk about collaboration.

As we walk through this, you're going to see that what we're doing is building in two primary areas. One, the campaign will generate resources that focus on academic excellence and it will also focus on meeting the priorities that deal with student and community engagement. And it will also be dealt -- excuse me -- focused on looking at the metrics set by the Board of Governors.

Of course the vision for the campaign is not the vision for the Office of University Advancement. The president is the educational and academic leader of the campaign.

For the purpose of this campaign, we've also sat down and gone through this entire document with the foundation. The foundation has authorized us to move forward with earmarking up to $1.6 million towards the operation of the campaign, and the foundation
has already signed on board with that.

Specific campaign priorities. This is where we think we can be most successful in earmarking and generating dollars. What we've offered for you is a consideration of earmarking out of this campaign $40 million towards scholarships and academic excellence. We're also -- and I'm going to come back to the second one in a minute. We're talking about $25 million toward athletic enhancements, $20 million for faculty support and research, and $30 million toward capital improvements.

The reason I wanted to come back to that last one is primarily because of the type of conversation you just had a minute ago. One of the things that we were talking about was trying to figure out what was that extra oomph that we need to have.

When I was at Wake Forest, I used to always ask the question, what was the bright shining object at Wake Forest? I would offer that one of the bright shining objects that we might want to consider as we roll out this campaign is developing a graduate leadership academy.
I mentioned to the president that when we take a look at our performance metrics, one of the things that I believe we can hang our hat on is the Florida A&M University has the capacity of becoming the go-to institution when it comes to graduating minority institutes -- excuse me -- minority graduates who are well-positioned to take their place globally in the world. And I believe we need to earmark out of this campaign at least $10 million to perfect this graduate leadership academy.

When your students come out, they're well prepared to take their position in corporate America, educational leadership or wherever -- whatever business venture they find themselves.

We also believe that this needs to be a transformative campaign, not just a campaign designed to raise $125 million, but we believe we need to focus on engaging alumni nationally and internationally.

We also believe that we need to focus on building a climate of philanthropy here at FAMU. You've heard me talk about the fact that we had got stuck in a -- pretty much a $3.2 million cavern for about 10 to 15 years. And
we're going to talk in a little bit about the fact that we've been able to eclipse that. So we've got to change what it means to be a donor here at FAMU.

And I also want to thank those of you as I was going around meeting with you who said, Yeah, George, I think I'll be interested in making that a major gift. And those of you who said, Yeah, I want to pledge toward the campaign. That's what we want to do.

I mentioned to the president and senior leadership that the giving is going to begin with us. Those of us who sit around the board table, those of us who sit around senior leadership will be challenged to make a major gift toward this campaign.

We also understand that if this campaign is going to be successful, we realize that we need to earmark a specific focus toward the corporate arena.

Those of you who have been around here awhile have heard us talk extensively about industry cluster. As a part of this reengagement, we intend to redesign industry cluster including changing the name of industry cluster.
cluster. The name that we're recommending is the President's Advisory Council on Corporate Engagement or PACCE. The major difference is that instead of being positioned and linked with the Office of University Advancement, PACCE in this case would be positioned at the presidential level. And this would be a presidential advisory council working directly with the president and involving C-Suite executives with our executive leader here at the university.

We believe that from a corporate standpoint these are the areas -- and you can't see the bottom there -- but these are the areas where we think we will have the most success in generating resources.

As we talk to corporations, we want them to commit to putting at least $5 million towards faculty innovation. And the reason we're calling it faculty innovation -- Dr. Grable, I heard her talk consistently about the value of faculty and talk extensively about the fact that we need to put more resources into faculty as incentives. We believe the corporations would be excited about that.
We also have been extremely successful when it comes to internships. We want to focus again on the corporate side, $2.5 million on internships, $5 million in developing incubator -- business incubator concept, $10 million for facilities and infrastructure. And the largest area, of course, is scholarship and academic research. And we'll talk about that a little bit later.

I've been asked, George, how do you do this? What's the process? So this slide is pretty much for information purposes. We've taken a look at what other peer institutions have done and we believe that we're going to need roughly 7,000 to 7200 alumni stakeholders, faculty in order to be able to pull off this campaign.

The whole giving process begins with us identifying who the donors are. We spend time cultivating those donors and moving towards solicitation. And then, of course, after we get the gift, we do a stewardship process.

This is for information purposes, but I think your slide is a little different. When we were riding around, it made sense to us.
because we knew what the numbers were, but you
actually have numbers, I think, in your packet.

This is where we project we're going to
be as we move through the campaign. Again,
we're talking $125 million. And if you do the
math, we're right now sitting -- we just
completed an $8.5 million year. We believe
that the first two years are going to be the
years where we have our largest bumps. And
then toward the end of the campaign, we believe
we're going to be hovering around 22 to
$25 million in annual gifts every single year.

This is how we get there. We have
roughly 54,000 donor prospects in our prospect
pool. The vast majority of those, of course,
are alumni. But what we've done is we've gone
through and we've determined exactly how many
gifts we think we need in every category in
order to be able to reach our $125 million
total.

You'll notice that the bulk of all the
gifts are going to be between 10,000 to 49,000.
That's where most of FAMU's donor capacity
rests. When we first started this, of course
we wanted to make sure we had a lot of people
up in the 5 million to $10 million category.

But what we've done in doing our research
is we realize that this is where most of our
money is going to come from which means we're
going to be working with people to structure
gifts over two to five years rather than
significant gifts in the 1 million to $5
million category.

When it comes to campaign planning, what
we've done is we've taken a look at who our
pool is. We've just paid to have our donor
list scrubbed. And what that means is we have
a lot of duplications. We had a lot of
Rattlers, of course, who have passed on. They
were part of our donor prospect pool. We paid
to have that list scrubbed. Of the 54,000, we
scrubbed that down to 22. We now are sitting
on 17,000 key alumni with an additional 19,000
prospects who are not alum. So that's going to
comprise our prospect pool.

There are several success factors. I
won't go through all of this, but key to this
is that middle category and we kind of talked
about this earlier.

In order for us to be successful -- and I
shared this with some of you when I was meeting
with you privately -- senior leadership and
board member gifts are going to be critical.
When I met with several of you, I've said to
you that some of your colleagues have already
expressed an interest in giving. But I've also
said to my colleagues when it comes to senior
leadership, we also have to consider gifts in
the major gift category.

Also, if we're going to be successful
we've got to realize we've got to deploy a
national social media campaign. When I talked
with Trustee Dortch at his office, one of the
things we did was meet with people who are
professionals in social media. So we're going
to have them implement a vast social media
campaign.

And we're also going to have to work
directly in perfecting our relationship with
the National Alumni Association because the
alumni in any campaign account for between 60
and 65 percent of all gifts. We're convinced
that that's going to be the case here as well.

These are the resources that we will need
in addition to the resources we already have.
We intend to hire a senior executive director of corporate engagement who will be working directly with corporate and business donors. This person will be working directly with that PACCE committee I talked about earlier.

We also intend to hire two senior major gift -- excuse me, two major gift officers. These will be people who are working directly on a day-to-day basis in fundraising.

We also intend to use a blended strategy in hiring additional staff. These will be part-time fundraisers who won't have the full cost of an extensive benefit package. We intend to hire three of those people. They'll be on what we refer to in this business as a "producer-payer's contract." They get to keep what they kill. And for the most part, these are people who will have specific goals and we'll pay them as they generate the resources.

We've said to the foundation that we need $1.6 million over five years. They have committed those resources. And, again, those are foundation resources. And the reason I make the clarification is because -- I think we'll have the chance to talk about this in a
little bit, the cost of the campaign when it comes to fundraising is going to have to be absorbed on the foundation side because of the discussions that are going on as to whether or not we can use E&G dollars for fundraising. And as of now, we're assuming that we can't, so we're not going to.

CHAIRMAN LAWSON: So 1.6 million include your current stats --

MR. COTTON: No, it does not.

CHAIRMAN LAWSON: -- would have to be moved off of the E&T payroll?

MR. COTTON: No, it does not. The staff who are being moved from E&G are a part of my current. This is in addition to the money -- we're spending roughly $300,000 already in fundraising. This is in addition to it. So you're talking roughly $2 million that will be spent on direct salary cost for the campaigning.

TRUSTEE MILLS: Does the 1.6 include the six people or is that --

MR. COTTON: Yes, that does include those people.

And let me also say this: When we first
put this together, this was an expensive line item, the major gift officers. Most gift officers and most major institutions, experienced gift officers will cost you somewhere between 70 and 125,000. We are not going to spend that much money.

CHAIRMAN LAWSON: Why not?

MR. COTTON: Because we need to get more bang for our buck. Because we are having to absorb the total cost of the operation of the campaign, we have less money to spend on this category.

CHAIRMAN LAWSON: Just for consideration, you know, you've got -- we're a big campaign, a lot of money. It seems like we'd want to get the best we could get while we're in the market, you know, not be pennywise and whatever the phrase is.

MR. COTTON: Point taken. And we do intend, Mr. Chairman, to get the -- we do intend to get the best fundraisers that money can buy. But points taken. We're not skimping on it. We're going -- we're looking at the budget that we'll have because the biggest challenge, of course, was moving people as you
said --

CHAIRMAN LAWSON: When I talked to the folks at FSU, the one thing they advised is not to go cheap on some of your major fundraising personnel because you get what you pay for.

MR. COTTON: I agree with you. I agree with you. And Tom Jennings, my counterpart at FSU, we talk, gosh, every week almost. And one of the biggest differences between Tom's shop and my shop is Tom has more money in his fundraising shop than I have in my entire budget. And Tom, of course, can afford to --

TRUSTEE MILLS: Let me make sure I understand this. So I got 1.6 here which maybe should be a little higher, and then I have 300,000 is the current number?

MR. COTTON: Right. But that 300 only includes -- I have one fundraiser as of right now, George Robinson. And he comes off of E&G and goes on to --

TRUSTEE MILLS: I'm just trying to find out how much money is being put onto the foundation. Is it 2 million, basically?

MR. COTTON: About 2.1 million that will come off the E&G side. Now, when I say it
comes off, that's actually a misnomer because that money will now support our alumni engagement and community outreach portion of the campaign but just can't do it for fundraising.

CHAIRMAN LAWSON: If the legislation goes through, how many people do we have to move from Payroll A to Payroll B?

MR. COTTON: If the -- we're acting as though it will go through already. So we're moving three people off of the E&G side onto the foundation side.

TRUSTEE MILLS: That's the 300,000.

MR. COTTON: That's right.

TRUSTEE MILLS: So basically it's 2.1 million new expenses to the foundation.

MR. COTTON: To the foundation. Exactly.

PRESIDENT ROBINSON: First of all, the legislation failed. The governor vetoed it; however, there was an agreement that the university would make an effort to implement the business.

Now, there are some -- we're getting mixed messages about this. We just had a conference call to the chancellor two days ago.
And there is some question as to whether or not the governor's office think we ought to be trying to implement legislature that he vetoed. So we're stuck in the middle of that; however, in the legislation that he vetoed, it gave universities until 2022 to make that transition. But you would have had to do something fairly immediately showing good faith effort. So that's what we are doing because the legislature -- the House in particular where this originated, they'll be right back in session in January and you don't want to be caught in the wrong place.

TRUSTEE MILLS: Since the number is 300-- the reason I was asking since the number is only $300,000, should we try to -- let me just simply put it -- should we try to pre-fund -- should we put more money over there to pre-fund some of that?

MR. COTTON: You mean more E&G dollars?

TRUSTEE MILLS: So if I put -- if I had 300-- I'm worried about the 300,000, right, because that's the one you don't want to get surprised by. And my only point is should we -- should we go ahead and try to move three
years' worth of it to the foundation?

PRESIDENT ROBINSON: Well, actually you've got to do it the other way.

TRUSTEE MILLS: You kind of have to do it the other way, right, but now that I actually can use -- I can use E&G funds today, right. And I'm not trying to kill the foundation. So I was just trying to -- since I can use the money today, can I make a contribution to the foundation that effectively is three years' worth?

PRESIDENT ROBINSON: Okay. So in about a month --

TRUSTEE WASHINGTON: Well, the thing about it is last year they had everybody come up and give the presentation. And so if you have a big transfer and even if you did it a month before, they're going to question -- they're going to call you.

TRUSTEE PERRY: You don't want to do that. The result won't be good.

TRUSTEE DORTCH: And I'm sure the president will weigh in on how much and what all you're going to move and a process where there's a transition period instead of dumping

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300,000 into what is going to be needed to do
an effective campaign. The people you're
moving, what is their role in raising the funds
and what is their track record in raising funds
because also sometimes in business, challenges
become opportunities. And if we don't have
what you need in the A team, why move it if
they aren't producing? So friendship is
friendship, but for this Board, business is
business.

And so the question now is, is moving or
whatever your plans are -- does it enhance your
success here and enhance your success of
creating a greater return on those investments
for dollars for the university?

MR. COTTON: We believe it does. And
keep in mind, the transition is not as
draconian as it sounds because we had one
fundraiser who was 100 percent on E&G payroll
and that was George Robinson. George
Robinson --

PRESIDENT ROBINSON: No relation.

MR. COTTON: That's right, no relation to
the president. He comes 100 percent off the
E&G payroll and is now 100 percent on the
foundation payroll. The funding, though, that was used to cover his expenses now gets rolled into strengthening alumni engagement. So we're not -- it's a zero-sum switch because now we're beefing up the alumni engagement piece because we need the alumni engagement piece to engage alumni all across the country.

CHAIRMAN LAWSON: George, my question and concern is around the total dollars because I think in this space you want to be -- you know, we want to be successful. So if it's whatever millions of dollars, we want to hit that target or come really close because people seem to remember, Well, you know, School X went after this and they landed here. Do we think 125 is the right number? I mean, you guys did some process to come up with the 125?

MR. COTTON: We did. And that's a good question, Mr. Chairman. Let me tell you why 125 makes sense, and I think you heard me say this: We had to walk back the original suggestion of 250 which was the number that we were challenged with a couple years ago.

What we've done is we've pulled the data, we've asked how many total prospects do we
have. So we now know that we've got roughly
27,000 key prospects. We also know that we've
got roughly 773 people who have the capacity to
give us 500,000 to 5 million. So we've done
the math. We've done what's called a surety
rating. We've asked how many people do we
 know. We already are sitting on and I think --
if can go forward a little bit -- we're sitting
on already $24 million toward the campaign, so
we're really talking about $101 million over
the period of the campaign because we're
already in the silent phase.

So the 125 is not only reachable, but
it's a more realistic number than trying to do
the 250 because we're not staffed for that.

TRUSTEE DORTCH: And that 24 is the
reachback --

MR. COTTON: It's the reachback, yes,
sir.

TRUSTEE DORTCH: Over how many years?

MR. COTTON: 2014. We're asking us to go
back to 2014 and that's because you have three
significant gifts that came in during the
silent phase: the John Thompson $5 million
pledge, you have a $1.1 million dollar gift
that came from the Johnson Family Foundation, and you have the other million dollar gift that came from an anonymous donor in South Florida. And we want to count all three of those.

TRUSTEE PERRY: The one question I have -- Mr. Cotton, the one question I have is do we have anything included in that plan -- once you get the money, most people like some feedback as to where that money has been utilized and the dividends that it has paid. That encourages them to continue to give. Do we have any plans for followup on people so we don't just take their money and forget about it?

MR. COTTON: Yes, sir. As a matter of fact, this is why we included this piece. The stewardship piece is what the judge is talking about. This is a critical component that we're adding to this. We're hiring us an annual fund coordinator who will be funded on the E&G side. This person does not -- this person handles this, the donor relation. They reach out to the donor every year. They visit the donor. They're making sure we're doing what we're supposed to do. They're making sure that the
donor's comfortable with the gift selection and the gift solicitation process. So, yes, sir, we built that in.

TRUSTEE DORTCH: One other question and I'll get out of the way. This senior executive director -- is that a totally new person, or is that your shifting of your staff?

MR. COTTON: That's a new person. The corporate engagement person, that's a new position. That's a new position funded out of the foundation specifically for the campaign. To be honest, if we were not in a campaign I'd probably make that person a major gift officer. The senior director of corporate engagement is going to cost you more, quite frankly, because it requires a different skill set.

TRUSTEE DORTCH: And you've got to go from 8 million.

MR. COTTON: That's right. So we've got to ramp up big time.

TRUSTEE DORTCH: The other issue is how are you getting from where you are to what you're putting --

MR. COTTON: I'm sorry?

TRUSTEE DORTCH: You've got to go from 8

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MR. COTTON: We've got to almost double that. And the way we do it, quite frankly, is we ramp up. We're going from one fundraiser now, one fundraiser, the associate vice president, Michelle English and myself. We're going from one fundraiser to six that -- so just in case you're saying, Well, gosh, George you're sitting on only 8.5 now, how do you end up at 14 to 15 next year? You're doubling your staff. And you're not just having your vice president and your assistant vice president out fundraising. You now are hiring people whose full-time job it is to fundraise. So therefore you double your return. It's just ramp up. And that's what everybody does. If Tom Jennings were here, Tom would say that the most successful thing that determines his level of success at FSU is how many experienced fundraisers he gets to hire.

TRUSTEE WOODY: Did you say you're going to pay those folks less?

MR. COTTON: This position, Trustee Woody, will probably be somewhere in the 50- to $70,000 range instead of the 80- to 125,000.
And I can tell you because I've done it, there's some really talented fundraisers out there in the 50 to $65,000 range. I can tell you that now. Yeah, there are a lot of fundraisers like me who are going to demand more, but there are some extremely talented fundraisers out there. And I know them personally.

TRUSTEE WOODY: So your executive director --

MR. COTTON: Now, this person here is going to cost you 80- to $100,000 right here, but they're going to have a bigger role and they are going to have to raise more money. We use the rule of five in fundraising. For those who make $80,000 or less, we expect you to raise five times of what we pay you. If you're making 80,000 or more, we expect you to raise ten times what we pay you.

So this guy here or this lady here -- you're talking about a person who's going to be responsible for raising 1.2 to $2.5 million.

TRUSTEE WOODY: Is that ten times --

MR. COTTON: Annually. That's every
single year. This person here is hunting and killing. They know that they have a responsibility for -- when we sit down, it's 1.2 to $2.5 million. Right here, this person here is going to be raising 500,000 to a million dollars.

TRUSTEE PERRY: And if they don't --

MR. COTTON: And if they don't, you cut us loose. That's what we do in the business. If fundraisers -- you know, if you check, there are fundraising jobs all across the country but it's because in this business you either produce or you don't.

This gives you an idea of what we project our specific needs are going to be. We've broken it down by category. This gives you an opportunity to see what we think.

Now, the chairman brought up a very good point earlier. We will be revisiting this list, but as a basic, this is what we believe it's going to cost including marketing, promotion. You'll notice that the bump years are going to be upfront because it costs a lot to develop marketing and PR materials. So we'll be spending a lot here. And then you
spend a lot on the back side as well because as
you wrap up the campaign, you spend a lot on
marketing, PR, and promotional materials as
well.

Yes, sir?

TRUSTEE BRUNO: I did want to bring up
when we spoke about the campaign, I brought up
that -- I brought the composition of the pieces
that you had included in the campaign and
that --

MR. COTTON: Say that again.

TRUSTEE BRUNO: I was saying that when we
met, I mentioned adding -- possibly adding
housing as a component of the pieces that we
look at in the campaign and to see if that was
something that was feasible because I know we
had challenges with our housing facilities on
campus because it's an auxiliary. There's a
limited number of ways that we can address
other issues that we have.

So I know that you have this construct as
what you're looking for as part of the
campaign, but I wanted to see if one, if you
and the Board thought it would be necessary to
try and look at putting a little bit of that or
a lot of it toward addressing the housing
issues.

MR. COTTON: I would say from the
fundraising standpoint, the $30 million that we
have earmarked in capital improvements and
infrastructure is -- this is a recommendation
to this Board.

As I've said to several of you before and
as I've said to Dr. Robinson, the fundraisers
offer suggestions. The Board and the president
sets the priorities. So if in fact this Board
determines that the numbers need to move or
there need to be a greater emphasis on capital
improvements, infrastructures and facilities,
you know, we don't have a problem with that.
We just think, you know, this is a suggestion
that we are asking you to begin with.

And, Mr. Chairman, if we take a look in
your --

TRUSTEE BRUNO: I guess as a followup on
that, I would just -- I don't know how this is
going to move forward but when we convene to
determine what we're going to include in that,
I would suggest that we consider having housing
as one of those things that we prioritize in
this campaign if possible.

   TRUSTEE MILLS: Justin, what was the last part of the question, the very last part.

   TRUSTEE BRUNO: Last part of what I just said?

   TRUSTEE MILLS: Yeah.

   TRUSTEE BRUNO: Yeah, I was just saying presenting to the Board just to consider having housing -- upgrading our housing facilities as a component of that campaign.

   TRUSTEE MILLS: As a designated donation or is that --

   CHAIRMAN LAWSON: Or it would have to fall under this capital infrastructure.

   MR. COTTON: If I understand Trustee Bruno, he's urging us to consider housing as a major focus of the campaign in addition to the other areas that are already listed.

   CHAIRMAN LAWSON: Any other questions for Mr. Cotton?

   MR. COTTON: Can I say one more thing?

   CHAIRMAN LAWSON: Sure.

   MR. COTTON: You don't have this on the slides, but you do have this in your packet. I'd like to ask you to take a look at page 11.
What I want to share here is we're proposing a -- and suggesting for you a 15-month timeline. And after 15 months we would review progress, needs to update and to revisit the campaign.

And that timeline is provided in your packet. It will begin, we're hoping, in September. Pay no attention to that slide on the screen. This is in your packet.

TRUSTEE MILLS: So I have two questions: One is, am I correct that the university has never raised money -- this amount of money in its history? Is that a true statement or no?

MR. COTTON: That is correct.

PRESIDENT ROBINSON: We actually have because $125 million --

TRUSTEE MILLS: But my second question -- and I'm going to violate my own rule -- what's the most that any other HCBU has raised?

MR. COTTON: Public or private? There is a difference.

TRUSTEE MILLS: I don't know.

MR. COTTON: The reason there is --

TRUSTEE MILLS: Relative to size.

MR. COTTON: Relative to size, North Carolina A&T is in the throes of a $87 million
campaign. They're right at about a 48 right now in the silent phase.

TRUSTEE LAWRENCE: What's the most Howard has raised?

MR. COTTON: Howard has raised on an annual basis 47 million, but they've got a $600 million endowment. They've done a $50 million campaign over three years. A&T tried to do a $90 million campaign, had to abandon it right at about 34 but a whole lot of external things got in the way. So I think --

TRUSTEE DORTCH: But Spelman, Morehouse have got to be in the mix.

MR. COTTON: Spelman, Morehouse, they're in the mix, but that's why I asked if he was talking public or private because public -- just like public universities, public PWIs, predominantly white institutions, if you compare the fundraising --

TRUSTEE DORTCH: I didn't know that was a thing.

MR. COTTON: Yeah, if you compare the fundraising at PWIs to private, compared to public, there's a huge difference.

CHAIRMAN LAWSON: Just to be clear, let
me dovetail on that. This would be the largest ever campaign of any HBCU.

TRUSTEE WASHINGTON: Public HBCU.

MR. COTTON: By far, public HBCU.

TRUSTEE MILLS: Well, tell me the privates then. Let me --

MR. COTTON: Howard, Spelman.

TRUSTEE MILLS: Their annuals.

MR. COTTON: You’re talking -- private university, you're talking $30 -- $35 million a year but public universities on the average, you're talking 3 to $5 million dollars.

Tennessee State just raised $1.7 million this past year; Texas Southern did 3.2 million.

This would be the largest by far of any public.

TRUSTEE DORTCH: It's more than 3.5 million. I can provide the data for you.

TRUSTEE LAWRENCE: That's the point I was going to make. If we're all going to be selling this, I'd love to know the answers to these questions. More specifically, what are the ten largest campaigns of this sort that have been done by HBCUs? You can break them up in public and private, but I'd like to know that.
TRUSTEE MILLS: You gave us the list of
the publics, I think, once before, but with the
privates --

MR. COTTON: We have those. I can send
that to you this afternoon. We have that.

But yes, Mr. Chairman, this would be the
largest public campaign for any HBCU by far by
about $28 million.

CHAIRMAN LAWSON: Well, George, this is a
bullish plan but I have to say it's more detail
than we saw before so thank you for coming
through with that. I think there's just an
ongoing question around is that the right
number. And then structurally, you know better
than us, we have the right structure. My only
advice if there is any is, let's not skimp on
the money to get the right people because this
is really important.

MR. COTTON: We intend to. And I have
the authority from the foundation. We intend
to fund this at a level that's both significant
and that makes sense. We intend to make sure
we have the right people on the ground. I've
said that we'll make sure the Board is kept
abreast when the first announcements are put
together before they hit the streets so you'll see who and what the positions look like. We'll get you the followup information. But we do believe, Mr. Chairman, that 1.5 is the right number.

TRUSTEE DORTCH: Mr. Chairman, in all of this I assume and I expect that the president will be briefed whether he said weekly, he said monthly. And decisions made will be made with the president's consent, with the president's involvement even to the point where -- I hope when you do this hiring that these people brought in at least that they share -- for the president to have a comfort zone that they have a quality that he expects to have at the foundation. Is that in the mix for all of this?

MR. COTTON: I don't do anything unless I talk to the president first. We meet every Tuesday. I share my movements, my plans, my strategies with the president.

TRUSTEE DORTCH: I just want to make sure because Dr. Robinson's putting his stamp on this, too. And so I want to make sure that it's not over there and then every now and then
he gets it. So I'm sure he's going to demand it anyway just from some of the conversations.

But I think if we're going to be successful, then it's got to be a unified approach. And if we're embattled our (inaudible) and directing our approval and signing off on it because, of course, we know he's going to have to travel, Board members as needed will need to be engaged and involved. A lot of our distinguished alumni have got to be engaged and involved.

So with all of that, I think still as we move, Dr. Robinson still is the face of this as our president and will keep bringing in the rest of the team that you need. So I just hope that that's clear that we don't need it over here and not as part of the whole.

TRUSTEE LAWRENCE: Let me say two things: One, building on Trustee Dortch's point first -- in my experience and I do have some experience in this, the president is terribly important as a closer on major gifts. People want to see the CEO, so that's got to be part of the language.

Number 2, something you mentioned,
George, but I think it's important but I want to underscore that. The deans have to play a major ownership role with this. They have to want it. They ought to be leading us to very substantial gifts.

MR. COTTON: And let me say this real quick. I know we're certainly running out of time. Just to show you how right Dave is, we completed a very successful visit to Boston. Dr. Robinson is aware we met with the young man T.J. Rose. We took the dean -- Dean Matthews -- Valencia Matthews. And had she not been present to help with the close, to offer the passion about the department, to offer the historical legacy, it would have been a different step.

So not only do we intend to make sure that the Board is involved, but the deans also will be involved in the closing process.

CHAIRMAN LAWSON: Trustee Woody.

TRUSTEE WOODY: Will you give us a status report from time to time?

MR. COTTON: Not only from time to time, we will make sure that you get the same thing we intend to start providing the president.
with, and that's monthly updates on fundraising because that's what we do everywhere we go with the campaign. You should have monthly updates to know how we're progressing.

CHAIRMAN LAWSON: So I want to bring this to a close. George, thank you.

So dinner is six-ish. So don't crush yourself to go to the room and make an immediate turnaround. So 6:00 downstairs. Tomorrow, are we in the same room?

MS. ZACKERY: We're in the same room. Breakfast is there at 8:00.

ATTORNEY BARGE-MILES: Breakfast is next door.

MS. ZACKERY: Next door and then the meeting is in here.

CHAIRMAN LAWSON: 8:30. We're in the same room. One thing for clarity -- 6-ish downstairs, casual dress in Morton's for dinner. Tomorrow morning, 8:00 a.m., breakfast next door, start here.

(Whereupon, the meeting was adjourned.)
CERTIFICATE OF REPORTER

STATE OF FLORIDA )
COUNTY OF DUVAL )

I, Stephanie Shear, Court Reporter and Notary Public, duly qualified in and for the state of Florida, do hereby certify that I was authorized to and did stenographically report the foregoing proceedings; and that the transcript is a true record of the testimony given by the witness.

I further certify that I am not a relative, employee, attorney or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor am I financially interested in the action.

Dated this 13th day of September 2017.

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