Florida A&M University

Transition Advisory Team

President Dr. James H. Ammons
FINAL REPORT
TRANSITION ADVISORY TEAM
JUNE 2007

- SUMMARY
- **MEMBERSHIP LIST**
- DRAFT STAKEHOLDERS' SURVEY
- LIST OF KEY STAKEHOLDERS
- *GO-TEAM* "A" RESULTS
- *GO-TEAM* "B" RESULTS
In April of 2007, James Ammons, President-elect of Florida A & M University selected and requested the participation of sixteen individuals to serve as members of his Transition Advisory Team. Dr. Ammons described the considerable effort he expended to identify individuals that represented the many communities of interest associated with the University. As a result, the cohort of advisory team members consisted of persons from multiple arenas, with varied interests and wide-ranging associations with the university from both internal and external perspectives. Each member received a personal invitation from Dr. Ammons to participate on the team and every person that was invited willingly agreed to take part. Dr. Cynthia Hughes Harris, Dean of FAMU’s School of Allied Health Sciences agreed to serve as Chairperson of the Committee and Dr. Edward Penson, an experienced higher education consultant agreed to serve as facilitator.

The Transition Advisory Team was charged with the task of providing advice and counsel in arenas determined to be of importance by the President-Elect himself as well as arenas of importance to the individual members of the team. It was initially anticipated that the work of the team would be accomplished by July 2, 2007, the date Dr. Ammons was to officially assume the position of President. The team aimed to complete its work by the designated date while also reserving the right to extend the time period, if necessary. In actuality, the work of the Advisory Committee was completed as of June 29, 2007.

The committee met as a total body on four occasions. During periods between meetings, subgroups met in person as well as electronically. Initial input, coordinated by Dr. Penson, focused on the meaning, purpose and function of a transition advisory team. The team processes reflected thinking that began broadly, with brainstorming and open input from members. Through this approach, members were able to identify challenges and opportunities that would likely face the new President. The data that resulted from the early discussions were inclusive, powerful and compelling and reflected the multiple perspectives of the team members. They provided the basis for a determination of whether there was a need for a survey of internal and external stakeholders. The team concluded that the purpose of a stakeholders’ survey is for the incoming President to have input from constituent groups with vested interests in the university. With the direct assistance of Dr. Penson and individual team members, a stakeholders’ survey was developed. However, the team concluded that since Dr. Ammons had taken advantage of opportunities to meet with multiple groups inside and outside of the university, it would not be necessary to conduct a stakeholders’ survey at this time. It was also agreed that as the presidency began and continued, a future need could necessitate the need for the implementation of such a survey.

Another major outcome of the Transition Advisory Team was the development of a list of key stakeholders, from both internal and external domains, who are critical to the future
of the University and to the success of the presidency. In addition to the Stakeholders’ Survey and the list of key stakeholders, the Transition Team spent considerable time identifying and prioritizing challenges which the new President would almost certainly be confronted as well as opportunities from which the new President might be able to benefit. These challenges and opportunities were discussed and analyzed, in detail, within the construct of Go-Teams. Go-Teams are “small groups of human beings usually from varying disciplines and backgrounds, who are creative, spirited, and determined to resolve especially difficult challenges in a comparatively short period of time.” (Penson) Two Go-Teams were established within the Transition Advisory Team with the expectation that they were not only to analyze the complexities of the problems they were addressing but they were also to construct possible solutions to those problems. The Go-Teams were charged as follows:

Look at all discussion results of the Advisory Team regarding Internal (Go-Team A) or External (Go-Team B) challenges and opportunities. Then, provide ADVICE to the President-Elect by planning prioritized tasks for the first 100 days of the presidency followed by approaches to solutions to identified problems within each task. The Go-Team is to engage in the same process for the second 200 days of the presidency. Each team recognizes throughout that they are offering advice and not owning it, selling it or even urging it.

Each Go-Team met independently and produced prioritized tasks and suggested solutions for the first 100 days and the second 200 days of the presidency. Each Go-Team reached major conclusions with respect to their tasks and each Go-Team acknowledged that they were not able to fully complete the tasks. Even without full completion, the conclusions of the “Go-Teams” provided tremendous insights into the cross-section of challenges and opportunities facing the new President. It was at this point that the Committee concluded its work based on the determination that it had provided tools and a framework which have the potential to assist Dr. Ammons during the first year of his presidency.
Transition Advisory Team
Membership List

Chair – Dr. Cynthia Hughes Harris, Professor and Dean, FAMU School of Allied Health Science
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Facilitator – Dr. Edward Penson
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Membership

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TRANSACTION ADVISORY TEAM

DRAFT

FAMU FACULTY AND STAFF STAKEHOLDERS’ SURVEY

The Perceptions of FAMU Faculty and Staff Relative to the University’s Strengths and Challenges

PERSONAL DATA

Directions: Select the category which best describes you. Place an X on the line provided.

1. Ethnic Origin
   a. ___ African American
   b. ___ Caucasian
   c. ___ Asian
   d. ___ Hispanic
   e. ___ Indian
   f. ___ Other, Specify _______________________

2. Gender
   a. ___ Female
   b. ___ Male

3. Stakeholders Category
   a. ___ University Faculty
   b. ___ DRS Faculty
   c. ___ University Support Staff
   d. ___ DRS Support Staff

4. Years of Employment at FAMU
   a. ___ 1 – 5 Years
   b. ___ 6-10 Years
   c. ___ 11-15 Years
   d. ___ 16-20 Years
   e. ___ 21-25 Years
   f. ___ 26-30 Years
   g. ___ Over 30 Years
Directions: Select one category (Items 5 – 8) that best describes your affiliation or association with the University. Place an X on the line provided.

5. University Faculty School or College Affiliation
   a. ___ College of Arts & Sciences
   b. ___ College of Education
   c. ___ CESTA
   d. ___ College of Pharmacy
   e. ___ FAMU/FSU College of Engineering
   f. ___ School of Allied Health Sciences
   g. ___ School of Architecture
   h. ___ School of Business & Industry
   i. ___ School of General Studies
   j. ___ School of Graduate Studies, Research & Continuing Education
   k. ___ School of Journalism, Media & Graphic Arts
   l. ___ School of Nursing

6. University Support Staff Affiliation
   a. ___ AFSCME
   b. ___ USPS
   c. ___ Auxiliary
   d. ___ A & P
   e. ___ Other, Specify ____________________________

7. FAMU DRS Faculty Affiliation
   a. ___ Elementary School
   b. ___ Middle School
   c. ___ High School

8. FAMU DRS Support Staff Affiliation
   a. ___ Secretary/Office Personnel
   b. ___ Media/Librarian Personnel
   c. ___ Custodian Personnel
   d. ___ Technology Personnel
   e. ___ Director/Coordinator Personnel
   f. ___ Other, Specify ____________________________

9. I am satisfied with my employment at the University
   a. ___ Yes
   b. ___ No
   c. ___ No Comments
10. Timely reimbursement for travel and/or registration fees for continuing education or professional development activities is a top priority for me.
   a. ____Yes
   b. ____No
   c. ____No Comments

11. The ease with which I can get approval for purchases of equipment and supplies is a top priority for me.
   a. ____Yes
   b. ____No
   c. ____No Comments

PRECEPTION DATA

Directions: Respond to the following statements using the 5-point scale below. Circle the number which best describes your perceptions.

5=Strongly Agree  4=Agree  3=Neutral  2=Disagree  1=Strongly Disagree

1. Frequent interactions between the President and employees are critical for effective communication & morale
   SA  A  N  D  SD
   5  4  3  2  1

2. FAMU employees are well aware of the mission statement of the University.
   5  4  3  2  1

3. FAMU employees are well aware of the University’s integrated Enrollment Management Plan.
   5  4  4  2  1

4. FAMU employees are well aware of the University’s Student Recruitment Plan.
   5  4  3  2  1

5. FAMU employees are well aware of the University’s Strategic Plan.
   5  4  3  2  1

6. FAMU employees are well aware of the University’s Campus Physical Plant and Facilities Plan.
   5  4  3  2  1
7. FAMU employees are well aware of the University's Information Technology Development Plan.

8. Competent faculty are strengths of the University.

9. Competent staff are strengths of the University.

10. Committed alumni and supporters are strengths of the University.

11. Collaborative partnerships are strengths of the University.

12. Adequate facilities are strengths of the University.

13. Competent administrators are strengths of the University.

14. Open relations with the media are strengths of the University.

15. Quality students are strengths of the University.

16. Rank your perception of the top 3 Academic Schools or Colleges at the University by placing a 1, 2, & 3 on the line provided.
   a. ___ College of Arts & Sciences
   b. ___ College of Education
   c. ___ CESTA
   d. ___ College of Pharmacy
   e. ___ FAMU/FSU College of Engineering
   f. ___ School of Allied Health Sciences
   g. ___ School of Architecture
   h. ___ School of Business & Industry
   i. ___ School of General Studies
   j. ___ School of Graduate Studies, Research & Continuing Education
   k. ___ School of Journalism, Media & Graphic Arts
   l. ___ School of Nursing
17. Rank your perception of the top 3 Service Units at the university by placing a 1,2, or 3 on the line provided.
   ___ a. Admissions
   ___ b. Registrar
   ___ c. Financial Aid
   ___ d. Cashier
   ___ e. Purchasing
   ___ f. Human Resources
   ___ g. Administrative
   ___ h. Fiscal & Budget Affairs
   ___ i. Information Technology
   ___ j. Student Affairs
   ___ k. Development & Public Relations
   ___ l. Alumni Affairs
   ___ m. University General Counsel
   ___ n. Inspector General
   ___ o. Sponsored Research
   ___ p. Physical Plant
   ___ q. Security
   ___ r. Other, Specify 

18. Rank your perception of the 3 most challenging (problematic) Academic Schools or Colleges at the University by placing a 1, 2, & 3 on the line provided.
   a. ___ College of Arts & Sciences
   b. ___ College of Education
   c. ___ CESTA
   d. ___ College of Pharmacy
   e. ___ FAMU/FSU College of Engineering
   f. ___ School of Allied Health Sciences
   g. ___ School of Architecture
   h. ___ School of Business & Industry
   i. ___ School of General Studies
   j. ___ School of Graduate Studies, Research & Continuing Education
   k. ___ School of Journalism, Media & Graphic Arts
   l. ___ School of Nursing
19. Rank your perception of the top 3 most challenging (problematic) Service Units at the university by placing a 1, 2, or 3 on the line provided.

   ___ a. Admissions
   ___ b. Registrar
   ___ c. Financial Aid
   ___ d. Cashier
   ___ e. Purchasing
   ___ f. Human Resources
   ___ g. Administrative
   ___ h. Fiscal & Budget Affairs
   ___ i. Information Technology
   ___ j. Student Affairs
   ___ k. Development & Public Relations
   ___ l. Alumni Affairs
   ___ m. University General Counsel
   ___ n. Inspector General
   ___ o. Sponsored Research
   ___ p. Physical Plant
   ___ q. Security
   ___ r. Other, Specify ______________________

OPEN-ENDED QUESTION

20. The Magic Wand question: If you could wave a Magic Wand at any one issue or situation, and by waving the wand you could fix or resolve it, which issue or situation would you most want to wave your Magic Wand?
INTERNAL

1. Administrative Staff
2. Athletic Director
3. Alumni Association Board
4. Ammons’ ad hoc committee on Financial Management and Accountability
5. Athletic Director & Coaches
7. Board of Trustees
8. BOT Vice-Chair and BOT Audit Committee
9. Chair of the Joint Legislative Audit Committee
10. Classified Staff
11. Current CFO and Vice-President for Administration
12. Deans
13. Department Chairs
14. Editor of the FAMUAN
15. Faculty
16. Interim President Dr. Castell Bryant
17. Interim President Dr. Castell Bryant’s Leadership Team
18. Students
19. Support Staff
20. Vice Presidents
21. Faculty Senate
22. Developmental Research School

EXTERNAL

1. “100 Friends of Florida”
2. Accrediting Associations
3. Alumni and Chapters
4. Area Local Political Officials
5. Area Retirees of Historically Black Colleges & Universities and/or Majority Institutions
6. Associated Industries of Florida
7. Attorney Tico Perez (Orlando Law Firm/Member, Board of Governors)
8. Auditor General State of Florida
9. Board of Governors
10. Brown Bag Lunch with Faculty (general)
11. Brown Bag Lunch with Staff (general)
12. Carolyn Roberts, Chair, Board of Governors
13. Chancellor Mark Rosenberg
14. Church leadership
15. Commercial Business/Black Businesses
16. Congressman Alcee Hastings
17. Congressman Allen Boyd
18. Congressman Corrine Brown
19. Congressman Kendrick Meek
20. County and City Commissions
21. Department of Education
22. FAMU Industry Cluster Members
23. FAMU Key Executive Council of the CLUSTER
24. Federal government agencies, federal courts – federal legislation
25. Florida Classic Consortium
26. Florida Times Union
27. Form advisory groups for signature programs made of alumni that can provide advice (meet with them every six months or so [during homecoming or graduation])
28. Fraternity and Sorority Alumni Chapters
29. Governor Charlie Crist
30. Harris Rosen (Rosen Hotels Orlando, FL)
31. Key donors
32. Leadership Development Conferences
33. Legislative Leadership
34. Legislature
35. Leon County Commissioners
36. Leon County government
37. Leon/Jefferson/Gadsen/Taylor/Wakulla County High School Principals
38. Local Chamber of Commerce
39. Local Citizenry
40. Local Community Leaders
41. Local Legislative Delegation
42. Mayor of Orlando
43. Mayor of Tallahassee
44. Media - Local/State/National
45. Meet with the FAMU-NAA Executive Board
46. Miami Herald - Miami Times
47. National Public Radio (NPR)
48. Newspapers
49. Orlando Sentinel – Orlando Times
50. Palm Beach Post –
51. President Bill Law (Tallahassee Community College)
52. President T. K. Wetherell (Florida State University)
53. Professional Associations
54. Regulatory agencies
55. Representative Curtis Richardson
56. Representative David Mealor, Chair, Committee on Postsecondary Education
57. Representative Lorraine Ausley
58. Representative Marco Rubio, Speaker of the House (Congressman Kendrick Meek)
59. Riley House Museum Board and Director
60. Senator Alfred Lawson
61. Senator Gwen Margolis & Rep. Carl Domino, Chairs of the Joint Legislative Audit Committee
62. Senator James E. "Jim" King, Chair, Committee on Education Facilities Appropriations
63. Senator JD Alexander, Chair of the Agricultural Committee (Vice Chair, Sen. Larcenia Bullard)
64. Senator Ken Pruitt, Florida Senate President
65. Senator Rudy Garcia & Rep. Ray Sansom, Chairs of the Legislative Budget Commissions
66. Senator, Evelyn Lynn, Chair of the Higher Education Appropriations
67. Senator, Steve Oelrich, Chair of the Committee Higher Education
68. St. Petersburg Times – Weekly Challenger
69. State Board of Education
70. State Legislature
71. Statewide leaders supporting FAMU
72. Sun Sentinel – Westside Gazette
73. Superintendent of School
74. Tallahassee Chamber of Commerce
75. Tallahassee City Commissioners
76. Tallahassee City government
77. Tallahassee Democrat – Capital Outlook
78. Tallahassee Ministerial Alliance
79. Tallahassee Rotary Club
80. Tallahassee Tiger Bay Club
81. Tampa Tribune – Sun Bulletin
82. Tom Joyner Morning Show
83. University Trustees
84. US Senator Bill Nelson
85. US Senator Martinez
TRANSTION ADVISORY TEAM
FINAL REPORT – "GO-TEAM A"
June 2007

I. Vision Statement of the President-Elect James Ammons
1. Complexities
   a. Existing Crisis
   b. Filling the board vacancies
   c. Effective transitioning

2. Solutions for Complexities
   a. Addressing Crisis
   b. Board Members with skill sets and commitment to FAMU
   c. Identify highly amalgamated, qualified, capable, effective TEAM members

3. Impediments to the Solutions for Complexities
   a. Number of Crisis and politics
   b. Appointment of ill-qualified board members not committed to the Mission of FAMU
   c. Immediacy of timeline to hire key personnel

4. Solutions to Probable Impediments
   a. Triaging Crisis
   b. Assuring a nominee pool of applicants with the appropriate skill sets and commitment to FAMU's Mission
   c. Assure funding and approval for the president to move forward on filling positions

II. Executive/Management Transition (vice presidents/deans/department heads/directors)
1. Complexities for Executive/Management Transition
   a. Highly qualified applicant pools
   b. Challenging climate for transition
   c. Prior negative media coverage
   d. Funding available to attract the most highly qualified applicants

2. Solutions for Complexities
   a. Conductive a comprehensive national search for applicant pools
   b. Overcome existing contractual and other impediments to transition
   c. Tell our own story
   d. BOT approval to fund executive management team

3. Impediments to the Solutions for Complexities
   a. Appropriate funding to conduct a comprehensive national search for applicant pool
b. Receive the proper legal advice, cooperation of current staff, and potential lawsuits
c. Failure to identify opportunities and proper staff in place to handle media and public relations

4. Solutions to Probable Impediments

III. Fiscal Issues (budget, audit financial statements, budget cycles)
1. Complexities for Fiscal Issues
   a. Financial Statements
   b. Audit Findings
   c. Budget Cycles

2. Solutions for Complexities

3. Impediments to the Solutions for Complexities

4. Solutions to Probable Impediments

IV. SACS (all accrediting organizations)
1. Complexities for SACS
   a. Complete Self-Study
   b. Access SACS Operational Structure (leadership, committees, Dr. Mercer)
   c. Current Status of SACS
   d. Identify Findings
   e. Communications (maintain current website info, print media and other changes)
   f. Calendar of SACS Activities/Events
   g. Timely Completion of SACS Support Information
   h. Completion of ALL Print Material Required by SACS in a document room (Catalog, etc.)
   i. Consult Dr. Mercer

2. Solutions for Complexities
   a. Assure timely complete of Self Study
   b. Review SACS Operational Structure (reengage Dr. Mercer, review committee structure to insure functionality)
   c. Obtain self-assessment findings
   d. Communications (maintain current website info, print media, other changes with up to date analysis; w/ Calendar of Events)

3. Impediments to the Solutions for Complexities

4. Solutions to Probable Impediments
V. Student Services (Financial aid/student accounts/recruitment/academic affairs)

1. Complexities for Student Services
   a. Quality and Quantity of Student services overall Aid Staff
   b. Effective, timely communication to students
   c. Lack of professional development for staff
   d. Recruitment, retention and attrition

2. Solutions for Complexities
   a. Ongoing assessment and feedback from all Student Services
   b. Recruiting and hiring competent leadership for student affairs and qualified staff for student services
   c. Plan and implement a quality action communication plan with regular updates for students
   d. Provide ongoing appropriate development for staff
   e. Attend professional conferences/seminars within the appropriate employment area to implement new strategies
   f. Develop and implement a student services plan that incorporates technology and new infrastructure

3. Impediments to the Solutions for Complexities
   a. Insufficient budget for ongoing assessment and feedback
   b. Insufficient funding, negative media, for recruiting and hiring qualified leadership and staff

4. Solutions to Probable Impediments

VI. Infrastructure (Technology, Classroom, Buildings)

1. Complexities or Infrastructure
   a. Lack of current technology (computers, faxes, scanners, printers, wireless communication, hardware, software)
   b. Lack of smart classes
   c. Buildings not meeting ADA compliance
   d. Buildings not meeting code inspections

2. Solutions for Complexities
   a. Develop and implement a technology plan that is adequate and meets the immediate needs of the campus
   b. Upgrade classroom and buildings
   c. Retrofit buildings not meeting ADA compliance
   d. Develop and implement proper inspection plans to insure code compliance

3. Impediments to the Solutions for Complexities
   a. Insufficient funding to develop and implement a technology plan that is adequate and meets the immediate needs of the campus
b. Insufficient funding to upgrade classroom and buildings and a lack of a classroom needs assessment  
c. Insufficient funding to retrofit buildings not meeting ADA compliance  
d. Reallocation and/or hire proper personnel to implement code compliance  

4. Solutions to Probable Impediments  

VII. Accountability  
1. Complexities for Accountability  
   a. Lack of performance audits to hold individuals accountable  
   b. Perform regular self and group assessments within units  
   c. Change media perception of current lack of accountability  

2. Solutions for Complexities  
   a. Institute and implement proper performance audits with input from personnel from the area  
   b. Develop criteria for self and group assessment  
   c. Correct lack of accountability and share the changes with media and community through positive public relations, internal and external  

3. Impediments to the Solutions for Complexities  
   a. Lack of funding and getting a viable and reliable performance audit instrument  
   b. Lack of leadership, lack of bargaining units’ involvement in the development, and resistance to change  
   c. Lack of qualified and sufficient public relations staff to take the message to the media and internal and external communities; and proper coordination of public relations; lack of credibility; and insure factual, accurate information is disseminated  

4. Solutions to Probable Impediments  

VIII. Athletics  
1. Complexities for Athletics  
   a. Funding  
   b. Lack of recruitment for students  
   c. Lack of recruitment for staff  
   d. Florida is a competitive state  
   e. Lack of a direct link to Florida high school talent  
   f. NCAA Athletic self study  
   g. NCAA Compliant  

2. Solutions for Complexities  
   a. Proper funding raising initiatives; improving and maximizing booster efforts; marketing; soliciting corporate support  
   b. Develop and implement a student recruitment plan; utilize students, alumni and supporters  
   c. Develop a recruitment plan to recruit top-notch staff; provide needed funding
d. Develop a partnerships and relationships with talented areas; improve our public images; host athletic camps

3. Impediments to the Solutions for Complexities
   a. Insufficient funding, proper personnel,

4. Solutions to Probable Impediments

XI. Shared Governance
1. Complexities for Shared Governance
2. Solutions for Complexities
3. Impediments to the Solutions for Complexities
4. Solutions to Probable Impediments

X. Other Challenges
   a. Recruitment
   b. Teaching/Research Service
   c. Recruitment (Executive/A&P/Faculty/Staff/Student [grad/undergrad])
   d. Retention (Executive/A&P/Faculty/Staff/Student [grad/undergrad])
   e. Image Building
   f. Fall Pre-planning (August 16-18)
   g. Presidential Address
   h. Management of Expectations
   i. Legislative Interaction/Priorities
   j. Internal Communications
TRANSITION ADVISORY TEAM
FINAL REPORT – "GO TEAM B"
External Priorities
June 2007

OVERVIEW OF PRIORITIES:

1. BOARD OF TRUSTEES
2. BOARD OF GOVERNORS (SPECIAL TASK FORCE ON FISCAL MATTERS)
3. MEDIA
4. S.A.C.S. (ACCREDITATION REVIEW PROCESS)
5. EXECUTIVE BRANCH OF FLORIDA'S GOVERNMENT
6. LEGISLATIVE BRANCH OF FLORIDA'S GOVERNMENT
7. DIRECT SUPPORT ORGANIZATIONS (ALUMNI; FOUNDATION; BOOSTERS; ETC)
8. CLUSTER / INDUSTRY
9. PARENTS; FAITH BASED COMMUNITY; CIVIC ORGANIZATIONS/LEADERS
10. FEDERAL GOVERNMENT AND FEDERAL AGENCIES

CHALLENGES AND OPPORTUNITIES

1. BOARD OF TRUSTEES

CHALLENGE: COMMUNICATION

OPPORTUNITY: WORKSHOP/"RETREAT"

IMPEDIMENTS: NONE

The team felt that it is imperative that the president and BOT "immediately" establish effective lines of communication and understanding as well as "respect" for each others' roles. The need for "new trustees" to fill vacant seats poses great opportunities as well as possible threats. The team emphasized the imperative that the board must change for the "better." All stakeholders must get involved in the process of "selection" of the Trustees. FAMU sensitivity must be demonstrated historically or at least "validated" otherwise. The alumni must always be represented on the Board.
2. BOARD OF GOVERNORS AND SPECIAL TASK FORCE

**CHALLENGE 1:** "EXPECTING MIRACLES - TOO MUCH TOO SOON"

**OPPORTUNITY:** DEVELOP AN "OUTSTANDING ISSUES RESOLUTION PLAN AND TIMELINE"

**IMPEDIMENTS:**
A. Unrealistic expectations based upon media hype
B. Lack of public support for plan
C. Lack of resources to develop plan (consultants; etc.)

**CHALLENGE 2:** POOR RELATIONSHIP WITH AND RESPECT FOR UNIVERSITY LEADERSHIP

**OPPORTUNITY:** develop "memorandum of understanding" that clearly defines relationship of BOG and the University leadership. Work with proper legislative and executive officers to facilitate a "win win" relationship that will benefit the citizens of Florida and better define role of BOG in Florida's strategic plan.

3. MEDIA

The team understands that the media is but a vehicle that allows and permits stakeholders to positively or negatively communicate data about FAMU. Our challenge and opportunities are embedded in the extent to which we seize control of the vehicle.

**CHALLENGE:** "NEGATIVE NEWS" AND PROPAGANDA REGARDING FAMU

**OPPORTUNITY:** develop a "communication and image control plan for FAMU." Such a plan should be - must be - "wall street slick" and very, very proactive. The plan must "hit the ground running" and be ready to deliver "measurables" in a timely, predictable, and planned fashion throughout the first 100 - 200 days.

4. S.A.C.S. (SEE GO-TEAM A REPORT)

The major addition to the work of Go-Team A is to reinforce the fact that the law school is unique and requires "special" attention.

**ADDITIONAL IMPEDIMENTS:**
Financial Resources
Leadership of Accreditation Process
Timeline for completion vs. expectations

5. & 6. FLORIDA'S LEGISLATIVE AND EXECUTIVE BRANCHES

**CHALLENGES:** LACK OF EFFECTIVE LOBBY EFFORT
LACK OF "LONG TERM LEGISLATIVE STRATEGY"
LACK OF "PUBLIC SUPPORT"
IMPROPER USE OF "DIRECT SERVICE ORGANIZATIONS TO ASSIST IN "MESSAGING"
LACK OF EXECUTIVE OFFICE "ARTICULATION PLAN"

OPPORTUNITIES: University must develop long range legislative strategy that coincides with and provides for implementation of its strategic plan - the two are not the same. Build stronger community ties and revisit "town gown" position paper.

7. LEGISLATIVE AFFAIRS

FAMU must develop a comprehensive legislative plan that will be driven by our strategic plan for the university and the university community and stakeholders. The plan would include defined relationships with appropriate constituencies that will aid in its design and execution. The plan would be comprehensive and include an ongoing education and research component that will strengthen FAMU'S position in its deliberations as well as expand its boundaries of inquiry and solicitation of funds and support. Finally, the plan will be 21st Century technologically savvy and built for the future.

8. EXECUTION

The TEAM concluded that FAMU should develop defined "near-term" benchmarks and demonstrate a high level of efficiency and effectiveness in meeting and exceeding those targets. The positive publicity that we will generate in doing the above will more than "off set" the negative publicity of the recent weeks and months.

9. POSITIVE MARKETING CAMPAIGN

Concomitantly, FAMU must develop an ongoing positive marketing campaign that highlights the many positive accomplishments of the university. We will then utilize our university family to serve as informed vehicles for information dissemination. These entities would include: alumni; faith-based organizations; civic organizations; etc.

10. REVITALIZATION OF CLUSTER

Whereas the "perceived benefits" for having a University-Industry relationship would seem obvious, the team felt that the current relationships of businesses to FAMU need clarity and direction. The team recommends that the University develop a Mini business plan for revitalizing Cluster. The Cluster impact in multiple disciplines must be carefully analyzed.