

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

3 IN RE: BOARD MEETING
4

5 /

6 **VOLUME 2**

7 TRUSTEE MEMBERS:

8 KELVIN LAWSON, CHAIR
9 BETTYE GRABLE
10 DAVE LAWRENCE
11 MATTHEW CARTER
12 THOMAS DORTCH
13 HAROLD MILLS
14 KIMBERLY MOORE
15 BELVIN PERRY, JR.
16 CRAIG REED
17 NICOLE WASHINGTON
18 ROBERT WOODY
19 JAYLEN SMITH

20 DATE:

21 FRIDAY, JUNE 10, 2016

22 TIME:

23 COMMENCED AT: 9:00 A.M.
24 CONCLUDED AT: 4:30 P.M.

25 LOCATION:

26 GRAND BALLROOM
27 FAMU CAMPUS
28 TALLAHASSEE, FLORIDA

29 REPORTED BY:

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PROCEEDINGS

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4 CHAIRMAN LAWSON: Good afternoon, everyone.

5 We're going to try and do our best to pick up some
6 time. I'll wait for all of the Board members to
7 get back and get seated. I appreciate you hanging
8 in there with us. Hopefully we weren't more than
9 30 minutes for lunch, but my guess is we probably
10 were.

11 Do we have anybody on the phone that we need
12 to re-dial in? We're good? Okay.

13 All right. Everyone, typically at this point
14 we would go through a detailed report by committee;
15 but unless there are objections, I would like to
16 utilize the process of the consent agenda, whereby
17 all of the action items are posted. Most of us sat
18 through every committee meeting yesterday; however,
19 there are two action items that I need to move from
20 the consent agenda to an agenda that I'm hopeful
21 will only take a couple of minutes to discuss.

22 So with that being said, can I have a motion
23 to approve the consent agenda?

24 TRUSTEE LAWRENCE: So move.

25 TRUSTEE MOORE: Second.

1 TRUSTEE GRABLE: Second.

2 CHAIRMAN LAWSON: Moved and properly seconded.

3 Are there any questions?

4 (NEGATIVE INDICATIONS) .

5 CHAIRMAN LAWSON: There being none, all in
6 favor please say aye.

7 (AFFIRMATIVE INDICATIONS) .

8 CHAIRMAN LAWSON: All right. The motion
9 carries.

10 The two action items coming off of the consent
11 agenda: One is the detail around the cafeteria
12 improvements that Trustee Lawrence had asked about,
13 is that item ready to be presented?

14 ASSOCIATE VICE PRESIDENT POOLE: Yes.

15 CHAIRMAN LAWSON: Yes? Okay. Thank you,
16 Ms. Poole.

17 ASSOCIATE VICE PRESIDENT POOLE: Very
18 quickly, thank you.

19 I just want to give you some background. In
20 December of 2015, the Budget and Finance Committee
21 approved a \$2 million request from the Business and
22 Auxiliary Services Department for dining room
23 renovations. That included upgraded equipment,
24 prep space, additional seating, and office space
25 for that team.

1 Subsequent to that meeting, although the
2 committee approved the \$2 million request, it did
3 not make it to the Board for full approval.
4 Subsequent to that meeting, the team went out, got
5 bids, found out that there were some changes in
6 scope and value engineered the project and actually
7 reduced the cost down; so the request is actually
8 \$1.3 million, not \$2 million.

9 If you go to the next slide, I'll give you
10 some details. Just quickly, 2 million was the
11 original request. There were savings for
12 utilities. There were some soil issues identified
13 for compaction where the previous developer that
14 constructed that building didn't dispose of their
15 waste properly and didn't compact it down far
16 enough, but our contractors were able to work
17 around it and keep the existing utilities in place
18 and have some cost savings there.

19 Also, there's a curtain wall, which is all of
20 the windows that encompass the dining. The
21 original scope required that whole area to be
22 changed. We were able to only replace the windows
23 that needed to be replaced and saved \$400,000
24 there.

25 So we only need \$1.3 million not the original

1 \$2 million request, and that's what we're asking
2 for today.

3 TRUSTEE LAWRENCE: So moved.

4 TRUSTEE PERRY: Second.

5 CHAIRMAN LAWSON: Okay. Great. Thank you,
6 Ms. Poole.

7 I'm sorry, it's been moved and properly
8 seconded. Are there any questions?

9 (NEGATIVE INDICATIONS) .

10 CHAIRMAN LAWSON: Seeing there are no
11 questions, all those in favor, please say aye.

12 (AFFIRMATIVE INDICATIONS) .

13 CHAIRMAN LAWSON: The motion carries.

14 The next action item is the contract renewal
15 for Brock Communications. For those of you who
16 have been on the Board for a while as well as those
17 of you that are new know that we have utilized
18 Brock Communications for the last year for both
19 strategy as well as communication support for the
20 Board.

21 The contract requires a renewal by the Board.
22 The contract is not to exceed \$70,000. A copy of
23 the contract is in your inbox. I would ask for a
24 motion on the Brock Communications contract.

25 TRUSTEE MOORE: Motion to approve.

1 TRUSTEE WOODY: Second.

2 TRUSTEE GRABLE: Second.

3 CHAIRMAN LAWSON: A motion has been moved and
4 properly seconded. Are there any questions?

5 TRUSTEE WOODY: Yeah.

6 TRUSTEE WASHINGTON: So Chair, really a quick
7 thing.

8 CHAIRMAN LAWSON: There are questions, okay.

9 TRUSTEE WASHINGTON: In thinking about this
10 particular contract, I think we've asked before to
11 see the actual Board's budget and be able to make
12 some strategic decisions about how we spend money
13 going forward because, yes, in theory I agree with
14 this; but I would like to know what type of money
15 we're spending and are we spending it in the most
16 prudent ways because I don't know -- short of
17 seeing an actual budget and how we spend money and
18 where we could allocate resources and how to do
19 that a little bit more strategically rather than
20 contract by contract.

21 CHAIRMAN LAWSON: Okay. I'll address that
22 from the standpoint of -- and then I'll get to
23 Trustee Lawrence. One of the items even coming out
24 of the session this morning was just a more
25 detailed look at the budget, and I think that one

1 of the things that had been asked of me by another
2 trustee as well is even detailing out the trustee
3 expense line to see what's in that. So that will
4 be --

5 TRUSTEE WASHINGTON: That's true.

6 CHAIRMAN LAWSON: Ms. Poole, if you're okay
7 with that, that will be an action item for you and
8 I to detail what's in the trustee budget line
9 because there was, quite frankly, a recommendation
10 that we include a budgeted expense for the AGB
11 conference in the trustee budget line as well. So
12 that is definitely something that we will do and
13 report out at the next meeting.

14 Thank you, Trustee Washington.

15 Trustee Lawrence.

16 TRUSTEE LAWRENCE: So this all makes sense to
17 me, what we are actually paying for this particular
18 contract? What's this contract worth?

19 CHAIRMAN LAWSON: This contract will not
20 exceed \$70,000.

21 TRUSTEE LAWRENCE: Oh, okay.

22 CHAIRMAN LAWSON: Are there any other
23 questions?

24 Yes, sir.

25 TRUSTEE MILLS: And does the Office of

1 Communications have its own communications? Does
2 the University have another communications company
3 separate?

4 CHAIRMAN LAWSON: The University has an
5 inhouse communications department -- or an Office
6 of Communications, I should say.

7 TRUSTEE MILLS: Okay. But that's not another
8 outside firm though?

9 CHAIRMAN LAWSON: I don't believe -- would you
10 approach the podium?

11 I don't believe -- there may be -- I shouldn't
12 say that. I'll wait until I get the official
13 answer.

14 ASSOCIATE VICE PRESIDENT: Hi, good afternoon.
15 I'm Elise Durham. I'm the Associate Vice President
16 for communications.

17 Currently we do not have an external
18 communications firm; however, I would like for us
19 to have a global communications firm that can be on
20 standby to help us in times of extreme crisis and a
21 firm that can also do outreach for us beyond the
22 State of Florida.

23 So that's the answer to that question.

24 TRUSTEE MILLS: Okay. Thank you. And I
25 just -- it seemed -- I wanted to make sure it

1 wasn't duplicated, but I also want to make sure
2 we're not setting up a structure that's, you know,
3 not aligned with, you know, the enterprise itself;
4 that it, you know, should be one kind of messaging
5 center because you can set up a structural
6 antagonism. You know, it just feels different and
7 unusual that there will be separate kind of
8 scenarios, messages particularly since we have so
9 many issues with press management, media management
10 anyway.

11 CHAIRMAN LAWSON: Okay.

12 UNIDENTIFIED TRUSTEE: Well stated.

13 ASSOCIATE VICE PRESIDENT DURHAM: Chair
14 Lawson, if I might address the Board.

15 CHAIRMAN LAWSON: Please.

16 ASSOCIATE VICE PRESIDENT DURHAM: That is my
17 concern as well, Trustee Mills.

18 We have a very capable office in the Office of
19 Communications. And since my coming on board, we
20 have quite the ability to handle whatever the
21 institution's needs are, and the Board, we are here
22 for the Board support as well.

23 My understanding is this firm was retained
24 prior to my coming on board, and there was just
25 that antagonistic relationship between the office

1 and this firm before. I have some issue trying to
2 move forward because I'm not really sure what they
3 are doing that the Office of Communications is not
4 doing, first of all.

5 Secondly, I am a little concerned about the
6 nonconsistency of messaging, if you will. We are
7 one institution. We have said that, we've heard
8 it over and over this morning, and we need to have
9 one voice. And I am concerned about an external
10 firm that does not work directly with our office
11 that can help disseminate and develop constructive
12 key messaging for the institution, as well as the
13 Board.

14 CHAIRMAN LAWSON: Okay. Thank you,
15 Ms. Durham.

16 Additional comments by Trustee Moore and then
17 Trustee Washington.

18 TRUSTEE MOORE: Just for some of the new Board
19 members and to add some perspective, I mean it
20 wasn't taken lightly when this conversation was
21 brought up probably nearly a year ago. The concern
22 at that time was making sure that there was
23 messaging and timely messaging; that when issues
24 did arise, that we could even look at proactiveness
25 versus reactiveness, so that was the whole position

1 behind it.

2 The Board did not have a voice. We looked to
3 coordinate internally with the team. I would say
4 that as we've moved forward 12 months away from
5 that, I think there is still sometimes a challenge
6 relative to timely messaging; hence the reason why
7 my support is definitely behind having Brock in
8 coordination with working directly with our
9 internal team.

10 Timely communication, I mean it can either --
11 I mean timely communication is absolutely
12 important, and it's one that we will have to keep
13 an active eye on. And if we can't for whatever
14 reason, whether it's developing a plan -- we've
15 talked about that before as well. We have got to
16 have those things in place, so it's vital, and I
17 think Brock Communications has served us well
18 throughout this last year.

19 CHAIRMAN LAWSON: Thank you.

20 TRUSTEE WASHINGTON: Mr. Chair, so just to
21 add, it sounds like we need a communications plan
22 more broadly, and who channels what information to
23 whom and how the communications flow in general. I
24 will say that during the audit dissemination I
25 worked very closely with Elise, she was very

1 responsive, we got a number of things done, you
2 know, it can happen.

3 So I think we just have to be cognizant or
4 maybe, you know, the people at play can come up
5 with a channeling and who talks to whom about what
6 and what people are responsible for in a bigger
7 plan, with a crisis management plan that we've
8 talked about.

9 ASSOCIATE VICE PRESIDENT DURHAM: An overall
10 communications plan will be driven by the strategic
11 plan, okay? So the strategic plan drives the key
12 messaging for the entire institution. It is
13 difficult to put together a communications plan if
14 you don't know where you're going and you don't
15 know what you're communicating.

16 CHAIRMAN LAWSON: Okay. Ms. Durham, I think
17 you've provided a lot of editorial comment. I
18 would like to hear more from the Board.

19 ASSOCIATE VICE PRESIDENT DURHAM: Okay. Sure.

20 TRUSTEE GRABLE: Mr. Chairman, yes. I think
21 I'm almost hearing two different messages: That
22 you are suggesting, Ms. Durham, that we need a
23 global firm, on retainer is what I think you
24 probably were suggesting; but then again, you don't
25 feel we need Brock Communications. So I think that

1 there seems to be some -- I'm a little confused,
2 so I think I would certainly concur with Trustee
3 Moore -- or Vice Chair Moore, and maybe this is
4 something we can discuss later because time is of
5 the essence and we still do have other issues on
6 the agenda for today.

7 CHAIRMAN LAWSON: Thank you, Trustee Grable.
8 Trustee Lawrence.

9 TRUSTEE LAWRENCE: First of all, I think
10 Trustee Mills was totally on target, and that's the
11 principal point here: That we're one family, one
12 institution.

13 I would say that when I came on this Board it
14 was damnable difficult to get information about
15 what was going on that was timely, and I would get
16 it from a bunch of other places. So I'm getting it
17 now much more timely, but I frequently am getting
18 it from two places funneled through the University.
19 I don't need the things twice.

20 So I think we need to get our act together on
21 this, and it does -- it certainly builds out of the
22 strategic plan. It all ought to be fully
23 correlated, coordinated with the office. I think
24 these folks are pretty good myself, that's my own
25 impression. I just want, for one Board member,

1 very timely information that I don't need to find
2 on Facebook.

3 CHAIRMAN LAWSON: Right. So are there any --
4 I just have a comment as well, but I wanted to wait
5 until we kind of moved around the table and just
6 give a little -- are there any other comments?

7 (No Response).

8 CHAIRMAN LAWSON: Okay. A little additional
9 perspective, we had also employed Brock during a
10 period of what some people referred to as needing
11 crisis management support and they provided
12 outstanding support. And we subsequently decided
13 to keep them on such that we would always be
14 assured that the Board would have its own voice and
15 that we would be able to have communications
16 prepared for us, a little strategy work done for
17 us, independent of any other influences; and
18 consequently, we decided to keep Brock.

19 So at this point, that has continued to be my
20 recommendation. There's a motion on the floor, and
21 unless there are any other questions or comments, I
22 think we should continue on with the vote unless
23 all -- if all parties are not satisfied, we can
24 continue with the discussion.

25 Yes, Trustee Lawrence.

1 TRUSTEE LAWRENCE: I'd vote easily in the
2 affirmative on the basis that there is
3 subsequently a full reconnoitering coincident with
4 the strategy --

5 CHAIRMAN LAWSON: With the Office of
6 Communications here on campus? I would agree. I
7 would agree with that.

8 TRUSTEE REED: One other question: In terms
9 of -- since it's a fixed amount, it's a capped
10 contract, how do we determine what services they
11 provide?

12 CHAIRMAN LAWSON: I'm sorry, great question.
13 For lack of time, I didn't bring the entire
14 presentation, but it is on your email. The scope
15 of services provided is on your email.

16 TRUSTEE REED: Okay.

17 CHAIRMAN LAWSON: If there are additional
18 questions, we can still take it offline; but the
19 scope of services are in the contract, okay?

20 TRUSTEE REED: But is it they do everything in
21 the scope of services or as directed?

22 CHAIRMAN MONTGOMERY: Only within the scope
23 of services.

24 TRUSTEE REED: Only within the scope of
25 services.

1 CHAIRMAN LAWSON: Yep.

2 All right. So let's call it to vote -- make
3 sure I didn't miss anyone, okay? So there's a
4 motion on the floor, it's been properly seconded,
5 we've entertained questions.

6 TRUSTEE MILLS: Call the question.

7 CHAIRMAN LAWSON: Call the question? All
8 those in favor.

9 TRUSTEE MILLS: Yes.

10 CHAIRMAN LAWSON: All those opposed.

11 TRUSTEE MILLS: Aye.

12 CHAIRMAN LAWSON: One? Okay. Please note for
13 the record there's one opposition, but the motion
14 carries.

15 The next action item on the agenda is
16 discussion of the President's contract. I think
17 everyone has probably read the contract, but I'll
18 just provide just a brief level of clarity of
19 which may not be needed, but we have to have a
20 discussion on the President's contract on or before
21 June 30th regarding extension, renewal or any other
22 decision.

23 It had historically been our position -- or at
24 least my position -- that we were not yet prepared
25 to have a discussion because I felt we needed more

1 data around the second year's performance review.

2 I felt like two years of documented data would put
3 us all in a better place; however, at this point we
4 have not reached an agreement on that particular
5 discussion point; therefore, we do need to take up
6 a discussion of the President's contract. And so
7 consequently now I will -- with that being said,
8 I'll push it to the body for feedback or comment.

9 TRUSTEE WOODY: Mr. Chairman, for discussion,
10 I'd like to recommend at this particular point we
11 take no action on the President's contract. We
12 haven't completed the President's evaluation yet,
13 and we've got new Board members who haven't been on
14 the Board long enough I think to make an assessment
15 of the President's performance. So I'd like to
16 take no action at this particular point.

17 CHAIRMAN LAWSON: Is that your motion, Trustee
18 Woody?

19 TRUSTEE WOODY: That's my motion.

20 TRUSTEE GRABLE: Second.

21 CHAIRMAN LAWSON: Motion on the floor and
22 properly seconded. Are there any questions?

23 (NO RESPONSE).

24 CHAIRMAN LAWSON: Seeing as there are no
25 questions, all those in favor.

1 (AFFIRMATIVE INDICATIONS).

2 CHAIRMAN LAWSON: Motion carries.

3 As of today, we will take no action on the
4 President's contract. This issue will be revisited
5 at the next Board meeting beyond the evaluation.

6 The next item on the agenda is the strategic
7 planning. Question?

8 (NO RESPONSE).

9 CHAIRMAN LAWSON: Okay. The next item on the
10 agenda is the strategic planning workshop, and I
11 know I'm moving quickly, so bear with me because
12 I'm trying to make up time.

I would like to introduce Doctor Howard.
Doctor Howard, we are fortunate to have her from Washington, DC. And she is going to give us what I would call kind of the backdrop or kind of the underpinnings of the importance of a strategic plan, how universities typically approach a strategic plan and what our roles and responsibilities are as a board of trustees within that framework. And then we will move from there into presentations from the President and the Leadership Team around each of those individual components of the strategic plan.

25 | And as you guys all know, we've had a very

1 robust discussion around what should the size of
2 this institution be, consequently how many
3 resources do you need to drive that engine, and how
4 do you go about getting those resources. I think
5 that's kind of the overarching, you know, challenge
6 that we all individually have in our heads that we
7 want to sort through during this discussion.

8 So with that -- I probably didn't do a great
9 enough job of intro -- a good enough job rather of
10 introducing you. Your background is far more
11 extensive than the brief intro I gave you, but
12 we're very fortunate to have you. I know you have
13 a limited amount of time with us, so we do want to
14 capitalize on that. And again, on behalf of the
15 Board and the President's Leadership Team, we
16 definitely want to thank you for making time out of
17 your busy schedule to come and be with us today.

18 DOCTOR HOWARD: Thank you, Chairman Lawson,
19 and thank you for giving me an opportunity to
20 participate in this session on strategic planning.

21 I work with about 420 public college and
22 university presidents in terms of their federal and
23 public advocacy work on The Hill and also at the
24 White House, and I'm also responsible for their
25 professional development.

1 So that's all I'll say about what I do in DC.
2 When I'm talking to students, I usually text
3 message them I'm the Pell lady, so I am happy that
4 the Senate has moved year-round Pell forward; so we
5 hope by next summer students will be able to access
6 that Pell. But it still has to go through the full
7 Senate, and the House also has to put together a
8 bill that coincides with that.

9 What we want to do with the strategic plan
10 this afternoon is to see if we can get a sense of
11 consensus from the Board, at least in concept,
12 about where the Leadership Team should go with the
13 strategic plan that they've had prepared for you.
14 I'm going to clip through some slides quickly, some
15 of them will give you a backdrop to how we're
16 looking at the strategic plan process; and then
17 within that, there will be an opportunity hopefully
18 for you to give us a little bit of feedback on what
19 you think about the proposals we've put forward in
20 the plan.

21 Well, if you all can see it, I'm going to move
22 forward to the next slide, and in the next slide it
23 kind of gives us an overview of what the -- why we
24 think strategic planning is important. All of you
25 are familiar with either doing business plans or

1 strategic plans for all of your organizations, and
2 so you know that a strategic plan helps you to
3 create a formalized road map. It's kind of a
4 compass, it sets direction for the institution.
5 It's not set in concrete or stone and it's usually
6 a living document.

7 It helps to tell you how we're going to get to
8 where we're going. It helps to foster an
9 organization's wide focus on a major function or
10 division or a department. It also communicates
11 institutional strategy, something you were just
12 talking about. It brings together all of the
13 resources human and financial, the energy, and
14 sometimes the time within a time period in which a
15 strategic plan should be completed.

16 So those are some of the backdrop rules to how
17 colleges and universities set their strategic plan.
18 The next slide we're talking about the process, so
19 I just want to do a little bit on that. And the
20 big questions for the Board about this should be:
21 Where are we? What do we have to work with? Where
22 do we want to be? How do we get there, and how
23 will we know when we get there? So we should be
24 able to find the answers to all of those questions
25 in that document that you have a draft of.

1 FAMU is trying to create a 21st road map for
2 the institution, but the most important thing it
3 has to do with this strategic plan is to maintain
4 its institutional and its specialized
5 accreditation. And so if we can have the slides on
6 accreditation, I'll just quickly flip through
7 those.

8 You are a member of the Southern Association
9 of Colleges and Universities. You can see the key
10 components that you will have to respond to when
11 you go through an accrediting review. And the
12 Southern Association does require that the
13 University have a strategic plan in place. So in
14 order for you to satisfy even the slowest, the
15 lowest level to clear for accreditation, that plan
16 must be in place and it must be approved by the
17 Board.

18 Your specialized accrediting bodies in the
19 next slide also will have to ensure that an
20 institution-wide accreditation strategic plan is in
21 place. Right now you have 51 programs that are
22 accredited within the University; 35 of them are at
23 bachelor's level; 11 at master's; and you have 5 at
24 the doctoral level. So when those accrediting
25 bodies visit the campus, they also will want to

1 take a look at the institution's strategic plan and
2 to see where their programs fit within your overall
3 framework for supporting your students.

4 You should just know that this strategic plan
5 that you have a draft was completed by a specially
6 appointed task force, and the Board was a part of
7 that task force; and that task force came forward
8 with something called performing boldly beyond
9 measures. And it focused on five key destinations,
10 and our President will talk to us shortly about
11 those destinations. But most importantly, it
12 prioritizes the goals and objectives set forth in
13 the report.

14 And I've looked at a lot of universities'
15 strategic plans, and I just want to say this is one
16 of the strongest strategic plans I've had an
17 opportunity to link with because they have all of
18 the key components that you need to have in a
19 successful strategic plan. And so we'll go to --
20 those are the groups that participated in helping
21 to draft this strategic plan, and we'll go on to
22 the next one.

23 So the key components of a strategic plan for
24 higher education are: Mission, vision, core
25 values, your goals and objectives -- or in this

1 case, we're calling them destinations -- and of
2 course your metrics. And this group has done an
3 amazing job in making sure all of those components
4 are in place. Most colleges and universities have
5 a difficult time finding and figuring out how to
6 bring the metrics in place and how to report them
7 out. But this draft of this document shows that
8 this institution understands what metrics are, and
9 they know how to tie them back to the goals and
10 mission.

11 Now where we need your help as a board is to
12 take a look at the mission statement. This mission
13 statement has been in place for decades, and so we
14 would just like a little bit of direction as to the
15 mission statement that is in front of you: Is
16 there any feedback that you wish to provide to the
17 Leadership Team and the institution about this
18 mission statement? Once again, we're not asking
19 you to deal with syntax or semantics, we're asking
20 you to tell us in concept if you support the
21 current mission statement that you've had an
22 opportunity to look at.

23 TRUSTEE MOORE: Guys, it's -- Trustees, it's
24 Page 7 of our FAMU Forward book or Forever Forward,
25 so that you can see it better, Page 7.

1 DOCTOR HOWARD: Thank you. Mr. Chairman?

2 CHAIRMAN LAWSON: No, I just had more of a
3 question. Do you want feedback on it now, or
4 you're still kind of walking through the process?
5 If that's the case, if you want feedback on it now,
6 maybe if you could break it down so we could
7 discuss components of it.

8 DOCTOR HOWARD: Sure.

9 CHAIRMAN LAWSON: Okay.

10 DOCTOR HOWARD: Okay. So let's take a look
11 just at the first paragraph where it says that
12 Florida Agricultural and Mechanical University is
13 an 1890 land-grant institution dedicated to the
14 advancement of knowledge, resolution of complex
15 issues, and the empowerment of citizens and
16 communities. The University provides a
17 student-centered environment consistent with its
18 core values.

19 TRUSTEE MOORE: I guess a comment that I'd
20 offer is that as we recognize the past and the
21 importance of it, but that we would also point
22 boldly to our future when we talk about creating
23 these 21st century scholars. Where would that
24 inclusion go as we look at the mission statement?

25 DOCTOR HOWARD: Okay.

1 TRUSTEE MILLS: Say the last part of your
2 comment, Trustee Moore.

3 TRUSTEE MOORE: Oh, no, no, no, I was -- she
4 was wanting feedback on the fact about the 1890,
5 I was saying so we recognize the past and what a
6 whole lot of conversation has been about, both in
7 the President's remarks and others, is about the
8 bold future that we have in that 21st century
9 student or scholar that we're looking to create.
10 So I was wondering if that might be something
11 that --

12 DOCTOR HOWARD: We'll talk about that when we
13 get to the vision in a second.

14 TRUSTEE DORTCH: I don't have them in front of
15 me. What was the original mission before this one?
16 How did it read?

17 DOCTOR HOWARD: This one is from 2009.

18 TRUSTEE DORTCH: This is 2009, current
19 mission?

20 PROVOST DAVID: This one was adopted in 2009.

21 CHAIRMAN LAWSON: We don't have --

22 PRESIDENT MANGUM: This was from the 2020
23 vision plan that you're updating.

24 TRUSTEE DORTCH: Okay.

25 DOCTOR HOWARD: May I --

1 TRUSTEE MILLS: Core values inside the book?

2 PRESIDENT MANGUM: Uh-huh.

3 DOCTOR HOWARD: I can't hear you, sir.

4 TRUSTEE MILLS: A list of the core values, is
5 that in the book?

6 DOCTOR HOWARD: Yes, it is. We'll get to that
7 in a second.

8 PRESIDENT MANGUM: And it's one of the
9 slides -- I just wanted to add, the 1890 land grant
10 is kind of like the same designation of HBCU. 1890
11 land grant is the reason why we're funded and is a
12 method of funding from the Federal Government, the
13 second Moral Land Grant Act that provided for
14 education for the students of -- or the children of
15 former slaves. And so there are 1862 institutions
16 that are land grant by the first Moral Act, and the
17 second Moral Act created the 1890 institutions for
18 the education of people of color.

19 DOCTOR HOWARD: Right, and I think we'd have
20 to go to the Federal Government if we wanted to
21 be --

22 PRESIDENT MANGUM: Secede from the 1890s.

23 DOCTOR HOWARD: -- dismissed from those --

24 TRUSTEE MOORE: No, I don't think anybody is
25 wanting to change that.

1 TRUSTEE DORTCH: We should never even --

2 DOCTOR HOWARD: -- special and important
3 designations.

4 TRUSTEE DORTCH: No, that's a grant
5 designation. I mean there are several -- I think
6 even in Georgia, the University of Georgia is a
7 1890, Fort Valley State, University of North
8 Carolina, North Carolina A & T, and back in
9 Louisiana Southern University, it gives you
10 special funding from the U.S. Department of
11 Agriculture.

12 TRUSTEE MOORE: Well, just as a clarifier,
13 it was not to remove the history. I'm saying
14 that we're recognizing in that it was very
15 important.

16 TRUSTEE MCCOY: Just a question, if I may,
17 actually two questions.

18 DOCTOR HOWARD: Sure.

19 TRUSTEE MCCOY: Compared to other mission
20 statements that you have seen, is this mission
21 statement in terms of detailed length, composition
22 in line with other universities? In my experience,
23 mission statements are generally much shorter, more
24 succinct, you can almost repeat it. You can, you
25 can -- I would have a hard time at this age in my

1 life remembering this and reciting it; I'd have to
2 find it and read it. So can you give me some --
3 give us some feedback on that?

4 DOCTOR HOWARD: It is a little bit long but
5 not as long as most college and university mission
6 statements. Typically a mission statement is
7 something that you would say you should be able to
8 print it on a flag and we would all then march down
9 the street behind that mission statement, that we
10 could repeat it. But, you know, because you are an
11 1890 land grant and because you are designated as
12 an HBCU, we have to inculcate those things into
13 this mission statement. Consequently, it does make
14 it a little bit longer.

15 But I think the President's vision statement,
16 which we'll get to, is more in keeping with
17 something you can remember, repeat, and pare it
18 back.

19 CHAIRMAN LAWSON: Just a question, I just want
20 to kind of get back on -- not back on track, but
21 just kind of understand where we're going. I guess
22 maybe the first thing I would do is ask the
23 President, because she's been really close to this,
24 and her Leadership Team: Do you all see any
25 opportunities to make changes? Because I mean I

1 think the last time we had this discussion,
2 everybody felt good, even when we took this to the
3 Board of Governors, we all felt good about where we
4 were, you know, from a mission and vision
5 statement. So that would be one question.

6 And then two, similar to Trustee McCoy, as you
7 look at this and balance it off others that you've
8 seen, and you know a fair amount about us, do you
9 see any obvious opportunities?

10 DOCTOR HOWARD: I see lots of opportunities in
11 this mission statement. It pretty much says who
12 you are and, you know, what you wish to achieve.
13 And those are two elements that you want to make
14 sure that are included in your mission statement.

15 CHAIRMAN LAWSON: Okay.

16 DOCTOR HOWARD: So I'm very comfortable with
17 the mission statement.

18 CHAIRMAN LAWSON: You are very comfortable
19 with ours?

20 DOCTOR HOWARD: Yes.

21 CHAIRMAN LAWSON: And I would then ask the
22 President -- because I know we talked about this
23 once at the -- we were doing the work plan I
24 believe, and we said that we were very comfortable
25 with the current mission statement. I don't know

1 if that -- that may have changed over time. So as
2 you look at this, do you and the team see
3 opportunities for any significant overhaul?

4 PRESIDENT MANGUM: No, we didn't make any
5 changes to the mission statement as it was adopted
6 back in 2009, and the Task Force that looked at it
7 didn't offer any changes to it. What we did on
8 this particular exercise is to highlight the
9 important factors, like student-centered, critical
10 thinking, doctoral research, historic mission, to
11 accentuate those things that would set out -- that
12 would pull out of our mission statement that people
13 could hold onto if they wanted to provide some
14 talking points. That was it. So we didn't see any
15 problem with the mission statement as it was --

16 CHAIRMAN LAWSON: -- having that conversation.

17 PRESIDENT MANGUM: -- written.

18 CHAIRMAN LAWSON: Trustee Lawrence.

19 TRUSTEE LAWRENCE: Well, I don't have any --
20 assuming the President and others are comfortable
21 with what's in here and my mission wouldn't be to
22 change, to use your word, anything -- I don't know
23 how to use this as a word -- inculcates, whatever
24 the word was that you used, but it's sort of a
25 wooden piece, it's not very inspiring. I promise

1 you -- this isn't arrogance -- I could take it
2 this and edit it so it would be shorter. When you
3 need -- when you do something will continue to
4 provide mechanisms, you're not selling the western
5 world on this is the sweetheart of institutions.

6 So I think it needs to be, frankly, tighter,
7 more -- some more inspiring, don't use wooden
8 words, and it needs to have a bit of a lyricism to
9 it. And if you would like, for the next meeting,
10 I'll give you a sample.

11 DOCTOR HOWARD: Okay.

12 CHAIRMAN LAWSON: Love it. I think as we go
13 around the room here, we may end up taking you up
14 on that offer.

15 Let's see, I'll try to stay in order, I think
16 Trustee Grable, McCoy and Dorch.

17 TRUSTEE GRABLE: Okay. I would agree, of
18 course, with Trustee Lawrence. And I'm a
19 journalist, we're taught to write tight.

20 There would be two items, and one Trustee
21 Lawrence already mentioned. In the first line, it
22 refers to resolution of complex issues. I'm not
23 really sure what that refers to.

24 Then we go again later on in the statement
25 where it says, again, FAMU's distinction as a

1 doctoral research institution will continue to
2 provide mechanisms to address emerging issues.

3 So we have complex issues, we have emerging
4 issues, we have mechanisms, and it looks everywhere
5 else we're a little bit more definitive on what
6 we're actually referencing. So those would be just
7 areas -- and I'm sure that you would probably as a
8 journalist and me as a trained journalist would
9 probably want to make some more definitive choice
10 of words there.

11 DOCTOR HOWARD: Well, we would greatly
12 appreciate your recommendation.

13 TRUSTEE DORTCH: And my only recommendation is
14 really in this mission statement, all you really
15 should have in is the first and the last paragraph
16 with some tweaking. The other tells you -- it
17 gives you a description of the University's
18 activities, but if you're talking mission: The
19 University provides student-centered environment
20 consistent -- that can be in another area, I don't
21 think that should be in the mission.

22 But the first and, very important, that last
23 paragraph with tweaking on both of those paragraphs
24 should be the mission. I don't think all of the
25 other language in between should be in this place.

1 It should be somewhere else in a document but not
2 in the mission.

3 TRUSTEE LAWRENCE: I'm okay.

4 CHAIRMAN LAWSON: Okay. So I think I heard --
5 I'm sorry, is there another question, comment on
6 this side?

7 (No Response).

8 CHAIRMAN LAWSON: Okay. So I heard two
9 things: One kind of overriding theme was that
10 there's a feeling that the mission could be tighter
11 and more actionable or action-oriented, right? I
12 think that was from Trustee Lawrence.

13 TRUSTEE LAWRENCE: More inspiring.

14 CHAIRMAN LAWSON: More inspiring. And then I
15 also know that the prior strategic planning task
16 force had tackled and I don't -- there weren't --
17 there was -- I don't think there was an appetite
18 for a lot of change.

19 So I guess just to be clear on the next
20 step -- I assume the answer is yes, we are open to
21 make this. So what I would ask, Trustee Lawrence,
22 is for you to maybe assemble a team of maybe two
23 other folk.

24 TRUSTEE LAWRENCE: Say again.

25 CHAIRMAN LAWSON: Maybe assemble a team of two

1 other people and, you know, take a stab at your
2 version of what you think this should look like,
3 and then we will then, you know, socialize that
4 with the balance of the Board and the President's
5 Leadership Team to see if they agree.

6 TRUSTEE LAWRENCE: So why don't you get
7 Trustee Grable and I to do this together, and then
8 we'll come back to the President and y'all with
9 that.

10 CHAIRMAN LAWSON: Perfect. Any objection?
11 (NEGATIVE INDICATIONS).

12 CHAIRMAN LAWSON: Okay.

13 DOCTOR HOWARD: Thank you very much. I'm sure
14 Madam President is pleased to have your
15 recommendations and feedback because it helps her
16 to figure out what direction to move.

17 Okay. Let's move to our vision statement,
18 we've discussed mission. The vision statement is
19 another important component of the strategic plan,
20 and actually the vision statement normally
21 expresses the University's aspiration. It's
22 usually a description that's intended to be
23 completed within a certain timeframe, and it
24 defines the institution's strategic position in the
25 future.

1 Now normally mission statements tend to, once
2 you put them in place, tend to last longer. They
3 may take some editing like two of our trustees have
4 proposed to work on, but in essence, the purpose of
5 the why the University exists will still show up
6 I'm sure in your edited version; whereas, in the
7 vision, normally when you have a different
8 president to come in, that's an opportunity for
9 that president, along with the Board, to talk about
10 their aspirations for the future.

11 And so I'd like for you to look at a vision
12 statement that is being proposed, and please give
13 us your feedback on that. So on the next slide the
14 vision statement reads: FAMU will be a
15 best-in-class, land-grant doctoral research
16 university with a global impact. Becoming a
17 best-in-class doctoral research university means
18 providing students with an educational experience
19 that allows them to compete in the 21st century
20 global economy.

21 And that statement is also on Page 7.

22 TRUSTEE DORTCH: And I guess the only other
23 question here is not the vision statement of the
24 President and the trustees, it's the University's
25 vision statement, or is it normally you single it

1 out? I'm asking that.

2 DOCTOR HOWARD: Well, someone has to help set
3 the vision for the University and provide
4 leadership for it.

5 TRUSTEE DORTCH: I'm just asking. I'm not
6 opposed to it, I'm just asking is it not --

7 DOCTOR HOWARD: Yes.

8 TRUSTEE DORTCH: -- the standard that is the
9 current leader's vision, or is it the vision of the
10 whole family?

11 DOCTOR HOWARD: This report was prepared on
12 behalf of the whole family.

13 TRUSTEE DORTCH: Okay.

14 CHAIRMAN LAWSON: Can I provide just a little
15 bit more background on that question for Trustee
16 Dortch? There was a Strategic Planning Committee
17 headed by Doctor Larry Robinson that had, I'll call
18 it 15 people on it, and one of the things that they
19 did is they went out to seek extensive feedback
20 from the constituency: Alumni, the community, the
21 faculty, et cetera. And they fed back to the
22 Leadership Team their view of what the strategic
23 plan should look like, which included the mission
24 and vision. In addition to that, they also fed
25 back what they call destinations that they wanted

1 the strategic plan to focus in on. And then the
2 President's Leadership Team took that -- and please
3 correct me if I'm wrong -- and made an attempt to
4 operationalize it to say: Based on what this
5 committee has come back with, how would we get it
6 done? So I think I'm speaking correctly there.

7 So I think if I'm not mistaken this should be
8 a culmination of both pieces of that work: The
9 work that the Strategic Planning Committee did that
10 was much more foundational, going out and having --
11 they hosted town hall meetings, they hosted
12 conference calls, et cetera, to gain feedback from
13 a wide constituency base. And Doctor Robinson,
14 Doctor Edington and others, Doctor Friday Stroud,
15 put this together, handed it off to the President's
16 Leadership Team; and then they began to pull it
17 apart and operationalize it. I'm sure there may be
18 some adjustments made because of capability and
19 other things, but --

20 UNIDENTIFIED TRUSTEE: I think it's the
21 wording.

22 TRUSTEE DORTCH: I think so that I can
23 clarify, I think it's a very good vision and I
24 think the President does a great job in explaining
25 that vision. I was simply asking as it relates to

1 the document. Do you single it out as, quote, the
2 President's vision, or is it the University's
3 vision? Because to have a public vision, the
4 trustees also buy into it, which we have and I
5 think it's great. I was just simply asking how
6 it's titled, not so much --

7 CHAIRMAN LAWSON: As the University's vision,
8 not just the President's vision?

9 TRUSTEE DORTCH: Correct, because the
10 President and any president inspires the
11 leadership: This is where we go. They talk, they
12 lead us into getting that, and then we all agree on
13 a vision. There's a vision so that everybody also
14 knows we're unified in this.

15 CHAIRMAN LAWSON: Correct.

16 TRUSTEE DORTCH: So my question is only, is
17 it, quote -- because if you say it's the
18 President's vision, it doesn't say it's the vision
19 of everybody, so I'm just asking.

20 CHAIRMAN LAWSON: Yeah, that's a good point.
21 It might just be the title maybe, Doctor --

22 DOCTOR HOWARD: I --

23 TRUSTEE MCCOY: Mr. Chairman, I'm sorry, what
24 Trustee Dortch is pointing out is an important
25 distinction. Again, if we want everyone from

1 faculty, the administration, trustees, everyone --
2 everybody wants to feel as it's their vision, it
3 encompasses their vision, and I think that's an
4 important decision. And I think part of what we've
5 heard this morning is everyone wants to be strongly
6 connected and part of the future of this
7 University.

8 CHAIRMAN LAWSON: Right.

9 TRUSTEE MCCOY: So I think that's a very, very
10 important distinction that I don't think we should
11 overlook.

12 CHAIRMAN LAWSON: Got it. Great point. Thank
13 you, sir.

14 Trustee Lawrence, Grable, and then we'll come
15 back to our --

16 TRUSTEE LAWRENCE: I think the point is
17 entirely on target. I would simply make it at the
18 top: Our mission, and on the other side: Our
19 vision, and that takes care of it. It's about us,
20 it's about all of us.

21 CHAIRMAN LAWSON: I'm sorry, did I miss
22 anybody on this side?

23 TRUSTEE DORTCH: I think we're all saying the
24 same thing.

25 CHAIRMAN LAWSON: I think it's probably just

1 more of a heading issue because I think the
2 President would probably say that's how the vision
3 was developed, right? I mean so it's all of our
4 vision, probably just a grammatical change on the
5 top heading, right? Do you agree?

6 PRESIDENT MANGUM: Yes.

7 CHAIRMAN LAWSON: Okay. All right. I'm
8 sorry.

9 DOCTOR HOWARD: No, thank you. I think this
10 is great to have this feedback and interaction.
11 It's very helpful for us to be able to finalize the
12 document.

13 Okay. We have our vision -- we have our
14 mission, our vision, our next --

15 TRUSTEE GRABLE: Excuse me. Mr. Chair, I just
16 wanted to make a comment here.

17 CHAIRMAN LAWSON: Yes. Yes.

18 TRUSTEE GRABLE: I like what we just discussed
19 in terms of it being our, but I want to definitely
20 point out that I think this vision statement
21 developed by the President's Leadership Team is
22 very much on point. You can identify whether
23 you're faculty, staff, students, community members.
24 It is on point. I can read through this and
25 remember specific phrases: Best in class, land

1 grant, doctoral research, today's student,
2 addressing social issues. She puts a modifier on
3 issues.

4 It's very precise, it's very exacting, and
5 actually it's just a very good piece of writing.

6 CHAIRMAN LAWSON: Yeah. Thank you, Trustee
7 Grable. All right. Positive affirmation. Great.
8 Thank you.

9 DOCTOR HOWARD: Okay. Let's take a look at
10 our core values. The group also worked on the
11 institution's core values, which as you all know
12 are important to let others know and the
13 institution members within what you stand for. And
14 so your core values often represent your deep
15 beliefs, your highest priorities, they're your
16 fundamental driving forces at the institution.

17 And so the group came up with a little bit of
18 a lengthy list of what they thought the
19 institution's core values should be, and so I'd
20 like for you to take a look at them and give us
21 feedback on: Do we have too many, should we
22 consider on combining some, or did we get it just
23 right when you look at scholarship, excellence,
24 openness, fiscal responsibility, accountability,
25 collaboration, diversity, shared governance,

1 ethics, freedom, collegiality, respect, integrity,
2 courage and fairness.

3 TRUSTEE LAWRENCE: Are they in here?

4 CHAIRMAN LAWSON: Doctor Howard.

5 DOCTOR HOWARD: Yes.

6 CHAIRMAN LAWSON: I'm sorry, Doctor Howard, I
7 have a comment over --

8 TRUSTEE WASHINGTON: Mr. Chair, in the
9 interest of time, we had a conversation not too
10 long ago about getting materials in advance and
11 having an opportunity to vet them. I don't -- I
12 think this is great, but I think if we do this it's
13 going to take a very long time to make it through
14 this document, so there might be a way to have a
15 subcommittee or distribute the document and have
16 somebody collect some feedback and do some
17 recommendations. I don't know what that does to
18 your timeframe to getting it accepted, but I mean
19 honestly we're on Page 7, and so it's going to take
20 a while. And I would like to honestly digest some
21 of this and be able to think about substantive
22 recommendations rather than just getting tidbits
23 and responding in a quick manner.

24 So I don't want to be out of turn, but there
25 might be a better way to get through this and give

1 us some time to digest the material and give you
2 some substantive feedback.

3 TRUSTEE REED: Maybe just to add, it might be
4 good if we just had an understanding of what the
5 expectations are relative to the work today,
6 because if it is to go through the document, that's
7 one thing; but if it's to kind of give feedback on
8 it realtime, it becomes a little more difficult if
9 we don't have a chance to really digest it and kind
10 of think through the recommendations we should be
11 making.

12 TRUSTEE WASHINGTON: Right.

13 TRUSTEE REED: From a process standpoint,
14 maybe we can get -- from the process and then make
15 a decision from there, how do we move forward.

16 CHAIRMAN LAWSON: Yeah, I think at this point
17 I know -- you know, in fairness, we had the luxury
18 of having Doctor Howard, so maybe we ask for just
19 more input on the types of things that we should be
20 thinking about as we go through the discussion of
21 our strategic plan, because I know that the
22 administrators have pulled together pieces of work
23 in their functional area that maybe I think the
24 right thing to do would be to let's digest it but
25 not necessarily have a lot of commentary or comment

1 on it and then we can come back at a later date
2 after digesting it visually today and then reading
3 it later, and then we can set a date certain to
4 come back and provide feedback on it, okay?

5 TRUSTEE DORTCH: Mr. Chairman.

6 CHAIRMAN LAWSON: Yes.

7 TRUSTEE DORTCH: One other thing, you did say
8 that the President is going to kind of give us an
9 overlay --

10 CHAIRMAN LAWSON: Yes.

11 TRUSTEE DORTCH: -- in which I assume that's
12 when the charge was --

13 DOCTOR HOWARD: This is actually the last
14 piece that I have.

15 TRUSTEE DORTCH: -- come after that. So hers
16 comes after this?

17 CHAIRMAN LAWSON: Yeah, hers comes right after
18 this.

19 DOCTOR HOWARD: Yeah.

20 CHAIRMAN LAWSON: But so, Doctor Howard, I
21 mean --

22 DOCTOR HOWARD: This is the, you know, last
23 core piece I have, Mr. Chairman.

24 CHAIRMAN LAWSON: Okay.

25 DOCTOR HOWARD: And I think it's terrific that

1 the Board wants to take more time to digest this
2 information.

3 CHAIRMAN LAWSON: Okay.

4 DOCTOR HOWARD: So I'm not uncomfortable going
5 along with that suggestion.

6 CHAIRMAN LAWSON: Sure.

7 DOCTOR HOWARD: Because the bottom line is, is
8 when your accrediting bodies show up at the
9 institution, they will expect to see a document
10 that the Board has approved, and the Board will
11 have to be able to talk about it.

12 CHAIRMAN LAWSON: Right.

13 DOCTOR HOWARD: And it won't be satisfactory
14 for you to kind of, you know, do a quick prep a
15 couple of hours before they get here.

16 So for you to begin to internalize this and
17 digest all of this information, I want to thank the
18 trustee who is recommending that there be a time
19 for the Board to process and digest the information
20 in a deeper way.

21 CHAIRMAN LAWSON: So with that being said
22 though, let's kind of go back and realign on the
23 expectation for the rest of the afternoon. So as I
24 understand, the rest of the afternoon the
25 expectation is we will simply be exposed to the

1 latest thinking from each functional area with
2 maybe a question or two. We will then take that
3 away, digest it, come back a date certain with any
4 feedback that we have for that functional area,
5 then that feedback will be worked into the
6 strategic plan element for that particular unit of
7 the University. Are we in alignment with that as
8 an approach?

9 (AFFIRMATIVE INDICATIONS).

10 CHAIRMAN LAWSON: Okay. Great.

11 So, Doctor Howard, thank you for getting us to
12 this point.

13 DOCTOR HOWARD: You're welcome.

14 CHAIRMAN LAWSON: And at this point, we will
15 have Doctor Mangum give us kind of a high level
16 view of your thinking as it relates to the
17 strategic plan.

18 PRESIDENT MANGUM: Okay. Leave it where it
19 is.

TRUSTEE PERRY: Mr. Chair, you've got a --

21 CHAIRMAN LAWSON: Oh, I'm sorry, I'm sorry.
22 Trustee Perry.

1 CHAIRMAN LAWSON: Yes.

2 TRUSTEE PERRY: And should not when we make
3 this critical review and make suggestions have
4 before us whatever matrix they will be utilizing so
5 we make sure that we don't add or take something
6 out that may be relevant to them?

7 CHAIRMAN LAWSON: Yes.

8 TRUSTEE PERRY: So we won't blindly look at
9 this thing and unwittingly take some things out
10 that may be detrimental to the University. I think
11 when we do that review, we need to have that
12 matrix.

13 CHAIRMAN LAWSON: Well, and I think in
14 addition to that, we also have to use the backdrop
15 of that as well as the backdrop of the BOG as well
16 because the plan has to -- I mean it's our plan,
17 but we also need to be in alignment with where the
18 system is going as well.

19 DOCTOR HOWARD: We have that matrix ready,
20 Mr. Chair.

21 CHAIRMAN LAWSON: Okay.

22 DOCTOR HOWARD: So we'll make sure that they
23 get it along with the rest of the documents.

24 CHAIRMAN LAWSON: Okay. Great. Thank you.

25 PRESIDENT MANGUM: So to move forward with the

1 discussion and an overall framework for the
2 strategic plan I'm going to back up a minute
3 because I think it's very important that you
4 understand the process, and so I'll just walk you
5 through the process and how we got to where we are
6 and certainly follow up with what the Chair
7 suggested as far as moving forward.

8 Part of the necessity to revisit the strategic
9 plan has to do with a new strategy for funding
10 universities in the State University System, so the
11 Strategic Planning Task Force report in its
12 entirety is in the back of this book in the
13 appendix --

14 TRUSTEE DORTCH: What page?

15 PRESIDENT MANGUM: -- in the appendices and it
16 begins on Page 62.

17 So you'll see that plan in its entirety that
18 was submitted to us, and you'll also see the
19 members of the Task Force that participated in it.
20 In my convening the Task Force and appointing the
21 chairs, the co-chairs and the liaisons, which it
22 also included a Board of Trustee liaison to the
23 committee, Trustee Chair Lawson, as well as faculty
24 members, members of the community, members of the
25 faculty and members of student body. That report

1 in its entirety is also available on the website if
2 you wanted to see some of the background detail.

3 The report that we received from them came to
4 us as performing boldly beyond measure, and they
5 describe the entire process that they went through
6 to provide us with the information. What they gave
7 us was a list of destinations, objectives and
8 themes and outcomes.

9 What the senior Leadership Team began to do
10 when we received the Task Force report is to look
11 at it in terms of its mission, vision and action
12 plan, something that we could strategically move
13 the University towards these destinations. And the
14 five destinations that you see back here on these
15 boards really display in a pictorial form where
16 we're headed and what those destinations mean.

17 So the vision statement that we have, the five
18 destinations that you see is where we are going to
19 go. But some historic information that was
20 important that Doctor Howard was trying to frame
21 where we are -- before you can understand where
22 you're going, you need to understand where you are.

23 So we started with that as a framework, and
24 the background information that she was giving you
25 related to our accreditation agencies, the number

1 of programs that we have that have their
2 individualized accreditations is important for you
3 to know because that's where we would be in the
4 marketplace. It's not just SACS that comes for the
5 institution as a whole, but it will be the
6 accreditation agency for law, for pharmacy and for
7 the other schools.

8 So that is part of our strategy to make sure
9 that we offer adequate programs and opportunities
10 for our students to pursue, but also that our
11 programs will be accredited because that is what's
12 going to keep your quality and also attract the
13 students to your program.

14 With that said, one of the things that we
15 wanted to make sure is because all of our efforts
16 are focused on students. That student-centered
17 portion of that mission statement is extremely
18 important because what we want our students to do,
19 which is different from the historical practice of
20 higher education in America and probably in most
21 places, is not just admit students, we want them to
22 complete and we want them to graduate.

23 So what you see on the monitor is kind of a
24 statement of the six-year graduation rates that
25 date back to -- in the last century to 1990 all the

1 way to 2008. If you look at that line, which is
2 kind of flat, it says that in 1992 we were at
3 47 percent of the students; and our next highest
4 rate would have been in '95, where we were
5 46 percent of the students were graduated and
6 graduating in six years.

7 It is our goal, first of all, to design an
8 institution where our students will meet and at
9 least beat the Florida average, which is
10 71 percent. So that is a humongous task in a lot
11 of ways for our faculty, so that affects us
12 throughout all of the activities that we will do in
13 terms of missions, in terms of programs that we
14 offer and the preparation that we have for our
15 students when they come in.

16 That's the historic piece that we want you to
17 understand, the status of where we are. Right now
18 we're at 39 percent. That means 39 out of 100 will
19 graduate in six years.

20 That is not the story that we want to tell.
21 That is not what I mean by best in class, and that
22 is what my vision statement is about, our vision
23 statement is about by being best-in-class. We want
24 our students to come, we want them to become
25 entrepreneurs, we want them to be innovators, and

1 we want them to graduate, not just come to Florida
2 A & M University. One of our alumni -- alumna at
3 the national meeting was describing in a joking
4 fashion, how you know a person that's a real
5 Famuan, and he said: You recognize them because
6 they don't ask you when you graduated, they ask
7 when you got in.

8 While that's humorous, that is not what we
9 want them to say going forward. We want them to
10 say when they graduated, and so that's important to
11 us and that's important to our team. So and that's
12 why that vision statement is what it is, becoming a
13 best-in-class institution with the experiences.

14 My guiding principles that go throughout this
15 plan, and in order for us to strategically
16 implement this plan, quality, and that's the
17 quality of our academic programs, the quality of
18 our faculty, and the quality of our students, and
19 the quality of our facilities. That's what's
20 most -- that's what drives me and that's what we --
21 that's what's going to be driving the
22 implementation strategy throughout this strategic
23 plan. And it's built into our goals and objectives
24 each year, and it's built into our -- well, into
25 all of our actions.

1 Integrity is paramount. So from that list of
2 values that you saw, core values that we have, I
3 pulled out a few that I want to focus on because
4 I believe that we can pull them down to a smaller
5 number because many of them overlap, but so
6 that's -- integrity is important, transparency is
7 extremely important for us to be able to offer the
8 quality of education and the experiences that we
9 want for our students.

10 You asked for accountability. If you want to
11 know what we're doing, we need to show you what
12 we're doing. So being transparent in our
13 decisionmaking and in our operations and in
14 everything that we do is extremely important for
15 us. Reputation is everything, or it isn't
16 everything, some people will say; but having those
17 internal controls, that transparency and integrity
18 in operations and quality will certainly make a
19 case statement for you and it will identify our
20 brand.

21 I don't want to diminish our brand by jokes or
22 comments that talk about the inefficiency, but
23 things that we value that talk about our expertise
24 and the quality of our programs and the quality of
25 our students. That's what makes Florida A & M

1 University great. When we refer to our alumni,
2 we're talking about the great ones, and that's what
3 we want to continue to do, to value that excellence
4 that we talk about so often.

5 Outstanding customer service, all of our
6 students and students all over the country, we all
7 talk about customer service, we all want great
8 customer service. We choose our vendors, we choose
9 our associates, we choose the places that we go for
10 services based upon how we're treated. So
11 outstanding customer service is something that we
12 can overcome, and it's a continuous challenge, and
13 we will continue to work on it, and we will
14 continue to require the best from our students, our
15 faculty, as well as our employees in providing the
16 quality and the education that we perceive.

17 So those are guiding principles that you will
18 see that come through all of these objectives and
19 the basis upon which our faculty and staff are also
20 measured.

21 The best-in-class means, and I say it a lot
22 because some -- the uniqueness about being
23 best-in-class is basically creating a
24 differentiated identity that will maximize our
25 potential, to create ideas, processes, as well as

1 our research which should in effect end up with
2 products that we can share in the market. We're
3 talking about changing and increasing the quality
4 of life and the standard of living for the students
5 that come to Florida A & M University but also for
6 their families, that they will be impacted.

7 We want to be nationally competitive, not just
8 competitive in our neighborhood and not just
9 competitive in Florida. We want our students on
10 the global stage. We want them to make a change in
11 the world. And this is the way that we do it, by
12 being best-in-class. That means they're getting
13 the education that they would receive any place
14 else. That's how you transform a society.

15 Nelson Mandela spoke to education as the best
16 weapon of war. If you want to change, if you want
17 to give people an opportunity, education is what's
18 going to change things for them. So we want our
19 students to be able to excel, to create
20 opportunities to contribute to economic growth and
21 to innovation. That means they're going to solve
22 problems, but they're not going to just solve
23 problems for the neighborhood, they're going to
24 solve problems for people in China, for people in
25 Haiti, for people in Germany, in South Africa and

1 the Caribbean. That's what we do. We want them to
2 have those exposures, and that's why we say
3 globally give them that exposure. They can see
4 other people, they can see problems.

5 I always refer them to take a label look in
6 your clothes and understand why everybody in the
7 world knows how to make the clothes that you like
8 and the clothes that you wear. They study you and
9 know you. Our students need to study other people,
10 they need to know them, and they can solve problems
11 for them.

12 And I am particularly interested in our work
13 in agriculture and our need to expand in
14 agriculture because we will all need to be able to
15 eat, and there is a world food shortage. We just
16 don't know it because we have aplenty. We have
17 grocery stores; everybody doesn't have them. And
18 also the quality of food and nutrition is
19 important.

20 Focusing on our programs, making sure that we
21 are offering academic programs that reach into the
22 future, that reach towards future needs is an
23 important part of being best-in-class, but my
24 concern is that we do not lose our focus and
25 understanding of the liberal arts and a liberal

1 arts education. We should not get totally
2 distracted by the need for science, technology,
3 engineering and math.

4 You all like basketball. You probably all
5 watch a game, that's entertainment, and we have
6 many other arts that we all enjoy, and we have
7 people with different talents and different
8 abilities and they should receive the same quality
9 of education to explore their gifts as our students
10 that have the abilities in the science areas,
11 technology areas as well. So we are a well-rounded
12 institution, and we want to be a well-rounded
13 institution in the courses that we offer. And
14 that's what the best-in-class institutions are
15 doing that are not singularly focused in one area.

16 While we do have institutions that are
17 specialized in particular areas, in technology, all
18 of them are not. And Florida A & M University,
19 that's something that you have to decide, if that's
20 what you want to become, a technological
21 institution, or you want to provide a liberal arts
22 as well as the technical and mechanical education
23 for our students is something that I'd like you to
24 think about because how we invest our resources in
25 the coming years will determine where we will be in

1 the future.

2 So transformation and adaptation is the head
3 of this next slide, which says: We will make
4 changes, we have to make changes, but knowledge is
5 a renewable resource. I believe it to be a public
6 good, and I think -- and it is our business, it is
7 our most important business. And inclusion is our
8 strategy. Being accessible and affordable are part
9 of that vision and it's certainly a part of our
10 mission. For a society to move forward all of its
11 people need to be educated.

12 So that's what we are doing at Florida A & M
13 University and that's what you will see that go
14 throughout each one of these destinations that we
15 have described for you. So if you take a look,
16 they're also listed here in your book. They're
17 high impact. We said -- we changed the name from
18 Performing Boldly Beyond Measure to Forever
19 Forward, FAMU Forever Forward.

20 So that's where that F cubed comes from,
21 because it resonates with all of our history and it
22 picks up on what we want in terms of having a high
23 impact. So it can be three Fs, or it could be F
24 cubed, however you think of it, it gives us the
25 energy and the strength and the impact of the

1 exponential factor that we believe that we can have
2 in terms of the programs that we offer.

3 We want our students to be involved in the
4 high impact research along with our faculty.
5 Having undergraduate research and undergraduate
6 students involved in research is an important part
7 of what we want to do, engaging with our community.
8 Building partnerships with business and industry
9 will also help us to move our institution forward,
10 and most importantly, investing in our faculty.
11 For any institution to be best-in-class and to
12 reach that higher research status, you have to
13 invest in your faculty. There's no other way to
14 move the status, frankly, of your institution if
15 you're not investing in your faculty. That's what
16 the major research and best-in-class institutions
17 do and they've always done it.

18 Commercialization is something that we have
19 not done a lot of. The intellectual property that
20 is being created is extremely important for us not
21 to just create it but monetizing it, getting it to
22 the market. We know big industry is always after
23 the latest and greatest thing, but in order for us
24 to get our intellectual property to the market, we
25 have to collaborate with big industry in order to

1 be able to get it to the market.

2 We've been producing wine that tastes good
3 forever, but nobody knows that outside of
4 Tallahassee. And when we have events and they know
5 that we're bringing FAMU wine, that you can't get
6 in because people enjoy it; but we haven't been
7 able to monetize it. We need connections, we need
8 collaborations and partnerships to be able to move
9 our patents forward.

10 We have the same thing in pharmacy with many
11 patents. We have to cooperate and work with those
12 that have the resources to be able to move our
13 products and move our intellectual property into
14 the market.

15 So with that kind of an overview of where
16 we're headed with our institution, I'm going to let
17 the Provost take us through the academic side and
18 the academic plan and how this strategic plan gives
19 us a roadmap through each one of the priority areas
20 and vice presidential areas and what they have to
21 do to make it a reality.

22 Provost David.

23 PROVOST DAVID: So I should start off by
24 saying that I stand here not as just myself but I'm
25 also standing in for Doctor Hudson who was called

1 away, but that's okay because we work in
2 partnership. And so a lot of the things we have
3 been talking about throughout because -- let me
4 just back up for a second.

5 For those who might be new, we have the
6 Division of Academic Affairs, and we have the
7 Division of Student Affairs. And under Academic
8 Affairs are the colleges, faculty and students, the
9 academic life of students after they hit the
10 campus. Under Student Affairs is admissions,
11 enrollment management, counseling, health,
12 dormitories and all the things that are student
13 life.

14 So we have to partner together to be able to
15 provide that best-in-class educational experience.
16 I don't have the clicker, so I'm just going to go
17 like this.

18 So Trustee Washington, we were told by the
19 President she didn't want us marching through, so
20 we're not going to march through. I will say that
21 for each of these destinations or areas, we did try
22 to identify specific action steps so not just where
23 are we going, what is the destination, but what are
24 the specific things that we want to prioritize in
25 terms of getting there, and then targets so that we

1 know we got there and we can get off one train and
2 get on to the next train.

3 And so I'm not going to read all of them, I'm
4 just going to focus in an overview fashion on five
5 areas that are particularly resonate for me:

6 Engaged, well-prepared, well-supported students;
7 engaged active faculty, positive learning
8 environment, strong academic processes, and
9 policies and technology and data as a driver of
10 success.

11 TRUSTEE REED: Excuse me, Madam Provost, is
12 this Destination 1 we're talking about now?

13 PROVOST DAVID: No, because the academic
14 affairs touches on all of the destinations.

15 TRUSTEE REED: Okay.

16 PROVOST DAVID: And so you will see that I
17 will -- sorry, you see I'm excited by strategic
18 planning.

19 You'll see that I'm going to touch on various
20 targets that are scattered throughout.

21 TRUSTEE REED: Okay.

22 PROVOST DAVID: But this is a holistic view of
23 how this strategy will help us have that
24 best-in-class educational experience.

25 TRUSTEE REED: Okay.

1 TRUSTEE MOORE: So don't be concerned with the
2 book.

3 PROVOST DAVID: You'll see all the targets,
4 but this is your opportunity to talk -- to think
5 about the big ideas and not necessarily look at it
6 in terms of this target, this target, and this
7 target. So we are trying to do that in a broad
8 kind of conversation that you wanted to have.

9 Okay. So the first part: Engaged,
10 well-prepared and well-supported students, and I've
11 highlighted here a few things that are of
12 particular importance to me; and that is, to make
13 sure that we have classroom experiences that
14 include the best teaching methods.

15 And when we talk about best teaching methods,
16 we're talking about methodologies for instruction
17 which can include flipped classrooms -- I'm sure
18 you've heard a lot about flipped classrooms, where
19 people are expected to kind of do the learning
20 part, read the materials, not have that kind of
21 lecture content in the lecture room, get all of
22 that on the outside, and then use the time in class
23 to do group projects, group exercises that will
24 help cement the learning and help them move
25 forward.

1 We want to take advantage of ebook, ebooks
2 because, again, this all fits very closely
3 together. Not only is using ebook technology
4 something that can provide more material and linked
5 content, internet content, video content and all of
6 those kinds of things together, but it can also
7 drive down the cost for our students which is, as
8 you know, a prohibiting factor for our students
9 moving forward.

10 We want to make sure that we are giving our
11 faculty the best opportunities to learn how to do
12 all of these things, so we have been rolling out
13 opportunities for faculty development. There was
14 made mention in the President's remarks that
15 Associate Provost for Faculty Affairs and Faculty
16 Development, Genyne Boston, has brought to our
17 campus on a pilot basis and we're hoping to bring
18 back next year the AQ. And this is something that
19 was because of President Mangum's board leadership.
20 AQ is an education, national educational
21 institution, and they've come up with online
22 training modules to help faculty members be the
23 best they can be in their classroom.

24 And we had a pilot group tested out. They
25 were excited about it. We debriefed, and they were

1 so excited they actually got filmed so that they
2 can be incorporated in some of the modules going
3 forward. So that's the kind of excitement we want
4 to have around teaching.

5 We want to focus on group learning because we
6 understand that group learning, discussion and all
7 those kinds of things help cement a lesson; and we
8 want to have more learning labs. Last year we
9 invested in some dollars that were saved, we
10 invested in creating a math lab that's over in the
11 Dyson Building. Some of you had a chance to walk
12 through that when Senator Negron came to campus and
13 visited. That is part of that kind of overarching
14 learning experience of the students.

15 This was an idea from the math department and
16 Dean Edington. The students have a class, and then
17 they have a math lab that's associated with the
18 class. They do lessons and problem sets that are
19 on the computer; there are people there to answer
20 their question and help them understand the
21 material and move forward.

22 Outside-of-the-classroom learning is very
23 important for building -- and I'm going to tell
24 you, I stole this from my dean of the law school at
25 Iowa, so I give a shout-out to her -- competence

1 and confidence. We want people to practice so that
2 they can build their competence in what they're
3 trying to become, what material they're trying to
4 master; but also their confidence in delivering it.

5 And in law school we often found that, you
6 know, the person might know it all in their brain
7 but they hadn't stood up and said it. I know
8 Judge Perry knows this, and until they stand up and
9 say it and try it a few times, they're scared to do
10 it. So we want to build their competence and their
11 confidence through experiential learning, through
12 service learning. We want to have more community
13 service opportunities which will also help us
14 engage our community, which is really important.

15 We want students to have more laboratory and
16 research opportunities so that they can get in the
17 lab and try things out and explore new ways of
18 thinking about solving problems, and then through
19 group learning. And group learning can happen, and
20 I'll talk a little bit more about this, through
21 study halls that we're trying to get more of, study
22 spaces. We had some money we put into library
23 renovations to have more group study spaces with
24 the kind of boards we can write on the walls.
25 We're trying to get students to say, okay, I can

1 learn from my colleagues. And so living/learning
2 communities that we talked a little bit about, and
3 we'll talk a little bit more about are very
4 important.

5 Global perspectives, the President has already
6 said this. Of course global perspectives, that's
7 my area of expertise from my scholarly activity.
8 We want more study abroad, we want to bring more
9 international students here, we want people
10 thinking about how they can incorporate
11 international perspectives into their curriculum.

12 And then finally, we want to recruit to our
13 campus students who will thrive in that kind of a
14 learning environment. And so the next few slides
15 are going to talk about some of the recruitment
16 goals that we have. So what this is, is we've
17 projected out our recruitment goals. This is
18 mostly based on what's in the work plan except the
19 next few slides are going to kind of slice and dice
20 it so that you can see segments.

21 The one with the gold is this current year.
22 We wanted to have the historical perspective, so we
23 provided years out and years from the beginning,
24 2010, which is the beginning of this strategic
25 plan.

1 We've talked a lot about our enrollment. Our
2 enrollment this year is 9,908. We are projecting
3 that our enrollment will go to 9,000 going forward.
4 We talked a lot about it, we haven't said why.

5 One of the reasons why is we had one of our
6 largest classes that we entered, the size of our
7 student body, was six years ago. And as we are
8 getting to the six-year graduation rate, what are
9 we hoping? We're hoping that most of them go.
10 Since then, as we are looking at the classes that
11 have been enrolled since then, they've been a
12 smaller number of students that have been enrolled
13 since then.

14 As we also try to improve our six-year
15 graduation rate, what's going to happen going
16 forward? More of those students are going to
17 leave; that's what we're hoping for. And so that
18 means that we are going to have to recruit more
19 FTIC students and more transfer students and more
20 graduate students in order to maintain this high
21 level of -- and that's the reason why people say,
22 well, why are you only saying 10,000 in a few
23 years? That's because we know we're going to be
24 hopefully pushing more people successfully with our
25 love and great congratulations out of the door as

1 they graduate in six years, in five years, in four
2 years. And we have to start pulling in more people
3 in order to catch up on that
4 deliberate-planned-hoped-for gap.

5 Here are some of the ways that we think that
6 this is going to break down, these are models that,
7 of course, we're going to refine as we continue to
8 move forward: Female/male, this is the trend in
9 higher education, that there are more females going
10 to college than males; and that is a trend that is
11 exacerbated in the African-American community.

12 Full-time/part-time, most of our students are
13 full time. We do have some students that are part
14 time. We have some part-time programs, and then I
15 think a lot of our graduate students you'll find
16 are students who are working at the same time they
17 are moving forward.

18 Residency, Florida residents predominate.
19 There's a Board of Governors' regulation that says
20 that 90% of the system-wide student body is
21 supposed to be Floridian and only 10% can be
22 non-Floridian, which includes international.

23 We are a small school, so we are able to push
24 that envelope a little bit because we won't have as
25 much of an impact on that system-wide. So that's

1 one of the reasons why you saw yesterday when Vice
2 President Hudson was saying we are going to target
3 those National Merit students across the country.
4 That is one of the reasons why we are able to say
5 we are going to target international students and
6 we're going to do all sorts of things in order to
7 bring to our campus students who will be able to
8 thrive.

9 Undergraduate, graduate, unclassified means
10 they're maybe taking classes but they're not
11 necessarily enrolled in a specific program. We are
12 hoping to grow our graduate population over time.
13 This is very important to us, and the next slide I
14 think shows that a little bit more.

15 We're trying to grow our graduate population.
16 We expect our professional population will remain
17 relatively stable because usually the professional
18 programs, and here I'm thinking of particularly our
19 graduate professional programs, the pharm D program
20 and the law program and the like. You're going to
21 have controls on the size of the body, likely to
22 accreditation and capacity. But we do think
23 there's a lot of opportunity for our graduate
24 program and we definitely want to grow that, and
25 that's in line with where we want to be in terms of

1 going, not -- being firmly in our research two
2 category and trying to think about what we need to
3 do to get to research one.

4 And finally, total enrollment by race. People
5 keep wondering what does this mean? What is this
6 going to mean to us? Are we going to lose touch
7 with our mission as a historically black college or
8 university? That is not what we expect will
9 happen, it's not our intent, it's not our goal. We
10 think we have capacity and can enrich opportunity
11 for all of our students by inviting more people in
12 while still maintaining and serving the character
13 of the population that has been our traditional
14 base.

15 I want to just stop there for a second and
16 just tell you that there was also a comment about
17 what we are going to do and thinking about doing in
18 terms of enhancing our enrollment efforts. We are
19 talking about that. We actually have had people on
20 our campus helping us think through what we need to
21 do to step up our game so that we can have a
22 message and get the message out there and get it to
23 the students who will be excited about coming here
24 that we want to have to come to our campus.

25 So that is something that we are actively

1 investing in because we know that it's important.
2 We're going to invest it in terms of enhancing our
3 use of technology -- and I'll circle back to
4 technology at the bottom of this -- we're going to
5 enhance it by I think probably restructuring the
6 way we approach our admissions and enrollment. And
7 we also have to recognize that having that high
8 student body number is also a question of other
9 factors that are critically important: The
10 dormitories, having living/learning communities
11 helps us attract more students; having higher
12 quality dormitories helps us attract more students.
13 Studies show that the more students stay on campus
14 the better they are and more successful they are,
15 their GPAs go up. So all of those things are
16 extraordinarily important to us.

17 Are you telling me to stop?

18 PRESIDENT MANGUM: No, residences, residence
19 halls, not dorms. I'm just teasing.

20 PROVOST DAVID: I'm too old to change my
21 vocabulary. The residence halls, I'm sorry.

22 TRUSTEE DORTCH: I do have a --

23 PROVOST DAVID: See there, but I'm
24 substituting in for VP Hudson. He would say
25 residence halls.

1 TRUSTEE DORTCH: Question, I know when we were
2 at the governance conference and seeing it
3 throughout the country with strategic approaches to
4 community colleges and recruiting there, do we have
5 anything in your strategy that focuses on that
6 level of students and trying to compete? Because
7 I've seen some of the top universities in the
8 country that are really increasing their enrollment
9 by having partnerships and working with
10 organizations and all, even the 100 Black Men has a
11 program that I've been amazed at how many
12 universities -- because they come with matching
13 funds and come with the support system.

14 PROVOST DAVID: Right, and we have in our work
15 plan an increasing emphasis on and a goal to
16 increase our success at recruiting transfer
17 students.

18 TRUSTEE DORTCH: Okay.

19 PROVOST DAVID: What we need to do is have
20 more infrastructure in place that will allow us to
21 do that successfully. Part of that is having
22 partnerships through articulation agreements that
23 are well-supported, so we need to beef up the
24 support in that area. That's an area of an
25 investment that we have identified because you want

1 the students to take classes so that when they
2 transfer to the University setting there are no
3 surprises, they don't have extra classes to take,
4 you want them to be clearly on board with their
5 progress.

6 We need to do some technological things that
7 will help us do that. We have some processes that
8 are paper-driven that make it harder for us to give
9 students that kind of advice, and so even though we
10 have expanded the number of articulation
11 agreements, until we have the infrastructure that
12 makes it a seamless transition, we're not going to
13 yield as much benefit. So that's an area in which
14 we are making investments.

15 PRESIDENT MANGUM: And we went from zero to
16 six this year, articulation agreements with
17 community --

18 CHAIRMAN LAWSON: Oh, great. Okay.

19 Madam Provost, I just had kind of a dovetail
20 off of Trustee Dortch's comment because I think
21 some of us sat through presentation with -- I can't
22 remember which university it was.

23 TRUSTEE DORTCH: UC, yeah, University of
24 Central Florida.

25 CHAIRMAN LAWSON: Yeah, and they just had a

1 very robust process of bringing students in from
2 the community colleges in their surrounding area.
3 Now granted, they have the access of location
4 working for them. We only have one school here,
5 they have multiples kind of circling them. But
6 they had like a real finite program of money,
7 process, people, and their president just
8 taunted -- there are two things he taunted that
9 were really interesting. He taunted his graduation
10 rate, but he also taunted his graduation rate of
11 African-American students that he was bringing in,
12 and he was also using that as a way to bolster his
13 minority population.

14 And it just feels like if they can do a really
15 good job of it, and 50% of the kids in the State
16 University System are African-American, I'd love to
17 see us put a little more -- I don't know the right
18 way to describe this other than focus -- but a
19 little more focus on that area.

20 And then the other thing that we saw at that
21 conference, Trustee Dortch, I think you'll
22 remember, there were a couple of schools that had
23 taken a real hard look at the cost of a degree; and
24 they had put some processes in place to actually
25 reduce the cost of a four-year degree for a

1 portion -- you couldn't do it for everybody, but
2 for a portion of their population that achieves
3 certain performance, you know, criteria at the
4 school. And they even, if I'm not mistaken, even
5 requested incremental -- I may get this wrong --
6 but requested incremental funds from the State to
7 help support that initiative.

8 So two things I'd ask that we consider --

9 PROVOST DAVID: And I'm sorry, that was with
10 regard to transfer students?

11 CHAIRMAN LAWSON: No, just students in
12 general.

13 PROVOST DAVID: Okay.

14 CHAIRMAN LAWSON: So two things I'd ask for us
15 to consider in the process, and I think Trustee
16 Dortch, Trustee Woody, Trustee Washington was there
17 as well, a real tight objective or idea or process
18 or some thinking around: How do we better mine or
19 extract students out of the community college
20 system and what steps could we -- and granted,
21 we're not a school flush with resources, I
22 understand that -- but what steps could we really
23 take, even potentially with some State assistance
24 to try to reduce the cost of a degree for, if not
25 all freshmen, but a portion of the student

1 population tied to some level of performance.

2 We did see an example of that when we were in
3 Orlando where one university had actually done
4 that. I don't know the -- I don't remember all of
5 the specifics, but they also were bragging about
6 their ability to reduce the cost of a degree. Now
7 granted, their resource pool is probably bigger
8 than ours, et cetera. But within kind of where we
9 play and what we can control, I'd just love to see
10 us give back -- I don't know if we can do it, but
11 just give it some thought.

12 PROVOST DAVID: Right. And so I would say
13 Bill Hudson would say if he were standing here it's
14 a great point and because it shows that enrollment
15 management is not just who you bring in, it's how
16 you keep and progress through the people that you
17 have.

18 CHAIRMAN LAWSON: Right.

19 PROVOST DAVID: And that's really important
20 for us to appreciate. We have a fabulous retention
21 rate for our first year. First year to second year
22 retention rate is over 80%. If you calculate it
23 for progress to degree -- I'm sorry, academic
24 progress rate, the APR, that's what we report in
25 our performance funding. That's retention plus the

1 2.0 GPA, and that's still pretty high for us, it's
2 in the 70s, and we've made great progress in that
3 over the past few years. Where we fall off tends
4 to be between the second year and the third year,
5 and a lot of reason why we fall off between the
6 second year and the third year is because students
7 don't have the finances to continue.

8 CHAIRMAN LAWSON: Right.

9 PROVOST DAVID: That's one of the reasons why
10 we're so happy to have a partnership with the
11 National Alumni Association to try and raise funds
12 to help that transition move forward.

13 Other things that we need to think about and
14 how this all fits together is if we are able to
15 keep students on track, then they get through more
16 quickly and more efficiently. I say out the door
17 in four because that means that hopefully the
18 student has gotten through as efficiently as
19 possible. That's what we want. We don't want a
20 student taking the same class multiple times
21 because they're out of sequence, because they're
22 not well-prepared for a foundational force. So
23 those are things and how they tie together that
24 we're thinking about.

25 TRUSTEE DORTCH: And I think even as we talk

1 today and listening to others, the good thing is
2 what we're talking about is not new to
3 Florida A & M University, I mean having once had
4 more merit scholars than any other college or
5 university in the country, there had to be a
6 former. And just taking a personal example, my son
7 had Fulbrights at Hampton, at Howard, at Southern
8 University. And I took him first to an alumni FAMU
9 recruitment in Atlanta, you brought students, and
10 he got a chance to interact; and then they brought
11 a trip -- a group of students down to FAMU. And
12 after that one trip down, it was over, he and ten
13 of his classmates decided they were coming here.
14 When he came back, there was no other discussion.
15 I don't know what happened down here, but it was
16 all set. My son said, I don't care about Howard or
17 Southern or Hampton, I'm going to FAMU.

18 But the student engagement and involvement
19 with the recruiting in Atlanta, the alumni hosting
20 and being aggressive, I think there are some
21 formulas. And one last thing, when Doctor
22 Humphries used to come, when he'd come to Atlanta,
23 he's a long-time friend. He thought we were
24 crazy -- we were stupid, but the issue was, he came
25 in with the inspireds. He said, look, you bring me

1 your top student, your merit scholar, and I'll give
2 them a full ride.

3 Well, we had students that Syracuse and all of
4 them were recruiting but because it was coming to
5 one of our flagship HBCUs, then we became
6 recruiters along with the University because that
7 was it. And we got merit scholars out of Atlanta
8 to come here as well.

9 So I just say it's not rocket science, it's
10 not new. There are formulas and there are examples
11 out there, but clearly we can bring those students
12 here.

13 PROVOST DAVID: And I think that's exactly the
14 conversation we've been having these past couple of
15 weeks, Bill Hudson and I, and we have -- what we
16 need to do is we need to have more of our
17 enrollment admissions process look like that kind
18 of courting that is typically associated with
19 student athletes where we say: This is the kind of
20 student we want, we go after those kinds of
21 students, we talk to them, we encourage them, we
22 recruit them, we make it a special experience.

23 When I get to the bullet point on data, part
24 of it is that we don't collect and have the best
25 data platforms, and that's one of the things we're

1 investing in so that we'll be able to keep track of
2 those and follow up because right now you're in a
3 market against the Howards and the Syracuses and
4 all of those other places where they have market
5 data, market segmentation, they're pinpointing a
6 student, and they'll say, oh, Elmira, your birthday
7 is June 10th, and I'm going to send you a little
8 postcard that says, hey, FAMU says happy birthday,
9 Elmira, we hope you'll join us. You know, we need
10 to get into that game, and we haven't quite been
11 there yet.

12 TRUSTEE DORTCH: Good.

13 PROVOST DAVID: I need to keep going. Oh, I'm
14 sorry.

15 TRUSTEE WASHINGTON: Just a couple of quick
16 points. I do agree that recruitment is important,
17 but if we look at our graduation rates, we only
18 have four out of ten kids graduating in six years;
19 so I would say we need to focus on getting those
20 other six across as much as pulling more qualified
21 students in.

22 And also, have we looked at models -- like
23 Georgia State has a similar population to ours and
24 has done dramatic things in the last five years in
25 increasing their retention and completion rates. I

1 mean we don't have to reinvent the wheel, there are
2 models out there. Are we collaborating with them,
3 talking to them? I mean UCF is great, but they're
4 technically kind of one of our competitors. So if
5 we go to another state, you know, we might be able
6 to have some synergies there.

7 PROVOST DAVID: Right, so I'm going to --
8 luckily there's no subpoints to my point that says
9 technology and data driven, so I'm just going to
10 say: Technology and data as a driver of success.

11 We actually sent a team to Tennessee State, we
12 sent a team to Georgia State to talk with them
13 about how -- what they were able to do in order to
14 be successful. Maurice Edington was one of the
15 folks who went to Georgia State. He's got like
16 data people who are just totally excited about
17 this.

18 Part of this is when we talk about analytics
19 being able to predict, track and help understand
20 what the roadblocks are going to be for a student
21 even before they understand what the roadblocks are
22 going to be, so that's something we're paying
23 attention to. In December the -- regulation, I
24 believe it was -- the regulation that you all
25 passed in December that allows us to say to a

1 student, okay, we know at this point in time that
2 you're probably not going to be successful in this
3 particular major because we have this analytical
4 perspective and being able to say to a student,
5 okay, now is the time for us to talk about moving
6 you to another major. That's going to help us.
7 Those are some of the things that we're thinking
8 about.

9 We want to be more specific. We have -- we're
10 working with a partner to help us -- who will also
11 help us on a benchmarking perspective, but who will
12 help us understand the use of our resources and be
13 able to understand where our bottleneck courses
14 are, how we're responding to those bottleneck
15 courses and moving students more efficiently
16 through them. And so for us a lot of that is going
17 to be data.

18 I do want to say that I'm already anticipating
19 we're going to make additional progress next year
20 on our six-year graduation rate. Donald Palm is
21 not here to keep me from saying that. I tried to
22 get him to commit to what a number would --

23 DOCTOR PALM: Yes, he is.

24 PROVOST DAVID: Oh, Donald Palm is back there
25 so he might yank me off the stage. But I tried to

1 get him to commit to a number, he wouldn't commit
2 to a number, but I still think he would agree that
3 we're on target to make more progress with our
4 six-year graduation rate.

5 And I do -- we are -- and that's the reason
6 why when we're thinking about enrollment numbers we
7 are thinking about, hey, want more of those
8 students graduating and graduating sooner, and so
9 we're going to have to recruit more students to
10 backfill the number that we're going to push out
11 the door with a smile on our face.

12 TRUSTEE WASHINGTON: Well, and also know that
13 pushing them out the door, you know, if we're
14 losing them between the second and third year,
15 we're losing revenue.

16 PROVOST DAVID: Yes, exactly.

17 TRUSTEE WASHINGTON: So knowing that, you
18 know, keeping them in gives us revenue over a
19 longer period of time.

20 PROVOST DAVID: Exactly. I mean we want to
21 keep -- we want to reverse that second-year slump,
22 and for that one -- and we have been working on
23 making phone calls to people. You saw Britt Gamble
24 was up there. She's one of the people -- her team,
25 they made phone calls to the first to second year

1 students and second -- some of the second to third
2 year students. We also partnered with our colleges
3 to get some of that done to see what is a barrier
4 for you coming back. And the number one barrier:
5 I have a balance.

6 PRESIDENT MANGUM: We are also cognizant of
7 the fact that many of our students are recruited
8 away once they prove themselves good college
9 students. So we have to provide them scholarships,
10 high achievement awards, and we're trying to give
11 more in-school awards to keep the best and the
12 brightest that come prove themselves to be such
13 because they do get recruited by other institutions
14 also. So we have to fundraise, more money.

15 TRUSTEE DORTCH: Right.

16 TRUSTEE WASHINGTON: Does that count against
17 us in the performance funding metric?

18 PRESIDENT MANGUM: If they leave us?

19 TRUSTEE WASHINGTON: Uh-huh.

20 PRESIDENT MANGUM: Oh, yes. That's the
21 retention rate. It helps -- yeah.

22 TRUSTEE WASHINGTON: Do we get counted if they
23 graduate in six years though?

24 PROVOST DAVID: No.

25 TRUSTEE WASHINGTON: No? Okay.

1 PROVOST DAVID: Okay. So I do want to --

2 TRUSTEE GRABLE: Excuse me, Mr. Chair.

3 PROVOST DAVID: Sorry.

4 TRUSTEE GRABLE: I wanted to make a comment
5 about what the Provost mentioned. I'm going to
6 digress for a moment to your statement about the
7 postcard. Our communications to students is very
8 important, and I think you're right on target with
9 that. We live in a very visual culture, and
10 millennials are very visual, they're very media
11 savvy, very interested in seeing people who look
12 like them in the communications that we send.

13 And I recently received an email from a
14 faculty member, and we've talked about this before,
15 where not only do we have to try to attract them to
16 the campus through plans that the President has for
17 improving our dormitories, we know that the
18 environment that students come to can make a huge
19 difference. But I also wanted to address the issue
20 that Trustee Dortch brought up, and it seems to me
21 that there is not just a formula but, again, that
22 one-on-one contact which I know that we are
23 continuing to do, which has been a tradition here
24 at Florida A & M.

25 But it is also important when we do send out

1 communications that it's on point, and that was one
2 of the issues that a faculty member brought to me
3 about a month ago. So I know that we're working on
4 that, and I just wanted to confirm and agree with
5 you in regard to that.

6 PROVOST DAVID: Okay. Great.

7 CHAIRMAN LAWSON: Yes, Trustee Smith.

8 TRUSTEE SMITH: Yes, good afternoon.

9 Yes, that one-on-one and personal touch is
10 very important, so my question for you is: Will
11 you continue to utilize the Royal Court,
12 presidential ambassadors, as well as student
13 leadership to go out and recruit in these efforts?

14 PROVOST DAVID: So again, now I'm --

15 PRESIDENT MANGUM: Out of your league.

16 PROVOST DAVID: -- I'm out of my lane a little
17 bit, so I'm not going to make any decisions for
18 Doctor Hudson, but I can tell you that we
19 understand the value of our student ambassadors. I
20 know that we are talking already about -- somebody
21 mentioned Miami, I'm pretty sure it was Dave
22 Lawrence mentioned Miami.

23 We are planning on going, talking to high
24 schools and that, with the game and having student
25 ambassadors and the like. So I don't think there's

1 any intention to eliminate the role that students
2 can play because students can relate to students,
3 or prospective students can relate to students and
4 they can explain the experience much better than I
5 will ever be able to explain it.

6 TRUSTEE SMITH: Okay. Thank you.

7 PROVOST DAVID: Sure.

8 So I really make sure that I emphasize faculty
9 because we have spent the last year talking about
10 performance funding, but faculty and faculty
11 vitality is something that's very important to me.
12 We've spoken a lot about undergraduates, we have
13 been working on graduate student stuff, but there's
14 a lot of graduate student work that we need to do
15 as well as was discussed.

16 But faculty I wanted to make sure was talked
17 about and brought out of -- the elements are
18 brought out of the plan. We are looking to have
19 the right mix and right size of faculty support our
20 academic programs. There's a lot that goes into
21 figuring how many faculty members do you need to
22 have in order to run an academic program? It's not
23 a one-to-one correlation with the size of the
24 student body.

25 If you have accredited programs -- and you saw

1 the slide, it shows we have many accredited
2 programs. They often have requirements about the
3 number of faculty to the student-faculty size
4 ratio; they often have requirements about the
5 qualifications of the people who are required to
6 teach certain courses; and they often tell you what
7 courses need to be taught in order to have an
8 accredited program.

9 So the more we seek accreditation, often that
10 means the more we need to invest in our faculty.
11 And so having that right size, sometimes you have
12 to turn down the opportunity to make a program an
13 accredited program because you say, oh, we don't
14 have the resources at this moment in time to make
15 that program the kind of quality program that can
16 continue to gain and garner accreditation. So the
17 right size and the right mix of faculty is this
18 very important balance that we are thinking about.

19 I also wanted to point out that we want to
20 carefully nurture investment in faculty success.
21 To my mind, if we invite somebody to be a faculty
22 member here and I don't care what their status is,
23 but in particular, if we invite somebody to be a
24 faculty member here and they're on the tenure
25 track, then we need to do everything we possibly

1 can to help them be successful in research, their
2 scholarly research activity, because sometimes it's
3 not necessarily research that we think of in a lab,
4 right, their teaching, and in their service
5 component.

6 That requires us to be thinking about what we
7 need to do for new faculty, the kind of assessments
8 they get, the kind of standards that are out there.
9 So some of the things that we're working on in
10 order to make sure we have a climate that nurtures
11 our investment in faculty and particular faculty on
12 the tenure track is working on updating our
13 collegiate tenure promotion standards, some of
14 which have not been updated for a very long time;
15 making sure that we have regularity in our reviews
16 and in particular our reviews -- our third reviews
17 for pre-tenure faculty.

18 We are working on making sure that at the
19 center and encouraging at the collegiate level
20 opportunities for faculty development, specifically
21 about how to write because, you know, writing is
22 not a skill that people have; and writing in the
23 style of a journal might not be something that you
24 natively have that you might need assistance with.

25 So we're trying to make sure that all of those

1 things are in place so that faculty members can be
2 successful, and so at the end of the day they will
3 say this was a rigorous but fair progress, whatever
4 the result might happen to be. That's got to be my
5 goal, and hopefully that will be where we'll get to
6 in a little while. There are some deficiencies in
7 some parts of those that are across the board I
8 think, so that's something that we're working on.

9 TRUSTEE GRABLE: Mr. Chair.

10 CHAIRMAN LAWSON: Yes.

11 TRUSTEE GRABLE: And thank you, Provost. I
12 think all of those things you said are certainly
13 worth employing in our strategic plan to address
14 issues with faculty. But I've heard you say
15 everything except the magic word in my opinion,
16 which is workload in terms of --

17 PROVOST DAVID: I haven't finished. I haven't
18 finished. I have more --

19 TRUSTEE GRABLE: Oh, excellent.

20 PROVOST DAVID: So one of the things that I
21 want to make sure we understand is that while I
22 said teaching, service, scholarly activity and --
23 what did I miss? Service, scholarly activity --
24 whatever, it's not 33 and a third percent, right?
25 You can't expect that every person is going to

1 exactly be a third of this, a third of this, and a
2 third of that. And so that's something that we
3 have to do, is we have to recognize and have
4 flexibility. That's one of the reasons why we're
5 really thrilled that you approved the idea of
6 having research faculty on our campus, people who
7 can focus solely on research. We're real excited
8 about that as an opportunity to allow people to
9 play to their strong points.

10 Overall we do recognize that the right size of
11 faculty is one that will enable us -- and the right
12 mix of faculty is one that will enable us to make
13 sure that people have workloads that enable their
14 ability to do research and engage in scholarly
15 activity. You might not know this, but most of our
16 faculty members outside of our professional schools
17 have a four and four teaching load, which is very
18 high for a research-intensive institution. And so
19 that's something that we are trying to work on on a
20 regular basis.

21 I think I've slowed down a little bit, so I'm
22 going to move forward. One thing that I do want to
23 talk about is promoting a highly active research
24 environment, and we talk about R2. I'm not sure
25 you understand what R2 means. There's -- It's not

1 R2-D2, sorry, I'm a nerd.

2 There's a Carnegie classification, and it goes
3 from R0, essentially, which is to say you have no
4 research activity. Typically those are
5 institutions that don't award graduate degrees.

6 R1, R2, and the highest designation is R3. R3 is
7 where you find all of the big boys and girls who
8 have huge research-intensive activities. Usually
9 they have healthcare institutions that are driving
10 NIH funding and super grants of that nature.

11 We were R1, we have just been designated R2.
12 That designation is highly active research. The
13 other R2 schools in the SUS are FAU and FIU. The
14 R1 schools are, FSU, UCF, UF and USF. We're firmly
15 committed to holding onto R2 and making our way to
16 R1. That's going to be a combination of how much
17 research grants that we --

18 TRUSTEE DORTCH: R1?

19 TRUSTEE MOORE: R3?

20 PROVOST DAVID: Sorry, R3, I said that the
21 wrong way. But it's firmly going to be important
22 for us to continue to generate that research by
23 providing opportunities for faculty to do research,
24 right? And it also is going to be very important
25 for us to recruit and support and get graduate

1 students here who can help engage in that research
2 and also help contribute to our scholarly and
3 academic environment.

4 So those are things that are important that
5 will get us there. We don't just want to be R2 or
6 R3, just because we want to brag, although bragging
7 is a good thing. By the way I should tell you,
8 that according to my research only NCAT -- A&T and
9 Jackson State are the other HBCUs that have it; so,
10 hey, we can brag a bit. But it's more than
11 bragging, it helps us attract bright, engaged,
12 capable students. It helps us provide
13 opportunities for those students, it helps us to
14 recruit faculty.

15 The best place for me to be, I have to say,
16 is in a place where our faculty are coming to us
17 saying they've got offers to be recruited away by
18 every other school because they're doing such
19 wonderful and engaging work that everybody wants
20 the talent that's at FAMU. And we think that
21 maintaining a high research activity is a way that
22 will help us stay there, get to that point.

23 Best-in-class educational experience also
24 requires providing a positive learning environment.
25 Did we miss one? Positive -- there we go, positive

1 learning environment. I was really hoping to win
2 that \$1.5 billion PowerBall so I could go across
3 and be a fairy godmother and update all of our
4 classrooms and our laboratories. We need to update
5 many of our classrooms and many of our
6 laboratories, our teaching laboratories as well as
7 our research laboratories. This is really
8 important for us because having the technology that
9 is persistent throughout the University so that the
10 experience does not depend on what classroom you're
11 in is extremely important. Having the technology
12 so that whether a fac -- I'm not going to say every
13 faculty has to use all of the technology, but
14 whatever technology they want to use, they should
15 be able to use it in whatever classroom that they
16 have; and that's a point that we really need to get
17 to.

18 Another high priority has been study spaces
19 because we do recognize that learning happens
20 outside of the laboratory. You've already heard
21 about living/learning communities so I won't talk
22 any more about that, but the other part that I'll
23 put on there is this idea of an inclusive and
24 comprehensive academic advising component.

25 We have been investing in having more academic

1 advisors for our first year and second year
2 students and our transitioning to having more
3 specialized academic advisors in our major areas.
4 Right now many of our areas -- some of our areas
5 have dedicated academic advisors who work with
6 students after they're in a major; some areas it's
7 faculty members who are still providing the
8 advising.

9 We believe having more dedicated advisors who
10 have that as their responsibility will help our
11 students in the long run because those advisors
12 will be able to have a broader perspective. And so
13 the best intentioned faculty member, and I used to
14 advise students, is only going to really understand
15 the requirements of their discipline. And we want
16 to have somebody who is going to be able to say to
17 a student who is in pharmacy, okay, I understand
18 these are your options in pharmacy, but have you
19 realized that these are your options in health
20 informatics? Have you realized that these are
21 your options in nursing?

22 So you want to create specialized areas so
23 that academic advisors will be a little bit more
24 nimble and able to respond to student needs.

25 One --

1 TRUSTEE GRABLE: And I'll just add to that,
2 and that was very good, and it's important that
3 Board members understand that faculty members are
4 already teaching a large load of classes. If they
5 have to also advise, that even adds to the load.
6 So the Provost discussing how we think more
7 professional advisors would work and that a lot of
8 times faculty members are limited, their knowledge,
9 to just theirs; but here at FAMU, over the years, a
10 lot of professors have a lot of knowledge about a
11 lot of different programs. But this is, again, one
12 way we can try to reduce the load so faculty can do
13 what most people think faculty members do.
14 Professors teach and conduct research in their
15 particular fields, so this is a very important
16 point that we need to keep in mind about what
17 faculty do and not to be using them in ways that
18 takes them away from what they have signed the
19 contract to do.

20 PROVOST DAVID: Okay. So the next bullet --
21 thank you, Trustee Grable.

22 The next bullet: A strong academic processes
23 and policies and support services. So these
24 basically are three items that are designed to
25 respond to all of the anecdotes that you hear about

1 students who say they have to walk up the hill,
2 they have to walk down the hill; they have to walk
3 over; they have to go to four offices in order to
4 get something done. Part of that is because we
5 have more of siloed operation than I think we need
6 to have.

7 We have certain offices that report to Student
8 Affairs, certain offices that report to Academic
9 Affairs, and they might all need to be working
10 together to help a student move forward. And so we
11 want to continue to collaborate and to break down
12 those silos. Having that building that VP Hudson
13 talked about where we can have a one-stop shop for
14 students where they can have academic advisors in
15 with registrars, in with financial aid, in with
16 other folks who can answer student questions is
17 very important. And it's so important that in the
18 short run we do hope to be able to dedicate some
19 space in the Commons to having that kind of
20 one-stop shop until we can get the building up and
21 running, so that's going to be very important.

22 But we also need to make sure that our
23 policies and procedures are very clear to the
24 students because sometimes people are applying
25 procedures and the students don't understand: Why

1 is this happening? And there might be a really
2 good reason for it, because of a policy or
3 regulation that nobody knows anything about.

4 So we need to make those things more apparent.
5 We need to proactively say to students: This is
6 what you do in order to succeed and allow
7 students -- I think this is extraordinarily
8 important -- empower students to manage their own
9 success. Our deans have been doing a great job of
10 talking to students about why the performance
11 funding met -- well, no, let me back that up -- why
12 many of the metrics are of concern, right? They
13 talk about why is it good for you to graduate in as
14 short a period of time as possible. Why is it good
15 for you to have a GPA that's -- why is it good for
16 you to have fewer excess credit hours. And so that
17 information is part of what has fueled our success
18 over the past year because students are beginning
19 to take control of their own destiny and we need to
20 do more of that.

21 Last, I think you've probably understood
22 throughout this how technology and data can help
23 us, it can help us drive our decisions, it can help
24 us move the information, put it together, help us
25 communicate more across boundaries that are

1 boundaries for student services, and it can help us
2 with our recruiting, it can help us better track
3 faculty effort, it can help us do a lot of things.
4 We have what I call a data deficit on our campus,
5 and that's one of the things that we're investing
6 in because we do recognize how it permeates all of
7 our efforts on all of our levels.

8 So that's what I have, and I'm happy to answer
9 any questions that you might have.

10 TRUSTEE MILLS: Thank you, Mr. Chair. Thank
11 you, Madam Provost. A couple of questions for you:
12 So one is we have -- we were talking earlier about
13 who we want to be, right, as part of the strategic
14 plan; and I think we've identified these five
15 places, you know, five destinations that define who
16 we want to be.

17 Do all of the programs or 55 -- 54, 55
18 accredited degrees fit into that vision of who we
19 want to be? And the second part of that is that,
20 you know, when I hear best-in-class --
21 best-in-class isn't a phrase, and you've done an
22 incredible job of outlining, candidly the
23 definition of best-in-class.

24 But one of the most difficult decisions
25 businesses have to make is: What is your core

1 competence, right? And we can't be all things to
2 all people, let alone the best in all things to all
3 people.

4 How do you prioritize creating this
5 environment for the right, you know, right
6 programs, right degrees, and potentially making the
7 tough decisions that there are some these we can't
8 do if we want to -- if we really truly want to be
9 best-in-class and we have limited resources?

10 PROVOST DAVID: So there's a regular process
11 that happens on our campus and also within the
12 State University System which starts off by
13 answering that very complicated question. With the
14 quickest way of answering it: Where are students
15 not actually enrolling?

16 And so we have a review of low productivity
17 programs that happens on a regular basis. It was
18 actually done last year most recently, and I think
19 in 2010 we did it on our campus; and that led to
20 some programs that were phased out over time
21 because of low enrollments, low productivity.

22 What we have done in this past year is we
23 looked at some programs that were not as productive
24 in terms of student enrollment, some of them were
25 combined, particularly in the College of Education

1 where there had been a push to segment out
2 educational specialities. And now what we have
3 done is we have rolled them out so that there are
4 some synergies so that they can still graduate
5 students with a concentration but not necessarily
6 in separate degree programs, and that allows us to
7 utilize our faculty more efficiently in that area.
8 But that's one certain way of starting that
9 conversation is to look at that.

10 I mean if you ask me, there has been a huge
11 emphasis on STEM or STEAM, depending on whether you
12 include agriculture, or as our Dean of Architecture
13 would say, architecture in the STEAM. And, you
14 know, it's really quite interesting, students don't
15 all vote to be in those areas. We have a lot of
16 students who vote to be in business, we have a lot
17 of students who vote to be in journalism, we have a
18 lot of students that vote to be in criminal
19 justice, we have a lot of students who vote to be
20 in the arts.

21 And so, you know, that's another way that
22 people approach it, is they say, what are the
23 areas, the programs that are going to be kind of
24 most productive for the state or most strategic for
25 the state? But that's not necessarily the areas

1 that the students are interested in being in. So
2 that's something that you have to think about when
3 you're thinking about those kinds of questions.

4 Employment statistics is another way of
5 thinking about it. As it turns out, our students
6 who complete programs are actually pretty
7 successful in getting in jobs. So, you know, there
8 are lots of different factors that you can put into
9 it. And if you're trying to get me to come up with
10 a list on my feet, I'm not going to do that.

11 TRUSTEE MILLS: No, no, no. No, no, I'm more
12 interested in, you know, your feeling about being
13 able to achieve this definition, you know, across
14 all of our -- you know, all of the programs that
15 we're in, or are we prepared to, you know, make
16 some of those difficult calls because I'm not sure
17 that -- I'm not sure, and maybe you are, that it is
18 ultimately --

19 PROVOST DAVID: I'm not sure that the
20 definition of a best-in-class university means that
21 every single program has to be best-in-class.
22 Although the experience in every single program
23 should be best-in-class, I don't know that every
24 single program needs to be best-in-class.

25 CHAIRMAN LAWSON: Trustee Washington.

1 TRUSTEE WASHINGTON: Just to piggyback off of
2 Trustee Mills' comment, the process right now seems
3 to be driven by, you know, student enrollment
4 popularity which is fine at a time where we were
5 funded on student enrollment; but the fact that we
6 are now funded largely on performance means that we
7 need to be looking forward strategically about the
8 areas where we are performing and where we want to
9 go. And obviously these are not easy decisions to
10 make by any means; but, you know, at a time when we
11 were funded by enrollment, it made sense to make
12 decisions by enrollment. But at a time when we're
13 funded by performance, we might have to think about
14 how we sort of change our lens to accommodate that.

PROVOST DAVID: Right, and we are looking at it from various perspectives. I will -- you know, there are other things that should be put on the table, one is that we are funded partially by performance. We're also funded by research. We are funded for graduate students in a different way than we are from undergraduate students.

Performance funding metrics focus primarily on the undergraduate student experience and not on the graduate student experience. So it can't just be lined up against performance funding metrics

1 either, so --

2 PRESIDENT MANGUM: But I would also like to
3 add the external view is really closely related to
4 your faculty and their research and their
5 reputation and their recognition. So it's very
6 important that that renowned faculty and your
7 industry and collaborative relationships and that
8 investment from the outside of state government, so
9 to speak, is extremely important to the reputation
10 of the institution.

11 TRUSTEE GRABLE: Mr. Chairman, and I would
12 like to second what the President is saying.
13 Again, we have to look at how we're enhancing our
14 faculty, how we're handling the workload that they
15 have because the Provost just mentioned that
16 research is another way that we fund our
17 University. So we must make sure our faculty has
18 the opportunity to conduct research for those who
19 want to conduct research. So this is very
20 important, and I think the President just made that
21 point very clearly.

22 CHAIRMAN LAWSON: I think, I think --

23 TRUSTEE REED: Just one other point.

24 CHAIRMAN LAWSON: Yes.

25 TRUSTEE REED: I think, you know, this is a

1 great start to a very great strategy and I really
2 love a lot of the points that you have articulated
3 here. One item I didn't hear is: How do you
4 leverage corporations and partnerships with
5 corporations in support of students, in support of
6 co-ops, internships and even the faculty from a
7 research standpoint, and how have we woven that in
8 from a strategic perspective?

9 PROVOST DAVID: Right. So I'm not sure, is --
10 I'm not sure if others are going to speak about
11 this. I can tell you from the research respective,
12 and Doctor Timothy Moore's son is getting married
13 today so he's not here, but he would tell you that
14 that is certainly something that -- those kinds of
15 research partnerships or partnerships that we're
16 looking at from a fundraising perspective, I am
17 thinking about how can we build out the research
18 space on the third floor of the pharmacy building
19 by getting a pharmacy company to partner with us,
20 I'm thinking about how can we get some of our
21 equipment manufacturers to give us equipment for
22 labs that will allow our students to train and then
23 hopefully go out in the world and buy their
24 equipment one day.

25 So those are things that we are thinking

1 about. We certainly through our various
2 partnerships, through our career fairs and other
3 opportunities leverage our corporate partnerships.
4 Certainly SBI is one of the leaders on our campus
5 in doing that. So those are things that we are
6 absolutely thinking about as we move forward
7 because it's part of our strategy.

8 TRUSTEE REED: Yeah, I think there is a key
9 opportunity there, especially when you talk about
10 accelerating some of the needs in the University
11 and promoting the brand as well, is really that
12 corporate partnership that really should be a key
13 focus for us moving forward.

14 PROVOST DAVID: And I know our new dean of the
15 College of Engineering is very much interested in
16 pursuing that. Hopefully you'll see how, when
17 you're going through with more of that detailed
18 look, the specific metrics that we've identified,
19 you'll see how those fit into this portion of the
20 story and the best-in-class educational experience
21 that I've described; and otherwise, I'll sit down
22 unless there are any more questions.

23 CHAIRMAN MONTGOMERY: Okay. Thank you,
24 Provost David. I'm sorry, Trustee Lawrence.

25 TRUSTEE LAWRENCE: I'd only give you one

1 observation. This is my very first meeting, but
2 hearing the President and hearing the Provost, I
3 would love for every constituent of this
4 University, every alum, the Governor, the
5 Legislature, the Board of Governors, every student
6 here, every teacher hear to have heard this
7 presentation. You would be energized for the
8 future of this place hearing both of these people
9 talk.

10 CHAIRMAN LAWSON: Thank you.

11 TRUSTEE LAWRENCE: It was very exciting.

12 (APPLAUSE) .

13 CHAIRMAN LAWSON: Thank you, Provost David.

14 At this point we're going to take -- let's
15 call it 15 minutes for folks to make a few phone
16 calls and kind of check in back at the ranch, and
17 then we'll come back right at, let's say 3:30 or
18 thereabouts, and we'll continue with the discussion
19 and then wrap up with an overview from the
20 President as kind of our next step.

21 PRESIDENT MANGUM: Okay.

22 (BRIEF RECESS) .

23 CHAIRMAN LAWSON: Board members, if I could
24 get you to assemble around the table, please.

25 We are -- believe it or not, we've caught up,

1 we are back on schedule, potentially a little ahead
2 of schedule.

3 TRUSTEE DORTCH: There you go.

4 TRUSTEE WASHINGTON: Don't say that.

5 CHAIRMAN LAWSON: Don't say that. Okay, I
6 understand. I'm going to have to watch her facial
7 expressions from here on out.

8 Okay. So let's start with Mr. Cotton, and
9 this is, you know, really important to everything
10 because it is backdrop that everything stands on
11 when it comes to the institution; and that is, you
12 know, the dollars and cents. Obviously a lot comes
13 from the State but, you know, private fundraising
14 is a big piece of what we do and will continue to
15 do moving forward as well.

16 So with that, I'd ask Mr. Cotton to give us an
17 overview. And then, Board, at the conclusion of
18 this, in speaking with Doctor Mangum, we're going
19 to talk a little bit about process, kind of where
20 we want to go with this data and the documents from
21 here such that we do a couple of things: One, we
22 can provide intelligent feedback to you guys after
23 really digesting this; and two, getting the
24 President and her Leadership Team in a position to
25 present this to the Board of Governors. But even

1 before that, Doctor Grable, there are some faculty
2 discussions that have to take place as well. So we
3 just need to, you know, make sure that we're in a
4 position to hit all the milestones once we leave
5 here today.

6 Okay, Mr. Cotton.

7 VICE PRESIDENT COTTON: Mr. Chairman, and to
8 the Board and Doctor Mangum, thank you again for
9 the opportunity to speak.

10 And as the Chairman indicated, I'm going to
11 give you kind of an overview of where we are and
12 how I think all of this fits as it relates to the
13 strategic vision and to kind of give you a snapshot
14 of where I think we're headed as it relates to
15 framing a pathway toward fundraising. And let me
16 begin by saying the entire process that we're
17 looking at is a strategic concept that we're
18 putting out, anticipating and expecting that the
19 President and the Board will weigh in and say: We
20 want you to go bigger, or we want you to rethink.
21 And I know Doctor Mangum likes the fact that I said
22 go bigger, because that is what this is about.

23 My team and I have put together concepts for
24 you expecting you to say: Have you considered or I
25 will be glad to introduce you to, and that is

1 something that we want you to keep in mind; that we
2 expect as those who bear the fiduciary governing
3 responsibility, we expect you to weigh in and say:
4 I would love to introduce you to, as Trustee Woody
5 did when I first arrived here last year. He put
6 together what we think was a wonderful reception,
7 he's since introduced us to people who are
8 tremendous prospects, so we anticipate that
9 happening.

10 Okay. So let us begin if we can with the
11 first piece. You've heard the Provost talk about
12 the educational piece, and you've heard Doctor
13 Mangum point to kind of the broader vision. You
14 heard me talk about this yesterday in reference to
15 the fact that historically at FAMU we really have
16 only raised roughly \$3 million a year; and we've
17 done this historically for almost a decade.

18 So in order for us to get to those broader
19 visions that people have been talking about, that
20 academic support for faculty that Trustee Grable
21 talks about all the time, the endowed chairs that
22 the Provost points to, that Building Champions
23 campaign that A.D. Overton talks about, we've got
24 to literally forget the 2 to \$3 million a year
25 concept and we've got to moving ourselves to where

1 a university of our size needs to be, which is the
2 15 to \$20 million a year piece.

3 Now I did the basic math, and I asked my
4 Assistant Vice President for Alumni Affairs, Doctor
5 John Michael Lee to give me the numbers, and we
6 have roughly 45,000 alum. Is that right, Doctor
7 Lee? So if we do the basic math, how do we get to
8 the millions we need to do? Well, simply put, if
9 we take 5,000 people and commit them to give us
10 \$5,000, case closed. But you know as well as I
11 know, it's not that simple, it really isn't that
12 simple.

13 So what we've got to do is we've got to
14 realize that although we've raised \$6 million this
15 year and that that's a record high and I'm proud of
16 that as your Vice President, I know that's nowhere
17 close to where a university of this size needs to
18 be. And I don't say this to be derogatory, but
19 it's almost embarrassing, to be frank with you. A
20 university with this history, with this prestige
21 and this capacity should not be raising \$6 million
22 a year.

23 Okay. Now let's go forward. Now the good
24 part about that is I've been bragging about the
25 fact that as of right now, and I had them to run

1 the numbers, we're at 61,000, less than \$61,000
2 away from raising 6 million. But what's the next
3 logical step? How do we put all this together?
4 How do we get to the Building Champions Campaign?
5 How do we do that? How do we get to fulfilling the
6 President's mission of making us best-in-class?

7 Well, I think one of the first things we've
8 got to do is we've got to create the bright shiny
9 object for FAMU. We've got to ask ourselves: What
10 is the thing that excites about Florida A & M
11 University? How do we get back to those glory days
12 that people talk about?

13 Well, the first thing you've got to do is
14 you've got to frame a campaign built around a real
15 vision. We've designed a campaign that we're
16 calling Tomorrow's Promise. Tomorrow's Promise is
17 going to be a \$100 million capital campaign that
18 pulls in all of these things you've heard us talk
19 about: Academic excellence; building champions on
20 and off the field; endowed chairs; fixing and
21 repairing infrastructure. All of that is going to
22 be encapsulated within that hundred million dollars
23 campaign.

24 Now how do you do that? Again, you begin with
25 creating what I call that bright shiny object. The

1 bright shiny object is that thing that we all point
2 to and say: This is FAMU.

3 When I travel around the country and I tell
4 people I'm from Florida A & M University, one of
5 the first things they say is, aw, you guys have the
6 best marching band in the country, and we do. But
7 to make sure that we emphasize that we've got one
8 of the greatest marching bands in the country,
9 we've got to have money. They've got to be able
10 to travel; they've got to be able to fund all of
11 those scholarships they need to have; and we've got
12 to make sure that we put the resources on the
13 table.

14 Now what are the critical components of that?
15 This is where we're going to need your help. I'm
16 sure you realized this when you were appointed, but
17 you are with the President, because although people
18 may think I am, the President is the chief
19 fundraiser for this University, she certainly is.
20 The President is the chief fundraiser of this
21 University. People might like the fundraising guy,
22 but they love to meet the President.

23 So we've got to get the President and the
24 Board of Trustees on planes with my team traveling
25 all across this country, so we need your help. We

1 need you to set up and utilize your high capacity
2 Rolodexes to introduce to people with money, and
3 then we need to introduce those people to the
4 President. Simply put, that's the way we've got to
5 do it. I've been at five other institutions, and
6 that's the way it's done.

7 Your Honor, you've got to introduce us to
8 people you know with money. That's the way it
9 works.

10 Now these are the core pieces, and I'm going
11 to rush through this, Mr. Chairman, if I could.
12 The core pieces of this, we've done the numbers,
13 and we believe that we've got to increase our
14 prospect pool to 8,000 people who have the capacity
15 to write us a check between 5 and \$10,000, 8,000
16 people. Now that's just the base.

17 Now I don't expect you, Trustee Woody, just to
18 write me a check for 8,000 bucks, but what we do
19 intend to do is we need to make it simple for you
20 to be able to give us that money, at one time,
21 spread out over payments, however you want to do
22 it; but we've got to engage 8,000 people who have
23 the capacity to do that. And for those of you who
24 are the mathematicians, if you go down the list
25 with me, you'll see how the math all adds up.

1 We also believe that we've got to increase our
2 corporate engagement to a minimum of \$25 million a
3 year . We're right now hovering around 2 to
4 \$3 million in corporate gifts. Again, for a
5 university of this size, we can't tolerate that.
6 We can't just have corporations coming to campus,
7 creating internships, albeit important and we love
8 those internships, but we've got to stop allowing
9 corporations just to come to campus, having career
10 days and setting up internships, we've got to have
11 them writing checks; and our base has got to be
12 \$25 million. So in other words, our corporate
13 contributions have got to count for one fourth of
14 our campaign.

15 Staff, this is where we come in. We need to
16 increase our faculty staff giving to one million
17 bucks. We've been hovering around the \$200,000
18 range, we've got to do five times that, okay? Why?
19 Because we say we love FAMU. And if we love the
20 institution that provides us a wonderful living,
21 we've got to give back to the University, Madam
22 Provost, not saying you don't, but we've got to do
23 that. Mr. Miller, that's what we've got do,
24 faculty staff.

25 We've also got to ramp up this campaign. Now

1 this is where it gets a little difficult for the
2 trustees and for administration. Ramp up in the
3 professional development business means we've got
4 to spend money. If we're going to raise a hundred
5 million dollars, it will probably cost us ten,
6 Madam President. Any successful campaign cost
7 between 10 and 12 percent of what you raise.

8 So if you're going to raise a hundred million,
9 we've got to spend 10 to 12 in order to do it.
10 That's just the reality. In other words, we've got
11 to hire more people. Since I've been here, we've got
12 hired three fundraisers, three fundraisers with the
13 skill sets that are phenomenal, who are going to
14 help us get to where we need to get; but we
15 probably need about three more.

16 So just know you'll be hearing me come back
17 saying: We've got to increase our budget. Now
18 that's just the fundraisers, but in order to make
19 the campaign for what the provost has laid out as a
20 strong academic campaign and for what Trustee
21 Grable talks about for faculty and staff, we've got
22 to go beyond that. We've got to put together
23 educational materials, teaching materials, that's
24 going to cost money.

25 The other thing we've got to think about is

1 Trustee Lawrence asked a very good question
2 yesterday, which was: When is the last time we did
3 a campaign, how much was it, and what was the
4 result? We went back and found out we have not
5 done a comprehensive capital campaign here before.
6 We've done a campaign, but we have not done a
7 hundred-million-dollar comprehensive campaign. The
8 reason we need to do a hundred-million-dollar
9 campaign is because we've got expensive needs.

10 AD Overton, if he was here, he'd tell you he
11 probably needs a hundred million dollars. I know
12 the Provost would love to have a hundred million
13 dollars. I know the Presidents wants \$250 million
14 as a minimum. But as your fundraiser, I'm telling
15 you: We need to start at a hundred million.

16 Now if we raise 200, I'll be happy, but we
17 need to start with a hundred million,
18 comprehensive, okay?

19 In order to do that, this is what we've done
20 and this will be made available to all of you, but
21 this is what we call the fundraising pyramid, this
22 is how we get to that hundred million. We've
23 broken it out, we took the numbers that Doctor Lee
24 and Carmen and their team have put together and we
25 broke it out for you, and this is how they have to

1 break out in order for us to get to that hundred
2 million.

3 We've literally taken 22,000 alum and we've
4 segmented those 22,000 out into categories of
5 where we think they have the capacity to give.

6 Mr. Chairman, we've already placed the Board
7 members in categories on that list. So in other
8 words, we have a good feel for where we think you
9 already are. We also have a good feel for where we
10 think many of the people in the audience already
11 are. Doctor Chipman, we've already put you on that
12 list. So we know we have a good feel for where
13 everybody is. That's how we're going to get to a
14 hundred million.

15 These are the core areas that we believe the
16 money needs to go. But again, this is what we
17 think, but this is where you weigh in. This is
18 where we're saying the money needs to go. We think
19 we ought to put at least 30 million into athletics;
20 we think we ought to put at least 20 million into
21 agribusiness. But this is your fundraising team
22 putting this together, this isn't the Provost.

23 The Provost is going to take a look at the
24 list, and my bet is between the Provost and the
25 President and the Board of Trustees, you're going

1 to give us a different perspective of where you
2 think the hundred needs to be, but we're starting
3 here.

4 One of the last things we want to say is this:
5 When we look at the period between 2015 and 2020 or
6 2021 -- if you're wondering why we're beginning in
7 '15 is because with any campaign you begin when
8 your president technically has their first full
9 year. So your campaign will begin when Doctor
10 Mangum's first year kicked in, which was your best
11 fundraising year up until the time when I showed
12 up.

13 During the President's year, we raised \$5.8
14 million. As I told you, as of right now, we're at
15 5.9 million and counting. We're 61,000 away from 6
16 million, so we're going to beat last year's
17 numbers. But again, those two numbers account for
18 your first anchor piece of your campaign and then
19 it goes forward. It's what's called claw back
20 campaign, so we're going to go back to when the
21 President started.

22 I told you we're beginning with the 22,000.
23 We think we have 5 to 7,000 people who can write
24 checks for 25,000. Madam Trustee Washington, yes,
25 we put you on that list. But the critical factor

1 is we've got to find us ten anchor gifts. What are
2 anchor gifts? Those are people who can give us
3 between 1 and \$5 million. We've got to find ten
4 people who can do that. Because once you find ten
5 people who can give us a million dollars, we've got
6 a tenth of our campaign already beat.

7 That happens during what's called the silent
8 phase of your campaign. So in other words, we're
9 going to be silently talking to people over the
10 next six to eight months about giving us that first
11 10 to 20% of the money. Once we get the 10 to 20%
12 of the money, then we start talking about the
13 public phase.

14 So in other words, people have been saying to
15 me -- I remember when I first came on board,
16 Trustee Lawson -- who was Trustee Lawson at the
17 time; he wasn't Chairman Lawson -- he said: When
18 are we going to start the campaign? And I kept
19 saying, we're on the silent phase right now.

20 So in other words, for the next six to
21 nine months, we're going to be traveling across
22 the country silently talking to people about giving
23 us money. Once we hit that magic number of \$10
24 million, probably 10 to \$15 million, we will then
25 start talking about a public campaign.

1 Now this part won't happen, Madam President,
2 but let's say that there is a tsunami or the
3 martians invade and we don't get to our 10 to 15
4 million, we don't launch the campaign. You don't
5 launch a campaign until you know you have your base
6 money in hand. That's why it's called the silent
7 phase.

8 Okay. I'll finish with this. You've heard
9 the President lay out the wonderful vision for
10 where she wants to take us to make us
11 best-in-class. You've heard the President -- the
12 Provost make an articulate case for academic
13 enhancement. And you've heard about AD Overton
14 talk about making us -- building champions on and
15 off the field. In order for us to raise the kind
16 of money we need, we need to all start thinking
17 \$100 million, which means whatever your giving has
18 been has got to increase.

19 We've got to start thinking about 8 to
20 \$10 million a year as a minimum, not even counting
21 campaigns. The alumni have been our anchor. Greg
22 Clark and his team have been irreplaceable. I
23 don't know what we would have done without the NAA
24 for the past several years. They have held this
25 University together. But the alumni giving, we've

1 got to increase that to engage 8,000 people, and
2 we've got to get alumni giving up to four to five
3 million; and then finally, we've got to get our
4 corporate giving up to that \$20 million base. And
5 we've got to move our cash and pledges up to \$20
6 million just as a base every year for the next five
7 years.

8 That's how we get to our hundred million
9 dollars. It's got to be a very aggressive
10 strategy. It's got to engage Board members
11 introducing us to the right people. It's got to
12 include alumni, friends and families of this
13 wonderful University creating opportunities that
14 includes the students, Trustee Smith, and everyone
15 has got to create opportunities.

16 And I would challenge this Board to also
17 create its own endowed scholarship because that's
18 something we need to do. An endowed scholarship
19 here is 25 to 50 grand, so we're saying to you: We
20 need to be thinking about a minimum of 25 or 50,000
21 as an endowed scholarship; but we also need
22 discretionary money. So of that hundred million,
23 we need to be thinking about 30 to 40% of that, 30
24 to \$40 million being discretionary dollars.

25 I think I'll stop. I could go on,

1 Mr. Chairman, but that's kind of a quick overview.

2 CHAIRMAN LAWSON: Okay. Thank you,

3 Mr. Cotton.

4 VICE PRESIDENT COTTON: Any questions?

5 TRUSTEE DORTCH: Mr. Chairman, I have one
6 question.

7 CHAIRMAN LAWSON: Yes, sir.

8 TRUSTEE DORTCH: We have a number of
9 distinguished alumni, and of course we knew about
10 the recent 5 million, but people like Will Packer
11 and Common -- I see Will quite a bit between his
12 Atlanta and California travels. But Will, Common,
13 and we've got several other celebrities, I mean
14 have we even started -- if we haven't cultivated
15 the relationship and strengthened that because Will
16 and Common and several of those could host things
17 in LA. If their network and their buddies wrote
18 checks, you know, they could bring things, just
19 them; and then you look at all of our corporate
20 people and you look at how many people we've got in
21 corporate America who've come through the SBI
22 program, if you go all the way back to the early
23 days and moving forward. And then we've got people
24 like Tom Joyner who's happy that Oscar and all of
25 those came through here and all. Have we even

1 started on those strategies and locking into those?
2 And that doesn't even deal with the folks we have
3 in corporate America, and I didn't see on that
4 category anything that tapped our pharmaceutical,
5 our pharmacy program because there are big bucks in
6 the pharmacy industry? Is there any reason why
7 we're not in there? I have a mentee who is with
8 Merck. His budget is 15 billion a year.

9 VICE PRESIDENT COTTON: The answer to that is,
10 yes, we have. We've begun those conversations.
11 We've already -- as a matter of fact, the President
12 and a team have already engaged several of the
13 people you've already mentioned. A lot of that has
14 already happened behind the scene. The President
15 has taken visits and sat down and presented
16 proposals to some of those folk. Some of the
17 corporations you've talked about we've already
18 begun engaging.

19 A lot of the behind-the-scenes conversations
20 have already happened. But I will say this, and
21 there is no way to underemphasize it, there are
22 people in corporate boardrooms with whom you have
23 relationships that we can't even get phone calls
24 returned from because you have relationships with
25 them. People give to causes and they give to

1 people that they know. So what we're saying to you
2 is: We need you to call Common; we need you to
3 call Will and say, Will, I want you to do this.
4 And I'm using him just as an example of course
5 because we -- the President has already had a
6 conversation, I think a really positive
7 conversation with Packer and with other people.

8 But we do, we need you to open some doors for
9 us. We need you to pull out your Rolodex and make
10 some phone calls. We'll be glad to close the deal,
11 and I've put together a team that knows how to do
12 that, but we definitely need you to make some
13 opportunities happen for us.

14 And I will say this too, a lot of -- we have
15 several pipeline opportunities with some of the
16 high capacity prospects that are probably already
17 on your list, and we probably need to get those in
18 front of you so you will know who we've already
19 begun conversations with.

20 CHAIRMAN LAWSON: Okay. Great. Thank you,
21 Mr. Cotton.

22 TRUSTEE MILLS: A quick question.

23 VICE PRESIDENT COTTON: Yes, sir.

24 CHAIRMAN LAWSON: Trustee Mills.

25 TRUSTEE MILLS: Oftentimes people get tripped

1 up mixing the capital campaign donors which are
2 one-time kind of numbers, one time spread out, with
3 the annual numbers. Does your data still support,
4 you know, those kinds of hundred million dollars
5 for a capital campaign plus the \$10 million annual
6 numbers without duplicating the database?

7 VICE PRESIDENT COTTON: It does.

8 TRUSTEE MILLS: Okay.

9 VICE PRESIDENT COTTON: And that's a very good
10 point, because the vast majority of any
11 university's contributors are going to be annual
12 donors. So we will still have an annual campaign,
13 and we will still have our spring and winter
14 drives. There are going to be people who are going
15 to consistently give us a thousand, 2,500, \$10,000
16 a year, and we love that; but for the campaign we
17 really will be ramping things up. And the vast
18 majority of our energy during the campaign will be
19 focused on those people who have the capacity to
20 give us \$25,000 or more.

21 You know, in sales one of the things I've
22 learned is you spend the most time where the most
23 capacity is. So we're going to be spending the
24 most amount -- once this campaign launches, we're
25 going to spend most of our time with the people who

1 have the capacity for giving us the most money.

2 CHAIRMAN LAWSON: Yes, Trustee Lawrence.

3 TRUSTEE LAWRENCE: So I've got some
4 observations and a question, but maybe if I can
5 give the question first. Clearly, if I'm hearing
6 from the back of the room, there was a campaign
7 before. What was the campaign and when was it?
8 What did it raise? Didn't I hear somebody in the
9 back --

10 VICE PRESIDENT COTTON: I think Carolyn is
11 weighing in.

12 UNIDENTIFIED SPEAKER: Doctor Walter Smith did
13 a capital campaign --

14 TRUSTEE LAWRENCE: I can't hear a thing.

15 VICE PRESIDENT COTTON: Carolyn is saying that
16 Doctor Walter Smith --

17 (INAUDIBLE).

18 TRUSTEE LAWRENCE: So am I hearing 10 million?

19 CHAIRMAN LAWSON: Yes, yes.

20 VICE PRESIDENT COTTON: Ten million. And that
21 was 20 years ago, I think, Carolyn. At least 20
22 years ago, a \$10 million.

23 TRUSTEE LAWRENCE: Let me give you four
24 observations. You had a list up there, 20 million
25 for this and 25 for something else. I am in many

1 ways more interested in --

2 VICE PRESIDENT COTTON: Mr. Gamble --

3 TRUSTEE LAWRENCE: What?

4 VICE PRESIDENT COTTON: I'm trying to get back
5 to the -- is this the sheet you were talking about?

6 TRUSTEE LAWRENCE: No.

7 VICE PRESIDENT COTTON: Okay.

8 CHAIRMAN LAWSON: The next one. No, the --
9 yeah, that one.

10 TRUSTEE LAWRENCE: Okay. I'm more interested,
11 frankly, in what the President thinks about this
12 than I am about what we think about this. Why do I
13 say that? Because it needs to match what we want
14 this University to be.

15 VICE PRESIDENT COTTON: Sure.

16 TRUSTEE LAWRENCE: And so that's part of the
17 point. The second part of the point is that if I'm
18 selling things -- and I've raised a significant
19 amount of money in my time. If I'm selling things,
20 I'm selling not only the University, but I'm
21 selling something very specific to someone that
22 maybe his or her name is attached to it, maybe it's
23 not, maybe this person is a bassoonist who wants
24 something and so forth. That would be point one.

25 Secondly, you talked about a campaign and

1 about a certain percentage raised in a silent
2 campaign. Every major capital campaign I've ever
3 been involved in has at least half raised before we
4 start.

5 The third point, for a Board member, I have an
6 expectation of myself, but I have it of all other
7 Board members that we each are going to give. But
8 I've also run into this tangle before because
9 people, including Board members, don't like to be
10 hit a whole bunch of times. And if I'm making a
11 significant, for me, capital campaign, are you also
12 expecting me to make an annual gift? You better
13 sort this out, better figure out what it is because
14 it will affect our lives, I promise you.

15 Finally, I haven't heard a word yet on it, but
16 this ultimately needs to be a civilian-led
17 campaign. I could have the deepest respect in the
18 world for the development officer, but every
19 capital campaign I've been involved in a very
20 prominent citizen is willing to spend an
21 extraordinary part of his or her life on this for a
22 substantial period of time and maybe have some
23 other people helping him, certainly has a committee
24 of folks. But we need some born again, newly born
25 FAMU-related person who just loves this place and

1 thinks of it as, my God, if I could do this, what a
2 great contribution it would be to my favorite place
3 in the world.

4 TRUSTEE MILLS: Like a chair or an honorary
5 chair.

6 (MULTIPLE CONVERSATIONS).

7 TRUSTEE LAWRENCE: I ain't too much on
8 honoraries. I'm big on somebody -- this school you
9 told me about last night --

10 TRUSTEE MILLS: Uh-huh, yeah.

11 TRUSTEE LAWRENCE: --- I bet you folks really
12 raise money for that, right? They really deeply
13 care about it.

14 TRUSTEE MILLS: Yes.

15 TRUSTEE LAWRENCE: We need somebody who's
16 actually willing to work, make calls, and I don't
17 mean calls on the phone, I mean calls directly on
18 human beings.

19 CHAIRMAN LAWSON: Sure.

20 TRUSTEE LAWRENCE: That's in my experience how
21 real money is raised.

22 CHAIRMAN LAWSON: That's really good feedback,
23 really good feedback.

24 So, Mr. Cotton --

25 VICE PRESIDENT COTTON: And I've made note of

1 all that. And some of that, Trustee Lawrence, we
2 actually have in the broader piece. What you have
3 now is a snapshot, but he's right, you know, the
4 campaign committee, the campaign chair, the
5 expected giving, when you roll out the campaign, is
6 all in the campaign design. But we did, in fact,
7 just make note of everything that Trustee Lawrence
8 just pointed out.

9 CHAIRMAN LAWSON: Great. So, Mr. Cotton,
10 thank you for the presentation.

11 VICE PRESIDENT COTTON: Thank you.

12 TRUSTEE MILLS: I just had one more.

13 CHAIRMAN LAWSON: Oh, please.

14 TRUSTEE MILLS: And I'm going to sound like a
15 broken record, and somebody is going to throw
16 something at me at some point. But this particular
17 chart right here is very important.

18 VICE PRESIDENT COTTON: This one?

19 TRUSTEE MILLS: Yes, because, you know, we
20 have to have full alignment in all of our
21 activities. And back to the question of, you know,
22 can we be great at everything? But once we decide,
23 you know, what our priorities are as an
24 organization and how we achieve best-in-class in
25 those priorities, does that align with this chart

1 and this chart? Because that's ultimately what
2 people, you know, will want to give to, is that
3 vision.

4 VICE PRESIDENT COTTON: And I agree, Trustee
5 Mills, and keep in mind what we said earlier. What
6 we've created for you is a suggested framework for
7 the President and for the trustees. What
8 development can't do is to tell you where they
9 should go. We've created a suggestion for you and
10 requested that you let us know where you think the
11 numbers need to go because we intend to raise a
12 hundred million. Where they go will be the charge
13 of the President.

14 TRUSTEE MILLS: Fair enough.

15 PRESIDENT MANGUM: May I add?

16 CHAIRMAN LAWSON: Yeah, I think it would be a
17 good time for Madam President to either both wrap
18 this session up as well as wrap up all of the
19 presentations that we've seen regarding strategic
20 planning.

21 George, thanks. Nice job.

22 VICE PRESIDENT COTTON: No, thank you.

23 CHAIRMAN LAWSON: Madam Present.

24 PRESIDENT MANGUM: Okay. I will speak to my
25 thoughts about the capital campaign and how we

1 pursue it and how we get the entire University
2 involved in it. My vision for this, we do need
3 chairs. And I say "chairs" because my thought
4 about FAMU and the reach of its alumni across the
5 country has us having several chairs on the
6 campaign. And we thought about it and talked about
7 it regionally to be able to achieve this particular
8 goal. But my goal was twice as much as this one
9 because I believe that it's there if we structure
10 in the correct way.

11 So having a campaign chair or several campaign
12 chairs by region was one of the thoughts. But I do
13 believe that we need to also bring the University
14 community together around our strategic plan and
15 each of the deans to be part of it and having us
16 identify what their needs are going to be and what
17 we want to invest in because I believe that they're
18 going to be the ones that champion the investments
19 from the particular alumni in their particular area
20 around strategic initiatives.

21 So we do have to as a team gather around these
22 broad concepts to identify what we need the
23 resources for and how we want to invest in them.
24 The people that I have talked to to vet as
25 champions in different regions so far, we have

1 talked to them about how they could facilitate.
2 But to bring it all together, we have to agree as a
3 University to embark on a campaign. So we have
4 specific pitches to people and different outcomes
5 that we would expect them to be engaged with and
6 approaching various members of the Board of
7 Trustees who have reached into some of the lives of
8 these people is also part of the strategy that I
9 have. So I will be talking to you individually
10 about people in your areas that could help us
11 formulate a strategy that we know will win, and I
12 think that's the key to it.

13 I do believe that it's probably sized small
14 because I do understand -- we do understand the
15 data around our alumni from the Razor's Edge and
16 the other databases that we have, but we just have
17 to make the institution attractive to them, and
18 that is part of our reason for trying to get us in
19 a stabilized place so that the news that you hear
20 about us is positive and they don't go get into a
21 whole lot of negative conversation but understand
22 what we're trying to do as an institution.

23 I think before we will be successful, honestly
24 with any campaign is that we stabilize our message.
25 And our message is that we have to be working to

1 move FAMU forward together. And if we do that, I
2 think we have a really good chance of getting the
3 resources that we need to support the institution.
4 We aren't going to do it bickering, honestly.

5 TRUSTEE LAWRENCE: I agree. I also think that
6 a hundred million could be conservative in terms of
7 what's possible for this place.

8 PRESIDENT MANGUM: Well, one of the ways that
9 I was looking at it in identifying champions or
10 chairs in each area was that each chair would be
11 good for the amount of money that we charge that
12 region with. Looking at the capacity that we
13 have seen in our databases, the champions that we
14 have -- and that's to say that in other campaigns
15 in other institutions, the chair has had the
16 ability to write the check for the entire thing.
17 So the exciting part about it was that they would
18 go get the other people to make that up so that
19 they wouldn't have to.

20 TRUSTEE LAWRENCE: That lets me out as any
21 chair, I promise you.

22 PRESIDENT MANGUM: But I do believe that
23 that's part of us getting into a culture of giving
24 and building the compelling case for us to be able
25 to move the institution forward in a very positive

1 way. That's part of what we do by trying to change
2 the way that we think about the resources that we
3 need and how we invest them.

4 Part of that for us is getting our house in
5 order, making sure people understand that the
6 resources that they give us are going to go to the
7 purposes for which they donate, giving them the
8 reports that they need. So we're doing a lot of
9 work to build up that infrastructure in the back to
10 assure people that the resources that they give us
11 are going to benefit the students and the
12 University.

13 So I'll leave it with that. So our team will
14 meet with development -- with our deans to develop
15 a strategy that is more comprehensive and play
16 around a little more with the labeling because we
17 are getting feedback around that as well.

18 So looking at where we are with the strategic
19 plan and our efforts, I believe that the campus
20 community and the team for sure has worked very,
21 very well together to come up with the ideas, the
22 strategies to build in our goals and objectives for
23 next year and for the next five years to be able to
24 reach a place where the institution is considered
25 to be best-in-class. We've done that with a focus

1 on the performance metrics, with a focus on being
2 able to obtain the resources from the State, also
3 with the -- the basic idea though is to get our
4 students -- to make sure our students are
5 successful and that we continue to progress and
6 that they continue to progress and that they get
7 jobs.

8 What we want our students to do more than
9 anything is to leave here with their degree, but
10 also with a good feeling about the institution,
11 because if they leave feeling good about the
12 institution, they are likely to give back. We
13 don't want them to take their degree and run and
14 hide and say they don't want to hear from FAMU
15 again. And some of that certainly takes place at
16 many institutions.

17 So that's where we are. What we'd like to do
18 is contact you, if you'd like, and get your
19 feedback on different aspects of the strategic
20 plan. We have to take the plan before the faculty
21 also as part of the process, and once we get a
22 document that the faculty accepts after receiving
23 your input, we can bring it back to you as an
24 institutional strategic plan and document that we
25 can take to the Board of Governors for their

1 endorsement and approval.

2 TRUSTEE WOODY: Is there a timeframe on that?

3 PRESIDENT MANGUM: How long do you guys --

4 CHAIRMAN LAWSON: Yeah, here's what we're
5 thinking.

6 PRESIDENT MANGUM: How long do you want?

7 CHAIRMAN LAWSON: Here's one thought because
8 it's a little bit loosely defined as far as when it
9 has to be done, back to the Board of Governors,
10 right? Am I correct on that?

11 PRESIDENT MANGUM: Yeah, it's when we want --

12 CHAIRMAN LAWSON: It's somewhat self-directed.

13 PRESIDENT MANGUM: Yeah.

14 CHAIRMAN LAWSON: So my simple thought
15 process, and I discussed this with the President at
16 break, is that we've seen kind of the high level
17 view, let's get the documentation, let's read
18 through it, let's individually provide feedback in
19 writing, and then I'm -- and we'll talk about this
20 in a sec. I want to come back together in August,
21 and it will allow us to kind of formalize our
22 feedback against it. It will allow the team to
23 then go away with those additional edits and
24 inputs, also inputs from faculty, having a plan
25 that we may or may not present to the Board of

1 Governors in September, depending upon our
2 readiness. If we're ready, yes; if we're not, we
3 don't have to rush it from what I've been told.

4 And, you know, we'll continue to confirm that
5 with the Board of Governors' leadership to make
6 sure we're in step. So as far as timing, Trustee
7 Woody, that's the next step.

8 In closing, I did want to say just a few
9 things --

10 TRUSTEE REED: Mr. Chair, just one more
11 question.

12 CHAIRMAN LAWSON: Sure.

13 TRUSTEE REED: The document, there are two
14 pieces of it. There's the front portion and the
15 back portion, so which portion goes to the Board of
16 Governors in the booklet here?

17 PRESIDENT MANGUM: It's the front that will be
18 the plan. What you have -- the appendices in the
19 back are just supporting documentation.

20 TRUSTEE REED: And the performing --

21 PRESIDENT MANGUM: Right, that's just the task
22 force report from which -- that's the input that we
23 received from the community.

24 TRUSTEE REED: Okay. Thank you.

25 CHAIRMAN LAWSON: Typically what we have done

1 or what we did in sometimes past, you know, to get
2 these things through and to make sure that the
3 trustees have a voice, we would appoint a trustee
4 to kind of shepherd this through.

5 I actually worked with Doctor Robinson, and
6 there are a few people left in the room that were
7 on the Strategic Planning Task Force to get kind of
8 get some of the heavy lifting done. So with this
9 kind of the next step, I'm going to ask Trustee
10 Washington to jump on board with the President and
11 her Leadership Team to get us to August, okay, as
12 the shepherd to speak on behalf of the Board, even
13 though we all will provide our own individual input
14 moving forward.

15 TRUSTEE WASHINGTON: Great.

16 CHAIRMAN LAWSON: One other thing, it's a
17 little bit of a housekeeping issue, but I just want
18 to make you guys aware. You may have noticed that
19 Trustee Carter is not here.

20 Unfortunately Trustee Carter had to be taken
21 to the hospital shortly after lunch. It seems like
22 he's doing okay, but we'll probably know later more
23 this evening. So, you know, keep him in your
24 thoughts and prayers as you move through the
25 evening.

1 So with that being said, Linda and I will
2 connect as well with the Vice Chair, and we will
3 come back tomorrow with a date for August so that
4 everybody has that date. We will move to two-day
5 Board meetings starting with the September
6 meeting -- I'm sorry, one day Board meetings, one
7 day committee meetings.

8 I think with the number of new people around
9 the room, with the amount of energy we have around
10 the room telephonically is not working for us. So
11 we will move to a half-day committee meeting in
12 person, followed by a half-day Board meeting the
13 following day. So for those of you traveling, I do
14 understand it becomes a two-day commitment, but I
15 think from an effectiveness standpoint for us to
16 move things forward, we will move back to a two-day
17 agenda flow.

18 Now staff, what that will do for you is we are
19 going to require prior materials seven days in
20 advance of the meetings -- of the committee
21 meetings so that we have an opportunity to digest,
22 review. And I'm going to ask each leader, and I'll
23 use Ms. Poole as a great example, get us on the
24 phone, engage us in your content prior to us coming
25 to Tallahassee, so that when we get in here, we're

1 well-informed, we know the issues, we know the
2 backdrop, we're ready to engage and we're not
3 asking a lot of setup kind of informational
4 questions, et cetera, et cetera.

5 Ms. Poole did a great job with my committee
6 having a workshop for us that took us through the
7 entire budgeting process, the numbers, the athletic
8 budget, et cetera, et cetera.

9 So Doctor Mangum, I'm asking that all staff
10 adhere to --

11 PRESIDENT MANGUM: They do.

12 CHAIRMAN LAWSON: -- seven-day advance in
13 addition to reaching out to not just the committee
14 chair, but reaching out to the other committee
15 members because everybody has a full vote on every
16 committee; so we want to make sure that folks are
17 well-informed.

18 I think the work on the strategic plan was
19 really, really good work, but I think, guys, we are
20 going to have to think really differently about how
21 we move forward. What is our enrollment footprint?
22 That is the fuel that drives the engine. How do we
23 get the dollars that we need, corporate dollars,
24 research dollars, philanthropy, et cetera, et
25 cetera? How do we get those dollars?

1 And I know we didn't talk about it much, but
2 at some point in time, athletic facilities will
3 have to become a part of our discussion. That can
4 be a money maker, it can be a recruiting magnet,
5 and it can have a lot of positive halo.

6 The other thing about the strategic plan that
7 I want us to give some thought to, and I worry
8 about this because we've lost the physician that
9 was on the Board. Are we putting enough focus on
10 STEM? I don't know the answer to that.

11 Strategically are we putting enough focus on STEM?
12 I don't know, but I think we need to be -- we need
13 to feel good about that prior to us approving this
14 strategic plan.

15 We had Doctor McWilliams. We had a little bit
16 of a medical or a little bit of a -- more of a
17 scientific voice on the Board. Are we doing that,
18 and are we really thinking differently about
19 student enrollment? I think we have to think
20 differently about student enrollment, and I think
21 we have to think differently about, yeah, costs
22 keep rising, inflation, less money from the State.
23 I get all of those things, but do we have a plan to
24 try and reduce the cost of a four-year degree?

25 It's hard, it's not easy, but some people have

1 done it. Not that we can do it, but I'd love to
2 see us take a try at reducing the cost of a
3 four-year degree.

4 And I think that, you know, those are just
5 some kind of early thoughts. And the only other
6 thing about fundraising, Mr. Cotton, and we had
7 this discussion, I know he's on the same page, is
8 kind of consolidating all of the ideas, you know,
9 around the enterprise. There's Tim Moore out
10 raising money, there's athletics out raising money,
11 there are various entities, SBI out raising money,
12 just some degree of coordination across the
13 enterprise so we are all kind of informed about
14 where everything is going.

15 I believe that we are clearly in a position to
16 move forward. I believe that we have a tremendous
17 Board. The Board will not agree on every issue,
18 nor should you, that is not our purpose. Our
19 purpose is to get things done with a simple
20 majority vote, which means seven. So we will make
21 progress on issues, and we will move things
22 forward; but at the same time every individual
23 person's point of view will be taken, considered,
24 and factored into the equation as we move forward.

25 With that, we're prepared to adjourn.

1 Tomorrow --

2 TRUSTEE DORTCH: And I wanted to remind you,
3 Mr. Chair, that if -- however you do it in writing,
4 you have three appointments that really need to be
5 made, and then Doctor Mangum may want to officially
6 put in writing her appointment as well. And I make
7 made sure everybody got this document on DSO. You
8 have appointment to the Board of the Foundation,
9 and the executive committee of the Foundation; you
10 have an appointment to the board of the Boosters
11 and the executive committee; and you have an
12 appointment to the board of the National Alumni
13 Association based on the DSO, internal management
14 memorandum. And so those you have, and then Doctor
15 Mangum has an appointment to the board of the
16 Boosters. And so I think as we get everything in
17 order we ought to go ahead and formalize those,
18 Mr. Chair.

19 CHAIRMAN LAWSON: That's a great point.

20 TRUSTEE DORTCH: I wanted to remind you of
21 those. And one other thing and to get out of the
22 way, I think what we see in the strategic plan is a
23 lot of hope and all, but I would hope that we
24 refine and use the smart approach with a strategic,
25 measurable, realistic target and if we can, you

1 know, make sure we can achieve, but this is a
2 five-year plan. I think there's a lot of stuff in
3 there to digest and all, but I think the key for us
4 is being strategic and what really can we get in
5 the first year, second year, so we can bite off
6 each piece as we go and then not expect that
7 miracles are going to be worked by the President
8 and administration and even the trustees.

9 So I hope as we look at that and refine that
10 document we really bring it home. There's another
11 area that -- and I know we're going to look at.
12 For example, nursing, I'd share your authority, we
13 own the fifth largest safety net hospital in the
14 nation. I've got 500 vacancies for nurses.
15 Throughout the country, there are over 50,000 plus
16 vacancies for nurses, and we could be -- I mean
17 throughout this state.

18 So I think as we look at what we have in our
19 assets and we expand our presence and value,
20 there's some low hanging fruit. And then the
21 pharmacy and even the other areas as we look at,
22 even in the construction industry, there are things
23 that we can be doing for this institution. As we
24 talk about best-in-class, we also need to look at
25 how do we fill the void just from the conversation

1 about jobs and all from that conference we will
2 have, so I just wanted to bring those up.

3 CHAIRMAN LAWSON: Great, great
4 recommendations, great suggestions --

5 VICE PRESIDENT COTTON: Mr. Chairman, could I
6 real quick?

7 CHAIRMAN LAWSON: Yes, sure.

8 VICE PRESIDENT COTTON: And this may help your
9 scheduling.

10 CHAIRMAN LAWSON: Yeah.

11 VICE PRESIDENT COTTON: In times past, Trustee
12 Dortch, the DSO chair also served as our rep to the
13 Foundation, so just kind of keep that in mind.

14 CHAIRMAN LAWSON: Yes, thank you. I was just
15 going to --

16 MR. COTTON: So you wouldn't have to be
17 looking for different people.

18 CHAIRMAN LAWSON: Right.

19 VICE PRESIDENT COTTON: And so that one role
20 has been served by --

21 CHAIRMAN LAWSON: Yeah, and we --

22 VICE PRESIDENT COTTON: -- in this case
23 Trustee Dortch.

24 CHAIRMAN LAWSON: We will have some individual
25 discussions tonight. I will discuss with a couple

1 of people these appointments because I think that,
2 you know, we have some things -- you know, as we
3 talked yesterday, we want to start out with the
4 Booster Club, that's a priority. So we just need
5 to make the right appointments quickly on each of
6 those DSOs, so thank you for bringing that up.

7 And thank you for those suggestions, Trustee
8 Dortch.

9 You know, I feel like this has been a
10 productive, you know, couple of days. We've had
11 good discussion, we've had good dialogue, good
12 debate; and as I said earlier, we will advance the
13 ball.

14 So with that being said, we're going to
15 actually break early. We're going to depart out
16 for a group photo and then dinner is at five?
17 Dinner will be at five straight across the hall in
18 the President's dining hall.

19 Tomorrow -- guys, stay with me for one second
20 -- tomorrow is truly a retreat format. Dress is
21 business casual. We'll be in here starting at
22 nine, business casual. I know it's going to be
23 hard, Trustee Moore, but try. Business casual,
24 9 a.m., and we'll be here.

25 We will start with an update on the Sunshine

1 laws, and then we'll move into some AGB topics, and
2 the goal is to be done by one.

3 So with that, I'd like to thank everyone, the
4 Board as well as our Leadership Team, Doctor Mangum
5 and team. The meeting is adjourned.

6 (WHEREUPON, THE MEETING WAS ADJOURNED) .

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1 CERTIFICATE
23 STATE OF FLORIDA)
4 COUNTY OF LEON)5 I, NANCY S. METZKE, RPR, FPR, certify that I
6 was authorized to and did stenographically report the
7 foregoing proceedings and that the transcript is a true
8 and complete record of my stenographic notes.9
10 DATED this 4th day of July, 2015.
11
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13 NANCY S. METZKE, RPR, FPR
14 Court Reporter
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