FLORIDA A & M UNIVERSITY
BOARD OF TRUSTEES

IN RE: ACADEMIC AFFAIRS
COMMITTEE MEETING

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TRUSTEE MEMBERS: BETTYE GRABLE, CHAIR
TOREY ALSTON
LUCAS BOYCE
TONNETTE GRAHAM
ROBERT WOODY

DATE: WEDNESDAY, AUGUST 5, 2015

TIME: COMMENCED AT: 3:05 P.M.
CONCLUDED AT: 4:30 P.M.

LOCATION: GRAND BALLROOM
FAMU CAMPUS
TALLAHASSEE, FLORIDA

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ACADEMIC AFFAIRS COMMITTEE

TRUSTEE GRABLE: Okay. We're going to go ahead and move forward with the next committee meeting, which is the Academic Affairs Committee, so we'd like everyone to return to their seats so that we may keep the ball rolling.

And as the President is coming back to the table, we'll go ahead and ask that the roll be called for the Academic Affairs Committee.

ATTORNEY BARGE-MILES: Trustee Grable.

TRUSTEE GRABLE: Here.

ATTORNEY BARGE-MILES: Trustee Alston.

TRUSTEE ALSTON: Here.

ATTORNEY BARGE-MILES: Trustee Boyce.

TRUSTEE BOYCE: Here.

ATTORNEY BARGE-MILES: Trustee Graham.

TRUSTEE GRAHAM: Here.

ATTORNEY BARGE-MILES: Trustee Warren.

(NO RESPONSE).

ATTORNEY BARGE-MILES: Trustee Woody.

TRUSTEE WOODY: Here.

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

TRUSTEE GRABLE: Thank you,
Attorney Barge-Miles.

The Academic Affairs Committee has one action item if that is indeed what the Board decides today. That only one potential action item is to be presented by the Provost; and as you are aware, this is the University's revised work plan that is being recommended by Academic Affairs.

The revised work plan will be presented today. It contains feedback received from the Board of Governors' meeting in June and from the BOT at its last committee meeting. Provost David, Associate Provost Palm and Pitter will offer their report to us regarding the University's revised work plan.

Provost David.

PROVOST DAVID: Good afternoon and thank you. We have actually been working on what will be our Power Point for the Board of Governors, so I'm showing this to you in draft form so that you'll have a chance to see how we'll present it to the Board of Governors. So the next slide, please.

They gave us some challenges. The first challenge was to reassess our goals for improvement of student success and student outcomes and to
develop a plan to achieve significant success; to reassess our goals for student success rates for licensure exams and to, again, develop a plan for significant success; to reassess our goals for student enrollment with regard to student mix and segmented student body growth; and finally, to engage in long-term planning to support a vision of FAMU going forward and revitalization of FAMU in light of contemporary realities and imperatives.

So we circulated a separate document which basically provided the changes pulled out of the full document so you wouldn't have to search for them. So it's this document that looks like this. It has the changes that we have made. It shows what the goals were, it shows what our new goals were and -- are, excuse me.

And one of the things that we did is that we really took advantage of the invitation from both the Board of Governors and the Board of Trustees to imagine where we want to be in 2019. And we decided that in 2019 we want to be in the middle of the State University System and being at a place where we are able to provide all of the support for our students to have the kind of
student success and the kind of college -- provide the kind of college experience that we believe that they are due. So that's what these goals represent.

This is just the planned enrollment growth. What we did here was really not too much of tweaking, but Vice President Bill Hudson will be able to speak to this if you have any questions. But what we were really trying to do is highlight that although there is growth -- because they were concerned that we were growing and not being able to provide students with the success that we want.

We want to make sure that they appreciate the changes that we are anticipating in our student body. And one is that we will grow our transfer student mix, and a second is that we will try and reach out more to and accept more nonresident students. We have a lot of Rattlers who are not -- who are potential Rattlers who are not from the State of Florida. We'd like to increase that mix. And we also, again, want to control the number of what we call access and opportunity students and what the Board of Governors calls profile admits.
And this is just -- there was a question at the last Board of Trustees' meeting about the trend with our AOS students, and this is just a graphic that shows where we have been and where we are going with our access and opportunity matriculates.

So here is the kind of snapshot of those metrics that we are changing that are performance metrics. Not all of our metrics are performance measures. But those that are performance metrics that have been changed in our new draft are highlighted here in red, and those 2019 goals, that's where you see that significant jump.

The 2019 goals are where we hope to be at the State University System work plan projected average. So we took what every other State University System said is their goal for 2019, and we took an average and we decided that that's where we want to be. That's going to be our metric that we're going to shoot for.

This is a stretch goal by every definition. You'll see that there's a significant jump from 2018 to 2019. That's in part because it will take time for the efforts that we're putting in place to see a result. Our 2016 goals, our 2016 numbers for the six-year graduation rate, for example, are
based on students who have one year left of college. But the further out we go, the more likely we are to have that kind of significant impact that we're hoping for.

And so that's why you see a significant jump in some of the goals between 2018 and 2019. The longer we have our hands on the students, the better chance we have of meeting the goals.

There are other key performance indicators besides the performance metrics, and so one of them is the licensure pass rates. We had a very productive meeting with all of the exam -- the programs that have exams that fall under this category as well as other licensure exams that are not measured in this category to share best practices. And we're committed to getting all of our licensure pass rates above the national or state average.

And the other very important metric for us is making significant progress in the four-year graduation rate. We are -- we understand that the six-year graduation rate is the industry standard, but we want to actually improve our four-year graduation rate as a FAMU standard.

And then finally, average time to degree will
hopefully fall as we make progress with all of those other areas. And the number of graduate degrees awarded, we've increased that a little bit because we actually have the good news of knowing that, for example, the law school has brought in a larger class dunking the kind of downward trend of the last few years for the national law school enrollment. And then, of course, we have a very aggressive goal for our annual gifts because we're hoping to make a lot of progress in that area as well.

TRUSTEE ALSTON: Madam Chair.

TRUSTEE GRABLE: Trustee Alston.

TRUSTEE ALSTON: Yes, if I could, Madam Provost, I think that these goals are great. I think you used the word "stretch goals" or "aggressive goals." My question is -- I know that we're going to have, and I think we already had, you know, some budget conversation and it's not really a budget question, but what fundamentally needs to change from a cultural standpoint to get us to 2019? So let me just ask that question.

PROVOST DAVID: Sure. So we do have a couple of slides on what we're planning on doing. We are going to build on successful initiatives from the
2012 work plan, and that was something that the Board of Governors worked with the University on. And a lot of this has allowed us to be more successful in our student advising. And that has led us to be able to, for example, have an improvement in our academic progress rate from 54% to 70% over that time frame.

CHAIRMAN MONTGOMERY: I had a question, Madam Chair.

TRUSTEE LAWSON: Madam Chair.

CHAIRMAN MONTGOMERY: Madam Chair.

TRUSTEE GRABLE: Chairman Montgomery.

CHAIRMAN MONTGOMERY: Could you go back to the previous -- sorry, could you go back to the previous slide? Just a question for Provost David: Is that number correct where it says annual gifts received, 3.3 for the 2015 academic year? Is the 3.3 million correct?

PROVOST DAVID: Yes, that's correct.

CHAIRMAN MONTGOMERY: What was the number for the previous year? Because it was my understanding that the annual gifts received actually went up, but I'm just curious as to what the number was from the previous year. And the question is so that we're trending in the right way, I see that there's
a jump from the -- I mean that would be a $1.7 million jump, and then it's sustained over time. A question I asked in a previous committee was why if we were at, I believe, five -- we were reported -- and I'll find this in the documentation, but we were told that the number was five and a half.

PROVOST DAVID: Oh, excuse me, sorry.

CHAIRMAN MONTGOMERY: I'm sorry, Madam --

PROVOST DAVID: Light bulb moment.

CHAIRMAN MONTGOMERY: Madam Chair.

TRUSTEE GRABLE: Sir. Provost David, did you want to respond to the Chairman?

PROVOST DAVID: So the numbers are a year behind, so the 2015 number is a significant lag; and so the number which is really based on the activities that we have been -- that you've been hearing about is actually the 5 million number. Does that make sense? Because it's actually reported significantly behind.

TRUSTEE GRABLE: President Mangum.

PRESIDENT MANGUM: Maybe I can help you with understanding the performance metrics report, the prior year activity. So for actual 2015, it's actually activity that took place -- in all of the
metrics, they are the activity that took place in '13/'14; and that's reported -- because for everyone, there's a year lag in the data.

TRUSTEE GRABLE: Okay. Mr. Chairman.

CHAIRMAN MONTGOMERY: I'm fine.

TRUSTEE GRABLE: Okay. All right. And could I just stop? We did have one other comment when we met the other day, Provost David. How many more slides do you have?

PROVOST DAVID: Just two more.

TRUSTEE GRABLE: Two more, okay. Excellent. I want you to complete your presentation because I do have some questions and maybe other Board members, but did you have one now?

TRUSTEE LAWSON: I can wait.

TRUSTEE GRABLE: Okay. Excellent. Thank you.

PROVOST DAVID: Okay. So going more to your point, we've learned from our successes, and so one of the things that -- some of the things that we're doing is further enhancing our student services in order to ensure student success. And so here are some of the things that we're doing, very significantly, placement tests to make sure we're putting students in the right classes; improving our undergraduate student success center and
providing more academic advisors to further improve the ratio for student services. All of those things are working on redesigning and monitoring high failure rate courses.

Not all of those require a budgetary influx, but it is true that we do need more resources in order to be fully successful in this plan. We have the $1 million that was allocated, and we are certainly deploying that fund in ways to support these kinds of initiatives. But if we would want to make that kind of a jump in 2019, we will have to really rethink and hire new academic advisors, particularly in the upper division area as opposed to the lower division freshman/sophomore area.

Those are the kinds of things that are going to take additional resources. We envision having camps and opportunities, boot camps to help make sure students are starting on the right track. We envision having an expanded version of the bridge program that we just successfully are concluding right now, which is a way to get those academic opportunity -- access and opportunity students on the right track when they have developmental needs and get them into FAMU in the fall.

And all of those things will require funding.
That's part of what the legislative budget request is for. If we get that, we will definitely be able to make that kind of progress. If we don't get it, we will make the kind of progress we can with the resources that we have because we are strategically thinking.

We do have to think about cultural issues. We do have -- we are making some changes in our policies and practices. So, for example, we are no longer requiring students to apply for graduation. We are doing active degree audits so that we can tell students, hey, you are ready to graduate. And, you know, you might not know this, but you're eligible to graduate for this degree even though you are trying to get that degree.

There are some other steps we would like to take, and we are going to submit a policy to the Faculty Senate and the Academic Policy Committee and bring it to the Board because it will be helpful when -- most students are happy to hear that kind of news. Some students really want to persist down a path that is not the path of success. And having Board support in being able to say to a student, you know, you really do have to change your major. Yes, we can do that, even if
you don't want to do it. Yes, it's time for you to leave, you've been here for five years, and you have credits that get you out. We will need your support and we'll be asking for your support to make those kinds of statements.

TRUSTEE GRABLE: And you had a followup, Trustee Alston?

TRUSTEE ALSTON: If I could.

TRUSTEE GRABLE: And we're going to try to wrap up the report so we can move to other questions, and I do have a couple myself.

Yes.

TRUSTEE ALSTON: Thank you, Madam Chair. And, actually, I think that's a good thing because I recall having to apply, you know, for graduation.

My question is, you talked about the audits: Who will conduct those audits? Is that by school, by college? Is there someone in your shop that will be conducting -- or a team of individuals who will conduct those audits? How will the student know? Is it an email? Because I know we've talked about what is the main line of communication to students. Is that an email that goes out to them? How am I as a student notified about that audit?

PROVOST DAVID: So degree audits happen as a
matter of course, and they are typically done in the department; but for this effort where we are trying to do a degree audit of every single student, we're actually marshalling the resources of Institutional Effectiveness and the Registrar's Office and everyone. And what we want to do is be able to tell in that process every student: What do you need to do in order to complete your degree and get out of here as expeditiously as possible?

When you get to the point of actually certifying someone for graduation, that is a departmental function; and that is, you know, notified to the student through the normal course. I believe that the policy in terms of having one email address that you adopted recently will help us in our communications with students. But with regard to students as we roll this out this summer, who are graduating this summer, we sent it electronically -- we sent a letter to both their home address and their last updated campus address.

TRUSTEE ALSTON: Thank you.

TRUSTEE GRABLE: Okay. And you're going to wrap up your presentation here?

PROVOST DAVID: My next slide just says we're going to do more, so I'll summarize that we're
going to do more.

TRUSTEE GRABLE: Okay. And before we accept questions from the Board members, the President has asked to make a comment.

PRESIDENT MANGUM: Thank you, Madam Chair.

TRUSTEE GRABLE: Thank you.

PRESIDENT MANGUM: One of the questions that was raised by the Strategic Planning Committee of the Board of Governors had to do with who we are, who we want to become and what are we going to -- how do we know we've succeeded, which is basically a strategic planning set of questions.

So what we're proposing to answer them with and the way that our work plan has been built out for the next several years is around asking that question. So the LBRs that you have seen, they are a beginning step in us asking them for the resources that we need to be able to advance our graduation rates, retention rates, and move the institution forward.

So some of the faculty positions are in there, but one of the things that we will outline for them is a strategic planning process that includes all of the stakeholders at Florida A & M University beginning with a request from -- for the Board of
Trustees to provide us with that direction through a strategic planning workshop.

From that, the process would take about eight months to advise us where we want to be, what we consider successful, and that will include providing information about the current status. Each one of the stakeholders or stakeholder groups, we would have focus groups for the faculty, the students, the staff, as well as the Foundation and Alumni to inform what a strategic plan and what the future of Florida A & M University should be about.

Part of that process ends with us defining the resources that we need to achieve those long-range strategic plans and goals. But to get the direction that I believe the chair of the strategic planning was called -- that was calling for depends upon us being able to give them a statement whether it's a renewal of the existing plan or we need to reframe ourselves to be globally competitive. That's what we need to be able to do, and that's part of this presentation and part of what I will be outlining for them as a process and a timeline should the Board agree to participate.

TRUSTEE GRABLE: Okay. Thank you, President
Vice Chair Lawson.

TRUSTEE LAWSON: Yes, thank you. Just a couple of things. I was looking at the goals, and I realize that there's a big jump from, let's say, '16 to 2018/19, you know, whether it be the full-time, in-college six-year graduation rate, et cetera, et cetera. And those are some pretty big jumps, and I know in the legislative request we are requesting, you know, a fair amount of funding to help us address those; but assuming that funding does not come or only a portion of that funding comes, what's the plan to go after these goals, or do we need to revise these goals slightly based on that?

PROVOST DAVID: So there -- we have more confidence with -- and you'll see the nearer goals are, frankly, very aggressive goals, but they are lower in range in magnitude than that last jump. Our confidence is more strong for the nearer-term goals, and that's in part based on some of the strategies that we have been rolling out this summer and the strategies that we're going to put in place beginning in the fall and in the spring semester.
So the degree audits, to do a degree audit of every single student on this campus is actually a pretty huge undertaking. It made people groan when they heard that that's what we wanted to do. Being able to influence students as they enter their sixth year and as they enter their fifth year will allow us the chance of making that jump to 43% and then from 43% to 49%, for example, in the six-year graduation rate.

It's easier for us to move the needle on academic progress rate. We're putting in place things so that when we touch the students when they first start in September that we're able to put them on a track so that we get more of them coming back the following fall in good academic standing, which gets us that jump from 73 to 75% in that number.

So with all of these, there are strategies that are in place that we're implementing, and we have a good degree of confidence that we're going to be able to make those near-term goals. And the longer-term goals are where we really will need additional resources to ramp those efforts up so that we're getting more students, reaching more students and having more of an impact.
TRUSTEE GRABLE: Vice Chair Lawson.

TRUSTEE LAWSON: On the professional passage rates -- you know, one of the things in particular that the law school did, I guess it was two years ago when they were having problems with their passage rates, they came to the table with a fairly aggressive plan that also included revising their curriculum to include a -- I guess it was a course that actually -- that simulated what the exam process and, et cetera, would look like. And I'm just wondering, for the other departments that have that passage exam issue or hill that they have to cross, what -- I guess for me I guess I need to understand. Like what are we doing in each one of those areas to ensure that the passage rate goes up or aid in making sure the passage rate goes up. Because with the law school, I think you could see a direct correlation between when we made it mandatory that every student take the class and then looking at the passage rate. It was almost -- it was a direct one-to-one correlation almost; whereas, you looked at the people when it was optional, our passage rate wasn't quite as high.

So can you share with us maybe some of the things that are being done in the other schools to
help us, you know, kind of graduate to that level?

PROVOST DAVID: Right. And we actually also asked them what -- what do you need to make progress more quickly? It should be underscored that they are already making progress, they have already been implementing some of the very similar strategies. They had them all in a room, and they were all talking about what they were doing. It was very similar across the disciplines.

TRUSTEE LAWSON: Right.

PROVOST DAVID: The law school had the benefit of having a fee that was assessed that they could directly apply towards that, and the others have a little bit more resource challenges. So we asked them what are the resources, additional resources you would need to make that progress more quickly.

Pharmacy went from being four standard deviations away from the national average to being within two standard deviations within the national average, so they have been making progress. What they have been doing is using an outside firm that provides testing, supplemental questions throughout the entire time that the students are in the program so that they're keeping on track; and they did make changes to their curriculum.
Part of the challenge that they had in particular was that the test changed and they hadn't changed their curriculum as quickly to meet the needs of the test. So they are taking those kinds of steps.

Nursing is looking a lot more about the students they're accepting into the program for indicators, and then they also have changed their curriculum. They haven't added a specific course, but they've added questions into their courses to integrate the test curriculum throughout the various courses that they've had, and they've been showing some success with that, although they still have, again, some ways to go to meet the Board of Governors' benchmark.

And then the third one was physical therapy. Gita, help me, I can't remember what physical therapy said they were doing. Don't tell them I said that.

VICE PRESIDENT PITTER: Physical therapy has done a number of things since they had a new director come on board. So starting with recruitment, they've gone to -- they're participating in the national recruitment pool, so they have access to many more qualified students.
They are reconfiguring their curriculum; they're changing the sequence of some courses; they're embedding questions into the curriculum that are much more like the licensure exam questions. And they've also got a consultant who is helping them to make this transition.

TRUSTEE GRABLE: Okay. Does that answer your question?

TRUSTEE LAWSON: That one did, yes, thank you. But I have a couple others, if I may.

TRUSTEE GRABLE: Certainly, Trustee Lawson.

TRUSTEE LAWSON: I guess in looking at this situation where -- you know, I kind of go back to historically what our mission has been, and then I look at the reality of 92% of our current students are on some form of financial assistance, right? And then I look at these metrics that are highly leveraged to receiving a huge degree of state funding in order to drive to them. And I begin to question how realistic that is when I look at the population base that we're working with, historically that we've worked with. And there's nothing wrong with that base. I was that population base; I went to school on federal aid.

But what I'm saying is looking at that reality
and looking at these metrics and knowing that we
are dependent upon this large gift to hit these
metrics, do we feel like we're setting ourselves up
for success.

PRESIDENT MANGUM: May I --

TRUSTEE GRABLE: President Mangum.

PROVOST DAVID: I defer to the President.

PRESIDENT MANGUM: Thank you, because I also
challenged the Provost to move the numbers to a
more normal for SUS system set of metrics. And the
reason for that was that also during the Board of
Governors' meeting, we were challenged to say what
it is we need. And if we're going to perform at
the same levels of success as other SUS system
schools using the averages that the Provost and the
campus community used to come up with these
numbers, we need to be funded at that level, and
they said funding didn't matter. Because we have
the type of students that we serve, we requested
the resources that we believe that will help us
move in that direction and obtain those goals.

So I believe that we're addressing the
challenge to get the resources that we need to have
our students perform at the same levels. They may
not be the same services as are provided to other
institutions, but they are the services and programs that we need to move our students forward. So I do believe it is idealistic in its nature, but we were asked to give what we believe that would move us and move the institution forward, and it's aggressive.

TRUSTEE LAWSON: Yes. Yes, I mean going from what, 45 to 75% full-time-in-college six-year graduation rate, you know, I mean that's pretty steep.

So that was my -- that's my concern. Are we potentially looking up a hill we cannot, even in this window of time, achieve? So, you know, I don't want to rehash, but that's just a concern that I have as I look at the metrics, given, you know, what we've historically worked with as a student population; and we've taken that population and built them to be very productive but, you know, it's taken a bit of a push to get up that hill; and we all know that there has not been a lot of excess dollars floating around the state for education in the last four years. So, you know, I just look at those realities and say, are we being realistic about the targets that we're setting?

PROVOST DAVID: Can I respond?
TRUSTEE GRABLE: Provost David, and then --

TRUSTEE LAWSON: I'm done.

TRUSTEE GRABLE: -- unless there's another Board member who wants to speak, I do have a couple of questions and then we want to try to move the committee meeting forward.

PROVOST DAVID: It's important to recognize that this is a report that we put in every year, so our goal for the 2016 numbers are based on what will happen when we close out the calendar in August.

2017 numbers will be based on what we think we can achieve next year, and those are the more realistic or modest goals. We are going to go full out to get them, and we're going to go full out to get the resources. If it turns out we don't get the resources or we're not on the track that we thought we were, then next year when we're approving this, we might adjust downward from 75. I don't want to be in that position, I want to be in a position where we are -- have the resources and the appropriate planning in place to make that 75 goal look more realistic next year than it looks this year. But if we're not, you know, then we'll make some of those kinds of adjustments. But right
now my goal is to energize people around 75%.

TRUSTEE LAWSON: Okay.

TRUSTEE GRABLE: Yes. Thank you, Trustee Lawson.

Trustee Moore.

TRUSTEE MOORE: Yes, just a comment and then a question.

Trustee Lawson, I share in your concerns, but then what gives me some positive thought is then when I look at the planned growth section, we will look to -- under the strategy and model to attract a different type of student. We're looking at an increase in our regular admits as well as our transfers and a decrease in the profile admits, which then suggests that we're moving in a different direction and the quality of student will be different. So that helps me as I look at this aggressive number.

With respect to my question, Madam Provost, under the doctoral program section, it looks like in our May 2015 document that was provided to the Board there were six programs that we had listed; but for our newest revision or draft, it looks like computational science, chemistry and biomedical science have been removed, and just your comments
on that.

PROVOST DAVID: You're right, there actually was one more slide.

TRUSTEE MOORE: Okay.

PROVOST DAVID: And that's where it shows that.

TRUSTEE MOORE: Okay.

PROVOST DAVID: And so one of the concerns that -- there you go -- one of the concerns that the Board of Governors raised was having a list of six new doctoral programs, even though this is for academic year -- to seek approval in academic year '16 through '18, they were concerned that it showed that we are going to be diluting our efforts from trying to make undergraduate success.

So in order to respond to that, we have cut back our aspirations for academic year 2016 to '18 what we will seek approval for. So it's got contingencies upon contingencies. And then if we are able to demonstrate that we are making the kind of progress, then we might revisit this list for a future time.

TRUSTEE MOORE: Thank you.

TRUSTEE GRABLE: Okay. Thank you, Provost.

Any other questions from Board members?
TRUSTEE GRABLE: Okay. I would like to echo a couple of things. President Mangum was correct. If you look through that transcript down at the Board of Governors' meeting in June, we do see several times where the governors asked: So is there anything we can do? That came from Governor Robinson.

Also, I'd like to point out, back to Trustee Lawson's comments, these are aggressive numbers, but the Provost does seem to feel that they are within reach with her energizing of the various stakeholders. But I would like to read just a couple of statements from the Board of Governors' meeting last month where Governor Levine said, quote, I just don't think some of these metrics are aggressive enough, and I'm not sure I'm going to support the work plan.

So that goes back to Trustee Lawson's question, some of your concerns, Trustee Moore, as well as what the Provost has said.

We had no choice but to be aggressive, and I think you heard that message loud and clear, and thank you. We do need to make sure that we do meet those numbers.
But there was also one other comment from Governor Levine who I thought seemed to have some very poignant comments, and he offers, quote, I think the competition for minority students are so intense right now, and you've got to have, you've got to have -- to be more than the Number 1 HBCU, your performance has to be competitive to the point that you can attract students who have a choice of going anywhere. And he added: And I don't know if you (unintelligible) irrespective of where we are today, if you don't recognize that the platform is burning.

That to me was a very poignant comment, "the platform is burning." So we have no options at this point but to be as aggressive as possible. And for those of you who were at the meeting, they did ask for a transformative, those one-word (inaudible) and reinvention.

So this is really critical that we do meet these goals, as you indicated, Provost David. But then I'm going to move to my overall question, and I'm going to move the questions away from the specifics of the plan because, as I recall, there's a term used at the Board of Governors' meeting saying that we do now have thoroughbreds at the
table, and meaning the new leadership team members that the President has brought in, but -- and you and I talked about this the other day in our pre-meeting where you informed me of where we were going and what we planned to do with the meeting today, along with Associate Provost Palm being in the room.

Provost David, did you and/or members of your staff review the transcript of the BOG meeting in making your revisions? And I heard some references, but I just want to be certain of that before I ask my question.

PROVOST DAVID: Yes, we did, and we also reached out to I think it was Florida International Univers -- I get the Florida, the schools --

VICE PRESIDENT PITTER: FAU.

PROVOST DAVID: FAU.

VICE PRESIDENT PITTER: And UWF.

PROVOST DAVID: And UWF, which were the two schools, to hear more about their best practices. We have also have been at various conferences this summer where you have a chance -- for example, the APLU conference, the Association of Public Land Grant Universities conferences where they talked about best practices for student success. So we've
been reaching out and testing our plan against other areas.

TRUSTEE GRABLE: Okay. With that said then, and you and I talked about this question, and I mentioned to you that I would bring it back again today at the full committee meeting: Did the BOG staff or has the BOG staff reviewed this revised plan that you are presenting to us today and offer any comments or suggestions?

PROVOST DAVID: So the answer is, they knew where we were before, and so they told us that they actually were comfortable with our original numbers, but they gave us specific feedback about what they thought would meet the needs of the Board of Governors themselves and -- or the governors, excuse me, themselves; and we have incorporated that.

But then since we talked, actually yesterday a staff member called me up because they had seen the draft uploaded on our Board of Trustees' website, and they called to inquire because they noticed that it is a significant increase in the 2019 goals. And they asked about our rationale, and they asked how we thought we could get there. And she said, okay, I see you have a plan. It's
aggressive, but I see you have a plan and we will support you.

TRUSTEE GRABLE: Okay. Well, I hope it's aggressive, transformative, and a reinvention in the eyes of the Board of Governors. But as you can see, other Board members are suggesting we do feel that they are aggressive.

I'm curious for -- maybe for future work plans, would it be possible, again -- and I mentioned this in our committee meeting, the first committee meeting of our committee -- that we all do get a chance with all of the stakeholders you plan to bring in, that potentially -- Doctor Mangum, certainly feel free to chime in -- if we can see the actual presentation with various inputs from different stakeholders.

As I mentioned to you, and talking with the University of South Florida trustees, they actually do review it with representation from their various stakeholders, including representatives from the Board of Trustees, to just help offer some sort of tweaking, just a separate set of eyes, if you will, in terms of the presentation, to make sure we put our best efforts forward.

PROVOST DAVID: So I will, of course, have to
defer to the President on how we prepare. But this is the draft of the slides, so if you have -- that's why it's on the template that the Board of Governors expects us to use. So if you have suggestions about these slides -- it's not complete, there are a couple of other slides that we're going to put in to answer specific questions, but this is kind of what I've got to share with the Board of Governors.

TRUSTEE GRABLE: Doctor Mangum.

PRESIDENT MANGUM: Thank you.

I think the question is: Was this in the packet when it was first posted up to the internet --

TRUSTEE GRABLE: Yes.

PRESIDENT MANGUM: -- so they could see it beforehand; that's what I think she wants to know. But this is the opportunity where the tweaking takes place at the committee.

PROVOST DAVID: Oh, I'm sorry, you wanted to see it before --

TRUSTEE GRABLE: Right, in advance so I could have studied this.

PROVOST DAVID: Oh, okay.

TRUSTEE GRABLE: Yes, because I don't think
any other member had seen this slide presentation, and that would be helpful as we're going over this and reviewing it; but for -- I still didn't get an answer to the question. You're saying then that this is our opportunity, so does that mean then that we will get a chance to get a copy of that and then come back and make a decision on whether or not we want to move forward with the work plan? Because it's rather difficult to absorb a lot of this and make comparisons and look at other schools' plans without having had this in advance.

PROVOST DAVID: Okay. So the work plan and the changes to the work plan were both uploaded last week.

TRUSTEE GRABLE: Yes, and we did get that, but we have not seen what you're showing here.

PROVOST DAVID: This is just a presentation to you --

TRUSTEE GRABLE: Right.

PROVOST DAVID: -- and for convenience, I used the template which is what I will use in the Board of Governors in my presentation to you.

TRUSTEE GRABLE: Okay.

PROVOST DAVID: But what needs to be approved is the work plan, and that was uploaded last week
to the website.

TRUSTEE GRABLE: Okay. But not dealing with the work plan but just this presentation, Board members did not get a chance to review this presentation. But now you just said that this was a presentation just for us. I'm interested in the actual presentation that will be presented to the Board of Governors so that we all can offer some suggestions to improve it, since we have seen others.

PRESIDENT MANGUM: Okay. Thank you. If I may respond, I talked with the Chair two meetings ago, and what we agreed to do was review all of the presentations to the Board of Governors with the Board of Trustees before we make it.

TRUSTEE GRABLE: Excellent.

PRESIDENT MANGUM: So once this one is done, any presentation going forward that we make to the Board of Governors, we will schedule an opportunity for the Board of Trustees to review it. We tried to reinstate kind of that process last week with the ten-minute call in --

TRUSTEE GRABLE: Yes.

PRESIDENT MANGUM: -- or the time to call in those half-an-hour blocks so that we could do it
without calling a full Board meeting but each Board member would have the opportunity. So we're going to go back to doing that, not just for Board of Governors but for Board of Trustees.

TRUSTEE GRABLE: Okay.

PRESIDENT MANGUM: But if the Board wants to have a called meeting to review it, or we can do it individually.

TRUSTEE GRABLE: Okay.

PRESIDENT MANGUM: But we are committed to doing that. So when we are done before September --

TRUSTEE GRABLE: Yes.

PRESIDENT MANGUM: -- we will have an opportunity to review all of the presentations that we'll make, not just for this particular committee but for any other ones that we make going forward.

TRUSTEE GRABLE: Okay. And I think that is where --

CHAIRMAN MONTGOMERY: Madam Chair.

TRUSTEE GRABLE: I'm sorry, was that Chairman Montgomery?

CHAIRMAN MONTGOMERY: Yes, I had a comment.

TRUSTEE GRABLE: Okay. Go ahead, Chairman.
CHAIRMAN MONTGOMERY: Thank you.

Provost David, in line with what's being asked, I spent over an hour today with Doctor Mangum and she didn't answer my questions. But as Board Chair, I had questions that I didn't understand, and so with that amount of time invested with me as the Board Chair, I'd imagine that there are other members of the committee -- or members of the Board who might also have the same type of questions and concerns.

And so the time constraints, my suggestion -- I've suggested this to Doctor Mangum -- is that you reach out -- when we have things of this level of importance, that you reach out to individual members of the Board, or at least members of the committee, and on an individual basis walk them through this type of information.

I will share this tomorrow in the Board meeting, but we are going to present a 12-month calendar, because this stuff happens every year. So next year we're not going to be -- well, if I'm in the leadership capacity, we're not going to rush at the end and try to move things along. We're going to make sure that the Board is informed so that when we come to these types of forums, these
will be five-minute conversations.

But again, my suggestion so that we're not in the position where -- I don't have a copy of this, the Chairman doesn't have a copy of this, the Board members don't have a copy of this. To prevent that in the future, would be to effectively educate them prior to the meeting; and then that way we can move things along.

PROVOST DAVID: So I apologize. I wasn't aware that our PowerPoints were expected to be posted before the meeting. But if that is the practice, I'm happy to post my PowerPoint before the meeting.

I did actually reach out to Trustee Grable to try and set up a meeting with the committee to talk through at depth and answer questions about the work plan, but there I guess was --

TRUSTEE GRABLE: I was -- when you and I talked the other day, there was no discussion about this presentation. I'm not just looking at just the PowerPoint for the Board, we're actually, as the President indicated and I believe the Chairman is saying, the level of importance of this presentation to the Board of Governors is what we want to see as soon as we're able to
complete it.

If you're referring to this as a PowerPoint, I thought at one point you also referred to it as the presentation that you will give to the Board. Okay, so the President is saying that is not the case.

And that's what we're interested in seeing, but this still would have been helpful if it had been uploaded to our site, but it was not.

President Mangum.

PRESIDENT MANGUM: May I clarify a little?

TRUSTEE GRABLE: Yes.

PRESIDENT MANGUM: The Provost's part of the presentation is probably complete. I have the strategic planning piece to put in it.

TRUSTEE GRABLE: Okay. And that's what we're interested in seeing in case we can offer --

PRESIDENT MANGUM: And you will.

TRUSTEE GRABLE: Okay.

PRESIDENT MANGUM: Because that's the meeting that we're talking about scheduling.

TRUSTEE GRABLE: Okay.

CHAIRMAN MONTGOMERY: One more.

TRUSTEE GRABLE: Chairman Montgomery.

CHAIRMAN MONTGOMERY: And just one more thing.
I think it would also be helpful, Provost David, if you reviewed our operating procedures because it kind of lays out that we -- I mean I don't necessarily have to read it to you, but it tells you about supporting documentation and that type of thing, and this information being presented to us -- I mean I don't know if you realize it but some of us -- even in just looking at it, it's just really helpful -- I know it's old-fashioned, but it's really helpful to have the information in front of us. So if you plan to present something that's extensive like this going forward, I'd ask -- I mean we can mention it to Doctor Mangum, but that you present it to us prior and give us enough time prior to digest.

So it's not a, I don't think, a complaint about the specifics. But this is something that's newly introduced today, and so in the future, if we have time to digest it ahead of time, then I think it puts us in a better posture.

PROVOST DAVID: I am happy to do whatever I can. I do want to emphasize that the information on this PowerPoint, those charts are really just the charts that were in the handout that was sent out, in the work plan that was sent out last week.
I just put them in the PowerPoint so that I could talk through them.

So all of the specifics were in those two documents. I will do my best to have Power Points ready earlier and have them uploaded.

TRUSTEE GRABLE: That's fine. Thank you, Provost.

PROVOST DAVID: If I have a new thought the night before, can I amend the PowerPoint? It's hard for me to get the PowerPoint up a week before.

TRUSTEE GRABLE: Okay. Well, again, whatever you're going to present to the Board, even in a PowerPoint -- and we get this in the other committees -- we'd just like to see it in its various forms, and we can make comparisons with everything that we get, and thank you.

PROVOST DAVID: Okay.

TRUSTEE GRABLE: All righty. At this time, with that being said, I really would like to see a copy of this particular PowerPoint where I can study and compare it with what we already have. And also, Doctor Mangum, we will follow through in receiving the others as you indicated to us, the final one.
PRESIDENT MANGUM: Right.

TRUSTEE GRABLE: And are there any other questions from Board members?

TRUSTEE GRAHAM: Madam Chair.

TRUSTEE GRABLE: Yes, Trustee Graham.

TRUSTEE GRAHAM: I don't have a question, but to you, Provost David, and your staff, thank you for providing these updates.

Also, I'd like to be used as an asset in my current position on the Board of Governors for this University. So if you and your office can get an appointment with me so that I can be fully briefed and updated on everything before the next meeting moving forward and can help shepherd this work plan along for FAMU.

PROVOST DAVID: Great. Thank you.

TRUSTEE GRAHAM: That's it. Thank you.

TRUSTEE GRABLE: Thank you, Trustee Graham.

Trustee Shannon, anyone on the phone have any questions, comments, or any other members? Yes?

TRUSTEE SHANNON: No questions for me. I'm just glad that we'll have a little bit more time to see the information, so thank you.

TRUSTEE GRABLE: Okay. You're welcome,

Trustee Shannon.
Okay. So with that said, I would like to make a motion that we delay our approval of the work plan until we've all had a chance to review all appropriate documents, which ties very well to Trustee Graham's request and that we can bring it back either in a called meeting or however we want to address that because we still do have time before -- at least a month out, are we, from the Board of Governors' meeting?

PROVOST DAVID: It's a little under a month.

TRUSTEE GRABLE: Okay. So would that be enough time for each Board member to review the items that we didn't get today? Chairman Montgomery.

CHAIRMAN MONTGOMERY: Madam Chair, I'd only ask that the information from a committee perspective be completed no less than 10 days prior to the Board of -- the next Board of Governors' meeting. That will allow for the Board members who are going to be in attendance and the rest of the Board to take a look at the information. I've also requested that Doctor Mangum brief me, the Vice Chair, and any of the other members of the Board who plan to be in attendance at the -- actually in person at the meeting. So ten days is all I'm
asking, whatever your process is, so be it. As you know, it's within your charge and authority to call the meeting at any time, but I'd ask that the information be presented to the Board no less than 10 days before the Board of Governors' meeting.

TRUSTEE GRABLE: So that would be I guess a friendly amendment to the motion. Are there -- is here any other discussion?

TRUSTEE ALSTON: Well --

TRUSTEE GRABLE: Trustee Alston.

TRUSTEE ALSTON: Yeah, I --

PROVOST DAVID: Excuse me, I'm sorry. I just received some urgent information from Doctor Pitter, and we do have to submit a final version to the Board of Governors' staff by August the 12th.

TRUSTEE GRABLE: But Board members wanted to make sure they had that presentation that was submitted, and then we could just roll back the schedule to where it meets with the Chairman's request. That's an amendment to the motion.

TRUSTEE WOODY: Well, but that's next week.

PRESIDENT MANGUM: May I ask a question for clarity?

TRUSTEE GRABLE: Yes, President Mangum.
PRESIDENT MANGUM: The work plan is a document that the Board of Governors is expecting from us that's approved. The PowerPoint is our way of presenting the summary of the work plan. Those are two different things.

TRUSTEE GRABLE: Right.

PRESIDENT MANGUM: The Board of Governors will not review or approve the presentation, it's just a talking -- these are just talking points that will assist us in communicating the changes in the work plan which was posted to the website a few -- what, seven --

PROVOST DAVID: Last week, at the end of last week.

PRESIDENT MANGUM: Seven days ago with the required amount of time. So this won't change unless you guys tell us something that should be changed in it. This is what's being -- this is what's being requested to be approved that's due.

TRUSTEE LAWSON: By the, by the --

TRUSTEE GRABLE: Trustee Lawson.

TRUSTEE LAWSON: My only question was just on the due date. So the due date is the 12th?

TRUSTEE GRABLE: The 12th, right.

TRUSTEE LAWSON: Not at the next upcoming
Board of Governors' meeting.

TRUSTEE GRABLE: Right, that it must be given to them. Well, then so is it not possible then -- because, again, when we look at the information on your PowerPoint, which is very good, it does elaborate on some of these items in the work plan a little bit more. And I would feel more comfortable if I had a chance just to review that, and it's what, nine slides, ten slides? How slides did you have there? Nine? Eleven?

PROVOST DAVID: Eleven.

TRUSTEE GRABLE: Okay.

PROVOST DAVID: Eleven slides.

TRUSTEE GRABLE: Okay, 11 slides. So it's just a matter of us taking a moment, just a moment to digest that in addition to the work plan so that all Board members feel comfortable with that and, of course, with what Doctor Mangum will add and bring forward to us.

So when would be a reasonable time for you to get this to us so that we still have time for you to get the approved -- get it sent to the Board of Governors?

TRUSTEE ALSTON: Madam Chair.

TRUSTEE GRABLE: Yes, Trustee Alston.
TRUSTEE ALSTON: Thank you. I think I've done my homework, and I think that many of these changes that at least I saw, I think -- I didn't go through the presentation to see if there were additional changes in the PowerPoint, so maybe that's a separate question. But in terms of the actual goals that I think where we started from and I think where it's been proposed to us at this point, I know the conversation, at least I think from Trustee Lawson -- I'm sorry, Vice Chair Lawson -- initially, was the comfort level around the aggressiveness of the goals.

I think we started around another side of the conversation with comments from Governor Levine, who I know personally, I think he is a great person, means well. And actually many of his comments, personally I think, were spot on, only because if you look at, you know, where we are, FAMU today is not FAMU from 1960, 1980, 2000. There are different types of competition that we as a university face, so we're in a totally different era.

If many of you sitting around this table recall, that not too long ago we were talking about the Millennium Famuan. I think that was the term
that we used probably -- maybe a year or two ago.
You know, I think we forgot about, you know, that
quality that we were just talking about probably a
year or two or three ago, of us doing exactly what
we talked about, increasing the number of profile
admits or access and opportunity students, talking
about reaching out to transfer students, community
college students, international students, students
outside of Florida.

So I don't think that this conversation about
quality is new. I think we've had this
correspondence. I think that conversation that we've
had probably really over the last couple of years
that I've been on the Board finally is crystallized
in this document, and the Board of Governors pretty
much forced us to do it, which I think is a good
thing.

So me personally, Madam Chair, I am ready to
approve this because I think this moves us inline
with other universities in the state system. This
moves us inline with other universities across the
nation, and I think that we've talked about
consistently that we want to be the best, not just
the best here in Leon County, but the best, you
know, across the country.
So I can approve this, but if you want -- I mean a potential solution is we can withhold approving the changes in these goals maybe until tomorrow, I mean if you just -- if the issue is submitting the actual presentation to the Board. But in terms of these aggressive goals and bringing us inline with other schools, I think it's a good thing.

Yes, it's a stretch, I think using your term. Yes, it's going to be tough. But I think this will get us to finding and attracting the type of quality FAMU student that we used to attract not that long ago.

TRUSTEE MOORE: Madam Chair.

TRUSTEE GRABLE: Thank you, Trustee Alston.

Trustee Moore.

TRUSTEE MOORE: Just -- I'm not a member of the committee but did want to weigh in on this.

I view these as separate conversations. I believe the work plan in and of itself in terms of when it was posted and what the discussions have been thus far, I did go through the prior document and I did compare it to where we are now; and it appears that the questions have been answered in terms of the supplemental document, which appears
to be an extraction of what was already posted in your full document. From my vantage point, it shouldn't delay voting on it one way or the other in moving us forward to that deadline of August 12th.

TRUSTEE GRABLE: Are there any other trustees who want to weigh in on this?

(NO RESPONSE).

TRUSTEE GRABLE: Okay. Let me just offer this comment. We had these same confident feelings about this report when we submitted it to the Board of -- to the Trustees a couple of months ago, and then we went down to the Board of Governors' meeting and they handed it back to us.

I just think we still have -- the 12th is when, next Wednesday? Okay. I'd like to ask Chair -- ask that we take another couple of days just to take a look at this, and I think it's important enough. We do -- at this point, the Board of Governors' staff, from what the Provost said, said they liked the first work plan we submitted. They're saying they think it's aggressive but they're fine with it.

So where was the disconnect? That's my concern. And I don't think the University can deal
with any more adverse publicity regarding this report, so that is my concern about us at least letting it stew for a day or two; but, of course, we will hold the vote and it will be up to the trustees. But I think we need to be much more cautious in what we submit to the Board of Governors because we did feel we had a plan, a work plan that would have been accepted before, but somehow things fell apart. And I would assume then that there was surprise on behalf of the Provost and the President that the work plan was not approved the last time, and we've in the same position now.

So I feel really concerned that we try to be more certain about what we're doing. When I asked the question did BOG staff review this revised plan, you said they did; you also said that they reviewed the previous one. So what happened with the previous one, and what are the possibilities of that happening to this one?

PROVOST DAVID: I could only tell you that the Board of Governors' staff which knows us on a data level, they know more about the data on an institution than, frankly, we do because they have it all at their fingertips and they put the
situation against other institutions. They thought that the goals we had were realistic and stretched but cautious.

They are the staff, and the Board of Governors' governors -- just as the Board of Trustees -- are independent from the staff that support them. And the staff members said they were as surprised as we were that our plan was not approved, and it was based on the Board of Governors, who wanted us to have a more aggressive plan.

And so we are trying to respond and take up the call to invitation in the instructions that they gave us at that meeting, taking them at their word that if we come up with an aggressive plan which requires support that they will give us the support we need, and that's what gives us the confidence because what we are trying to do is say that we want to be with all of the rest -- in the middle of the mix of all of the rest of the SUS. And that has to be a goal, I believe, that they will support because I think it's a good goal, and it is a very aggressive goal, but it is a goal that really thinks about student success in a very different way.
TRUSTEE GRABLE: Okay. With that said --

TRUSTEE ALSTON: Madam Chair.

TRUSTEE LAWSON: Madam Chair.

TRUSTEE GRABLE: Trustee Lawson.

TRUSTEE LAWSON: Yeah, I'll try to be brief.

I know you guys have gone around on this. I'm not on the committee, but I just had a couple of comments.

The first comment I have is around process. There's a lot of conversation around what people haven't seen, want to see, need to see but yet we have a deadline of Wednesday. I don't know how we get there. So in my mind the process needs to be addressed on how this moved. Like we went down, we had a conversation, we got feedback, we came back, we did revisions, and now we have to resubmit, all the logical sequencing of steps. But the process to engage the Board some way, somehow, either it's not what we would all have hoped or maybe in the rush to get it back to the approving body we negated that process. So my first comment is around, Trustee Grable, process, and I feel like coming out of this we need to understand what that looks like moving forward.

My second question is: I get the
aggressiveness of the goals. In listening to the team earlier, you know, it started to sink in. But if I'm sitting on the other side of the table listening to this, I think we're going to have to be able to really articulate how we're going to get from Point A to Point B. Because if I'm the approver of this and you come back and you did what I asked, which is you upped the goal, that's good. So how are you going to get there?

And you guys may have that institutional knowledge that you haven't yet shared with us, but that's -- as I look at this, that's my second concern, not that the goals are too high, but how are we going to get there? What's the bridge to go from Point A to Point B? How we do that in a time-bound fashion?

And the last thing, and I think the President actually started to address this, is how do we begin a more holistic approach of partnering with the Board of Governors so that we're not just always answering questions and requests, not that we are, but sometimes it feels like we are. Going back to a conversation we had a couple of months ago around about, hey, who really drives the metrics on performance funding? Do we let them
give them to us, or do we have recommendations?

So to try and sum this up in three points:
One, I feel like we need a process around how we
manage this moving forward.

Number 2, it is, do we really, really feel
good about these goals, and how do we get there?
And that's more of an internal question for the
team, and you guys may say, yes, we do and we'll
have to take you at your word.

And Number 3 is, you know, how do we begin to
more proactively engage with the Board of Governors
on larger scale issues that, you know, have an
impact on us? There are a lot of things that we
can decide on our own, but then there are other
things that we need, if not their full buy-in at
least their support around.

Doctor Mangum.

TRUSTEE GRABLE: President Mangum.

PRESIDENT MANGUM: You make some great
comments. So these meetings, we probably all
labored with the assumption that this is where we
have this conversation about whether or not -- what
you think about the goals, whether or not they're
too aggressive, and whether you'd like us to push
back and pull back on them.
This is what I thought or probably what we thought as a team. The committees -- this is what the committee does, is talk about this material and if you want us to change it.

Part of the question I think that many of the governors wanted to know was whether or not we had this conversation holistically as an institution. And that's what we're proposing to do with the strategic planning process. But in the interim --

TRUSTEE LAWSON: Right.

PRESIDENT MANGUM: -- the near-term goals haven't changed that much. We're looking to the future because we have to set your -- set goals for ourselves that we could all agree to perhaps and then adjust them every year as this process continues to go.

We had a conversation about the performance metrics and how we believe that members of the Board of Trustees worked with members of the Board of Governors to talk about and advance the cause of Florida A & M University around these metrics. But getting the confluence of thoughts from the Board as a whole and the committee as a whole is something that occurs through the discussion and a conversation. Absent these types of conversations,
we don't get to get all of your input, and so
that's what we were hoping to do through these
types of discussions.

TRUSTEE LAWSON: Through this session today.
PRESIDENT MANGUM: Yeah.
TRUSTEE LAWSON: Okay.
PROVOST DAVID: Well, we presented a draft, we
posted a draft before the committee met last time,
and then -- was that two weeks ago, a week and a
half ago? My days have collapsed. We got your
Facebook. We have incorporated new information
into this draft, and we are looking for your
feedback.

I did try to see if there was in between the
last committee meeting and this committee meeting,
I did try to see if there was an opportunity for
us, since we had gotten feedback, to have another
committee meeting, but it wasn't possible to
schedule it. I did reach out to the Chair to try
and schedule another meeting so that we can answer
questions.

I hope I have indicated how excited I am to
always talk about this information as long as you
will let me, and so I'm happy to have as many
meetings with the committee as they would like to
talk through these kinds of issues. And I didn't
let him talk, but if you really want specific
details, Doctor Palm has a huge handout with
specific details about the things that we want to
do that he will talk about for a very long time
because he's exited about what we're trying to
accomplish.

So we do have -- I am confident that the team
that we have put in place in terms of Doctor Palm,
working with the registrar's office, working with
academic advising, working with all of our partners
on the campus, working with the deans, working when
they come back in the fall with the students to
change our messaging, that we will be able to
accomplish this. I am confident about it, I'm
excited about trying to make that kind of a change,
and I think we could make -- I wouldn't have put --
I would not have let them put my name to the 2017
and 2018 goals unless I thought it was reasonable.

On the 2019 goals, I know it's going to take a
lot more than what we have right now, but I think
we're going to be able to make progress towards
those 2017 and 2018 goals based on the plans that
we have in place. And if we are fortunate enough
to get additional resources, we will go all the way
to those 2019 goals.

TRUSTEE GRABLE: Okay. Thank you, Provost David.

And what -- I will just go ahead and call the vote on this plan, and I remove the previous motion from the floor and call for the vote. All in favor of the work plan.

TRUSTEE ALSTON: What is the motion? I'm sorry, Madam Chair.

TRUSTEE GRABLE: The motion is that we approve the work plan, the revised work plan that Provost David and her team have put together.

Is there any more discussion?

(NO RESPONSE).

TRUSTEE GRABLE: Okay. All in favor.

(AFFIRMATIVE INDICATIONS).

TRUSTEE MOORE: You don't have a second.

TRUSTEE GRABLE: I'm sorry. I did need a second. Thank you, Trustee Moore.

TRUSTEE WOODY: Second.

TRUSTEE GRABLE: All in favor.

(AFFIRMATIVE INDICATIONS).

TRUSTEE LAWSON: I can't vote.

TRUSTEE GRABLE: Pardon?

TRUSTEE LAWSON: I can't vote --
TRUSTEE ALSTON: I actually was going to suggest maybe just bumping it to tomorrow's meeting because it sounds like there's going to be more discussion from other members outside of the committee.

TRUSTEE GRABLE: Okay.

TRUSTEE ALSTON: As opposed to, you know, delaying this up or down, just a suggestion.

TRUSTEE GRABLE: Okay. All right. Is there -- well, someone give me a motion to either vote it or delay the vote.

TRUSTEE WOODY: Delay the vote until tomorrow?

TRUSTEE ALSTON: Yes, that's what I was recommending.

TRUSTEE LAWSON: I was only commenting. Because I'm not on the committee, I couldn't vote. She looked my way and I said I can't vote because I'm not on the committee.

TRUSTEE GRABLE: Okay. All right. Is there a motion on the floor? I need a motion to delay the vote until tomorrow.

TRUSTEE ALSTON: Well, is that what you're asking, Vice Chair Lawson?

TRUSTEE LAWSON: No, no, no, she looked my
way, and I just a comment that I was not --

TRUSTEE GRABLE: I just am asking all of the
Board members, since you suggested that.

TRUSTEE ALSTON: Okay.

TRUSTEE GRAHAM: Well, we can just proceed.

TRUSTEE WOODY: Who made the motion?

TRUSTEE GRABLE: I did.

TRUSTEE WOODY: No, no, no.

TRUSTEE GRABLE: Okay. So we've already
pulled back the original motion. I am now asking
for a motion to delay the vote, if that is your
preference. No?

(NO RESPONSE).

TRUSTEE GRABLE: Okay. Trustee Woody.

TRUSTEE WOODY: For a point of clarification.

TRUSTEE GRABLE: Yes, sir.

TRUSTEE WOODY: We said delay the vote until
tomorrow?

TRUSTEE GRABLE: That is the suggestion I
think, Trustee Alston, as an alternative?

TRUSTEE ALSTON: I'm sorry, Madam Chair, let
me clarify. I offered that suggestion because I
thought, based on Vice Chair Lawson, I think he
wanted to -- and others might have wanted to
register comments on this item. I'm actually, as
stated, you know, which I, you know, voted already. But I wanted others to weigh in because it appeared as if there was going to be some issue. So I was ready to push it forward, but I did not want -- if others wanted to chime in, which I thought -- that's what I was really deferring.

CHAIRMAN MONTGOMERY: Madam Chair.

TRUSTEE WOODY: So there is no motion on the floor now?

TRUSTEE GRABLE: Chairman Montgomery.

CHAIRMAN MONTGOMERY: If I may offer a suggestion, Madam Chair. I'm not a member of the committee, but one, obviously, would be to -- whoever made the motion, to withdraw the motion; and then at that point, it would be appropriate for the committee to advance this item to the full Board without a recommendation.

TRUSTEE GRABLE: Okay.

CHAIRMAN MONTGOMERY: And that would allow you to achieve the goal of advancing this to the full Board without having to vote in the affirmative or the negative, and it would also allow Board members who want to weigh in who are not members of the committee to have a say in the matter; but it accomplishes having gone through a
committee, so --

TRUSTEE WOODY: Okay.

TRUSTEE GRABLE: Okay. All right. Then is that acceptable to the other Board members? We are simply accepting this as information, and it will still move forward to the full Board if that is where we want to go, so I need a motion for that.

TRUSTEE WOODY: So moved.

TRUSTEE ALSTON: Second.

TRUSTEE GRABLE: Okay. The motion has been moved and seconded, and we want to thank the team for their work on this; and the item will still move forward to the full Board.

PROVOST DAVID: You have to vote.

TRUSTEE GRABLE: I'm working on my Roberts Rules of Order.

All in favor.

(AFFIRMATIVE INDICATIONS).

TRUSTEE GRABLE: All opposed.

(NO RESPONSE).

TRUSTEE GRABLE: Okay. The motion passes, and the item will move forward to the full agenda tomorrow; and other members who are not members of the committee will have a chance to offer their comments.
Now earlier in the meeting, in the previous committee meeting the Chairman asked that we add a discussion regarding the Sustainability Institute's budget request. And at this time, Mr. Chairman, would you like --

CHAIRMAN MONTGOMERY: I'd just -- thank you, Madam Chair. I just wanted to ask Doctor Mangum or the team if they could very briefly tell us about the budget request. I think it's 2.75 million for the Sustainability Institute. And I am of the belief that these things need to come to the Board prior to advancing them so that we may discuss them, study them and provide a recommendation; however, it's already been advanced and we will have an opportunity to weigh in. But the thing that jumped was I don't recall an extended conversation about that particular budget item. And I don't know if asking for close to 3 million for that, if there are other academic issues or other areas where that money could be better spent; so I'd just like to hear briefly what the rationale is behind making that part of the budget request.

TRUSTEE GRABLE: Doctor Mangum.

PRESIDENT MANGUM: Thank you.

If you would turn to the LBR, I think much of
the information is included in it, and the value of
the Sustainability Institute is also described
there, but let me review it for you.

The Sustainability Institute is a
University-wide initiative that advances knowledge
and the creation and promotion of socio-economic
and environmental viability in Florida. Basically
it's an institute that works across the entire
University as a way of coordinating our efforts and
our interest in environmental sciences,
agriculture, and life sciences. And what it does
is it gives us a platform to pursue other
opportunities to enhance and enrich our University
curriculum.

And so it's a coordinating body across -- an
effort across all of the faculty that have
interests in this area, creating a 21st century
University, one that is respected nationally and
that draws national and international attention.
It's a way to galvanize our faculty around doing
that, so increasing our faculty in building our
capacity in science, technology, engineering, math
and other areas. We are doing it -- and as well as
a way of coordinating interdisciplinary and
multidisciplinary types of research is one -- is
the reason why I created the Sustainability Institute when I arrived.

And we've had a significant amount of success in this area internationally as well as locally and nationally with people being interested in working with Florida A & M University. So it's basically a way to enhance our efforts and prepare our students to work in the 21st century and beyond around some of our strengths. It provides an opportunity for cutting-edge research; looking ahead, basically, for a greater impact of the University.

Sometimes staying inside a stove -- stovepipe organizations don't allow the faculty to be as free to work with faculty in other areas; and so the environment, agriculture, life science, the humanities, this gives us an opportunity to be able to stretch ourselves across the institution as well as work with other agencies and international governments. So we have had a considerable amount of success in the last year in opening our doors and partnering with other people around the issues of sustainability which includes our footprint in energy, like I said, and life, physical sciences and humanities and other areas and provides training opportunities, as well as research and
study opportunities.

So it's a coordinating effort. It includes increasing -- if you look at the budget in detail, you'll see that it includes increasing faculty and staff and support organizations around -- across the institutions to support our efforts in this area. So it is part of us becoming -- or staying relevant.

TRUSTEE GRABLE: Chairman Montgomery.

CHAIRMAN MONTGOMERY: I just wanted to make sure there was some sort of faculty and Board input into this type of request, and so -- I'm not a member of the committee, but I did want to ensure that it had been brought up in an Academic Affairs Committee so that if there was questions, concerns or comments from an academic perspective about this particular budget request -- I believe there are other things we could do with the $3 million if we did get the amount approved, but it's a matter for the committee.

TRUSTEE GRABLE: Okay. Any other comments from other Board members? Trustee Shannon?

TRUSTEE SHANNON: No, none from me.

TRUSTEE GRABLE: Okay. I think that ends our discussions related to the Academic Affairs
Committee. And our meeting is adjourned.

CHAIRMAN MONTGOMERY: Members of the Board, we're going to take a ten-minute break. Let's convene back here at 3:05.

* * * * *
CERTIFICATE

STATE OF FLORIDA   )
COUNTY OF LEON    )

I, NANCY S. METZKE, RPR, FPR, certify that I was authorized to and did stenographically report the foregoing proceedings and that the transcript is a true and complete record of my stenographic notes.

DATED this 5th day of September, 2015.

____________________________________
NANCY S. METZKE, RPR, FPR
Court Reporter